

ELL Capstone Portfolio

Mia Anderson

Vanderbilt University

Abstract

This portfolio demonstrates the expertise gained through the English Language Learners Master's program at Vanderbilt University to be a highly qualified teacher of ELL students. I begin with my personal philosophy of teaching that provides a framework of the theories and practices most influential to me as a teacher. I then demonstrate my professional knowledge of the five TESOL domains, language, culture, planning and instruction, assessment, and professionalism, by presenting artifacts from my work at Peabody. I hold the artifacts up to the framework presented in my philosophy of teaching and analyze how each domain interacts with the learner, learning environment, curriculum, and assessments. Finally, I examine how to bridge between theory and practice and reflect on my collection of work, what I have learned, and how it has impacted me as I look ahead to the start of my career.

Table of Contents

Abstract	2
Philosophy of Teaching	4
Professional Knowledge	10
Domain 1: Language	10
Domain 2: Culture	14
Domain 3: Planning, Implementing, and Managing Instruction	17
Domain 4: Assessment	20
Domain 5: Professionalism	23
Application to Practice	25
References	30
Appendix	33
Artifact A: Case Study	33
Artifact B: Community Literacy Project	57
Artifact C: Lesson Plan	64
Artifact D: Lesson Reflections and Implications	70
Artifact E: Foundations for ELL Education Final Presentation	92

Philosophy of Teaching

As a pre-service language teacher, it is of the utmost importance for me to consider the most current and highest quality research in the field, and I have been fortunate enough to have the guidance of top-tier faculty in this process. The beauty and challenge of teaching is that it is a life-long learning process, and I know that I will have to continue to grow and adapt my teaching philosophy, but I am confident in the strong base that I have built during my career at Peabody. My teaching philosophy centers around de Jong's four principles for language policy in education: striving for educational equity, affirming identities, promoting additive bilingualism, and structuring for integration (de Jong, 2011), and continues from there to build on classroom and teaching practices.

Striving for Educational Equity

The first of de Jong's four principles is striving for educational equity. This is an overarching principle that demands respect, non-discrimination, and equitable treatment of all students. I strive to always provide an equitable education for all of my students, and this principle can be practically applied through the remaining three principles.

Affirming Identities

The second principle is affirming identities, which calls for respecting and validating the diverse backgrounds of my students. This comes across most clearly to me through the application of culturally responsive pedagogy. Geneva Gay (2010) has written a book entitled *Culturally Responsive Teaching*, in which she dedicates an entire chapter to what she calls "culturally responsive caring" (p. 47). It is widely accepted that teachers ought to be caring, but Gay takes this further and posits that teachers must demonstrate *culturally responsive* caring and

argues that this requires more than just compassionate and kind feelings, but actions as well. Culturally responsive caring recognizes students as whole people, which is not limited to what a teacher can learn about them in the classroom. It demands that teachers maintain positive attitudes towards and high expectations of culturally diverse students. Teaching under a culturally responsive pedagogy requires knowing your students and understanding what knowledge and skills they bring into the classroom, actively valuing these skills by drawing on them in lessons and applying teaching methods that involve students in their own learning process.

Truly knowing your students takes time and intentionality. Discovering what your students' "funds of knowledge" (Moll et al., 1992) are is key. Moll et al. refer to funds of knowledge as the "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 133). In Moll et al.'s study, funds of knowledge were discovered by conducting home visits where they observed and interviewed family members and students in their home context. This is an excellent way to discover what kind of social and economic practices the student and his or her family is involved in. As a teacher, I will do my best to conduct home visits or arrange time to meet with families outside of the school setting to discover the skills I should draw on in class, and the skills my students need in order to thrive in their social contexts.

Another way to learn about students' funds of knowledge and social and economic lives outside of school is to visit the communities in which they live. This creates an opportunity to learn about the everyday lives of students, including where they shop, what kinds of food they eat, and what kinds of activities are taking place in their communities. As a White, native-English speaking American who grew up in a predominantly White, middle class neighborhood,

I have a lot to learn about communities outside of the ones I have known. Engaging in my students' communities is vital if I want to be culturally caring and better understand the lives of my students.

Another benefit of going into students' communities is discovering what kind of literacy practices take place there. These literacy practices can then be used in class as authentic materials that have relevance to my students' lives. Jiménez and Smith (2009) demonstrate the multiple benefits that examining community literacy practices and involving them in the classroom can have, including helping teachers understand the real-world needs that students and their families face. As Jiménez and Smith point out, this not only benefits the teacher, but also gives an opportunity for students to learn about each other and the diversity found within their own communities. Perhaps most importantly, incorporating community literacy practices in class can engage ELL students more fully in the curriculum because they see themselves represented in it and their own practices validated.

Additive Bilingualism

The third principle is promoting additive bilingualism. This principle will be harder to enact if the school context as a whole does not promote bilingualism, but I will encourage my students to translanguage and use the full range of their linguistic abilities in class to promote bilingualism and the use of my students' first language (L1) in their learning. The benefits of bilingualism are many, from offering an advantage in a globalized world to being more adept at monitoring the environment (Bhattacharjee, 2012). With this knowledge, it would be irresponsible not to encourage bilingualism in my students. One way to do this is to include translanguaging activities in my classroom. Many students are already translating between their L1 and English in their everyday lives, so translanguaging activities give them an opportunity to

use skills at school that are valuable to them outside of the classroom. Research conducted by Goodwin and Jiménez (2015) suggests that using translation skills to closely read selected sections of text improves English reading comprehension and helps students recognize that their translation skills are a cognitive and linguistic resource. I will also allow students to use their L1 to negotiate meaning with classmates who share the same language background. Research conducted by Lewis, Jones, and Baker (2014) found that students in a bilingual English and Welsh program chose to translanguage on a project so that they “could fully understand the information conveyed in the English text” (p. 666). Allowing students to use their full linguistic repertoire will allow them to more fully understand the material.

In addition to classroom practices, I will also encourage families to promote L1 literacy practices in the home. On a school visit my first semester, a teacher I interviewed told me that parents often try to speak only English at home and refrain from teaching the alphabet and other skills in their L1 for fear it will confuse their child. Cummins (1984) suggests that cognitive linguistic knowledge acquired in one language can be accessed and applied to other languages, so it will be my job to dispel notions that L1 knowledge will get in the way of English learning and encourage families to help their children maintain their L1. In a study conducted by Portes and Hao (2002), they found that a higher degree of bilingualism predicted increased family cohesion and better achievement. Promoting family cohesion in and of itself is enough reason to promote bilingualism in my students (August et al., 2010).

Structuring for Integration

The final principle is structuring for integration, which demands giving equal status to all involved in education. This means considering the way a decision might affect all involved parties across the full spectrum of diversity before moving ahead. Promoting positive

relationships with families and encouraging family involvement falls in line with this principle. As mentioned previously, conducting home visits and meeting with families is a great way to learn more about your students and build rapport with their parents. As a future teacher, creating these connections with parents and families will be a priority for me. In her book *Creating Welcoming Schools*, Allen (2007) dedicates an entire chapter to this topic. Blaming parents or a difficult home situation for a student's struggles in school is a common phenomenon in teaching. Allen demonstrates that a shift in thinking and intentionally focusing on families' strengths and building connections with them can lead to more culturally relevant teaching and encourage more parent participation. Every parent cares about their child's success in school. It is often cultural differences that lead to teachers misinterpreting certain actions or behaviors from parents. As a teacher of culturally and linguistically diverse students, it will be imperative that I recognize my own biases and the institutional racism that exists within our schools. I must work to interrogate my own assumptions and those made by others regarding my students and their families. Creating meaningful relationships with the families of my students will help me to confront my own biases and learn how best to serve my students and their communities. This will also include making sure the school is meeting the needs of parents when it comes to issues such as having translators available for meetings and phone calls and sending materials home in the family's native language.

In order to assist my students and their families in the best way possible, I will also make it a point to learn about what community resources are available to them. Nashville has many organizations such as Casa Azafrán, TIRRC, and Catholic Charities that offer many resources to families. Many immigrant or refugee families might not have much contact with the local

community outside of school, so it is important for schools to be able to point families to the community resources available to them.

Practices

My philosophy of teaching centers around de Jong's four principles for language policy in education, but includes specific methods for practice as well. Communicative Language Teaching is the method that I will center my classroom around. This falls in line with my desire to be student-centered and help my students to take control of their own learning. As Brown (2001) states of Communicative Language Teaching, "the role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others" (p. 43). I will create opportunities for my students to use language in the classroom in genuine interactions that are as authentic as possible. The SIOP model (Echevarria, Vogt, and Short, 2013) provides excellent guidelines with which to prepare and conduct lesson plans. From the SIOP model I will incorporate content and language objectives that clearly define not only what we will do in the classroom, but *why* we are doing it, so that my students understand the purpose of our lessons. I will be sure to build background and connect lessons to my students' experiences through methods of learning about my students already mentioned. I will provide comprehensible input, keeping in mind Vygotsky's zone of proximal development (1978) so that I am providing an optimal level of challenge for my students. Reaching this ZPD for each of my students will also require differentiation, something I strive to provide for my students so that each of them has the support they need while ensuring that I am holding all of my students to a high standard. An important aspect to applying the SIOP features will be the scaffolding that goes into my lesson planning, both designed-in scaffolding and interactional contingent scaffolding (Hammond and

Gibbons, 2005). Designed-in scaffolding is an important part of lesson planning needed to create opportunities for productive student interactions, and contingent scaffolding must follow in order to tap into the deeper meaning making and learning that has the potential to take place with the right guidance.

Conclusion

I look forward to entering the classroom with this teaching philosophy under my belt and tools to pull from as I begin my teaching career. I will always strive for educational equity in my classroom, specifically by affirming identities, promoting bilingualism in my students, and structuring for integration. I will create a student-centered classroom by using designed-in and interactional contingent scaffolding while using Communicative Language Teaching to provide my students with the skills they need to succeed in English and beyond.

Professional Knowledge

Domain 1: Language

Language is at the heart of everything I do as an educator, particularly as an educator of English Language Learners. Language is the medium through which we communicate ideas and understand the world. As such, it is foundational to my teaching and to my students' learning. It will be crucial for me to help my students unlock the language skills they need in order to access the content they are learning in school. de Oliveira's (2015) description of the language-based approach to content instruction (LACI) states that "teachers must use language to teach content" and "making content *accessible* is taken here to mean providing *access* to the academic language that constructs content knowledge" (p. 2). This means providing instruction to my students to help them grow in all aspects of language: reading, writing, listening, and speaking. I will equip

my students with strategies to take control of their own learning, particularly in the areas of reading and writing. Speaking and listening are skills that all humans learn from birth whereas reading and writing are not. Therefore, these skills require specific instruction and strategies such as using graphic organizers and making predictions. Of course, in order to understand written language and produce it, one has to have the language first, so creating authentic contexts to practice speaking and listening through Communicative Language Teaching (Brown, 2001) are essential as well. Not only do I want to help my students access content, but I want to provide the language they need to survive and thrive in their social contexts as well, as language is central to human connection and interaction. Incorporating students' funds of knowledge and topics of interest to them will encourage active participation and provide them with language needed outside of the classroom as well.

Though I prefer to focus on fluency rather than accuracy, language *is* systematic and it is important to understand the system I am working within. Language can be broken down into four domains: phonology, semantics, grammar, and pragmatics. Phonology refers to the sounds system of a language; how sounds are organized and how they relate to one another. Practically, this can be thought of as teaching pronunciation. According to Florez (1998), the goals of teaching pronunciation are functional intelligibility, functional communicability, and confidence. Therefore, I only see value in teaching pronunciation insofar as it is necessary to help my students achieve these goals. Native-like pronunciation is not my goal, particularly since there is no international standard for "native-like" English. The next domain is semantics, which looks at meaning both at the word and sentence level. González-Fernández and Schmitt (2017) discuss the importance of both breadth and depth of word knowledge and having both receptive and productive knowledge of words. It is important to focus on each of those aspects so that students

have a deep understanding of the words they are using and can use them in appropriate contexts.

Grammar is the next domain, which can be broken down into morphology and syntax.

Morphology is the grammar at and below word level, or word structure, and syntax is the grammar above the word level, or sentence structure. Grammar is important to the degree that it helps us make sense of language and communicate our meaning specifically and clearly. The final aspect is pragmatics, the least rule-driven and arguably most difficult of the domains to learn. Pragmatics is a form of communicative competence which can be broken down into four different competencies: grammatical competence (is it accurate and complex?), sociolinguistic competence (is it appropriate and polite?), discourse competence (is it coherent and relevant to the topic at hand?) and strategic competence (is it effective in communicating information or emotion?) (Phillips Galloway, 2017).

To demonstrate my understanding of these four domains of language, I am including a case study as Artifact A in which I analyzed the English of a Chinese graduate student at the University of Florida (see Appendix). Through an hour-long interview and a few writing prompts, I collected both oral and written language samples to analyze. The subject of my case study, Rose, is a friend of mine who I knew well when I lived in Florida. I was a volunteer at a free English class for international students that she attended. Through my friendship and established relationship with her as well as specific interview questions, I was able to approach the case study with a strong understanding of her background in terms of both language and her academic and social goals and the sociocultural factors that influence her language learning. I am also very familiar with her **learning context** as I first got to know her in the academic setting that she is still presently in. Having this relationship with the **learner** and understanding her **learning context** informed the questions I asked her and what I was looking for as I **assessed** her

language. I was able to conduct a thorough phonological, semantic, morphological, syntactic, and pragmatic analysis of her language ability. Because of my understanding of teaching pronunciation, I concluded that instruction for Rose should not focus on pronunciation. She was completely intelligible and her pronunciation did not interfere with our communication. In terms of semantics, I discovered that Rose had a much greater breadth of word knowledge than depth. For example, she used a lot of academic language, particularly in her writing, but it often felt dropped into the middle of her sentences because she was unsure of exactly how to use it. This also points to stronger receptive than productive language skills. This would certainly inform my instruction for Rose, as I would focus on creating opportunities for her to produce the academic language that she so often encounters. An in-depth look at Rose's morphology and syntax showed me she had a lot of room for growth in the area of grammar, particularly syntax. Her written language was stronger syntactically than her oral language, demonstrating an understanding of syntax when given time to think about the language she would produce. In an academic setting, she feels pressure to produce grammatically accurate language, so this would be an area I would focus on in her instruction. Specifically, I recommended that Rose focus on the final of Nation's Four Strands of a Comprehensive Vocabulary Instruction Program (Phillips Galloway, 2017) to deepen her depth of semantic knowledge. This strand promotes learning from language-focused or form-focused instruction, and, coupled with Schmidt's Noticing Hypothesis (1993), could be used to improve both her semantic and syntactic skills. Rose showed strength in the final area of pragmatics. When given hypothetical scenarios, she was able to change her register appropriately depending on the context. She was able to politely and respectfully decline invitations and disagree with another person's opinion.

The ability to analyze language abilities at this level helps to inform instruction and **curriculum** planning. Breaking down Rose's language in this way gave me an in-depth understanding of her strengths and weaknesses, and knowing her goals and learning context were important factors in determining which areas of language to focus on and which she had adequately mastered for her purposes.

Domain 2: Culture

Language and culture are inextricably linked and language teaching must reflect that. Culturally Responsive Pedagogy (CRP) is paramount in any classroom, particularly those with English Language Learners. CRP demands teachers really know their students and celebrate their identities, their heritage, and their strengths. In order to truly engage in culturally responsive teaching, teachers must examine their own biases, conscious and unconscious, and "confront existing instructional presumptions and practices" (Gay, 2010, p. 49) that could be harmful to their students. One way these biases and presumptions are particularly harmful is through lowered expectations. Gay (2010) describes failing to hold ethnically diverse students accountable to high-level performance as failing to care for them. It is important to understand what Gay means when she describes caring for students. Whereas many teachers could be described as "caring," Gay emphasizes culturally responsive caring. She highlights the difference between caring *about* students, which involves feeling concern for their general well-being, and caring *for* students, which is characterized by active engagement that positively affects students (p. 48). It can be hard to know what this active engagement in promoting culturally responsive caring means in practical terms. For me, CRP in action encompasses de Jong's four principles of striving for educational equity, affirming identities, promoting additive bilingualism, and

structuring for integration. Two ways to put this into practice is through promoting my students' L1 and drawing on my students' funds of knowledge.

de Jong (2011) states that denying children the use of their dominant language can be seen as a denial of their humanity. Crawford (2000) argues it is a matter of social justice to allow the development and use of one's native language because losing it is linked with "identity loss, loss of self-worth, and limiting the human potential" (p. 34). For this reason, I will promote the use of my student's L1 as much as possible through activities such as the TRANSLATE method (Goodwin and Jiménez, 2016) and the Poetry Inside Out method (Park et al., 2015). I will also encourage families to maintain use of their L1 at home which will not only promote bilingualism but also structure for integration by showing families that their culture and skills are just as valued as their native-English speaking counterparts. Research has shown that families that maintain their home language show a higher degree of family cohesion and children of those families tend to have better academic outcomes (Portes and Hao, 2002).

I will also make it a priority to incorporate my students' cultures into their learning by discovering and using their funds of knowledge. In contrast to thinking about culture broadly, Moll et al. (1992) describe funds of knowledge as being "more precise for our purposes because of its emphasis on strategic knowledge and related activities essential in household's function, development, and well-being" (p. 139). Home visits and connecting with families is one way to discover funds of knowledge. Another specific way to do this is through learning about the literacy practices of the communities my students live in. Artifact B demonstrates how I did this in an effort to practice gathering funds of knowledge to apply in the classroom.

For this project, I went to Nolensville Pike in Nashville to discover what kinds of literacy practices were being used in a community where many ELL students live. The purpose of the

trip was both to see into the world of my students to understand their lives and communities better as well as think about how to incorporate the literacy practices of their communities into the classroom. This is a great way to incorporate both funds of knowledge and use of L1 in the classroom and give my students the opportunity to learn more about one another. Lam et al. (2012) note that many immigrant children or children of immigrant families possess capital such as bilingualism that is not recognized or valued in mainstream classrooms, so a community literacy project is an opportunity to make use of capital students already possess. Depending on the **learning context**, there are many ways these practices can be incorporated into the **curriculum** of many different content areas. Comparing cultural practices could easily be incorporated into an English or social studies class. A practice that is common in many immigrant communities is sending money to family members in another country, and this could be incorporated into a math class. On the day I went into the community, I saw the remnants of what looked like some kind of festival the day before. I asked some people working at a store nearby what it was for and they told me about the Mexican Independence Day celebration that had taken place the day before, complete with a firework show to end the night. This gave me a connection point with **learners** in my class of Mexican origin, as I could ask them to share about the celebration, compare it to the Fourth of July, learn about fireworks, or any number of possible learning opportunities.

This project was done as a student rather than a teacher, so though I wasn't learning about my own students, it was great practice for when I do have my own class with ELL students. Taking the time to go into the community is one way to move past my own assumptions or preconceived notions about my students and get to know each of my students' in *their context*, where *they* are the expert, not me. Bringing the life of my students into the

classroom will certainly help to affirm their identities when they see themselves and their communities represented in my classroom. It will also promote bilingualism as I rely on my students to offer translations and work between the two languages. Finally, it will help to structure for integration as I learn about and value the strengths of my students' communities. Family members will hopefully feel proud and encouraged when they see their own language and culture represented in my classroom.

Domain 3: Planning, Implementing, and Managing Instruction

This domain is where all that I have learned and believe about teaching gets put into practice. Planning is key to the success of classroom instruction. Since Communicative Language Teaching is so important to me, I will need to plan instruction and activities that provide opportunities for students to engage with one another in authentic and unrehearsed contexts. I will also need to be thoughtful about providing opportunities for students to practice not only listening and speaking, but reading and writing as well. The Sheltered Instruction Observation Protocol (SIOP Model) (Echevarria, Vogt, and Short, 2013) provides a solid outline for planning, implementing and managing instruction. One of my key takeaways is the importance of creating content and language objectives for each lesson. This will ensure that I have thought about not only *what* we are doing, but *why* we are doing it, which is important not only for me, but for my students as well so that they can take charge of their own learning. Other aspects that are important in planning are building background and incorporating my students' funds of knowledge, providing comprehensible input to reach the zone of proximal development (Vygotsky, 1978), and planning for productive assessment of my students' learning. Essential to planning is providing appropriate scaffolding, both designed-in scaffolding and thinking about

and predicting what kind of interactional contingent scaffolding might come up during a lesson (Hammond and Gibbons, 2005).

Implementing and managing instruction will flow from the lesson planning I have done. Much of implementing instruction is interactional contingent. A few ways to improve my interactional contingent scaffolding and instruction are observing more experienced teachers to see how they respond to their students, reflecting on my own teaching after a lesson, and asking for feedback from other teachers or supervisors.

Artifact C is a lesson plan that I wrote for a fifth grade ELL English Language Arts class. I did not implement this lesson, but the practice of planning helped me to understand the amount of thought and intentionality that is required when putting a lesson plan together. I included six Common Core English Language Arts standards that I hoped to develop through the lesson, ensuring I was not only teaching language but content as well. Echoing my main takeaway from SIOP, I included clear language and content objectives to ensure there was a purpose to each part of the lesson as well as time in the lesson to refer back to the objectives so that students could **assess** their own learning against the objectives. This can be seen in the “Review/Assessment & Wrap-Up” portion of the lesson plan (p. 66). For this lesson, I used a book at a third grade reading level, slightly higher than the reading level of the students in my fifth grade practicum class. The book is called *Baseball Saved Us* and is about a Japanese American boy who is forced to live in a Japanese internment camp. I imagined the text could relate to a history or social studies unit the students were going through, and the students might make personal connections to the boy as the ELLs would also have families that were from another country and face unique hardships living in the United States. Using literature with themes and characters that relate to my students’ experience is in line with de Jong’s principle of affirming identities. I will make sure

that my students and their experiences are represented in the literature we read and have in the classroom to validate what they might be feeling and provide characters that they can relate to.

To examine my actual implementation and managing of a lesson plan, I am including Artifact D, a reflection on a lesson I implemented during my practicum. The artifact includes a macro and micro analysis of the lesson, additional reflections and implications, and important portions of the transcript of the lesson. For the lesson in the artifact, my mentor teacher asked me to plan a bingo review activity to review similes with his class. This gave me a lot less freedom in what I would be teaching, but I was able to reflect on the actual implementation of the lesson. During the activity, students in groups of four had to draw a card from the middle that had the first half of a simile on it, such as “as cold as.” They had to then look at their own board and see if they had an image on it that made a simile. If they had a picture of ice, they could say “as cold as ice” and ask their classmates if their simile worked. The activity provided an opportunity for students to engage in content through creating similes while using language to negotiate meaning with their classmates. As I walked around, I observed students agreeing and disagreeing with one another, even offering reasons why a simile did or didn’t work. I analyze one instance of this occurring in my micro-analysis (p. 77). The portion in the transcript relating to the instance analyzed begins at 26:03 (p. 89).

This lesson had some limitations partly due to the fact that I was only at the school once a week and wasn’t fully immersed in their learning. At the start of the lesson, I asked the students to recall the forms of similes they had previously learned with their teacher. I would change this part to tailor it more specifically to the **learning context** and connect to a topic or topics the **learners** are interested in, perhaps by choosing a topic from their history class or an extracurricular activity that I knew my students were involved in. Instead of simply asking

students to raise their hands to share the forms of similes, I would ask them to write their own similes. This would allow them time to think and recall what they had learned as well as serve as an informal **assessment** of how much they remember and are able to apply what they have learned. I would also include an exit ticket as a post-lesson **assessment** to see how much they took away from the activity, for example using a simile they learned through the activity to describe someone in their family. This would also be a way to incorporate writing which was missing from this lesson. Overall, I would have liked to be more familiar with the **curriculum** of other content area courses so that I could continue to build background and connect the language form they were learning with topics in other classes.

Domain 4: Assessment

Differentiated instruction is highly emphasized and encouraged in education, and yet we are required to administer the same high-stakes tests to each of our students for formal, state-wide assessment purposes. These assessments can be particularly harmful to our ELL students. Research has shown that standardized assessments contain cultural and linguistic biases that privilege mainstream students while hindering the success of others, particularly ELL students. It can be difficult for ELL students to demonstrate their content knowledge in areas requiring strong academic English skills (Herrera et al., 2013). While these issues with formal standardized assessments are real and serious, we cannot dismiss the importance of assessment to our students. Relevant, productive assessment is essential for teachers to understand the skills students already possess, measure their growth, and determine which skills have been mastered and which require more instruction.

As a teacher striving for educational equity, it is important to assess learners in authentic ways that directly relate to classroom practices and instruction. This includes both formal and

informal and formative and summative assessments that will help me to gauge my students' knowledge before lessons and their progress throughout. Understanding where my **learners** are with each task and skill I am teaching will help me to create a **curriculum** that meets their learning needs and ensures they are gaining the skills that I am trying to teach them. Identifying student gains as we go is not only helpful for me, but can be motivating and encouraging for students as they are able to see their own progress and assess their own learning. This can be done using anything from large, summative assessments, to our language and content objectives to assess learning during individual lessons.

The artifact used for this domain is Artifact A, the case study that I used for the language domain in which I assessed the language skills of an English Language Learner. This artifact is used to demonstrate my understanding of the importance of assessments to individual learners, focusing on the assessment tools used and the implications for instruction. For this case study, I collected both written and oral language samples from Rose, a Chinese graduate student, and assessed her language proficiency. Understanding a student's language proficiency is an important part of assessment, as language proficiency will impact how students perform on other academic tasks. Through an informal portion of the interview, I was able to understand more about the **learner** through asking questions about the **learning contexts** she has been in and is currently in. This helped me to understand her language learning path, influencing sociocultural factors, and level of acculturation. For example, she told me that she has been studying English since first grade, but that almost all of her language instruction before coming to the United States focused on academic language and test taking. This helped me to better understand her difficulties in spoken English. Understanding this kind of background about our students is an important step towards administering assessments that are productive. Through extended

observation of her language use and production, I was able to use both the SOLOM and the language acquisition chart in Artifact A to determine Rose's language proficiency in areas such as comprehension, fluency, pronunciation, grammar, and vocabulary.

An important part of this case study was taking the knowledge I gained from the assessment and coming up with specific instructional plans for each of the four aspects of language analyzed (phonology, semantics, grammar, and pragmatics). This showcases why assessment is so important – it helps to inform our **curriculum** and ensure our lessons are crafted to meet the specific needs of our students. Through getting to know Rose's history of language education and her current context, I also gained a better understanding of her current language goals and needs. For example, Rose demonstrated strong pragmatic skills in the language samples I collected. In hypothetical situations involving an academic advisor or professor, she was appropriately polite and respectful. However, she told me that she did not often speak up in academic contexts unless a question was directly addressed to her for fear of making a mistake or being laughed at. This makes sense in light of what I noted previously about her lack of instruction in spoken English. If I were her instructor, I would create authentic opportunities for her to use academic language in a context as close to her real context as possible so that she could gain confidence and practice in an area that she finds difficult, but is necessary for her success at a higher education institution. The informal assessment that I conducted helped me to capture information about her language and level of acculturation that I would not have gathered through a formal assessment, such as her lack of confidence in spoken English.

Overall, assessments are an area that can often be overlooked or taken for granted, but they are crucial if we are to provide an equitable education for our students. Getting to know our

students and providing both instruction and assessments that take their linguistic and cultural strengths into account is key to providing an equitable learning environment for our students.

Domain 5: Professionalism

To be an effective teacher of ELL students requires professional growth both inside and outside of the classroom. To be a well-rounded professional requires understanding of the history, policies, and changing needs of my students and their communities. I have already discussed the importance of knowing who my students are on an individual level, but understanding who they are on a wholistic and national level is equally as important. In the 2014-15 school year, nearly one out of every ten public school students was an English Language Learner (English Language Learners in Public Schools, 2017). Many of these students come from immigrant families who traditionally immigrated in large numbers to states like California, Texas, and Florida. However, recent immigration trends have shifted, and Georgia, Indiana, and New Hampshire are now among the top ten receiving states in the country (Herrera, Cabral, and Murry, 2013). Knowing the local trends relative to where I am teaching is key to understanding the community my students are coming from. For example, the foreign-born population in Nashville doubled from 2000 to 2010, reaching 12 percent of the population in 2014 (Sawyer, 2017), and the city is home to nearly 140,000 immigrants (Alfs, 2017). Knowing this helps me to contextualize the world my students are living in and understand that, along with their families, they have unique needs and face unique challenges in the community. Connecting with and being a resource for these families is essential to being a well-rounded professional. Families of my students might not have many touch points with the community outside of school, so it is vital that schools have strong relationships with families and connect them to the community.

Artifact E is the final presentation I made in Dr. Jimenez's course, *Foundations for English Language Learner Education*. This presentation walks through the ways I will enact de Jong's (2011) four principles for language policy in education, the foundation of my teaching philosophy. I believe it encapsulates what is required to demonstrate professionalism in this field. The *Lau v. Nichols* Supreme Court case of 1974 is used to highlight the first principle, striving for educational equity, as it is a historical building block that demonstrates that equal does not always mean equitable in education. Ensuring that I am providing the most equitable education I can will demand constant self-reflection. I will do this in a number of ways, including analyzing video recordings of myself teaching, asking peers and supervisors to observe my teaching and provide feedback, and asking for feedback from my students and their families. Affirming identities is the next principle, and the presentation points to home visits, positive phone calls home, and visiting students' communities as ways to implement this principle. These are practices that will help build relationships and trust with the family members of my students. The third principle is promoting additive bilingualism. Two ways to act on this principle and grow in professionalism are incorporating community literacy practices in my classroom and encouraging families to continue to develop their L1 at home. This will demonstrate to parents that I am partnering with them in the growth and development of their child in a way that is meaningful to them. The final principle, structuring for integration, calls for the bringing together of all those involved in a child's life and encouraging all participants to contribute to the educational process in meaningful ways. One example of this is striving for cohesion among all involved parties at school, including collaboration with other teachers and staff members who have connection with my students. In addition, I as the teacher have a responsibility to be an expert in the resources available to my students and their communities so that I can connect them

with organizations that are also concerned with their flourishing. Learning about organizations such as Casa Azafrán, TIRRC, and Catholic Charities as well as hearing from the Family Involvement Specialist for Metropolitan Nashville Public Schools emphasized for me the importance of getting to know what is available in the community so that I can partner with those already doing good work in the community and utilize the resources already in place.

Growing in professionalism in these ways will make me a better teacher. Understanding my **learners** and their specific **learning environment** through staying current with local and national trends will improve the way I connect with and teach my students individually and as a whole. Understanding my students and their context will necessarily influence my **curriculum**, as I must take care not to make assumptions about the experiences and knowledge my students do or don't have, and create lessons that are relevant to them. Finally, it is important to understand the ways that formal **assessments** often fail to capture the full scope of my students' capabilities. This means that I will need to focus on creating both formal and informal assessments that more accurately reflect our classroom practices and instruction in order to gain a deeper understanding of my students' growth and learning. Using de Jong's four principles as a guide will help me to grow in professionalism to become the best teacher I can be.

Application to Practice

As I look ahead to the start of my career as a teacher, I am grateful to have had the opportunity to pursue my Master's in ELL education at Vanderbilt University. I have been able to examine the historical, political, theoretical, and cultural influences that shape education for English Language Learners, I have had excellent teaching modeled to me, and I have been able to put what I am learning into practice through practicum experiences – all in a city that has a booming need for teachers of English and is rich in culture and languages from around the world.

I am also grateful for an opportunity to reflect on my learning and how I will put into practice all that I have learned.

As a language teacher, it is my job to help students unlock the language that will help them succeed academically and beyond in this country. I know that language gives access to content (de Oliveira, 2015), so I will take my job very seriously, knowing that I am not only helping my students learn to communicate, but also giving them the tools they need to acquire knowledge often buried behind academic language. As a new teacher, I know there will be times when my lessons don't go as planned, are engaging but lack higher order thinking, or in some way fall short of what I hoped to achieve. I am grateful to have repeatedly heard from veteran teachers that this is normal and in fact to be expected. This knowledge will help me not lose confidence and instead reflect on what I could have done differently and how I can learn from my mistakes. I will also use other teachers as resources, asking for help when I need it and collaborating with them when possible. No teacher can be their best without support, so I plan to seek out and use all the support that I can.

My own teaching philosophy will be a reference for me, though I know it will evolve and change as I learn on the job what applying theory to practice really looks like. However, I have been influenced by de Jong's four principles for language policy in education (2011) and I will keep them at the forefront of my mind as I begin teaching. As a teacher of culturally and linguistically diverse students, striving for educational equity will shape the way I plan, implement, and reflect on my lessons. As a privileged, White, middle class female, I will have to constantly reflect on my own position in the classroom, admitting and understanding that I cannot relate to many of the experiences my students have. I will need to continually check my own biases, being careful not to allow them to bleed into my curriculum (Gay, 2010). This is an

area that I will ask for help in for the rest of my life. No matter how hard I try to recognize, acknowledge, and fight against my own biases and assumptions, I will inevitably fail in one way or another and need someone to point out to me how I missed the mark. It is not always easy to call other people out in this way, so it will take intentionality on my part from the start to create time and a safe space for correction and criticism from others. Striving for educational equity is a broad term, and finding concrete ways to apply de Jong's other three principles of affirming identities, promoting additive bilingualism, and structuring for integration has helped me understand what that looks like in practice.

When I am a teacher, I hope that these principles will be so enmeshed in my classroom culture that my students would characterize me as affirming their identities, caring about maintaining their home language, and seeking to involve all invested adults in their education. I will do this through home visits, community visits, and engaging with family members. Knowing what my students' funds of knowledge (Moll et al., 1992) are will be key to tapping into their full potential and making lessons relevant to them. One way to do this is to use the literacy practices of my students in the classroom. I know that students learn best when they are motivated, engaged, and view what they are learning as relevant to their own lives. I will strive to collaborate with other teachers in order to create continuity across what they are learning. I will engage with my students themselves, giving them the opportunity to tell me about themselves in formal and informal settings, paying attention to the factors outside of the classroom that might be affecting their learning (Herrera et al., 2013). I will strive to make sure each of my students know that I care about them as people first, not just as students, and that I value what they bring to the classroom and respect the things that are important to them.

Bridging theory and practice will require intentionality in everything that I do. I will avoid implementing activities simply because they are fun and my students will be engaged, and instead make sure that I am always able to point to what I want my students to learn and be able to do at the end of each lesson. I can hold myself accountable to this by creating and displaying language and content objectives in my classroom for each lesson (Echevarria et al., 2013).

Successfully bridging theory and practice will also require staying relevant with theories and emerging research. I will continue to be a life-long learner and never stop educating myself on the most current and research-backed teaching methods. I will maintain an attitude of humility, open to changing, admitting when I am wrong, and learning from others. I was already able to see some areas that are difficult for me during my practicum experiences and I will continue to work on those areas as well as look for other ways to improve. One area in particular that I will work on is giving clear instructions, focusing on section three of SIOP, comprehensible input (Echevarria et al., 2013). When I watched a recording of myself teaching, I realized that I spoke too fast and sometimes hadn't planned exactly what I would say so I was not as concise as I should have been. This is especially important for ELL students, so I will be sure to make my presentation clear, concise, and slow enough so that my students can understand me. This requires designed-in scaffolding (Hammond and Gibbons, 2005), thinking through each lesson, down to individual word choice in my explanations and instructions. I also need to think about the interactional contingent scaffolding (Hammond and Gibbons, 2005) that will take place, predicting how students will respond and practicing getting better at using student responses to enhance my teaching in the moment. This will come with time, and I hope to be able to observe other teachers and learn from those who have been teaching longer and have mastered some of these skills better than I have. I will also work on creating clear and efficient classroom norms

from the beginning. My personality tends towards being “nice” over being strict, so I will have to work to establish my authority in the classroom and create a space of mutual respect where I can still be nice while also practicing good classroom management skills.

Even though I am graduating and moving on from a formal learning environment, I know that I can never stop pursuing professional development. As research continues and new and better teaching methods are developed, it will be important for me to continue reading and pursuing the best methods available in the teaching field. I have a tendency to prefer what I know to change, so I will have to fight against this tendency to ensure that I do not fall into practices that are outdated or ineffective simply because they are comfortable for me. I will do this through pursuing professional development opportunities offered in my school, district, and nationally, and continually seeking out productive feedback. Maintaining a learner’s attitude will help me to continue to grow throughout my career and give me the added benefit of being more able to relate to my students.

All in all, I hope to be a teacher that is unmistakably for my students first, advocating for them individually and as a group. I will strive for educational equity in all that I do, humbly acknowledging that I will need help and will make mistakes. I will make every effort to learn from my mistakes and continue to grow for the entirety of my teaching career. I know there is still much to be learned that comes only with experience, and I look forward to continuing my learning in the classroom this fall, with a strong foundation to build upon.

References

- Alfs, L. (2017, February 21). Study: Immigrants vital to Tennessee economy. Retrieved September 27, 2017, from <http://www.tennessean.com/story/money/2017/02/21/study-immigrants-vital-tennessee-economy/98200076/>
- August, D., Goldenberg, C., & Rueda, R. (2010). Restrictive State Language Policies: Are They Scientifically Based? In P. C. Gandara & M. Hopkins (Authors), *Forbidden language: English learners and restrictive language policies* (pp. 139-158). New York: Teachers College Press.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Longman.
- Crawford, J. (2001). *At war with diversity: US language policy in an age of anxiety*. Buffalo: Multilingual matters.
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, UK: Multilingual Matters.
- de Jong, E. J. (2011). *Foundations for multilingualism in education: From principles to practice*. Philadelphia: Caslon Pub.
- de Oliveira, L. C. (2015). A Language-Based Approach to Content Instruction (LACI) for English Language Learners. *Journal of Language & Literacy Education*.
- Echevarría, J., Vogt, M., & Short, D. (2013). *Making content comprehensible for English learners: The SIOP Model*. Boston: Pearson.

English Language Learners in Public Schools. (2017, March). Retrieved October 18, 2017, from

https://nces.ed.gov/programs/coe/indicator_cgf.asp

Florez, M. C. (1998). Improving Adult ESL Learners' Pronunciation Skills. *National Center for ESL Literacy Education*.

Gay, G. (2010). *Culturally responsive teaching: theory, research, and practice*. New York: Teachers College.

González-Fernández, B., & Schmitt, N. (2017). Vocabulary Acquisition. The Routledge Handbook of Instructed Second Language Acquisition, 280-298.

Goodwin, A. P., & Jiménez, R. (2016). TRANSLATE: New Strategic Approaches for English Learners. *The Reading Teacher*, 69(6), 621-625

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

Jiménez, R. T., Smith, P. H., & Teague, B. L. (2009). Transnational and Community Literacies for Teachers. *Journal of Adolescent & Adult Literacy*, 53(1), 16-26.

Lam, W. S., & Warriner, D. S. (2012). *Transnationalism and Literacy: Investigating the Mobility of People, Languages, Texts, and Practices in Contexts of Migration*. *Reading Research Quarterly*, 47(2), 191-215.

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

Phillips Galloway, Emily (2017). Lecture 4: Pragmatics: How Language is Used [PowerPoint Slides]. Retrieved from Vanderbilt University Education Linguistics and Second

Language Acquisition Brightspace: <https://brightspace.vanderbilt.edu>

Phillips Galloway, Emily (2017). Lecture 8: Semantics [PowerPoint Slides]. Retrieved from Vanderbilt University Education Linguistics and Second Language Acquisition

Brightspace: <https://brightspace.vanderbilt.edu>

Portes, A., & Hao, L. (2002). The price of uniformity: language, family and personality adjustment in the immigrant second generation. *Ethnic and Racial Studies*, 25(6), 889-912.

Sawyer, A. M. (2017, May 31). Nashville immigrants live in fear, make plans for deportation.

Retrieved September 27, 2017, from <http://www.tennessean.com/story/news/local/2017/05/30/nashville-immigrants-live-in-fear-trump-deportation/341126001/>

Schmidt, R. (1993). Awareness and second language acquisition. *Annual Review of Applied Linguistics*, 13, 206-226.

Vygotsky, L. S. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.

Appendix

Artifact A

Part I: Introduction to the Learner

Participant Overview

Rose is a native Mandarin Chinese speaker who has been attending graduate school in the United States for a little over three years. She started studying English in China when she was in first grade, and continued with mandatory classes through her sophomore year of college. For the last two years of her undergraduate studies, she took other courses outside of school to prepare for taking the TOEFL and the GRE. Rose stated that she only had one teacher who was a native English speaker, but this was for a short-term elective she took outside of school. She noted that her classes almost exclusively focused on test taking. Since she has been in the United States, she has taken one English course focused on academic speaking where she received instruction in one-on-one tutoring sessions.

Language Samples Collected

Both oral and written language samples were analyzed for this case study. The oral language samples are from a one-hour interview that I conducted over FaceTime. Rose was in a private library study room and I was at home alone so we both had quiet settings and were able to talk freely without worrying about interrupting anyone else. I met Rose in China nearly four years ago when I was studying abroad in her hometown, and we became roommates the next year when we both moved to Gainesville, Florida. We have maintained our friendship since then, and we often help each other with language questions. Because we are good friends, the interview was a comfortable social setting for both of us.

In addition to the interview, I collected three written language samples from Rose. The first two are emails that she drafted in response to the persuasive topic presented in our interview, which asked her to persuade her audience that people should be required to get a license in order to become parents. She wrote one draft as if she were writing to a friend, and a second as if she were writing to an unfamiliar academic audience. The third written language sample is an application essay that she wrote when applying for her Master's Degree at the University of Florida. The prompt was introducing herself and her strengths.

Influencing Sociocultural Factors

Chinese society as a whole places a high value on the ability to speak the English language. This is evidenced by the fact that English is a major part of the Chinese college entrance exam. Rose grew up in Chengdu, the fifth most populous city in China. In this large, globally influenced metropolis, the value of learning English is high. Most of Rose's classmates took English courses in addition to the ones offered at school, and many of them planned to study abroad in English speaking countries. Thus, there was pressure in her competitive school environment to learn English.

In addition to societal pressure, Rose's parents also encouraged her to work hard in her English studies. Neither of them speak English, but they wanted her to study abroad in the United States because they believed this would provide the best opportunities for their daughter. They not only encouraged her English studies, but were also able to provide extra classes outside of school as well as make it possible financially for her to study abroad in the United States.

Rose completed her Master's Degree at the University of Florida and is now working towards her Ph.D. Her advisor is Korean, so she must communicate with her in English. However, many of her colleagues are Chinese, so she does also use Chinese in her academic

setting. She has three roommates, two from China and one from India, so uses English with her Indian roommate on a daily basis.

Rose has a very sensitive, caring, and helpful personality. She told me in the interview that she never rejects people or turns down requests, and she has told me in the past that she often gets taken advantage of in social and academic situations because of this quality. In Chinese culture, younger students are expected to show respect to their upperclassmen, and I witnessed her upperclassmen take advantage of her on more than one occasion. Because of this dynamic, she was often the recipient of unsolicited advice or correction from classmates, particularly in regard to her English abilities. I believe this negatively affected her confidence in speaking English in academic settings. She mentioned more than once that she was often afraid to speak English with native English-speaking colleagues for fear of being laughed at.

Part II: Learner's Oral and Written Language Abilities

Introduction

This section will examine Rose's oral and written language abilities in terms of four different aspects of language: phonology, semantics, grammar, and pragmatics. The first section, phonology, will examine Rose's strengths and weaknesses in her pronunciation of the English language. The next section will look at her word choice and both her depth and breadth of word knowledge. Next, her grammar will be analyzed in terms of both morphology and syntax. After these three foundational elements of language have been examined, her pragmatics will be analyzed to see how she is able to produce language in each unique context presented to her.

Phonological Analysis

Though Rose speaks with a definite accent, her English pronunciation is intelligible and does not interfere with understanding. On the Student Oral Language Observation Matrix (Image

1) (Phillips Galloway, 2017), Rose scores a four in both fluency and pronunciation. In terms of fluency, Rose paused and said “uh” at different times throughout the interview, but she usually did so as she was gathering her thoughts to answer a question rather than struggling to find a specific English word. This is similar to a native speaker’s speech pattern, as she was able to produce long sentence strings once she had gathered her thoughts. For example, during the first part of the interview when I asked her questions about herself, she was comfortable and spoke easily and smoothly. When talking about her roommates, she produced six sentences and said “uh” once at the beginning of only three sentences, during a transition of thought. During a pragmatic elicitation when asked to decline a professor’s job offer, she said “uh” more frequently at the beginning, likely due to increased nerves (she became more nervous when simulating an academic setting), as well as needing time to think of an appropriate response. This was clear to me because in a nine sentence response, she said “uh” one to two times in each of the first three sentences, but only once during the remaining six sentences, showing that she is able to articulate her thoughts fluently once she knows what she wants to say.

In terms of pronunciation, Rose was always intelligible and demonstrated strength in native-like intonation and stress. On multi-syllabic words, she usually placed the stress on the correct syllable, such as the third syllable of “California,” and the second syllable of “disasters.” Expressing meaning through stress and intonation can be difficult for Chinese speakers because Chinese is a tonal language, so the tone you use is part of the essence of a word itself. Changing the tone changes the word produced, not implied meaning. However, Rose was able to use stress for emphasis, like when she stated that “I never reject people,” placing emphasis on “never” in order to make her point more clear. She also used a rising intonation to indicate she was asking a question. This was seen in phrases like, “You know what?” and “Like, five days how many days

I speak Chinese? Like that?” Overall, this demonstrated that she was able to add on to the understanding of intonation that her native Chinese gave her to include using intonation to imply meaning.

There were a few repeated errors that she made that can be traced back to an influence from her L1. The first is that she often pronounced the English vowel /I/ as the vowel /i/. This can be explained by the Perceptual Assimilation Model which states that a non-native sound may be assimilated to an existing, native category (Phillips Galloway, 2017). When comparing the English IPA vowel chart to that of Mandarin, one can see that Mandarin does not have the /I/ vowel and the closest sound to it is /i/ (Image 2). This was heard in words such as “give,” “is,” and “fill,” and persisted throughout the interview. Another pattern was adding a vowel sound to the end of consonant final words. She often added the /ə/ vowel sound to the end of words like “and,” “but,” and “told.” This can also be linked to influence from her L1, as words in Mandarin can only end in vowel sounds, not consonants. A final pattern in her pronunciation was dropping a syllable in a multi-syllabic word. For example, the word appreciate was pronounced /əprɪʃeɪt/, dropping the third syllable. She also dropped the /I/ that should have been the third syllable in the word “humanity,” and the final /ə/ sound at the end of “America.” Again, this is an influence from her L1, because Mandarin consists of only one syllable words, making words with more than one syllable more difficult to pronounce.

Semantics Analysis

When analyzing semantics, there are many different aspects to consider. González-Fernández and Schmitt (2017) discuss two main aspects that I would like to consider: breadth and depth of word knowledge, and receptive and productive knowledge. Rose shows strength in her breadth of word knowledge, but often lacks the depth to use the word or phrase correctly in

context. Image 3 shows a table with samples of academic phrases that Rose used both in written and spoken language. She has been exposed to academic English at the University setting for the past three years, and it can be seen from the samples that she is able to refer to statistics, cite research, talk about experiments, and discuss innovative approaches to research. Though this shows her breadth of semantic knowledge, a lack of depth is also evidenced. When she stated that “the statistic shows,” she was referring to statistics broadly, not one specific statistic as it would seem from her statement. There were also times where it seemed as if she simply inserted a phrase that she knew without knowing quite how to connect it with the rest of her sentence. For example, she wrote “This can be seen in the trend there are more and more parents and kids.” Errors such as this point to a higher receptive than productive word knowledge. In her academic setting, Rose encounters highly academic language often and is able to understand it. However, when producing the language herself, she often has a hard time producing it in the correct form.

Another interesting pattern was frequently mixing up words that sound similar to each other. When describing a scene from a grocery store, Rose stated that the woman in the picture was next to a “shelter” and that there was wine on the “shelter.” She confirmed afterwards that she had meant “shelf.” She did this again when describing a game, stating that you had to choose the best answer to fill in the “blanket.” In a previous segment, she correctly said “fill in the blank” when talking about an English class, so I know it was a careless error rather than not knowing the word. A final example from her spoken English was referring to her “responsibility” to a counter-argument rather than a response. Again, she had used the correct word in another instance, so she knows the word “response.” I assumed this would only appear in her spoken language, but I saw a similar error when she substituted the word “patient” for parent several times in a written sample, and also wrote “responsivities” instead of

responsibilities. For each of these errors, Rose demonstrated that she knew the correct word and simply used the wrong one, showing a lack of attention to detail and speaking too quickly without analyzing what she had produced.

When running Rose's written and spoken transcripts through an online text analyzer (UsingEnglish.com), I found that her written text had more lexical density than her spoken language. Rose addressed the topic of requiring parents to get a license in order to have children in both spoken and written language, so I compared these two samples. Though she was addressing the same topic, her written language had a lexical density of 50.29% and that of her spoken language was only 30.73%. She also used more unique words in her written sample (171) than in her spoken sample (165), even though her spoken sample contained a total of 537 words compared to only 340 words in the written sample. When given more time to formulate her answer, Rose was able to produce more complex language. This is likely due to Rose's lack of depth of word knowledge. When she is writing, she has more time to access her full semantic web and test words out. She might have more confidence in using more complex words when she has had time to think about them and read the sentence back to see if it makes sense. When speaking, she does not have the luxury of going back to double check her speech. In oral language, if she is unsure of a word, she might be more likely simply to choose a different word or even leave a thought out altogether because she is not sure she knows how to say it correctly.

Grammar Analysis

Morphological Ability Analysis: Rose's mean length of utterance (MLU) for the oral language sample and written language sample analyzed was calculated using Microsoft Word. I put each utterance on a separate line, inserted a space between morphemes in a word, and then found the total number of words and lines for each sample. This would give me the total number

of morphemes and utterances, which I could then divide to find the MLU (Phillips Galloway, 2017). I counted each clause in a sentence as a separate utterance. I used Rose's spoken and written response to the persuasive section in which she argued that parents should be required to have a license in order to have children. In the written portion, she produced 347 morphemes over 27 utterances, giving her an MLU of 12.85. In the spoken portion, she produced 535 morphemes over 51 utterances, for an MLU of 10.49. I was not surprised that her MLU was higher in her written language sample, as Rose has demonstrated more complex language when she has more time to think about the language she is producing. In her written language, Rose demonstrated strengths in producing past tense verbs by adding the "ed" suffix, adding "s" to make nouns plural, demonstrating possession by adding "'s," and use of the "ing" suffix. In spoken language, she was able to produce adverbs by adding "ly" in words such as "sneakily," "remotely," and "firstly." She also used contractions in both spoken and written language, as well as pronouns to make her language more concise. Though she produced many of the same morphemes in spoken language as well, she often used them incorrectly. She commonly used a plural when she shouldn't have or didn't make something plural when she should have. She also tended to mix tenses in sentences.

Syntactic Ability Analysis: Rose's greatest syntactic strength was her use of logical linking devices (Phillips Galloway, 2017). Table 1 shows linking devices that Rose used in both spoken and written language. Her register was more formal in her written language samples, and she used many linking devices that are common in academic English. She also used pronouns to replace noun phrases in both spoken and written language. The use of these linking devices helped to bring cohesion to her language.

Though Rose demonstrated strength in her use of linking devices, syntax is the area of language in which she struggled the most. In both her written and oral language samples, she struggled with articles and infinitives. She often dropped an article that should have been there, as in “most of time” or “I hope in future,” or inserted an incorrect article, such as “helping the senior citizens” or “there is the man” when it should have been “a man.” She also frequently left out “to” in infinitives, such as saying “need get” instead of “need to get” and “give me money come here” instead of “to come here.” Other areas of struggle seen throughout include errors in subject-verb agreement, forgetting to make nouns plural, and a lack of prepositions or using the wrong preposition. In her spoken language, Rose would often begin a sentence and change her thought midway through. This led to a lot of syntactical errors in word order, which resulted in a lack of cohesion in much of her oral language.

Rose’s use of linking devices combined with her syntactical errors led to speech that was organized on a macro level but scattered at times on a micro level. Her “paragraphs” of thought were well organized in relation to one another, but the speech within each paragraph lacked cohesion because of her abundance of syntactical errors. The linking devices decreased the cognitive burden for her listeners, but it could be reduced further through focusing on correcting syntactical errors.

Global Grammar Assessment: Overall, Rose demonstrated stronger grammar abilities in her written language samples than her oral production. Strengths in her writing included good use of logical linking devices and fewer errors overall in both morphology (fewer errors in subject-verb agreement, tenses, and plurals) and syntax (fewer instances of error in word order). Her mean length of utterance was longer in written language, demonstrating her ability to use more morphologically complex words. Areas to be further developed in her written language

include the correct use of articles, prepositions, the infinitive, and more consistency in accurate subject-verb agreement and plural versus singular nouns.

Rose's oral language had more areas that could use improvement. In the grammar section of the Student Oral Language Observation Matrix (Image 1), I would score Rose at a 3: Frequent errors in grammar and word order; meaning occasionally obscured. In oral language production, Rose made at least one error in nearly every utterance. Though her meaning could usually be inferred without further clarification, the quantity of errors is distracting and requires more concentration from the listener just to understand the basic message. Rose struggled with the same areas in oral language production as written, and her frequency of errors was higher. Another pattern that hurt her grammatical accuracy was a tendency to begin a sentence several times, changing her word order slightly each time. This was likely due to beginning a thought without having a clear idea of how to produce it in a grammatically correct way, causing her to use trial and error. This would be fine in written language because she ultimately only produces one of the trials, but in oral language, this increases the cognitive burden for her interlocuter. This occurs throughout her speech, not just the beginning of her sentence, as she gathers her thoughts to find the correct way to express her idea. This often led to rambling sentences, as she would build onto thoughts without much organization. In writing, she had more time to plan what she wanted to say, and her lack of time to plan in oral production was evident in her increased frequency of errors and her rambling sentences.

Pragmatic Analysis

For the first part of the interview, I asked Rose about her daily patterns of language use in the United States. Rose was very comfortable during this part of the interview and adhered very well to most of Grice's Conversational Maxims (Language Files, 2015). She answered all of my

questions truthfully (Maxim of Quality), she stayed on topic (Maxim of Relation), and she gave enough information to answer the question without rambling (Maxim of Quantity). The maxim she struggled with throughout the interview was the Maxim of Manner. Most of her utterances had at least one grammatical error, which made her language less clear and concise. Rose's errors were less evident during the first portion of the interview as I asked her questions about herself; she produced more grammatical errors in each of the subsequent tasks. This may have been due to the fact that talking about her biographical information is something that comes up from time to time, so she is comfortable with the information, whereas each of the elicitations were completely new to her and therefore required more cognitive effort to come up with answers.

When asked how often she uses English, Rose stated that it depends on the context and with whom she is speaking. She told me that when she talks with me, she is very comfortable and happy to carry on an entire conversation in English. However, she stated that when she is with her native English-speaking colleagues, she is very nervous and doesn't want to make a mistake or be laughed at, so she often chooses to listen rather than speak. I noticed she became more nervous when I began to present different scenarios to her to elicit her pragmatic skills in different contexts. She hesitated a lot more and increased her use of filler words such as "uh." She also nervously laughed at the beginning of several of the elicitations. Despite her nerves, she was able to politely turn down the requests that I presented to her. In each scenario, she was polite, respectful, and apologetic, and gave a valid excuse before then offering an alternative solution to the request. When responding to a professor's job offer, she began and ended her response with gratitude and appreciation for the professor's offer. She again demonstrated a command of the maxims of quality, quantity, and relation. In terms of clarity of speech (maxim

of manner), a lack of more advanced vocabulary and grammatical structures distracted from her meaning at times. She suggested that instead of moving she could “remotely do things,” and when explaining that she couldn’t move because she couldn’t leave her family she stated that her family’s “time to reunions is very short.” Her point could be understood, but more direct and clear language as well as more specific vocabulary would have improved her communication in this section. In another scenario, I asked her to decline a classmate’s request to borrow her notes. She initially told me she didn’t know what to say because she “never rejects people.” She then asked if she could lie. This demonstrated that her inclination is to adhere to the Maxim of Quality, but did not want to flat out reject her classmate’s request without giving an excuse. She decided on telling her classmate that someone else had already borrowed her notes. Overall, Rose demonstrated great strength in three of Grice’s four maxims, those of Quantity, Quality, and Relation. She struggled with producing grammatically correct sentences and she became nervous when having to decline a request, which decreased her fluency and caused her to hesitate more and use more filler words in her speech.

Part III: Assessment of Learner’s Stage of English Acquisition

Based on the Language Acquisition Chart (Image 4) (Phillips Galloway, 2017), Rose speaks English at a Level 4, or High Intermediate Fluency. This was shown throughout our interview as Rose was able to participate in the interview with ease, and had no problem transitioning from each segment of the interview to the next. This included an introductory interview about herself, pragmatic elicitations where she had to imagine herself in several different scenarios and respond appropriately, a narrative task where she successfully described a series of images that she had never seen before, a persuasive task in which she had to persuade a government official to pass a new law, and an expository elicitation where she had to describe

the rules of a game in English. Completing each of these tasks that she had no previous knowledge of showed that she does not need highly contextualized support to understand what is going on. She did not need help with comprehension and produced long portions of connected narrative without assistance. She also used expanded vocabulary using words such as “ideations,” “remotely,” and “counter-argument.” Overall, her English ability is a strong Level 4 with a high level of comprehension and ability to talk about a wide range of subjects with no help given from the interviewer.

Rose was not quite at Level 5: Advanced Fluency in large part due to her grammatical errors. Though she was able to maintain the conversation and answer all of my questions, she made grammatical errors, many of them basic, throughout the interview which kept her from achieving the highest level. The definition for this level states that the student has “advanced skills in cognitive/academic language.” As discussed in the semantics analysis, Rose lacks depth of knowledge for many academic words and phrases and thus does not demonstrate advanced skills in academic language. Though she was able to comprehend input and produce comprehensible output with little assistance, she did require more time than an advanced speaker might need. For example, though she never needed me to repeat or reword anything that I said, she often repeated my question to herself in a way that indicated she was processing the meaning of what she heard. She would often repeat what I said, pause, and then say “Oh, you mean...” and then rephrase what I said to confirm that she understood me correctly.

When analyzing Rose’s oral language using the Student Oral Language Observation Matrix, Rose scores a three for the grammar portion and fours for the remaining sections. The first section is comprehension. As mentioned above, Rose was able to comprehend my input without needing me to repeat what I said, but she sometimes needed to repeat what I said to

herself as she processed the meaning. This did slow her down and kept her from the highest score. In terms of fluency, Rose scored a four because she was able to produce long strings of speech but did need to pause at times to search for the correct word or correct way to formulate a sentence. Our discussion was not frequently disrupted by this however, so I scored her at a level four rather than three. Rose also scored a four in the vocabulary section because she had a wide breadth of word knowledge, though she often lacked the depth of knowledge, keeping her from a five. She also sometimes had to rephrase sentences presumably because she couldn't find the right word. In terms of pronunciation, Rose does speak with a definite accent, but she was always intelligible, so she received a four in this section. The final section, grammar, was her weakest. She received a three due to frequent grammatical errors that occasionally led to a lack of cohesion in her language.

Part IV: Specific Instructional Plan

Rose successfully obtained a Master's Degree from the University of Florida and is currently pursuing her Ph.D. at the same institution. This shows that her level of English is high enough to succeed in an academic setting. However, each area of language analyzed had room for improvement, and focusing on these areas could help Rose to be more concise and accurate in her speech, reduce the cognitive burden for her interlocuter or audience, and increase her confidence as an English language speaker.

Phonology: According to Flores (1998) (Phillips Galloway, 2017), the goals of teaching pronunciation are functional intelligibility, functional communicability, and confidence. From my interview with her, I would maintain that Rose has succeeded in accomplishing these goals. Therefore, I would argue that she does not need to focus on improving her pronunciation. However, if she did pursue further instruction, I would recommend focusing on the three main

errors discussed above (pronouncing the English vowel /I/ as the vowel /i/, adding the /ə/ vowel sound to the end of words, and dropping a syllable in multi-syllabic words). As an adult learner with metalinguistic awareness, it would be helpful to point out why she is making these errors. Comparing the English and Mandarin IPA charts as well as noticing where in the mouth the sounds are produced will help her notice the /I/ vowel that she is mispronouncing. Pointing out the difference between word endings in English and Mandarin will help her to focus on dropping the extra vowel added to consonant-final words. Listening to multi-syllabic words and repeating the correct pronunciation will help her focus on pronouncing each syllable in a word. To gather a list of words to practice, I would suggest having her read an academic text in a one-on-one tutoring setting that includes academic words that are high-frequency in her field. The instructor would make a list of the multisyllabic words she mispronounced and work on those words with her. Alternatively, I could give her a transcript of our interview and point out the multisyllabic words she mispronounced so that she can practice saying them again in the context she originally used them in, so that it is authentic and familiar to her.

Semantics: When discussing academic topics, Rose demonstrated that she has a good breadth of knowledge, which comes from the input she receives from the academic context she is in. Nation's Four Strands of a Comprehensive Vocabulary Instruction Program (Phillips-Galloway, 2017) point to comprehensible, meaning-focused input as one of the four necessary aspects of learning vocabulary. Rose receives this type of input daily through her courses and the research she is involved with in her graduate program. She also practices fluency of knowledge development, another of the four strands, in her required interactions with faculty, staff, and fellow students. This daily input and opportunities to practice fluency help her gain lexical knowledge. She also has opportunities to speak and write in her academic context, which covers

the third strand. However, I would strongly suggest pursuing the final strand, learning from language-focused or form-focused instruction. Rose's breadth of knowledge has outpaced her depth of knowledge, so focusing on form will help her to better understand how to correctly use the words that she already knows. This might overlap with her grammatical instruction, for example focusing on subject-verb agreement so that she becomes more aware of when to make words plural. Part of that instruction should focus on noticing word forms and functions as she is reading in order to increase her metalinguistic knowledge of words. This could be particularly helpful in working on accurately using academic words and phrases. She could practice circling academic phrases that she uses often as she encounters them in her reading and compile them in a list. This list could be useful for an instructor to give her more authentic input using these words and phrases, as well as guiding her in practice using them. Her instructor could either encourage her to use the words in her next paper, or create a written assignment mimicking one she might receive in her graduate studies. The list of academic phrases she herself used in Image 3 could be another useful list, since she already has at least surface level knowledge of these words and phrases.

Rose also often produced incorrect words by substituting a word that sounds similar to it, like when she said "shelter" instead of "shelf." This might be attributed to a lack of attention given to her word choice, an idea presented in Schmidt's Noticing Hypothesis (Schmidt, 1990). Therefore, I would recommend that Rose practice noticing her errors more. This could be done through proof reading her work together with a tutor. Through this exercise she can practice noticing her errors to improve her self-correcting skills. She might also play back a recording of her oral production with a tutor and stop after each sentence to notice any errors. A tutor could help ensure that she does actually notice her errors, and prompt her to self-correct. A further step

would be to practice doing this in real time. This could be done in the form of an interview similar to the one I conducted with Rose. The instructor could tell Rose that the point of the interview was to give her practice in self-correcting. This way she would be paying attention to her speech, and focus her attention on analyzing her own speech for errors. Her instructor would also stop and correct her to help her notice her errors. This should be done by focusing on one particular error so as not to overwhelm or frustrate Rose.

Grammar: The Noticing Hypothesis can be used to explain many of Rose's errors in grammatical constructs as well. She demonstrated correct usage of many grammatical structures that she missed at different times during the interview, leading me to believe that her errors stem from a lack of noticing certain constructs of language and a lack of self-correction. Therefore, I recommend exercises that focus her attention on noticing and self-correcting. In terms of growth in morphology, I would recommend that Rose spend time focusing on singular versus plural and subject-verb agreement. For syntax, Rose might focus on articles and the infinitive. To focus on these areas, similar exercises as the ones mentioned in the semantics section could be used. With the guidance of a tutor, I would recommend that Rose look back at both her written language samples and transcriptions of her oral language samples and look for errors in one or more of these areas, and correct the errors after she finds them. This would give her practice in both noticing which areas she tends to struggle with and practice in self-correcting. Conducting another oral interview could be useful here too, with the focus on a specific grammatical structure.

Pragmatics: Rose stated that she often refrains from speaking with her native English speaking colleagues because she is afraid they might laugh at her if she makes a mistake. I asked her if she had ever been laughed at for this reason. She said no, that in fact her colleagues were

always kind and helpful to her. I would recommend Rose take more opportunities to engage her colleagues in order to reduce anxiety in those settings, and perhaps continue to practice responding in those settings as she did with me. Because Rose's biggest pragmatic issue was with the Maxim of Manner and stemmed from grammatical errors, the exercises mentioned in the semantics and grammar sections would also improve her pragmatic skills. Overall, her pragmatic skills are already at a high level in terms of understanding what kind of language is appropriate in different settings, but practice that leads to reduced anxiety and improved grammatical competence would help to further develop Rose's pragmatic skills.

Part V: Critical Reflection

Because Rose and I are good friends and we regularly discuss our struggles with each other's native language, I have often thought about Rose's English language abilities. I was often puzzled by some of the errors she made, but I never had the tools to analyze her language. I didn't have any insight as to why she might be making the errors she is, and what could help her improve. This case study was extremely helpful in finding these answers. Rose asked me to share my findings with her when I finish the study, so I am excited to have gained insight into her language skills, why she struggles with certain aspects of language, and how I can help her improve.

This case study not only helped me analyze Rose's language, but gave me the skills I need to help my future students. I plan to teach English to adults after I graduate, so this case study was an excellent example of what I might encounter in the future. This will help me break down language into smaller, more manageable portions when analyzing my students' language. Looking at oral and written production with a specific aspect of language in mind, whether it is phonology, semantics, grammar, or pragmatics, will help me understand where my students

struggle most. This will point me to how I, as their instructor, can best help them grow in their areas of weakness. My own metalinguistic awareness has increased, and I anticipate being able to listen more carefully for patterns in students' oral language production as well as analyze written language samples for repeated errors.

Gaining knowledge of why students make these errors will also help me determine how best to help them. I will be able to compare the IPA charts of my students' native language to that of English in order to determine why they might be struggling with certain sounds of English. Having a background knowledge of Chinese helped me understand some of Rose's L1 influence, but I can still look for L1 influence without knowing the L1 of my students by asking them why *they* think they might be making certain errors. I can also research the native languages of my students to see if there are any errors common to that L1 that I can make my students aware of. All in all, this case study will certainly have positive implications for my future as an English language teacher, as I have gained the skills needed to analyze language production, learned what theories explain the errors, and discovered what instructional methods can be used to address these errors.

Image I

SOLOM Teacher Observation Student Oral Language Observation Matrix					
Student's Name:				Grade:	Date:
Language Observed:			Administered By (signature):		
	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited; comprehension quite difficult.	Student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

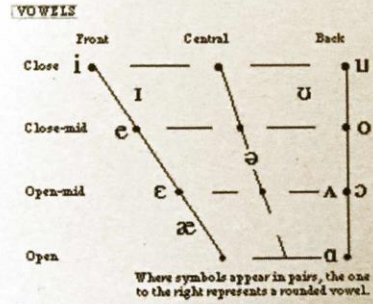
Image 2

English]

CONSONANTS (PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retrolaryngeal	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d				k ɡ			
Nasal	m			n				ŋ			
Trill											
Tap or Flap											
Fricative		f v	θ ð	s z	ʃ ʒ						h
Affricate					tʃ dʒ						
Lateral fricative											
Approximant				ɹ			j				
Lateral approximant				l							

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.



Mandarin]

CONSONANTS (PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retrolaryngeal	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p			t				k			
Nasal	m			n				ŋ			
Trill											
Tap or Flap											
Fricative		f		s		ʂ ʐ	ç		x		
Affricate				tʃ		tʂ	çʑ				
Lateral fricative											
Approximant							j				
Lateral approximant				l							

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

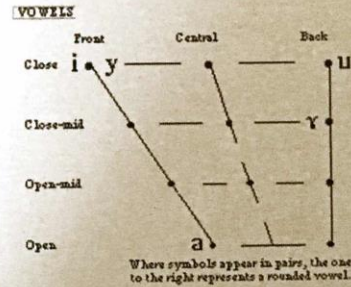


Image 3

Academic Phrases	Written or Spoken
“According to XX research”	Written
“We can see the trend there are more and more parents and kids”	Written
“Carry out some experiments”	Written
“The statistic shows”	Spoken
“My responsible [sic] to your counter-argument”	Spoken
“Provides an innovative approach”	Written
“I designed an unprecedented project to evaluate the effectiveness”	Written
“Based on my experience”	Spoken
“How can we achieve this?”	Written
“In sum”	Spoken

Image 4

Language Acquisition Chart

	Level 1	Level 2	Level 3	Level 4	Level 5
OFFICIAL NAME	Preproduction	Early Production	Low Intermediate	High Intermediate Fluency	Advanced Fluency
OTHER NAMES	Newcomer Emergent Speaker Silent Period Stage	Emergent/Beginner One-Two Word Social Language Stage	Short Phrases/Simple Sentences Social Language Stage	Bridging Academic Language Stage	Exitable Fluency Academic Language Stage
DEFINITION	Students not ready to actively produce language Listening and responding in non-verbal ways to show understanding Adjusting to U.S. culture	Students can attend to hands-on demonstrations with more understanding May initiate conversation by pointing or using single words Very limited comprehension/vocabulary Adjusting to U.S. culture	Students begin speaking in short phrases and simple sentences Many mistakes in grammar, word order, word usage Limited comprehension and vocabulary	Students can communicate thoughts more completely, can participate in every day conversations without highly contextualized support	Students have advanced skills in cognitive/academic language
VOCABULARY	0-500 receptive word vocabulary	Up to 1000 receptive word vocabulary	Up to 7,000 receptive/active word vocabulary	Up to 12,000 receptive/active word vocabulary	Beyond 12,000 receptive/active word vocabulary
STUDENT BEHAVIORS	Depends heavily on context Has minimal receptive vocabulary Comprehends key words only Indicates comprehension physically (points, draws, gestures, etc.) May not produce speech	Depends heavily on context Produces words in isolation Verbalizes key words Responds with one/two word answer or short phrases Indicates comprehension physically Mispronunciation/grammar errors	Depends heavily on context Produces whole sentences Makes some pronunciation and basic grammatical errors, but is understood Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams) Hears smaller elements of speech Functions on a social level Uses limited vocabulary Initiates conversation & questions Shows good comprehension (given rich context)	Depends on context Engage in and produce connected narrative (discourse) Shows good comprehension Uses expanded vocabulary Makes complex grammatical errors Functions somewhat on an academic level	Functions on an academic level with age/grade peers Maintains two-way conversations Uses more complex grammatical structures Demonstrates comprehension in decontextualized situations Uses enriched vocabulary
ABLE TO	Observe, locate, label, match, show, classify, categorize	Name, recall, draw, list, record, point out, underline, organize	Tell, describe, restate, compare, question, map, dramatize	Imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain	Relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate
TEACHING STRATEGIES	Use manipulatives, visuals, realia, props, games Create climate of acceptance/respect that supports acculturation Use cooperative learning groups Require physical response to check comprehension Display print to support oral language Model activities for students Use hands-on activities Use bilingual students as peer helpers Adjust rate of speech to enhance comprehension Ask yes/no questions Ask students to show/point/draw Teach content area vocabulary/terminology	Continue Stage I Strategies PLUS Simplify language – not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who?, what?, which one?, how many? Lessons expand vocabulary	Continue Stages I & II Strategies PLUS List and review instructions step by step Build on students' prior knowledge Incorporate more reading and writing Engage students in producing language: describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating, rebus	Continue Stages I-III Strategies PLUS Have students brainstorm, list, web, use graphic organizers Ask questions soliciting opinions, judgment, explanation (more why and how questions) Introduce figurative language Develop more academic language (oral and written)	Continue Stages I-IV Strategies PLUS Incorporate note-taking skills, study skills, & test-taking skills Demonstrate how to verify answers (oral and written) Expand figurative language (idioms)
RELATIVE TIMELINE FOR EACH LANGUAGE ACQUISITION STAGE	0-6 Months in U.S. School	6 Months-1 Year in U.S. School	1-3 Years in U.S. School	3-5 Years in U.S. School	5-7 Years in U.S. School

References

- González-Fernández, B., & Schmitt, N. (2017). Vocabulary Acquisition. The Routledge Handbook of Instructed Second Language Acquisition, 280-298.
- Language Files: Materials for an Introduction to Language and Linguistics*. (2015). S.I.: Ohio State University Press.
- Phillips Galloway, Emily (2017). Lecture 4: Phonetics and Phonology [PowerPoint Slides]. Retrieved from Vanderbilt University Education Linguistics and Second Language Acquisition Brightspace: <https://brightspace.vanderbilt.edu>
- Phillips Galloway, Emily (2017). Lecture 8: Semantics [Powerpoint Slides]. Retrieved from Vanderbilt University Education Linguistics and Second Language Acquisition Brightspace: <https://brightspace.vanderbilt.edu>
- Phillips Galloway, Emily (2017). Lecture 10: Syntax [PowerPoint Slides]. Retrieved from Vanderbilt University Education Linguistics and Second Language Acquisition Brightspace: <https://brightspace.vanderbilt.edu>
- Schmidt, R. (1993). Awareness and Second Language Acquisition. *Annual Review of Applied Linguistics*. 13. 206-226.
- UsingEnglish.com. <https://www.usingenglish.com/resources/text-statistics.php>. 2017.

Artifact B

The need for English language instruction has never been greater than in today's global and ever-changing world. This is particularly true in Nashville, Tennessee, home to nearly 140,000 immigrants (Alfs, 2017). The foreign born population in Nashville doubled from 2000 to 2010, reaching 12 percent of the population in 2014 (Sawyer, 2017). In search of jobs and a city to call their own, an influx of immigrants have come to Nashville and built a thriving community centered around Nolensville Pike, known to many as the "international corridor of Nashville" (Alfs, 2014). At the north end of the "international corridor" one can find Casa Azafrán, a community center that houses several organizations offering a wide variety of services and support to the immigrant community. Driving south down Nolensville Pike from Casa Azafrán, one can see vibrant displays of language, color, and culture on the signs of restaurants, supermarkets, bakeries and the like. In 2015, there were about 65,000 Latinos living in Nashville (Gomez, 2015). That number has likely grown since then, and it is not hard to see their influence in the Nolensville Pike area.

Latinos make up 10 percent of Nashville's total population and, strikingly, 20 percent of the enrollment in Metro Nashville's Public Schools (Gomez, 2015). This cannot be ignored, and the public school system must respond to the large number of Latinos attending public schools here. Jiménez et al. (2009) demonstrate that transnational and community literacies are excellent instructional tools that can and ought to be used in classrooms in the United States, particularly when there are ELLs in the classroom. Nolensville Pike provides a rich source of materials that can be used in such literacy instruction. One store in particular caught my attention. The store was called "La Elegancia" and sold clothing and accessories for special occasions including weddings, baptisms, and quinceañeras. The beautifully painted sign on the side of the building

(Figure 1) could be used as a catalyst to compare holidays and traditions that students in the class celebrate and practice. Spanish speaking students could first translate the sign to start the list of celebrations discussed in class. Lam et al. note that many immigrant children or children of immigrant families possess capital such as bilingualism that is not recognized or valued in mainstream classrooms (2012), so this would be an opportunity to make use of capital students already possess. Interestingly, the sign was entirely in Spanish except for one phrase: “Baby Shower.” It would be an interesting discussion as to why this was in English. Are baby showers an American tradition adopted by the Latino community here? Are there many different Spanish words for the same idea so the English phrase is easier? The students could then be paired with a classmate from another country to give a presentation, comparing and contrasting traditions in their respective cultures. This activity would not only recognize the capital students already possess, but also encourage classmates to learn more about each other and engage one another. In a study done by Stewart et al., they found that Spanish speaking students at a particular high school did not speak with their native English speaking counterparts at all during the day. Many of those classmates took Spanish as a foreign language, yet they did not take advantage of the capital, also known as “shared funds of knowledge,” that their counterparts possessed (Stewart, 2014). Sadly, this is a common occurrence. Intentionally pairing students from different cultural and linguistic backgrounds in class will help them realize they have funds of knowledge that are valuable to each other, and help develop friendships they might not otherwise make.

Another stop I made was at a food truck outside of K & S International Market. Food is our common language, the simplest way to create a bond between people. A picture of this food truck (Figure 2) could be used both to give Spanish speaking students the English for food items they are familiar with, as well as teaching American students about foods from other cultures.

There was a handwritten sign on the truck that said “Cash Only ;Thank you!” As far as I could tell, this was the only information on the truck that was written only in English. This could be another interesting topic of discussion. Is this because the local community already carries out most of their transactions in cash? If so, why? This might lead to some discoveries about cultural differences - why do some people prefer to use cash while others prefer to use cards? What are differing attitudes towards credit cards? This could easily be incorporated into an economics or financial literacy class, an important topic for all students.

The strong religious ties in the community were also evident. On the side of the food truck was printed a Bible verse in Spanish (Figure 3). I also talked with several young students at Plaza Mariachi who were handing out flyers in Spanish from their 7th Day Adventist Church. Finally, I noticed candles with Spanish prayers written on them for sale in Mercado La Hacienda Panaderin y Carnicerin, displayed on shelves between other everyday items such as water bottles and dish soap (Figures 4, 5, and 6). Clearly, religion plays an important role in the lives of those in this community, and the better teachers understand students as a whole and not just what they see at school, the better teachers can care for and connect with their students. This brings me to my final point - as a teacher, engaging in the local community is vital to understanding the lives of your students.

Participating in this literacy project gave me great insight as to how much I could learn about a community from a single trip that would equip me to be a better teacher. As mentioned, it was very clear after just a few hours on Nolensville Pike that religious practices are a big part of the community. It is important to be aware of what “funds of knowledge” (Moll et al. 2016) our students possess so that we can make use of them in the classroom. I also noticed the remnants of a celebration of Mexican Independence Day that had taken place on the holiday the

day before. Simply being in the community alerted me to the fact that students from Mexico probably celebrated over the weekend, giving me something to ask them about and engage them with on Monday. Finally, I think it is important to go to places that are unfamiliar because it gives a small taste of what immigrant students and their families might be going through on a regular basis. Walking into a store whose name is in a language I don't understand, with fliers posted on the windows also in a language I don't understand is not something I experience often, but it might be something my students feel on a regular basis. It can be overwhelming to feel like you might be missing an important announcement or inadvertently do something rude because you couldn't read the sign asking you not to do it. Realizing how overwhelming this can be gives me yet another reason to create a safe and supportive atmosphere at school, incorporating elements of each of my students' individual communities so that they might each feel a sense of security and comfort in my classroom.

Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6



References

- Alfs, L. (2014, December 05). Nolensville Pike tells story of Nashville immigrants. Retrieved September 27, 2017, from <http://www.tennessean.com/story/news/2014/12/05/nolensville-pike-tells-story-nashvilles-immigrant-community/19982309/>
- Alfs, L. (2017, February 21). Study: Immigrants vital to Tennessee economy. Retrieved September 27, 2017, from <http://www.tennessean.com/story/money/2017/02/21/study-immigrants-vital-tennessee-economy/98200076/>
- Gomez, M., & Solano, J. (2015, September 16). 13 things to know about the Nashville Latino

- Community. Retrieved September 27, 2017, from <http://www.tennessean.com/story/opinion/contributors/2015/09/16/13-things-know-nashville-latino-community/72305366/>
- Jiménez, R. T., Smith, P. H., & Teague, B. L. (2009). Transnational and Community Literacies for Teachers. *Journal of Adolescent & Adult Literacy*, 53(1), 16-26.
- Lam, W. S., & Warriner, D. S. (2012). Transnationalism and Literacy: Investigating the Mobility of People, Languages, Texts, and Practices in Contexts of Migration. *Reading Research Quarterly*, 47(2), 191-215.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132-141.
- Sawyer, A. M. (2017, May 31). Nashville immigrants live in fear, make plans for deportation. Retrieved September 27, 2017, from <http://www.tennessean.com/story/news/local/2017/05/30/nashville-immigrants-live-in-fear-trump-deportation/341126001/>
- Stewart, M. A. (2014). Social Networking, Workplace, and Entertainment Literacies: The Out-of-School Literate Lives of Newcomer Adolescent Immigrants. *Literacy Research and Instruction*, 53(4), 347-371.

Artifact C

Class: 5th grade ELL English class levels 2 and 3

STANDARDS:

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.5.9.A

Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

LESSON TOPIC: Baseball Saved Us by Ken Mochizuki (text is at a 3rd grade reading level, slightly above the reading level of students in the class)

OBJECTIVES:

Content:

Students will make predictions about the story and identify differences between life inside and outside of the Japanese internment camp.

Language:

Students will make predictions about a story, look for predictions in the story, and compare and contrast life inside and outside of the Japanese internment camp.

KEY VOCABULARY:

Content Vocabulary:

Japanese Internment Camp, World War II, Pearl Harbor, baseball

SUPPLEMENTARY MATERIALS: Photos of internment camps, photos of baseball diamond, actual baseball equipment like ball and glove

HOTS: HIGHER ORDER THINKING QUESTIONS AND TASKS:

Make predictions based on what we already know about the story, the history, and our own experiences, negotiate predictions with classmates, be able to explain why

MOTIVATION:

(Building background and explicit links to past learning)

Students have learned about WWII, Pearl Harbor, and Japanese Internment Camps in previous lesson. The book will be read in two lessons, this is day 2 of reading, so they have already read the first half of the book.

LESSON SEQUENCE:

(Language and content objectives, comprehensible input, strategies, interaction, feedback)

T asks one student to read the content objectives and another student to read the language objectives out loud. (1 minute)

T asks Ss what they read the day before in the book *Baseball Saved Us*. (3 minutes)

T tells Ss that they will finish the book, and that the main character and his family will return home from the camp. T asks Ss to predict what will happen when the boy goes back home – how will people at school treat him? Will he still be the last one picked to play baseball? T encourages Ss to make inferences based on what they already know about the boy and his home life before the camp, what they know about the true historical time period, and personal experience if relevant.

T provides level 2 Ss with sentence stem “ I think _____ because _____ ”
(Teacher’s explanation, 1 minute)

Predict: In partners, Ss make predictions about what will happen when the boy goes home. They decide on three predictions. Each pair works with another pair to share predictions. They narrow it down to their top two predictions together. (8 minutes)

T has each group share their predictions and why they made them (pointing back to what we already know about the character and setting) and writes predictions on the board. T reminds Ss to pay attention while reading/listening to what actually happens and if their predictions are correct. (4 minutes)

Read: T reads two pages aloud as Ss follow along in their own copy. T stops midsentence every so often to allow Ss to fill in the word T skipped to encourage actively following along in the text. (5 minutes)

Respond: Ss evaluate if any of their predictions are correct so far. T asks Ss to tell why they know a prediction is true or false (point back to text). T marks checks or exes or question marks (for predictions we don’t know the answer to yet) on the board. (4 minutes)

Ss read the last three pages quietly with a partner. Weaker readers are paired with stronger readers for support. (10 minutes)

Respond: Ss evaluate again if any predictions were correct. T calls on Ss to share what was actually true, pointing back to text. (3 minutes)

Ss draw a Venn Diagram to compare life inside the internment camp to life after the internment camp. T draws one on the board to model and asks for 1-2 items for each category (inside, outside, same). For level 2 Ss, T writes them on the Venn Diagram to model for Ss. Ss must write a page number indicating where they found the information. (5 minutes)

Ss complete Venn Diagrams in table groups. (9 minutes)

T asks Ss if LOs and COs were met and asks for specific examples of what they did in class. (2 minutes)

Ss will use Venn Diagrams to write a paragraph comparing and contrasting the two environments the next day in class.

PRACTICE AND APPLICATION: MEANINGFUL ACTIVITIES

(Meaningful activities, interaction, strategies, practice and application, feedback)

Make predictions in a group, negotiate most likely predictions with a group, use clues to make predictions, listen to a story, read a story while looking for predictions, compare and contrast life in two different circumstances

REVIEW/ASSESSMENT & WRAP-UP:

(Review objectives and vocabulary, assess learning)

(Go over content and language objectives; closure of lesson)

Did we make predictions? Yes – point to board

Did we determine if our predictions were accurate? Yes- point to checks or exes next to predictions

Were we able to compare and contrast life inside and outside internment camps?
Yes, see your Venn Diagram for proof

T tells Ss they will use their Venn Diagrams tomorrow to write a paragraph comparing and contrasting life inside and outside the interment camp.

Rationale:

1. How does this lesson align with the CLT approach?
 - a. The activity in which students make predictions, share them with a partner, and then share them again and narrow them down aligns well with the CLT approach. Practicing making predictions equips students to practice a strategy that will assist them in their own learning. Discussing and negotiating with a partner and in groups gives the students ample opportunity to use the language in an unrehearsed context. As the students make and assess the predictions, the teacher acts as facilitator instead of “an all-knowing bestower of knowledge” (Brown, 2001, pg 43).
2. To what extent are the content and language objectives clear and productive in helping students learn? Which features of communicative competence can learners develop in this lesson? How?
 - a. The COs and LOs will help the students to make predictions, check their predictions, and compare and contrast based on a text. These are all tasks they will be able to name when considering whether or not content objectives were met. Students will develop actional competence through this lesson. They will make predictions based on information they have from the book or personal experience, share this information with classmates, and react and respond to what their classmates say as they decide on which predictions to share with the class (Celce-Murcia, Dörnyei, & Thurrell, 1995, pg 22).
3. How does the lesson plan set up environments, questions, and tasks that have strong potential for engaging learners in meaningful, rigorous **higher-order** thinking?
 - a. Making predictions and inferences about a story based on what they already know about the story, what they know about the true historical event, and personal experience if relevant requires higher-order thinking. This lesson also requires students to narrow predictions down to the most plausible ideas to share with the class. This requires further discussion and reflecting on which predictions, based on the information available to them, are most likely to be true. They also have to compare and contrast two different settings, at times having to make inferences about the text.

4. How does the lesson allow for opportunities for investigating, activating, bridging, and building background knowledge?
 - a. Students will have to draw on knowledge they have gained in previous lessons about Japanese internment camps and what they have already read in the story. The story is about a boy whose family is not originally from the US, which is something most, if not all, of the students will be able to relate to. Their predictions might be based on experiences they had when interacting with students/people from the US who didn't understand them or their history.
5. Which of WIDA's 10 principles are evident in the lesson plan? How?
 - a. The first principle is evident because the story was specifically chosen so that students might be able to relate their experience of not being from the US to that of the boy in the story. They might also relate to having found something like baseball that helped them connect to and bond with students from the US. The fifth principle is also evident because students have several opportunities to interact with their peers and teacher in meaningful and unrehearsed ways in order to promote language learning. The sixth principle is also evident as students use language with a purpose to communicate with their peers. The eighth principle is evident as well because students practice academic language through making predictions and comparing and contrasting while learning about a time in US history.
6. How are activities in the lesson plan sequenced and designed to scaffold tasks that challenge students to develop new disciplinary and linguistic skills?
 - a. The students first make predictions with partners. This allows them to share ideas instead of feeling pressure to come up with something on the spot on their own. They can help each other with language in this activity as well. This activity helps students begin thinking about the story and remembering what they already know about it. Making predictions provides them with a reading strategy to help them read with a purpose. Stopping to review predictions in chunks allows them to check for comprehension and again think about what they know and what might be ahead in the story. Students also have the opportunity to read together and offer each other reading support. Creating a Venn Diagram together helps them develop writing strategies and tools that they can use the next day as they independently complete a writing assignment.

Artifact D**Macro-Analysis**

This macro-analysis is a reflection on a lesson taught in my mentor teacher, Mr. Auld's, fifth and sixth grade English Language Arts class. The students in the class are all Level 3 English Language Learners. The class had been learning figurative language in anticipation of an upcoming poetry unit. Mr. Auld asked me to conduct a lesson reviewing similes which they had learned the week before my lesson. The review activity was a simile bingo game in which students sat in desk groups of four and each had their own bingo card. The cards had six labeled pictures on them. In the middle of the table were 24 smaller cards, face down, with the beginning half of a simile written on it. Students had to draw a card, read it out loud, and try to match it with a picture on their board to create an appropriate simile. For example, a student might draw a card that says, "as cold as" on it and match it with a picture of ice to create the simile "as cold as ice." If the card does not match a picture on their own board, they must put it back in the same place so that another student can draw it to create a simile on their board.

To begin the lesson, I asked the students if they could remember the two forms of similes that Mr. Auld taught them the week before. Many students raised their hand and they quickly came up with the form using "as," and offered many examples. When I tried to elicit the form using "like," the students had a hard time moving on and continued offering examples of the first form. Upon watching the video, I realized that I did not clearly instruct the students to stop giving examples and try instead to think of the second form. I offered the answer when I should have followed SIOP features 11 and 18, giving clear instructions and allowing ample wait time for the students to think of the answer themselves (Echevarria, Vogt, and Short, 2013). In addition to jumping in too quickly, I noticed that I also spoke too quickly in general. This is

something I tend to do when I am nervous but have a hard time noticing when it is happening. I was surprised at how quickly I was speaking when I watched the recording, and it was a helpful reminder to intentionally think about that before I start teaching every class, especially early on in my career when I will likely be more nervous. I learned from my mentor teacher to ask students to repeat instructions for activities back to me to check understanding, so we went over the rules of the game more than once and fortunately my fast pace did not seem to hinder students from ultimately understanding the activity. I also modeled the activity for the students, though I wish I had followed SIOP feature 11 more closely and also provided written instructions throughout my lesson (Echevarria et al., 2013).

The warmup activity was done to help students build background so that they would feel comfortable going into the lesson. I was able to successfully connect the lesson to their previous learning as evidenced by their enthusiastic contribution of examples of similes. This was in line with SIOP feature 8, however I fell short on SIOP feature 7, making connections to students' background experiences (Echevarria et al., 2013). I could have asked the students to write a sentence describing someone they admire before the lesson began. This would get them thinking about ways to describe a person. At the end of the lesson, after practicing creating similes, they could revisit their sentence and rewrite it to include a simile. A short addition such as this would help personalize the lesson for the students.

As I was beginning the lesson, I drew the students' attention to the language and content objectives for the day which stated they would be creating similes through simile bingo. There was considerable excitement about the fact that they would be playing bingo, but I wanted to make sure that they knew *why* they were engaging in the activity and what they would gain from it (Wiggins and McTighe, 2008). I asked the students first where they might come across a

simile, and then why we are learning similes and figurative language at all. The students gave some thoughtful answers about where to find a simile, but couldn't quite articulate why we are learning them, so I helped point out that learning figurative language makes us better writers, and using similes is very descriptive and helps give your reader a mental image of what you are describing. When I watched the video, I realized that I should have put more thought into exactly what I would say during this portion of the lesson and how I would encourage them to think about the meaning of the activity. The execution was not as clear as I had hoped when planning, or even as clear as I thought it was as I was teaching. I wish I had pointed out that the pictures on their bingo boards were similar to the images that one might think of when they hear a simile so that the students could connect even the pictures on their boards to the broader purpose of the activity. Reflecting on this portion of the lesson reminded me how important it is to design-in when scaffolding, preparing exactly what I am going to say and predicting student responses, so that I am able to execute a good idea well instead of wishing I had thought it through more ahead of time (Hammond and Gibbons, 2005).

In terms of the actual activity itself, I was pleased with the interaction opportunities it afforded the students and their success in creating similes together. In groups of four, they had to take turns drawing a card and reading it out loud. Each student had to be actively engaged through listening even when it was someone else's turn, because the card could be a match for a picture on their own board. If the student thought they had a match, they would read the simile out loud and ask their group mates if they agreed that the simile made sense. If the student whose turn it was could not come up with something, they would look at the other cards to see if they could find a match. This created an environment where students were discussing each simile with the whole group on every turn. As I walked around, I did not see a single student who was

not engaged with their group. When I watched the recording, I was able to see that the groups that were not being monitored remained engaged even when a teacher wasn't watching them. By the end of the game, each student had been a part of creating each of the 24 total similes. This activity fell in line with the Communicate Language Teaching approach, particularly the sixth characteristic as outlined by Brown (2001): "The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others" (p. 43). The students worked together to construct similes and had to engage higher order thinking through considering the attributes of each of the items on their bingo cards. Several times I heard a student make a guess and another student disagree, stating that the item the first student was describing did not actually hold that attribute. I was able to see that they were not just putting words together that sounded right, but rather thinking about *why* the words belong together.

The activity relied heavily on speaking and listening skills as the students interacted with one another and also incorporated some reading as they had to read what was on their cards. I wish that I had incorporated writing before and after the activity as mentioned above. After the activity was over, I had a few students share a new simile that they learned through the activity. The students were eager to share what they learned, and I was able to see that they did come away from the activity having learned new similes. However, this was only true of the ones who shared. If I did the activity again, I would have the students write a sentence using a simile they learned. This way, they could take the knowledge they built together with their classmates and apply it individually. This would also be a good way for me to assess the students' progress. As noted, it appeared that every student in the class was engaged and had an active role in the

activity. However, in order to assess whether or not they gained from the activity what I hoped, I should have incorporated some sort of assessment or exit ticket after the activity.

As mentioned previously, I missed an opportunity to link the content with students' experiences and lives outside the classroom, and another way I could have done this is through using the students' L1 during the lesson. In a later class with Mr. Auld's level 1 students, he asked them to translate a simile into their first language. This made me think I could have done the same thing during my lesson. Students could have translated one of the similes into their first language. This is a way to increase students' metalinguistic awareness. As Goodwin and Jimenez (2015) found in their TRANSLATE approach, students who translated a portion of English text into their first language "became more aware of the structural elements of their two languages" (p. 2). It is likely that the students could make similes in their first language but weren't aware of the skill or that what they were making was a simile. Translanguaging is not only a good way to help students become more aware of language features and elements in both (or two) of their languages, but it also values their rich linguistic resources, which are often under-utilized in an academic setting.

Overall, the lesson provided an opportunity for students to engage in content through reviewing the forms of a simile and creating similes themselves while using language to negotiate meaning with their classmates as they decided on similes. The sequence of the lesson plan helped activate prior knowledge and encouraged students to think about why we were talking about similes in the first place before jumping into an activity where they could practice similes together. To improve on the sequence, I would add an exit ticket activity at the end to also incorporate writing, so that all four language skills could be used during this lesson and I as the teacher could assess students' progress. Some of my main takeaways are to focus on design-

in scaffolding as I plan, which for me will include a reminder to slow down, speak clearly, and think ahead about exactly what I will say so that I provide clear instructions. I will also provide written instructions along with verbal instructions and modeling when appropriate. I will spend more time anticipating how students might respond so that I can be more prepared for their responses. In addition, I will spend more time thinking about ways to encourage student motivation and interest through connecting the lesson to their lives and experiences. Finally, I will consider how to incorporate all four language skills and make sure I have included opportunities for me to assess the students' progress.

Micro-Analysis

This is a micro-analysis of my simile review lesson previously examined. The class was a fifth and sixth grade English Language Arts class of exclusively Level 3 English Language Learners. To begin the lesson, I elicited what the students already knew from a previous lesson about similes and then played a simile bingo review game. For this micro-analysis, I look at both the whole class review of simile forms as well as a short interaction during the bingo activity. Unfortunately, I did not use a separate recording device to record any of the small group interactions during the activity, so it was really difficult to capture the conversations happening in the individual groups. I was able to capture parts of one short interaction at the table nearest the video camera, so this micro-analysis will also examine that interaction.

During the first part of the lesson, I asked the students if they remembered the two forms of similes they had learned the previous week. I wanted students to activate their prior knowledge as recommended in SIOP Feature 8 (Echevarria, Vogt, and Short, 2013), but I wish I had tied this in to meaning from the start rather than focusing on form from the start. Instead of simply asking for the forms, I could have put the focus on meaning, as emphasized in

Communicative Language Teaching (Brown, 2001). Asking students to use similes to describe something or someone would have engaged them in recalling the content right away, and they would have likely come up with similes more readily than their forms. From there, I could have asked them to come up with the two forms at their table group. This would not only shift the focus to meaning, but it would also allow students to work together to find the answer and give each student an opportunity to engage in activating background knowledge rather than just the few who raised their hands.

During this introduction to the lesson, I noticed two major drawbacks to my implementation of this part of the lesson when I watched the recording. The first is that I did not allow sufficient wait time (SIOP Feature 18) for students to come up with the answers. This would likely have been avoided if I had done the aforementioned activity to get them thinking about meaning and then find the forms, but as it was it was difficult for them to come up with the forms on the spot. For example, when one of the students correctly answered that one of the form requires using “as” twice, I asked him to come up with an example. Instead of allowing ample wait time, I asked him to describe someone who is really strong. I know that most of the students could have come up with a simile if I had given them enough time to think about it or asked them to come up with one with their shoulder partner. I failed to allow enough wait time again when I asked for the second form of a simile and offered the word “like.” Again, this could have been avoided if I had asked them to come up with similes on their own before eliciting form.

The second major drawback was my lack of asking follow-up questions or asking students to elaborate. Too often I accepted one word or short answers instead of asking students to explain their thinking. For example, when I asked the students where they might find a simile, one student answered, “In a story.” Instead of asking her to elaborate on her answer, I elicited a

few more responses and then elaborated on her answer myself. I could have pressed into other students' answers more as well. For example, one student answered, "In a test." I wanted to avoid students thinking they were just learning this material for a test, so I wish I had pressed into his answer to get to a deeper reason and explore the importance of figurative language both in writing and reading comprehension. Instead, I just repeated his answer and moved back to a different answer that I wanted to elaborate.

While I was eliciting the forms of similes and after the "as" form had been shared, another student offered "as a result" as another form. I was going to respond but was cut off by another student who called out, "That's cause and effect." This showed me again that I need to work harder to tap into what the students already know instead of offering my own response right away. This student was able to respond to his classmates answer and remind her that that particular form was used in another context. I need to work on encouraging "instructional conversations" (Echevarria, 2013) instead of following the typical pattern of asking a question, waiting for an answer, and evaluating the response. This would give students more space to respond to one another's answers as this student did.

The activity allowed a lot of opportunities for instructional conversations, though unfortunately I missed out on guiding several of these. As mentioned, the interactions during the activity were not captured well in the recording, but bits of an interaction captured gave me some insight into how the students were making meaning together and how I could have further encouraged their meaning making. The particular small group I was able to see in the recording consisted of three students, Abigail, Angel, and Alex. In a previous interaction, my mentor teacher had walked them through the simile "as loud as thunder." During this later interaction, Angel drew a card and read it out loud: "As quiet as." All three students looked at their boards as

they tried to see what simile they could create. Alex was sitting next to Angel and said enthusiastically, “As loud as a baby!” Angel was confused and responded, “No, as quiet as.” But Alex said again, “As loud as a baby” as he picked up the “as loud as” card from either his or Alex’s board and pointed to the baby on Abigail’s board. After a few seconds, Angel realized that Alex had thought of a different simile and wanted to change the answer from “as loud as thunder” to “as loud as a baby.” Angel responded enthusiastically and handed the card to Abigail, who placed it on her board. Then they continued to look for a simile for “as quiet as.” At that point, I came over to the table and asked Angel what he thought went with “as quiet as,” and he responded with “a mouse.” I was not able to hear in the recording how he came to that answer, but as soon as he said it, I nodded, said “good,” and waited for the next student to go. I was unaware of the interaction that had taken place right before I came over, but I missed a few opportunities here. The first was the obvious one I should have picked up on. The students were supposed to ask their classmates if they agreed with the simile, but instead of allowing them to do this, I immediately evaluated his answer. I should have also asked him to explain why he chose this answer so that he could engage in deeper thinking about why the simile made sense. I could have also asked him to describe a situation in which he might use this simile.

The second missed opportunity in this interaction was exploring the conversation they had right before I walked up. I wish I had noticed that they moved the card from thunder to baby so that I could have asked them what their thinking process was. It was clear that Alex was able to help his classmates see a new simile, but I wish I had created space for them to compare the two and explore why they might both work, or one might be better than the other. This also made me realize that I fell into a pattern described by Daniel et al. (2016) as over-scaffolding. In a study examining peer-to-peer literacy activities, they found that the older mentor students tended

to look for one right answer instead of encouraging students to focus on their thinking process. Upon reflection, I realized that I too was falling into that pattern. There were 24 similes in the game and I created the set so that one specific card was supposed to go with one picture. However, that doesn't mean that there weren't multiple answers that could be correct. "As loud as a baby" is not inherently wrong, it is just not the simile I had in mind when I created the board. I could have taken the opportunity to engage the students with the idea that some simile openers could go with more than one picture and vice-versa. I unfortunately viewed the game "as having correct answers rather than as a process of understanding and conversing with the new words" (Daniel et al., 2016, p. 404). It could have been a good opportunity to "ask students to explain how they arrived at their thinking" (Aukerman, 2008, p. 57) instead of simply a task they had to complete with one rigid way to complete it.

Reflecting on my recording during this micro-analysis emphasized again the importance of design-in scaffolding as I lesson plan, but this time even more so the importance of scaffolding at the micro level through interactional contingent scaffolding. I had several missed opportunities during this class to encourage students to process their thinking and understanding through asking for clarification or asking to give more detail about a particular point made (Hammond and Gibbons, 2005). Design-in scaffolding is an important part of lesson planning to create opportunities for these interactions, but contingent scaffolding has to follow in order to tap into the deeper meaning making and learning that has the potential to take place with the right guidance.

Overall, this micro-analysis helped me realize my tendency to accept and immediately evaluate one word or short responses instead of encouraging elaboration or fostering instructional conversation around the topic. It also emphasized again the need to allow students

sufficient wait time to think of a response. It also showed me that asking direct questions about form might not be the best way to elicit form from students, as it can make it detached from meaning and discourage engagement. Finally, I was reminded of the importance of interactional contingent scaffolding during interactions between individual and groups of students. I plan to pay more attention to how experienced teachers do this during a lesson as well as reflect on how well I am doing it going forward.

Final Reflections and Implications

It is encouraging to look back on the semester and reflect on how much I have learned and the improvements I can see in myself. Three areas I feel I have improved in are lesson planning, making input comprehensible, and classroom management. This practicum was my first real classroom teaching experience and the thought of creating a lesson plan intimidated me. I had only a vague idea of what the purpose of language and content objectives were and even less of an understanding of how to implement them in the classroom. Through our classroom instruction, observing my mentor teacher, and getting to practice in real time, I now have a much better understanding of how to look at learning goals and work backwards to create a lesson plan that is both engaging and purposeful. I went from simply having students read the language and content objectives at the beginning of class to drawing students' attention to them and successfully eliciting the *why* behind what we were doing. Making sure my students know the why behind what we are doing also forced me to think more critically about the activities I planned to ensure they did have a clear learning purpose that the students and I could both articulate.

At the beginning of the semester, I also struggled with making input comprehensible, particularly when giving instructions. I was able to work on SIOP features 10 through 12

(Echevarría, 2013) to slow down my speech, provide clear spoken and written instructions, and use modeling, visuals, and demonstrations to explain activities. By the time I taught my last lesson, I felt much more confident that students would be able to follow along and know what we were doing than when I first started. In addition to making input comprehensible, I also felt that I improved in my classroom management skills. I learned how important it is to set classroom norms so that students know what to expect from me. I had to pick up on and follow my mentor teacher's norms, but I have thought about how I will adapt those when I have my own classroom to establish norms from the start. One of the simplest changes I made was to wait until I had everyone's attention before continuing with my lesson. During my first whole class lesson, I had a difficult time maintaining control and often had a few students talking or not paying attention while another student or I was talking. My mentor teacher had to jump in a few times to help the class refocus. By observing my mentor teacher and picking up on his norms, I was able to establish my authority and command attention much better by the end of the year, and I now have tools to set the right norms from the start when I have my own classroom.

Though I learned so much this semester and felt my own improvement, there is still certainly so much to continue to improve upon (as there will be for the rest of my career). I strive to maintain a posture of learning throughout my career, knowing that each unique context I teach in and each unique classroom dynamic will require adjusting and growing. One area I will work hard to improve in is building background. I was able to do this in connecting to prior learning, but had a harder time connecting to students' backgrounds and life outside of the classroom. I hope that this will be easier when I have my own class and know my students better, but I still could have asked questions to relate learning to their lives, even if I didn't know what they would connect it to. I had practicum hours every Monday, and I always asked my first period

students about their weekends. They typically came in several minutes before class started, so I felt like I had more time to chat with them about things outside of school. I picked up on some of their favorite pastimes and extracurricular activities and was able to use this knowledge during that class. I did not have the same connection with my later classes because I didn't feel like I had the same amount of time, but I wish I had tried to engage them as much as I did my first class. I know that I will naturally get to know my own students much better than I was able to get to know my practicum students; nonetheless, I want to continue to work on finding ways to create opportunities for the students to communicate about something they care about, no matter the task. This experience showed me how important it is to be intentional about getting to know my students and relating academics to their personal lives.

Other areas that I would like to continue to improve in are scaffolding and differentiating. I mentioned scaffolding in both my macro and micro analyses; this is something I will continue to think about as I plan every lesson. In particular, I want to work on predicting how students will respond to my questions and prompts so that I can be better prepared to respond to them. This will come more easily with time but will require that I pay close attention to how my students respond to me and remember and reflect on it so that I can better predict their responses in the future. In terms of differentiating, I did not incorporate much of this into my lessons because my classes were divided by levels. However, it was clear that not all of the level 3 students were equal level 3s – some had strong reading and writing skills whereas others excelled in speaking and listening but struggled with reading and writing. I didn't take this into consideration when thinking about whether or not to differentiate, so this is an area I need to work on. I plan to incorporate scaffolds around my classroom, such as sentence stems on posters or on the board, or even differentiate assignments if I need to. I will pay attention to my students'

individual levels in each language domain so that I don't lump them all together just because they all have an averaged score of level 3.

Differentiating is not only something I want to improve on, but also an ongoing question for me. Ensuring each student is challenged to an appropriate level feels like a daunting task. I also fear making students lose self-esteem when they see I am giving them more help than others, or they feel left out of a group who is able to do more than they are. For this reason, I like scaffolds such as posters the class has created that are visible around the room so that students can reference them if they need to. I want to work hard to ensure that I am holding all of my students to a high standard while simultaneously providing the support they need to succeed.

I will also continue to keep the question, "How can I incorporate higher order thinking" in my mind. I do not want to fall into the trap of providing "hands on" activities that are not "minds on." Thinking of the purpose of each activity and assignment I create has pushed me in this direction and is helpful when thinking about what kind of thinking and learning my students will actually engage in during each activity and assignment.

This leads me to reflecting on my Philosophy of Teaching statement from last semester. Much of what I wrote about centered on incorporating bilingual teaching methods in my classroom, and looking back, I did not incorporate this into a single one of my lessons. Last semester I became so excited and energized by the idea of incorporating students' L1 into the classroom that I thought I would be doing it all the time. I felt a lot of disappointment as I read my statement and realized I failed to actually incorporate this into my teaching. This serves as an area I want to improve in, an ongoing question (what does this look like practically), and provides a more realistic look at my teaching philosophy. I am certain I will have some lessons where I can incorporate students' L1, such as during close readings of specific texts, or using the

Poetry Inside Out method for a poetry unit (Park et al., 2015). However, given the constraints of the topics I had to lesson plan for, I was not able to easily apply a translanguageing method to my teaching. This demonstrates how much more difficult it is to implement all of the strategies, philosophies and methods I am learning into actual day to day lessons, but motivates me to continue to strive to synthesize what is most important to me across all of my teaching.

Another prominent theme in my teaching philosophy was using my students' funds of knowledge, which also proved to be harder than I imagined as evidenced by my difficulty building background. Using my teaching philosophy to reflect on the semester showed me how important it is to constantly refer back to my philosophy to be reminded of my overarching goals. I need to continue to check my lessons against my ideal. In rereading my philosophy, I also noticed it was lacking any mention of Communicative Language Teaching. This is something I would add, as I feel strongly that this approach will be key for my English Language Learners to get as much authentic and meaningful practice with the language as possible. This is something I kept at the forefront of my mind during lesson planning and felt I was able to begin implementing in the classroom.

At the end of the semester, I am looking back with gratitude at the teaching and mentoring I received and the experiences I had that have molded me into a better teacher and given me a foundation from which to build. I know that being a teacher is in itself a life-long learning process, and I am excited to continue on the journey.

Transcript

12:23

T: So, you guys read in the objective for today, we're playing a simile bingo game, so we're gonna review similes.

S: Bingo!

T: Yes. So before we get to the game who can tell me one of the two forms that you guys learned last week for similes? Do you guys remember? Gio?

Gio: As?

T: As, good.

S: And... Something that start with an...

[other students raising hands and wanting to be called on]

T: So, let's talk about the "as" first, so is it one as or two as in the sentence, Gio?

Gio: one

T: One?

S: [unintelligible]

T: Diyar you think it's two? So what would be a sentence, an example?

S: [thinking...]

T: So, how could you say that somebody's really strong? Using as?

S: [other students call out "as strong as..."]

Diyar: [unintelligible]

T: Good job, awesome, as strong as [writes on board] so you see we have... And you said a bull Diyar?

Diyar: yeah

T: As strong as a bull. [finishes writing on board]. Great job. So we have as two times, right? As and then we have our adjective, and then our noun at the end. So as strong as something [teacher makes strong arms]. Ashley what's the other one.

Ashley: As a result.

T: As a result, so that's a different-

Jesus: That's cause and effect.

T: That's cause and effect which you guys talked about as well, so that's good. Pedro? What do you think for another way to make a simile?

Pedro: As uh...

T: So, sorry, that's, okay go ahead I don't want to interrupt you.

Pedro: As a weight?

T: As a what?

Pedro: As a weight?

T: A weight?

Pedro: yeah.

T: As strong as a weight?

Mr. Auld: Like a weight you lift up?

Pedro: Yeah.

T: Okay so maybe as heavy as a weight? Good, so this is our first structure right? As something as something else. How about another way to make a simile using a different word? Alex, do you remember?

Alex: Uh, street.. car... fast...

T: As fast as a car?

Alex: no, uh no no.

T: No?

Alex: No, uh, as a [unintelligible] As fast as a car.

T: As fast as a car, that's a good example. How about using the word like? Does anybody remember? Jesus?

Jesus: Um... I forget.

T: How about if somebody swims really well, you could say they swim like...

Jesus: Like a fish.

T: A fish, good job.

Alex: Like an airplane.

Mr. Auld: Okay please stay focused, remember we are trying to get to the library on time today. Which requires good listening and staying focused [as I write the sentence on the board]

T: Okay, so those are the two forms our similes have right? We have as strong as and swim like a fish [while pointing to them on the board], so we have a verb, and then like. So, why do we use similes? Why do we use similes?

Mr. Auld: Let's have a different hand being raised, we've got the same people, it's great to see Alex's hand always up and Jesus and Diyar, let's have some other people, don't be afraid to participate.

T: Where might you find a simile? Where do you think you might read a simile? Yudaily?

Yudaily: In a story?

T: In a story. If somebody's telling you a story they might use a simile. Ashley what do you think?

Ashley: In a topic sentence?

T: In a topic sentence, perhaps. In writing you might see it. Gio what do you think?

Gio: In a test?

T: In a test, you could see it. So, I like what Yudaily was thinking that she could see it in a story, because people are trying to give you an image, what they are thinking about. You might see it in a poem as well. Because they're trying to give you an image of what they're talking about. So are similes, do you think they're descriptive?

S: Yes

T: [nodding] Similes are really descriptive, we call it figurative language. So they give you a picture of what you're talking about right?

S: Yeah

T: You could say Jesus swims really well. Okay, that's great, or you could say, Jesus swims like a fish. Then you're picturing how well a fish can swim in the water. Right? So it gives you a picture of what you're talking about.

T: Okay, so now we're going to play the bingo review game so you can practice making some similes.

Mr. Auld: Listen carefully guys.

T: If you can hear me clap once... If you can hear me clap twice... Okay awesome so now you guys need to listen really carefully to the instructions of the game. So each of you are going to have a card with six pictures on it like this, and then you're going to have a set of these little cards and they're gonna be face down on your table. And you're going to draw one at a time, and you're going to read it out loud. So this first one says "As cold as" and then I'm gonna look at my pictures and I'm gonna think, is there a simile here? Yudaily what do you think?

Yudaily: As ice?

T: As cold as ice, awesome job. So you would take your piece that says “as cold as” and you put it on ice, so you’ve created a simile, as cold as ice. Right? And you’re going to be in groups of four, and you’re going to ask your partners, what do you think? As cold as ice, does that sound good? Or no? And if everybody says “Yeah that’s a good simile,” then you get to put it on there and then the next person will draw. So can somebody explain, does somebody understand what we’re doing and want to explain this game to me? Diyar?

Diyar: So we have to read out the card

T: You guys listen to Diyar.

S: And we get pictures and then we pull them out and if we get as cold as and we find the square for it and we make a simile with it.

T: Awesome, awesome job

Mr. Auld: Guys, how many people are going to be in a group, who can tell me? Penelope?

Penelope: Four

Mr. Auld: Four people, and are you trying to match like two sentences or a picture and a sentence?

S: Picture and a sentence.

Mr. Auld: Right and are you able to pick up a card while someone else is playing?

S: No

Mr. Auld: or do you have to wait your turn?

S: Wait your turn

Mr. Auld: [talking about what they will do after review]

T: So, one thing I forgot to mention you guys, all of your cards, all four of your cards will be different, so if you pick up as cold as and somebody else has ice, and you think uh oh, this goes, this belongs to Abigail, not me, you put it back face down and then next time if Abigail remembers where it is she can pick it up and put it on her card. Okay.

Mr. Auld: Cougar bucks etc.

[having students move into proper groups]

[activity]

26:03

Angel: As quiet as... [all three students in the group looking at their boards]

Abigail: I don’t know, I don’t have it

Angel: [unintelligible]

Alex: As loud as a baby.

Angel: No, as quiet as.

Alex: No, as loud as a baby [picking up “as loud as” that was previously placed on “thunder” and pointing to the picture of a baby on Abigail’s board]

Angel: Ohhhh. Oh my gosh! [Shows Abigail, Abigail laughs.] [Angel takes the card and gives it to Abigail to place on the picture of a baby on her card.]

Abigail: I think you read it backwards.

Angel: As quiet as...

Alex: As quiet as...

Angel: [unintelligible]

Abigail: Did you go already? ... Ms. Anderson!

Angel: Ms. Anderson!

Alex: [picks up another card] As busy as... what? [confused look on face]

Angel: [unintelligible]

[I walk up]

Alex: [pointing to card] What is this, as?

T: Busy?

Abigail: [looking at Angel’s card] Wait, what is this?

T: Whose turn is it?

Angel: Me!

T: Okay Angel, as quiet as... What do you think?

Angel: a mouse

T: Good.... Okay whose turn?

S: [unintelligible]

33:27

T: Can somebody tell me a new simile that you learned? Alex? What did you learn?

T: Everybody listen up. Listen to Alex. Did you learn a new simile?

S: As hard as a rock?

T: As hard as a rock, awesome, 'cause rocks are really hard right? Penelope?

S: As sly as a fox.

T: As sly as a fox, what does that mean?

S: Sneaky

T: Sneaky, right, like sneaking around [imitates sneaking around]

T: Pedro?

S: Uh... as busy as....

T: As busy as...

S: a bee.

T: A bee, right 'cause bees are always busy, flying around working. Edison what about you, what's a simile you learned?

S: As tall as a giraffe

T: As tall as a giraffe. 'Cause giraffes are really tall with their long necks. How about one from this table?

Mr. Auld: [tells class to be quiet]

T: We've got one more simile we learned, Diyar's got one. What is it?

S: As sly as a mouse?

T: As sly as a mouse? Okay. We had said as sly as a fox earlier but mice can be sneaky too right? You could also say as quiet as a mouse cause they're really quiet. How about as stubborn as a mule? What does that mean?

S: [talking]

T: Can you raise your hand if you think you know what it means? Ashley?

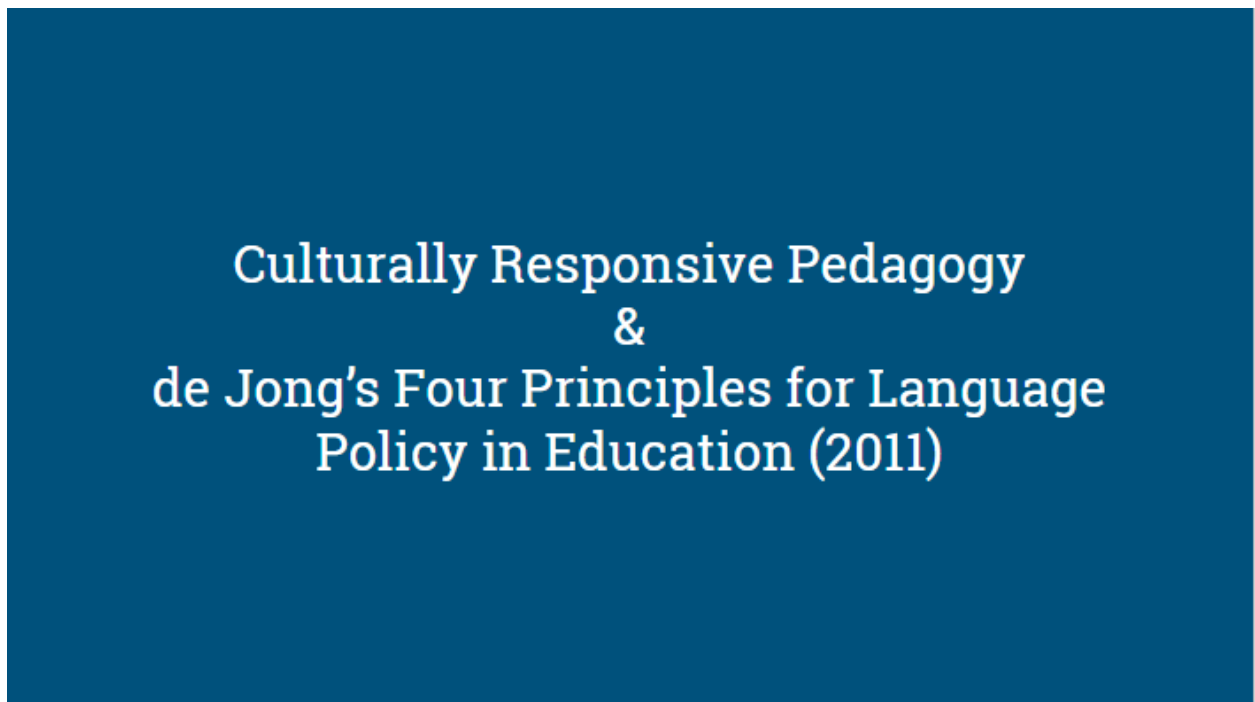
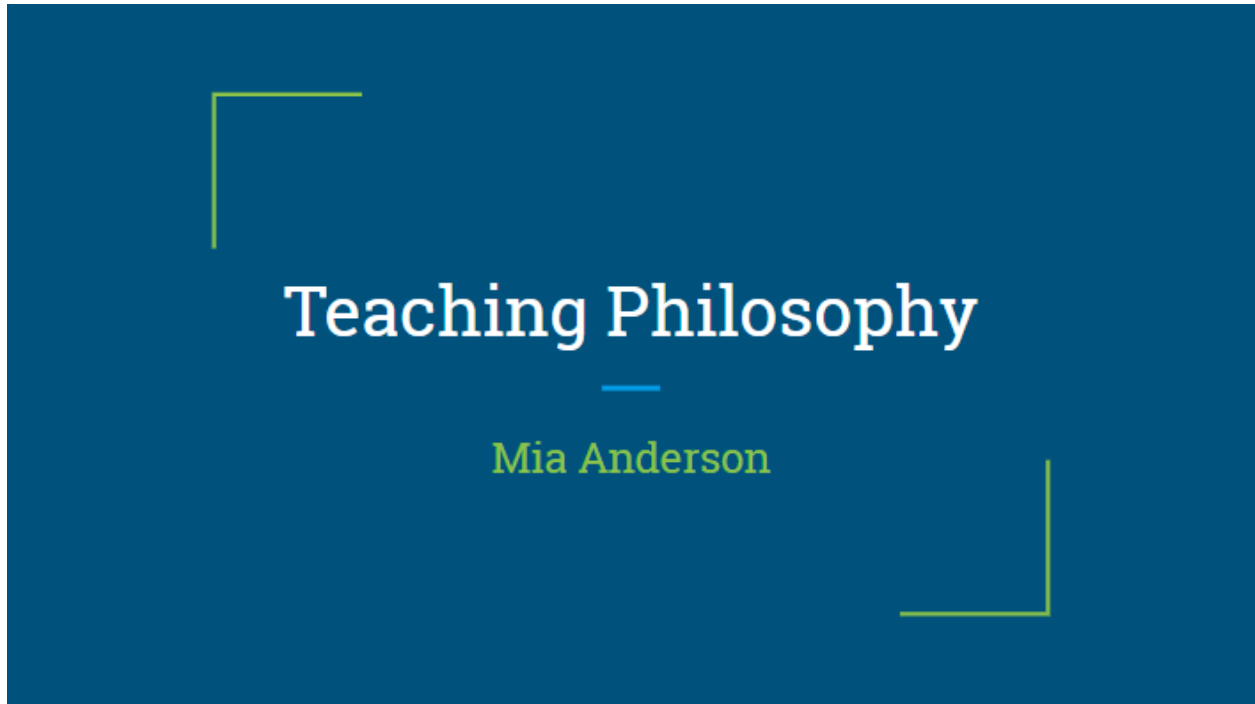
S: They're lazy and they don't like [unintelligible]

T: Yeah, the mule already knows what he wants to do [signals for quiet so class will listen] The mule you saw the picture he was being pulled, someone wanted him to move and he was like no, I'm not gonna move. So he had his mind made up and he didn't want to change his mind. So that's stubborn. You don't want to change your mind, you know what you wanna do.

References

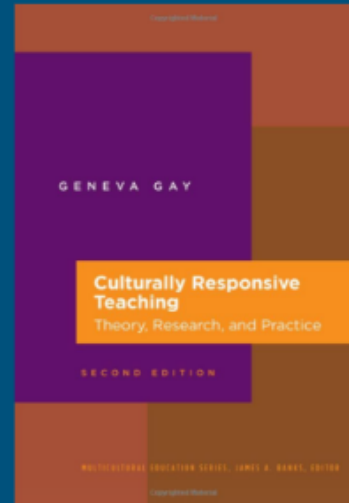
- Aukerman, M. (2008). In praise of wiggle room: Locating comprehension in unlikely places. *Language Arts*, 86(1), 52–60.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Longman.
- Daniel, S. M., Martin-Beltrán, M., Percy, M. M., & Silverman, R. (2015). Moving Beyond Yes or No: Shifting From Over-Scaffolding to Contingent Scaffolding in Literacy Instruction With Emergent Bilingual Students. *TESOL Journal*, 7(2), 393-420.
- Echevarría, J., Vogt, M., & Short, D. (2013). *Making content comprehensible for English learners: The SIOP Model*. Boston: Pearson.
- Goodwin, A. P., & Jiménez, R. (2015). Translate. *The Reading Teacher*, 69(6), 621-625.
- Hammond, J., & Gibbons, P. (2005). Putting scaffolding to work: The contribution of scaffolding in articulating ESL education. *Prospect*, 20(1), 6-30.
- Park, J. Y., Simpson, L., Bicknell, J., & Michaels, S. (2015). "When It Rains a Puddle is Made": Fostering Academic Literacy in English Learners through Poetry and Translation. *English Journal*, (104), 4th ser., 50-58.
- Wiggins, G. P., & McTighe, J. (2008). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Artifact E



Culturally Responsive Pedagogy

- Geneva Gay (2010) “The Power of Culturally Responsive Caring”
- Traditionally caring teachers:
 - Show compassion and concern
 - Love their students
 - Create an environment they consider safe
- Caring about = feelings of concern
- Caring for = active engagement
- Compassion and concern PLUS commitment, responsibility, and action



1. Striving for Educational Equity

- Overarching Principle
- “Engages in practices that reflect respect, non-discrimination, and fairness for all students” (de Jong, 2011, pg. 170)
- *Lau v. Nichols* (1974)
- Equal ≠ Equitable
- Constantly assess: am I providing equitable education for all my students?
 - Self-reflect (video record)
 - Feedback from peers, supervisors
 - Ask students directly how they feel

2. Affirming Identities

- Respect students' linguistic and cultural identities
- Validate students' cultural experiences in school policies and classroom policies
- To do this, we must first get to know our students. How?
 - Home visits
 - Make a positive phone call home
 - Visit your students' communities
- Funds of knowledge
 - Learn about household funds of knowledge: origin, history, social practices, economic practices
 - Use constructivism to create a project with students using funds of knowledge discovered

Mercado La Hacienda Panaderin y Carnicerin




3. Promoting Additive Bilingualism

- Creates opportunity to use and develop multiple languages
- Builds on all students' existing linguistic repertoires
- Makes knowing multiple languages integral part of instructional practices
- Ideally done in an additive bilingual/multilingual program
- How do we promote bi/multilingualism in our classrooms outside of these programs?
 - Translanguaging: "making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (Baker, 2011, p. 288)
 - Translanguaging activities: TRANSLATE (Goodwin & Jiménez, 2015)
 - Allow students to collaborate with peers of same language background (Lewis et al., 2012)
 - Community Literacy Practices
 - Haywood Elementary School teacher: encourage parents to help develop L1 at home

4. Structuring for Integration


- Brings together different parts, on an equal basis, to make a whole
- Allows participants to contribute in meaningful ways to the educational process, broadly defined
- Cohesion between departments/grades at a school
- Family involvement
 - Send home translated materials
 - Home visits, positive phone calls home
 - Know about and take advantage of community resources for yourself and your families
 - Family Involvement Specialist
 - Casa Azafrán
- Student integration - contribute to development of positive relationships between language minority and language majority students
 - Stewart (2014) - Spanish speaking students having no interaction with language majority students at school





HAYWOOD ELEMENTARY SCHOOL

2017-2018 SCHOOL SUPPLY LIST



<p>PRE-K</p> <ul style="list-style-type: none"> <input type="checkbox"/> School shoes for their students should be Velcro or slip-on shoes. No sandals or flip-flops. <input type="checkbox"/> 1 regular size backpack PLEASE LABEL! <input type="checkbox"/> 4 small glue sticks <input type="checkbox"/> 1 pack of markers <input type="checkbox"/> 24 count crayons <input type="checkbox"/> 1 watercolor paint set <input type="checkbox"/> 2 bottles of hand sanitizer, 1 regular size and 1 extra-large <input type="checkbox"/> 1 large box of tissues <input type="checkbox"/> 1 half-size package of baby wipes <input type="checkbox"/> 1 Clorox or Lysol wipes <input type="checkbox"/> 1 water color paint set <input type="checkbox"/> 1 Cillo-size sheet, <u>small</u> blanket, and a pillowcase for naptime use. PLEASE LABEL! <input type="checkbox"/> Extra clothing, shirt, pants/shorts, wrist socks, and underwear in a plastic grocery bag or large Ziploc plastic bag PLEASE LABEL! 	<ul style="list-style-type: none"> <input type="checkbox"/> 1 pair of metal pointed scissors <input type="checkbox"/> 1 bottle white glue and glue sticks <input type="checkbox"/> 3 spiral notebooks (wide ruled) <input type="checkbox"/> 3 2-pocket folders <input type="checkbox"/> 1 box colored pencils <input type="checkbox"/> 1 1-gallon zipper bags <input type="checkbox"/> 1 large box facial tissue (do not label) <p>GRADE 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> 24 count crayons <input type="checkbox"/> folders – one red, one purple, one yellow, one green, and one <input type="checkbox"/> 25 or more if you can #2 sharpened pencils with erasers <input type="checkbox"/> 2 composition books – NO SPIRAL <input type="checkbox"/> 4 giant glue sticks – NO GLUE BOTTLES <input type="checkbox"/> School box (small size only please) <input type="checkbox"/> 5 inch scissors <input type="checkbox"/> 1 pack of big pink erasers 	<ul style="list-style-type: none"> <input type="checkbox"/> 1 large box facial tissues <input type="checkbox"/> 1 pkg. loose leaf notebook paper (wide ruled) <input type="checkbox"/> 2 2-pocket folders <input type="checkbox"/> 4 spiral notebooks (wide ruled) <input type="checkbox"/> 2 pink peat erasers <input type="checkbox"/> Highlighters <input type="checkbox"/> No Trapper Keepers <input type="checkbox"/> No Pencil Boxes <p>GRADE 4</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 box crayons <input type="checkbox"/> 1 box thin-tipped markers <input type="checkbox"/> 2 black sharpie marking pens – ultra fine point <input type="checkbox"/> Colored ballpoint pens <input type="checkbox"/> 1 box of colored pencils <input type="checkbox"/> 12 #2 sharpened pencils with erasers <input type="checkbox"/> 1 pink pencil eraser <input type="checkbox"/> 1 small plastic pencil sharpener (that holds shavings)
--	---	--

SCHOOL SUPPLIES स्कूल आपूर्ति

Backpack: झोला	Headphones or Earbuds: हेडफोन वा ईयरबड्स
3-ring Binder: ३ रिंग बाईन्डर	Highlighters: हाईलाईटर
Blanket: ब्लन्याडकेट	Index cards: इन्डेक्स कार्ड
Calculator (check the model): क्वालकुलेटर	Kleenex/tissues: क्लिनेक्स टिसू
Colored pencils: रंगिन सिमाकलमहाक	Lunchbox: लन्च बक्स

Spanish
Arabic
Kurdish
Somali
Burmese
Nepali

School Supplies

- Do schools provide parents with a school supply list in your home country?
- How will you get this list to the families in your class?
- How can you as a teacher ensure that families know what they are supposed to do with this list?
- How could you use this list as a way to connect with families?
- How could this list be problematic for some families? What might you do differently?