

Capstone Portfolio

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Abstract

The capstone project briefly introduced my teaching philosophy, which shaped by the knowledge I learned and the experiences I gained from Peabody College, Vanderbilt, in the past two years. The whole paper is divided into three main sections, including my teaching philosophy, artifact analysis, and final reflection.

In my teaching philosophy, I describe my target students and the challenges they are currently facing. Then, I explained the reason why I believe that communicative language teaching, culturally responsive caring, and scaffolding are the fundamental frameworks for my future teaching. Next, I discuss how the artifact I developed during the past two years demonstrate my strengths and weaknesses as a qualified language teacher. Finally, In the reflection section, the anticipated challenges and potential solutions are explored. Furthermore, how will I further develop myself is also carefully considered in the last section.

Teaching Philosophy

As a teacher candidate, I learned all kinds of language teaching and learning theories, tried multiple teaching methods and pedagogy, communicated with culturally and linguistically diverse students in real teaching contexts. All these valuable experiences help me to become a qualified, supportive, and professional English language teacher. In the following sections, First, I will introduce who my target students are and what the issues they are facing due to the curriculum and educational system. Based on the problems I explored, I will establish my personal teaching philosophy which guides my current and future teaching career.

Target Students

Going back to China and starting an English language teaching career is my long-time intention. During the two-year study at Peabody College, Vanderbilt, I get the chance to teach students in different grade levels. For kindergarten and Pre-K children, I once read picture books with them in Vanderbilt Children Hospital. For High school students, I had the practicum teaching and observing in Glencliff High school with twenty-five 9th graders. For adult learners, I observed the adult English class at Belmont church. These teaching or observing opportunities enable me to further understand the characteristics of various age level students. Finally, based on my experiences, I will prefer to work with high school students in China.

I am a Chinese student myself. I studied English for more than 15 years. I experienced all kinds feelings a English language learners might feel. I was excited when I first encountered English. Frustration happened when I struggled with English

grammar and endless vocabulary lists. However, I was also delighted by the praise from my English teachers. I enjoyed the feeling when I fluently communicated with my foreign English teachers. These complex feelings made me an English learner and all these experiences help me understand Chinese English learners better than others.

Nowadays, Chinese high school students are stressed due to the high requirements of College Entrance Examination, Known as Gaokao. The academic pressure comes from the traditional Chinese family and social expectation towards high level universities. There is an old saying in China that “Knowledge changes the life.” People believe that entering colleges and universities is an effective way to change you life path. To some extent, it is true that the society offers more opportunities for undergraduate students than high school graduates. Nevertheless, the expectations from family and society make high school students suffer. They are not studying in comfortable environments. Peer pressure, scores, examinations, and ranking push high school students to work like test-taker machines. I am upset about their study conditions. In my teaching philosophy, creating a comfortable and safe learning environment is one of the most significant issues I will work on.

Targeting my intended students’ current language learning issues, I selected three core ideas to establish my personal teaching philosophy, including communicative language teaching (CLT), Culturally Responsive Caring (CRC), and Scaffolding.

Communicative Language Teaching

Communicative language teaching is one of the core idea in my teaching philosophy. It is well-accepted theory among the U.S.. Brown (2001) believes that

there are numerous theoretical interests underlying CLT. Basically, in the CLT classroom, we pay considerably less attention to grammatical rules than authentic language use. Moreover, building fluency is also important for the CLT classroom. Students are highly encouraged to deal with unrehearsed situations with the appropriate guidance (Brown 2001).

I firmly believe that the ultimate purpose of language learning is to use the language to communicate fluently and clearly in various registers. Thus, I would like to emphasize the importance of using language rather than the grammatical frameworks or language patterns, especially after witnessing many Chinese students fall into the hole of “Dumb English”.

Dumb English refers to a unique phenomenon in China, where students can reach extremely high scores in standard English tests but can hardly speak a complete sentence in English. The reason for the abnormal situation is the teaching style in China. High school teachers face the pressure of intensive teaching content. They have to squeeze the time to teach what the College Entrance Examination tested. The method they commonly used is traditionally grammar translation teaching pedagogy. Teachers write down grammatical rules and words and sentence patterns on the board. Students copy the information from the teacher, recite it, and practice the usage by doing piles of exercises. There is no sign of communication or any other forms of oral language. As a result, students are good at multiple choice grammar knowledge but fail to be successful in communication in English.

I sincerely want to change the inflexible situation and break the traditional

grammar translation teaching methods in my classroom. What I want to do is 1) create a communicative environment that is safe and comfortable for my students to learn English, and 2) help learners to develop their communicative competences from carefully designed tasks and activities.

From my personal perspective, communicative language teaching is an environment rather than a single activity or lesson. I believe that if we want to increase students' English agency, we need to make them feel that the environment is one in which it is safe to speak, and tolerant of mistakes. To achieve that, one important thing is establishing the class norms with all students together at the very first days of class. For example, I will explicitly tell my students that mistakes are welcomed because we all make mistakes and we all can learn from our mistakes. Furthermore, several activities can be designed as routines to make students feel safe and comfortable about speaking in English. One activity I loved is jigsaw talk. Students are randomly divided in groups to talk about certain topics I assigned. It is a low monitored process; students do not have to worry about the grammatical errors or the word choices problem but try to speak as fluently as they can. After they talk with one partner, they can change the interlocutor to continue their conversations. The jigsaw activity is a good way to lower students' affective filter, to make learners enjoy communication in English.

However, as I said before, Chinese students and teachers are all pushed by stressful examinations and curricula. As a future English teacher in China, I need to take reality into consideration. From that perspective, I think I can balance the

teaching of form and meaning. When emphasizing the importance of authentic language use, I would like to integrate the forms, such as grammar rules and sentence patterns into meaningful activities, to provide both conscious and subconscious learning. For example, one task I learned from *Methods and Materials for Educating ELLs* class is sentence sequencing. In a small pocket, there are several sentences which can be sequenced into a short story. Students need to discuss the meaning of each sentence and discover the clues to help them reorder these sentences. During the process, students are engaged in meaningful communication when they negotiate the meaning. Moreover, the discussion itself helps students develop their linguistic competence. When they are trying to figure out the correct order of the story, they are actively developing linguistic competence as well as discourse competence.

In short, from my point of view, I will try to create a safe and comfortable learning environment for my future students and help them develop their communicative competence through authentic language. This process illustrates my ideal implementation of CLT.

Culturally Responsive Caring

Just like CLT, culturally responsive caring is also a big idea which aligns closely with many other theories and terms, such as sociocultural backgrounds, and history/herstory. From my personal interpretation, culturally responsive caring means that teachers should fully consider students' cultural background information whenever they are planning, teaching, and assessing.

The reason why I treated CRC seriously is because I witnessed how the violation

of CRC harm students' language learning. When I was in middle school, my foreign English teacher chose "marriage and divorce" as the topic for his lesson. As teenagers, we were sensitive towards the topic, especially for those students whose parents had got divorced. If I were them, I would have felt embarrassed, even shameful, because of the topic. Some students might be traumatized by their parents' marriages. Apparently, my foreign English teacher was not well trained. He ignored the importance of CRC. The consequence was that many of my classmates who were really active before kept silent in that class. Every time I think about that lesson, I feel deeply sorry for those classmates who had been hurt, and I tell myself that I will never do a similar thing to harm my students' feeling or cut down their learning motivation.

The only way I can avoid taboo topics with my students is to know them as much as possible. Gay put forward an opinion that we, as educators, need to create a "functional profile of culturally responsive caring-in-action" (Gay, 2010, p.51). I want to make pre-assessments through various tools for all of my students, to explore their backgrounds and establish unique students' portfolios which I can refer to in the future. For instance, if I can design a survey, or a KWL chart (Appendix 1) to discover what their most interested topics are, and what they want to learn the most, I can design lessons that cater to their natural curiosity. No one wants to learn things they don't like. Thus, one important thing of my CRC is knowing students, avoiding controversial topics, and catering to students' needs.

Apart from what I said above, I also think that caring is a mutual system, which means teachers should not be the only ones who care. There should be caring

exchanges happening between teachers and students. Even the most committed teacher would get exhausted if he/she stayed in an unbalanced caring process where the teacher is the only one who cares (Goldstein & Lake 2000). Ferreira and Bosworth (2000) summarized that the main obstacle for students to care for people in school, like their teachers, is the lack of reciprocity. In sum, authentically “caring” between teachers and students is an extremely challenging task. To form a well-functioned caring exchange, I will patiently communicate with my students to make them feel that I care a lot for them and I will definitely respond to all of their caring. I will tell them that I have high expectations and confidence toward all of their intelligence and potential achievements. Once they feel that they are highly valued, they may be more actively engaged with language learning.

Scaffolding

I believe that Scaffolding is a designing and instructing principle I want to follow in my future teaching. From my perspective, Hammond and Gibbons’ (2005) design-in pattern and the avoidance of over-scaffolding are the two key points that contribute to successful scaffolding in language teaching.

As I discussed above, I want to incorporate CLT and CRC into my future teaching because I suffered from the failure of these two theories. The reason why I highly valued scaffolding is because I take the advantage of the successfully implementation of scaffolding.

In terms of the design-in pattern (Hammond & Gibbons, 2005), there are seven features included in the macro design-in level, such as linking students’ prior

knowledge, selection of tasks, sequencing tasks, participant structures, etc. (Appendix 2). These features inform teachers' instruction to better help students by pushing them step-by-step. For example, when teachers deliberately select tasks, what we are doing is trying to fit the learning within the zone of proximal development (ZPD). Vygotsky (1978) defined ZPD as the distance between actual development and potential development. Vygotsky points out that students could achieve cognitive growths by engaging in challenging and meaningful tasks with appropriate supports and scaffolding from teachers and parents (1978). In other words, the way teachers select tasks and scaffold the tasks determined how effective students can learn from them.

In addition to the task selection, another example from my language learning experience indicates that the sequence of tasks is also an influential factor for learners. When I studied French last summer, my French teacher organized her tasks from the easiest lexicon level to higher required syntax level. Even though these tasks are challenging for me, with the assistance of my French teacher, I didn't suffer from this process. From that experience, I realized that the sequence of tasks and the supports given by teachers are crucial factors that influence students' language learning.

In my future teaching, I want to sequence my tasks in a well-functioned flow which enables students to complete the task with proper assistance and to transfer their ability to similar tasks later (Hammond & Gibbons, 2005). I would like to create a classroom with high degree of challenge and high levels of support where scaffolding happens a lot. Within such classes, I want to design multiple tasks and activities then sequence them according to the "I do We do You do" or "I do You do

We do” model. Within each lesson, I would like to refer to Hammond and Gibbons’(2005) design-in pattern . Involving students’ prior knowledge and experience is the very first step of scaffolding as I mentioned before. Then I will select and sequence the tasks that match students’ current English proficiency and still require them to challenge themselves a little. At the same time, supports will be given to assist them to accomplish the tasks one after another in case they feel stressed out and compromise their learning interests. During their learning, I want to apply various grouping technics, such as peer work, group discussion and whole class talk to create more opportunities for students to interact and communicate with each other.

However, even though I want to support my students as much as possible, I believe that scaffolding should never be implemented at the expense of students’ best development. If learners can learn more from independent tasks or activities with less scaffolding, I will never hesitate to change my lesson plan to maximize students’ learning outcomes. In other words, I want avoid overscaffolding in my language teaching. According to the research of Daniel, Martin-Beltran, Percy, and Silverman (2015), over-scaffolding limited students’ productive and substantive engagement. Moreover, it is very likely that the overscaffolding class fell into the Initiate-Respond-Evaluate (IRE) model. I want to respect my students’ independent study and support them as needed. If I closely control every task, students may heavily rely on my support rather than challenging themselves.

In short, regarding the scaffolding of instruction, I want to balance the proportions of scaffolding and independent learning space. I will provide sufficient

support if students needed and be sure to stand aside if they can develop more by themselves.

All in all, there are three big ideas in my teaching philosophy, including communicative language teaching, culturally responsive caring, and scaffolding. I sincerely want to incorporate these three core theories into my future teaching and to become a patient, supportive, and professional English language teacher.

In the next section of my capstone project, I will analyze the artifacts I developed during the program by critically comparing each of them with TESOL Domains and my teaching philosophy to explore my teaching strengths and weaknesses.

Artifact Analysis

Professional Knowledge Area 1: Learner

Learner refers to the recipient who acquires knowledge under the professional guidance in educational context. The most concerned issue for teachers is who our learners are. Learners are shaped by numerous factors, including students' identities, their social and linguistic backgrounds, and the personal motivations. All these elements could be the potential influencing factors that positively or negatively impact learners' learning. Therefore, knowing who our learners are and what influence their learning becomes extremely important for any teacher who sincerely care for students.

There are two TESOL domains under the learning area and they inform teachers to understand learner's identity and context as well as support the learning process.

TESOL Domain 4: Identity and Context

In the Identity and Context domain, teachers are required to have a comprehensive understanding of who learners are and how their communities, heritages and goals shape their learning and expectations. Furthermore, teachers need to recognize the importance how context contributes to identity formation and therefore influences learning. Finally, it is necessary for teachers to address the information above to conduct planning, instructing and assessing.

Specifically, teachers need to explore students' histories/herstories by dig out the sociocultural and linguistic backgrounds as well as their identities to truly acknowledge who learners are. Additionally, teachers need to take these information into consideration when we design lesson plan, give instruction or take out assessment.

Artifacts Analysis A

Since I was really concerned about culturally responsive caring as I mentioned in my teaching philosophy, when I navigate all the artifacts I made previously, the background investment I did in my practicum setting, Glenclyff High School, stands out among all other artifacts. In Language Assessment of English Language Learners (ELLs) course, we were required to select a participant in the practicum setting and conduct several assessments for that particular student. For the Part I of the final project paper (Appendix 3), I designed several activities for my participant in order to fully identify who she is. First of all, I asked her to fill out an Identity puzzle (Appendix 3). In that puzzle, she came out with nine of the most important factors of herself, such as her family, friends, education, and future career ambition.

Additionally, I had a fifteen-minute interview that included 15 questions (Appendix 3) with my participant, to explore her sociocultural backgrounds, including cultural backgrounds and linguistic backgrounds.

From my perspective, the artifact I described above exemplifies the TESOL domain 4: Identity and Context. First of all, the Identity Puzzle helped me have a rough understanding of who exactly the learner is. There are nine blanks in the puzzle, and I asked my participant to write down what she thought were the most important things for her. The first thing she wrote was “Family”, then “Friends” and “Education”. I realized, at that point, that she valued a lot about the relationships she had among family and friends. The following items she wrote down were Future career, Cultural, Pharmacist, Hiking, Soft-ball and Kurdistan. I considered the nine elements that described who my participant was. Knowing a student’s identity formation elements is the key requirements of TESOL Domain 4. Furthermore, in order to have a deeper understanding of my participant and recognize how her context shaped her identity, I had an interview with her. The cultural and linguistic backgrounds were addressed in multiple questions. For example, in order to explore my participant’s basic cultural information, I asked her “Can you tell me more about your home county?” and “Can you tell me more about your family?” In addition, questions related to her home culture and the conflicts between her home culture and U.S. culture were also covered in the short interview. For instance, I asked my participant how does she feel about her own culture and she showed a great sense of belonging. When I asked her about culture conflicts she had experienced, she

described the difference of dress norms between her own culture and U.S. culture. Moreover, other areas, such as her learning motivation, educational history and learning style, were also included. I tried to make the interview as comprehensive as possible so that I could have a well-rounded understanding of the learner and how all these factors shaped her identity and learning.

However, the Domain 4 clearly requires teachers to “use the knowledge and setting in planning, instructing, and assessing”, but after gathering information from multiple perspectives of the student, I failed to take them into account in my lesson plan. When I designed my first lesson plan for the students, including my participant, in the practicum setting, what I paid most attention to is how to make the lesson as interesting as possible to increase students’ engagement. Few consideration of students’ backgrounds occurred in my lesson. Nevertheless, I believe that students’ identities and the contexts around them are valuable resources to trigger their learning interests. I should think more about how to integrate students’ identities and context into my planning and instructing process.

Drawing on my theoretical framework, I believe that this artifact demonstrates how I implemented the Culturally Responsive Caring into my teaching. As I discussed in my teaching philosophy, when teachers sincerely care for students and have concern about both their lives and learning, a trusting relationship will be built between teachers and their students. Therefore, students will be more willing to participate into the learning process. A similar condition happened between my participant and me. After I talked a lot with my participant about her background, I

shared many personal experiences about learning English and preparing for college. She liked me a lot and felt comfortable talking with me. In the following lesson I conducted, she was more active than before. I believe that this is strong evidence to say that my culturally responsive caring invites more participation of learners.

From what I accomplished in this artifact, I believe that as a teacher candidate, I demonstrate the ability of understanding who my learners are, and how other sociocultural factors impact their learning as the domain 4 required. Nevertheless, the final requirement of using knowledge in planning, instructing, and assessing was missed since I failed to consider students' backgrounds during my planning and instructing. After knowing the importance of identity and context, it is also necessary to explore the significance of how language learning happens and what could teachers do to help learners, which closely related to TESOL domain 6: Learning.

TESOL Domain 6: Learning

Learning mostly refers to how teachers adopt what they know about language and language acquisition to understand how students learn language in and out of the classroom. Moreover, teachers should be able to draw on the information to support students' learning.

Artifact Analysis B:

In the 2018 Fall semester, I made a final analysis project (Appendix 4) in Educational Linguistics and Second Language Acquisition class. The project contained the analyses on pragmatics, phonology, and grammar, as well as semantics from the collected oral and written language samples of an ELL. All parts of the

project drew on SLA theories and analyze the strengths and weaknesses the ELL revealed. Sociocultural and personal influencing factors were analyzed, and the instructional plan was also provided to help the learner develop her language proficiency.

As TOESL Domain 6 required, teachers should understand students' language learning through the usage of professional knowledge about language acquisition. During the project process, I interpreted my interviewee's English language proficiency by integrating what I learned from class about language acquisition. In the phonology session, I analyzed Vivian's (my interviewee) phonological issues based on Gass & Selinker's (2000) Contrastive Analysis theory. For example, when I listened back to our interview record, I noticed that Vivian was struggling with dental fricatives. According to what I learned about contrastive analysis theory, the errors in L2 can be accounted by the differences between L1 and L2. In the IPA chart, no dental fricatives exist in Chinese Mandarin (See Appendix 4). Therefore, Chinese speakers generally have trouble with pronouncing /θ/ and /ð/. Nevertheless, as the PAM stated, a non-native sound is likely to be assimilated to an existing native category (Best, 1995). Hence, Chinese speakers often replace /θ/ and /ð/ by /s/ and /z/. This occurred with Vivian also. When she said "I think [...]", she pronounced it as [ai sɪŋk]. In addition, the article "the" was usually mispronounced as /zə/. The analysis indicates that I can understand and interpret students' English learning by adopting what I know about English and English language acquisition, which is clearly required in TESOL Domain 6.

Another way to help language learners is to provide specific instructional plans based on the language acquisition knowledge I learned. For instance, for Vivian's dental fricatives problem, I designed a list of minimal pairs which work in pairs and focus on the nuances between /θ/ and /s/, /z/ and /ð/. Such as "sink & think", "sick & thick" and "closing & clothing" (fully designed worksheet can be found in Appendix 4). I personally believe that using the professional knowledge I gained in class to help students with their language challenges is also crucial for a qualified teacher. In addition, it fits the description in Domain 6 which said "teacher should be able to draw on the information to support students' learning".

The Domain clearly asked for teachers to understand how students learn English in and out of the classroom. However, the data I collected from my interviewee were only came from the conversation between us out of the classroom. I didn't get the chance to learn how exactly she performed in English class. I deeply recognized the importance of students' linguistic backgrounds but failed to collect related learning information. The lack of Vivian's language learning style made me fail to achieve all the requirements of TESOL Domain 6.

In my teaching philosophy, I said that one of the core ideas of my teaching is communicative language teaching. I believed that the entire process of data collection from Vivian is an example of communicative language teaching. I had a 60-minute conversation with Vivian, and it covered many types of speaking, including pragmatic speaking, narration, exposition and argumentation. Even though she is a proficient language user, I think that the active communication between us helped her practice

English.

Moreover, I think I tried to care for her feelings during the conversation. I kept asking “Do you want take a rest?” “Do you want to continue our interview or we can do it next time when you are available.” Before our formal English conversation, we had a free chat in Mandarin to make both of us relaxed. I think these questions and the informal chat helped lower Vivian’s affective filter so she performance reflected her true English language proficiency.

Professional Knowledge Area 2: The Learning Contexts

All the students interact, communicate and engage in the learning process in various contexts. The quality of these contexts determines whether students feel safe and comfortable to study.

There are many factors that contribute to an effective learning context. As TESOL Domain 2 stated, teachers should create supportive environments for students to actively engage in meaningful learning. In the following paragraphs, I will briefly introduce what “Instructing” refers to in TESOL Domain 2 and discuss how I achieved the requirements in my past experience.

TESOL Domain 2: Instructing

According to the description of domain 2, teachers were required to carefully design and create supportive environments where all the learners participated in purposeful learning and respectful interactions. Apart from the official explanation, from my perspective, under TESOL Domain 2, teachers should skillfully instruct lessons while forming the effective environments at the same time. Although it is a

demanding requirement, teachers need to consider numerous elements in the instructing process.

In short, according to my interpretation, there are three key factors in TESOL Domain 2, including 1) the creation of a supportive learning context, 2) meaningful learning, and 3) the encouragement of respectful interactions in instructing. In the following analysis, I will compare my artifact with the three key factors to discuss whether I meet the requirements in TESOL Domain 2.

Artifact Analysis C

As I interpret the Instructing domain, my first teaching experience in Glencliff High School stands out. It was the first time I taught in a real American public school, and it was also the first time I instructed culturally and linguistically diverse students beyond Chinese students. I tried my best to combine the theories and pedagogies I had learned into my first-time instruction. The topic I chose for the first lesson was e-books vs. printed books. The objective for this lesson was to enable students to give examples from personal experience to support arguments. I carefully sequenced the tasks to make the lesson easier to follow and prepared activities to increase students engagement.

As I mentioned above, the first factor of TESOL Domain 2 is creating a supportive environment while instructing. The first thing I tried to support my students' learning was to give a vivid introduction of the topic. Since the topic of that lesson was e-books and printed books, I brought my Kindle and a hardcover-printed book with me to the class. While I orally introduced the topic, demonstration of the

two book versions were given as supplementary assistance to help my students know what e-books versus printed books looked like. Furthermore, I tried to scaffold the lesson and better sequenced the tasks and activities to involve students into the learning process step by step. For example, at the beginning of the lesson, I asked about their personal opinions toward e-books and printed books. Then I invited them to share their story or experiences. I intended to help students make personal connections with the topic they were going to learn that day. Secondly, I prepared the double-bubble map (Figure 1) to help them organize their thinking about e-books and printed books. Finally, when I introduce the group discussion activity, I designed a flow-chart (Figure 2) to visualize the procedure and make my students aware of what they need to do and the expected outcomes. These activities were all designed to assist my students to achieve the lesson objectives. The tasks were also carefully sequenced to lower students stress by making them feel that they can accomplish each task without too many obstacles.

In sum, I believe that I used multiple methods, such as supplementary tools, visual aids and scaffolding skill, to create a supportive classroom environment for my students.

In terms of the purposeful learning in the classroom, the thing I focused on the most is the learning objectives for the lesson. According to the backward design theory, the teacher should fully consider students needs when designing any lesson plans. Teachers should not determine what we want students to learn but should sincerely consider what our students need to learn to benefit their future

communication. Thus, it is crucial for any teacher to think about students' learning needs and it should be reflected in the design of objectives for each lesson.

For the first lesson I taught, the language objective I set was “SWBAT use frames, ‘Can you give an example from your life?’ and ‘An example from my life is...’ to give examples from personal life.” Since I believed that offering examples from personal experiences is an important language skill that will be frequently used in English communication, I intentionally set it as the language objective for my students. I wanted the language learning to be meaningful and useful for them rather than teaching for the standardized examination only. I hold the belief that my intention of the choice of lesson objectives fits the requirements of TESOL Domain 2, which stated that the teacher should be able to “engage all learners in purposeful learning”.

Finally, the last key factor in Domain 2 is the respectful classroom interaction. In the first teaching experience, one of the best tools I had was the Conversation Norms (Figure 3). I borrowed these conversation norms from Zwiers and Crawford's Academic Conversation (2011). They put forward many points that teachers should do in the first days of teaching, including establishing shared conversation norms. It helps students know what should and shouldn't be done within an effective conversation. Since it was my first teaching, I inserted the Conversation Norms into my slides and made students read together before they had the group discussion. These norms asked students to engage in conversation respectfully. They were required to listen to each other, respect one another's ideas, respectfully disagree, etc. I believe that the conversation norms I inserted fit the requirements of domain 2,

which asked for an respectful classroom interactions.

Given what I discussed above about my first practicum teaching and TESOL Domain 2, I linked them with Communicative Language Teaching (CLT) and Scaffolding in my teaching philosophy.

In terms of CLT, it is an environment where students have strong sense of agency. As I said in my teaching philosophy, I intended to create an environment in the classroom where my students feel safe, comfortable, and never afraid of making mistakes. To achieve that, in my first teaching experience, I tried to provide as much support as possible to assist their learning process. Additionally, I designed multiple activities, such as group discussion and class presentation, which enabled them to be communicative with each others.

When it comes to scaffolding, I compared my teaching with Hammond and Gibbons' (2005) "design-in scaffolding" (pp.12). The first thing I did was to involve students' prior knowledge, as I mentioned above. Then I tried to use the tasks that make them think and use language both productively and receptively. I sequenced the tasks from the individual thinking to group works. In the end, I want to develop their metalinguistic and metacognitive awareness by asking them reflect on their own performance.

However, even though I believe my first teaching experience reflected my teaching philosophy to some extent, I failed to invite students into an active learning process because of the lack of culturally responsive caring. In my teaching philosophy, one of the most important elements of CRC is to establish the trust relationship.

Nevertheless, I did not pay enough attention to building up the relationship at the beginning of class. Only several questions were posted without further connections between my students and I. It led to the consequence that some of my students were unwilling to participate in any activity and isolated themselves with their classmates. I personally believe that the best way to solve this problem is to exhibit more culturally responsive caring for my students and to build trust relationships through multiple methods.

In short, by analyzing what I have accomplished and failed in this artifact from both the perspectives of TESOL Domain 2 and my teaching philosophy, I have illustrated my ability of designing effective learning contexts by considering the requirements of TESOL Domain and my personal teaching philosophy.

Nonetheless, apart from the issues related to the learning contexts, curriculum is an essential area in which we need to invest carefully. In the next section, I will briefly introduce another professional knowledge curriculum, then give out artifacts I have done that have contributed to my achievements in this area.

Professional Knowledge Area 3: Curriculum

Moll (1988) once said that our “students were as smart as allowed by the curriculum.” In other words, it is teachers’ responsibility to provide students with a challenging, innovative, and intellectually rigorous curriculum. From my interpretation, the way that teachers can maximize students learning outcomes is being careful enough in lesson planning and teaching content designation. In this section, I will continue to analyze the artifacts I developed previously based on

TESOL Domain 1: Planning, and TESOL Domain 7: Content.

TESOL Domain 1: Planning

As the very first step of any teaching, planning plays a vital role in successful teaching. TESOL domain 2 asked teachers to plan the instruction to prompt learning and achieve the objectives and goals. Most importantly, teachers should revise plans to fit students' condition and assure the participation of students. On my interpretation, the essential requirements of TESOL Domain 1 are: 1) design instruction that prompts students' learning to meet learning goals, and 2) consistently modify lesson plans to assure students' engagement.

In the following part, I will present the artifact which stands out for this particular domain and analyze my achievement based on my interpretation for TESOL Domain 1.

Artifact Analysis D

In the Instructing domain, I analyzed my first teaching experience in Glencliff High School (Appendix 5). Many details of the real teaching conditions were presented. However, even though it was not a perfect teaching experience, I put great effort and energy into the planning of that lesson. I asked for professional advice from the course teacher and even did a rehearsal in front of my classmates for feedback before I taught my students.

I drafted my lesson plan based on the observation I made in my practicum setting. All my 15 students have similar WIDA scores, which are 3 to 4 points, and they are all culturally and linguistically diverse (CLD) students. The biggest problem I noticed

is that students are not engaging in the language-learning process but chatting with each other on irrelevant topics. From my observation and personal experience, the possible reasons for why they don't participate in class are, firstly, because the lecture-based teaching method my mentor usually used was not the best fit, and secondly, because the table-arm desks (Figure 4) restricted students within narrow spaces.

According to the problem I discovered and the potential reasons I analyzed, I drafted my lesson plan to increase their engagement by changing the teaching method and reorganizing the classroom to ensure students can easily communicate with one another. Next, I handed the draft of my lesson plan to my professor and asked for advice. When I received the feedback, I modified some of the details of my lesson plan and prepared all the material that I needed for real teaching, then conducted a rehearsal in front of my classmates. Finally, I collected their feedback for my teaching and made the final revision of my lesson plan before my first teaching.

I think that what I did in the planning process indicates that I am a qualified teacher regarding the requirements of TESOL Domain 1: Planning. Firstly, the instructions I planned were all targeted on the problem that students did not engage in learning. Thus, I asked my students to leave their desks and move around, communicate with different group members and share ideas with the whole class. I want to encourage them to participate in the lesson and prompt their learning. Furthermore, as I discussed in TESOL Domain 2, students were moving step by step toward the learning objectives by accomplishing tasks that I designed, one by one. For

example, before the official class, I tried to activate students' background knowledge about the topic by asking "Do you prefer reading E-books or Printed books, and why?" "Can you give me some reasons?" (Appendix 5). Next, I asked students to think individually before they gathered in groups. The thinking map I provided was extremely helpful when they discussed why they thought e-books or printed-books were better. The step-by-step instruction and scaffolding indicates that I achieved the requirements of the domain, which says teachers plan instruction to prompt learning and meet learner goals.

Another crucial claim in TESOL Domain 1 is that if we want to be qualified teacher candidates, we need to modify plans to ensure learners' engagement and achievement. I think all the effort I made to revise my lesson plan demonstrates my ability of modify a plan for successful teaching. After I received the feedback, some changes were made to make the plan more feasible. For example, in the first draft of my lesson plan, I asked students to read texts before their discussion. Moreover, students needed to give examples from both the text and personal life experiences. My course teacher pointed out that it might be too demanding for those students to do so many tasks within 45 minutes, especially when it was my first teaching. Considering her suggestion, I deleted the texts and reduced numbers of objectives to make the lesson more level-appropriate for my students. In other words, I made changes in details to lower the academic pressure of students' learning processes. After the initial revision of my plan, I rehearsed it in front of my classmates. I presented the problem I observed and did a demo teaching. They gave me valuable feedback, much of which

was useful and detailed. Overall, the feedback from my professor and peers contributes a lot to the success of my teaching. I believe that this case I described above indicates that I can modify my lesson plan as required by TESOL Domain 1.

I think the outcomes of my lesson plan and rehearsal are what I expected to see. As I said before, one of the reasons why I designed the lesson plan is because my students failed to engage in my mentor's instructions. However, in my teaching philosophy, the increase of students' participation is a significant outcome of culturally responsive caring (CRC). I think that if students feel that I sincerely care for them, they will cooperate and engage in the learning process since they hold the belief that I prepare the lessons to help them. From my point of view, when I adopted my professional knowledge and teaching pedagogies into lesson plans and care for my students, I am putting CRC in practice. In addition to the first lesson plan, I did brief rehearsals for my other lesson plans as well. Even though I did not present them in front of the whole class, I made sure that I asked for feedback from at least one of my peers or colleagues. If I keep on doing so, I believe that my students will feel my care and engage more in language learning processes.

Nonetheless, what I regretted about this teaching experience was also in CRC. I only spend a few hours before I came to the stage and taught them. They were unfamiliar with me and surprised to see me. I failed to build relationships before I started planning and teaching. To some extent, the distance between these kids and me made the lesson less effective than it should have been.

My planning process revealed some of my strengths as well as my weaknesses. I

will keep working on the journey of planning lessons to better help my future students.

The teaching content is where teacher need to put most energy in when they are planning a lesson. There are certain requirements about language teaching content as well. In the following part, I will go through what does content mean for a language teacher and how I success and fail in this domain.

TESOL Domain 7: Content

Teaching content refers to the knowledge, tasks, activities what teacher delivered, or intend to deliver. According to the description of TESOL Domain 7 and my personal interpretation, teaching content covers the following three aspects. First, teachers need to acknowledge that language learning is most likely to occur when students are trying to use the language they learned authentically. Second, what teachers designed to be taught should be what learners need for the usage of listening, speaking, reading, and writing in specific content areas or subjects.

Based on the two aspects, I will analyze my teaching experience correspondingly to dig out whether I am a qualified teacher candidate,

Artifact Analysis E:

In previous domains, I analyzed my first lesson plan and my first teaching experience. In this section, domain 7 reminds me of my second and third lessons (Appendix 6, 7), which were all taught in a group.

In my second teaching, I selected claim issues as the theme. The topic for that lesson was, “Is a Green New Deal a Good Idea?” The language objectives focused on

extracting evidence from the text and using specific sentence stems to citing evidence.

I prepared a video clip and photographs to introduce the topic, word bank, and sentence starters were given as well. Students were guided to think about the topic individually, then share with group members. Next, they were given enough time to read one article individually. Color markers were given to make them mark down claims the author made. After reading, they shared in pairs. Then, another article was presented, and they repeated the reading and sharing process. Finally, they picked a side based on their opinion and the article they read and use the sentence starters to present their ideas one by one.

The third lesson kept the theme and topic of the second one and further developed the objectives. For the third lesson, the attention was transferred from reading to speaking. Correspondingly, the objectives focused more on the structure and language of oral argument. In this lesson, students were required to review the two texts they read in the last class and filled out the T-chart (Figure 5) to synthesize the main ideas of the two articles. Moreover, they picked a side and was asked to work in pairs to think about at least one claim other than what mentioned in the texts. Then, a Tree-Map (Figure 6) was given to them. They need to evaluate all the claims they have the pick two of them out. Furthermore, students were required to guess one claim that their opponents will have then think about how to defeat them. The oral argument structure (Figure 7) was summarized during the discussion. Finally, the effective language organizers (Figure 8) were offered before they started the debate.

In terms of the first requirement that make students learn from the usage of

authentic communicative purpose, in both lessons, I give students enough opportunities to put what they learned into practice. For example, in my third lesson, after my students reviewed the text and determined their stance and claims, we discussed together about how we should organize the information we collected and make them more logical and convincing. Finally, they made a great debate on the topic, which covers all the knowledge they acquired from previous tasks. By saying that, I mean, they flexibly used the T-chart, Tree-map, and Mind-Map I provided before. I was even astonished by their outstanding performances. I believe that they achieved the objectives of the lesson better since they used English to make a real debate and effective communication occurred during the whole class. What I see from my lesson and my students' performances are precisely what I expected regarding the requirement of TESOL Domain 7.

Apart from authentic communication, Domain 7 also asked teachers offer the language that learners need in order to listen, to talk, to read and write, especially for the subject or content areas they want/need to learn. In other words, the domain required teachers to equip learners with register-specific language that they can use for listening, speaking, reading, and writing. I tried to balance the language demands in my lessons. In other words, I integrated all four demands, listening, speaking, reading, and writing, into my lessons but shifted the focus one from another. For instance, in my second lesson, I designed multiple activities to facilitate students learning. Including video clips, group discussion, and worksheet fulfill. These tasks gave learners the opportunities to practice English in listening, speaking, and writing.

But what I emphasized the most is reading. My students were required to read two articles which concerned about the same topic but different stances. Most time of that lesson was distributed to the reading tasks and all other tasks served as lead-in or practices around the reading activity. When the same topic came to the third lesson, the reading was no longer the main emphasis of the class, and the objective switched from reading to speaking. Similarly, multiple tasks which cover listening, reading, and writing were designed into the third lesson, but I put more attention to the guidance of oral argument. Both two lessons ensured students' practices in all language demands and shifted the key objectives accordingly.

In sum, I believe that my second the third teaching assured students' engagement in authentic language use and tried to balance the language demands in each lesson. According to the analysis above, I think I have reached the goals that set by TESOL Domain 7.

One of the most obvious characteristics of my two teaching practices is communicative language teaching (CLT). In my teaching philosophy, I have mentioned that I think the ultimate purpose of learning a language is to use it to communicate in various registers. Thus, I tried to provide sufficient opportunities for my students to put what they learned into authentic communication, such as group discussion, debate, and presentation. I insist on being a facilitator in the class rather than an authority. Students feel safe to challenge me, or each other, and learn the language during the process. Furthermore, I mentioned in my teaching philosophy that I want to assist my students in developing their communicative competence in my

class. Therefore, I integrate all language domains, including listening, speaking, reading, and writing, into my lessons with various percentage each time. In addition, multiple tasks are designed to develop specific communicative competence. For instance, in the third lesson, I asked students to have a debate and try to convince the other team. During the process, they adopted the sentence starters and the information from the text we discussed before into the oral arguments. They are developing functional competence in expressing personal ideas and convincing others. For example, one group effectively adopted the language organizers into their debate and said that “our group thinks that Green New Deal isn’t a good idea because firstly, it will not come true in 10 years. Secondly, [...]. Finally, [...].” These sequencing words and causal-effect links are evidence of their development of functional competence.

I sum, based on my artifact analysis from the perspective TESOL Domain and my teaching philosophy, I think I am on the right track of being a qualified English language teacher. However, as a language teacher, we are not only responsible for the planning and teaching delivery, we should also evaluate whether or how much our students learned under our guidance. Next session, I will analyze my performance from the perspective of assessment and dig out what I have achieved and where I need to make more efforts.

Professional Knowledge Area 4: Assessment

Teaching is not the only mission a teacher should devote to, we need to acknowledge the effect our teaching brings to learners. It will all be useless if teachers plan and deliver lessons but learners do not acquire the knowledge they need. The

consequence indicates that we, as teachers, need to make changes. Assessment is an effective tool for teachers to know where to start teaching and how the lesson helps students' learning.

By assessing the students' learning and performance, teachers could evaluate students' current learning conditions. The baseline of their performance can be established through the carefully designed assessments. If we further interpret the assessment results, we can uncover students' strengths and weaknesses and give specific instructions correspondingly. Under the professional knowledge area, domain 3 --- Assessing, states concrete requirements of using assessment as diagnostic tools to prompt teaching and learning.

TESOL Domain 3: Assessing

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

In my interpretation, the TESOL Domain put forward three requirements. First, we, as teachers, should be aware of the importance of assessments and integrate the knowledge into the practice of planning and instruction. secondly, the content of assessments should not decide dictatorially by teachers alone, but also invite students' participation. Finally, the teacher needs to know that feedback is crucially necessary

for every learner's development.

According to the TESOL Domain's requirements and my interpretation, I believe that my assessment analysis project demonstrates my achievements to some extent.

Artifact Analysis F

In the Language Assessment of English Language Learners class, I accomplished an assessment analysis project (Appendix 3) throughout the entire semester. I selected a participant, Iman (pseudonym), who moved with her family from Kurdistan to the U.S. 8 years ago. She is a 9th grader at Glenclyff High School. I made multiple assessments with her, which covers background information and English language proficiency. Her sociocultural backgrounds, oral language ability, reading, and writing proficiency were evaluated by various assessment tools. All the assessments' results were interpreted based on appropriate rubrics. Finally, based on the interpretation, instructional recommendations were given at the end of the analysis project. My ability of making good use of assessment tools was demonstrated by the assessment project.

After collecting all the results of my participants' oral, reading, and writing assessments, I carefully interpreted her performance on each test. Correspondingly, many available instructions were provided that precisely targeted on the issues she exposed. For example, when I analyzed my participant's linguistic background, I noticed that she said she almost forgot how to read her first language. She could understand and speak her home tongue. However, as I stated in domain 4, I clearly acknowledged the importance of the first language and how cultural identity shaped a

learner. Inspired by Pacheco and Smith's idea about multimodal literacy project (2015), I want Iman to recall the memory of the first language, I recommended Iman to do a digital project about her hometown, which should cover as many aspects as possible, including the language. By doing so, I believe that my participant will be aware of the value of her own culture, including her first language. Another example appears when I give instructional plans based on my participant's reading assessment results. The reading comprehension test revealed that my participant was struggling a lot with reading skills, such as scanning for specific details and guessing words from context. Targeting the scanning skills, I suggested Iman read paragraphs in limited time and to search for keywords and phrases without pay much attention to the details. In terms of guessing words from contexts, I brought Iman to try this kind of questions together, using the think-aloud strategy to explain how I process these questions and what skills I adopted. The two cases about linguistic and reading skills development I explained above demonstrated that I can effectively integrate my knowledge about teaching and assessing into the decision making process. In other words, I am able to give specific instructions and recommendations based on my students' performance. What I achieved fit the description in TESOL Domain 3, which says, "Teachers use knowledge of student performance to make decisions about planning and instruction 'on the spot' and for the future."

However, recalling my assessment analysis project, I failed to involve my participant in the determination process. All the materials of oral and reading assessments were predetermined by myself. I did not ask my participant whether she

was familiar or not with the topic I picked. She was completely isolated from the determination of the assessment content. It is unwise to do so since it was likely that the topic was a cultural taboo or an unwilling theme for learners. The topic or theme is highly related to learner-related reliability. If a cultural taboo is included in an assessment, students may be psychologically hurt, which may "make an observed score deviate from one's 'true' score." (Brown 2019, p.30) To put it another way, the results of isolating students from the decision-making process about assessment content will interfere with the test reliability and cause inaccurate test results.

Additionally, I regretted that I didn't offer constructive feedback to my participant in time. Since all the assessments I conducted were course requirements, I put more attention on how to accomplish the requirements of my course assignments but neglected the fact that I was a teacher in my participant's eyes. I did various assessments for her and many of the feedback was given after one or two weeks. Nevertheless, she might already forget her performances and will not pay attention to the feedback. These two failures of my assessment made me realize my mistakes and knew where I could better help my future students.

The whole process of the assessment analysis project reminds me of the culturally responsive care (CRC) in my teaching philosophy. To some extent, I tried to be culturally responsive to my participant. I evaluated her performance from multiple perspectives and tried to see her as a whole person. At the same time, I carefully interpreted her test results and diagnosed the issues she was facing regarding her sociocultural backgrounds, her speaking, reading, and writing proficiency. After the

identification of these problems, instructional recommendations were offered correspondingly which based on scholar's researches and my personal learning experiences. I think all the behaviors I did illustrate how much I care sincerely for my students.

Nevertheless, I failed to consider the cultural issues in the assessments I designed. It was very likely that there were some taboos. For instance, she once introduced her country as "in the north part of Iraq, where has many ISSS attacked". The severe fact might be traumatic for Kurdish people, including my participant. Even though I did not choose any topic related to the war, I still failed to invite her to the determination of the assessment content. The ignorance of the cultural taboos and unwilling topics made me failed to fully achieve culturally responsive caring, as I stated in my teaching philosophy.

Applications to Practice: Implications and Future Considerations

By analyzing various artifacts I developed during the program process, I believe that I achieved most of the requirements for a professional English language teacher. However, qualified language teachers should not only have theory or knowledge about teaching, but it is also imperative and necessary to have the ability to advocate themselves in the continuous growth of commitment and professionalism, which is precisely stated in TESOL Domain 8.

TESOL Domain 8: Commitment and Professionalism

Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching

professionals, the broader teaching community, and communities at large, and use these understanding to inform and change themselves and these communities.

Combining the definition above and my personal interpretation, in the following paragraphs, I will firstly introduce who I am as an English teacher currently, which includes my strengths and weakness based on my teaching philosophy and expanded my ideal teaching identity as well. Next, the challenges I anticipated will be briefly stated from both the perspective of theory and practices, and the possible solution will be put forward to address these issues. In the end, I will reflect myself to see how I can continue to develop myself as a better teacher in teaching communities.

i. Who am I?

I try to effectively and flexibly integrate my teaching philosophy, including CLT, CRC, and scaffolding, into my teaching practice, my plans, and decisions. Some of the practices have been analyzed in the previous four professional knowledge areas and six TESOL Domains. These artifacts revealed many of my teaching strengths and weaknesses, and I reflected them as the following.

The most apparent strength I have is a great awareness of communicative language teaching. As I said previously, I believe that CLT is the core idea of my teaching philosophy. Therefore, I try to provide enough opportunities for learners to practice, communicate, and use English when I design lesson plans, delivery lessons, or make assessments. For example, in artifact C, I analyzed my first lesson plan in Glenclyff High school. I made great efforts to design the lesson to increase students' engagement and expose them with plenty of English practices. I tried to ask students

to move around the classrooms, discuss with group members and debate with another team. All these tasks were deliberately inserted in the lesson to make students participate in the class and engage in authentic English communication. I believe that my continuous implementation of CLT will be one of my strongest supports for my future career.

The second characteristic I am proud of is my professional teaching knowledge. I treated every course I taken in Peabody seriously. There is no doubt that all of the theories, teaching methods, assessment skills, and other professional knowledge I acquired from this program will benefit my teaching in the future. For example, in Artifact F, I said that the final reflection of the assessment course asked me to give responses to five profession-related questions. My completion of the reflection indicates that I have the theoretical knowledge to inform my assessments. The case exemplifies that the professional knowledge I learned at Peabody College lays a solid foundation for my future teaching practices.

Nevertheless, during the implementation of my teaching philosophy, several weaknesses were uncovered by my analysis of teaching practices. The biggest problem is that I am not caring enough for my students. The most obvious evidence is that I am too rush in lesson delivery. In my second teaching in Glencliff, I want to introduce a new topic about “Green New Deal”. I posted several questions (Appendix 6) to prompt students’ thinking and expected their replies. However, students did not give out responses as I expected. When I turned back to watch my own teaching record (Figure-Screenshot), I noticed that I only offered 3 to 4 seconds for students to

think. After 3 or 4 seconds, I just give out the correct answers. The extremely short wait time interrupted students' thinking and failed to provide enough opportunities for learners to express their ideas. After realizing the issue, I tried to remind myself to wait for more whenever questions were posted.

Apart from the wait time problem, sometimes I fall into the Initiate-Response-Evaluate (IRE) model unconsciously, which means that I overscaffold my lesson. On my rehearsal in Teaching Second Language Literacy class, I encouraged my students to name the features of autobiography by reading two picture books about Helen Keller (Appendix 8). When my students give out some features they summarized, I just said "Yes", "Sure" as the feedback because the task is not challenging for them at all. However, I have said in my teaching philosophy that I believe that "scaffolding should never be implemented at the expense of students' best development." But the IRE model hindered the development of higher-order thinking, which is crucial for any language learners.

All in all, these critical reflections of my teaching strengths and weaknesses will be one of the most valuable resources that push me forwards in my future teaching career.

Based on my teaching philosophy and artifacts analysis, I think there are three words that represent my ideal teaching identities, which are caring, supportive, and professional. However, according to the reflection above, I realized that this is a long journey to achieve the ideal identity. But I will keep reflecting on myself based on my teaching philosophy and become a better English language teacher.

ii. Challenges and Solutions

In this section, two anticipated challenges I may face in the future teaching career are described based on my teaching philosophy and personal experiences. These two problems are 1) the difficulty of CLT implementation and 2) the differentiation issues in China.

First of all, large class sizes in China will make it challenging to prioritize CLT. Brown (2001) said that one of the crucial characteristics of communicative language teaching is that “students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning” (p.43). This is an ideal circumstance which seldom achieved in my intended teaching environment. As I introduced in teaching philosophy, My target students are high school students in China. From what I experienced in the Chinese educational system, there are at least 30 students, usually more than 40 students, crowded in one classroom. All of their English learning depends on one English teacher, 45 to 90 minutes of English class every day. The class size becomes one of the biggest obstacles to make the implementation of CLT. On many occasions, even though I can divide many students into a group, it still requires a significant amount of time to be careful, supportive, and patient to all of them.

One possible solution that comes up to my mind regarding the class-size issue is collaborative learning. In a collaborative learning model, students are grouped “with more capable others (teachers, advanced peers, etc.), who provide assistance and

guidance” (Oxford 1997, p.444). Rather than merely group students by seats, I, as a teacher, can deliberately make students with relatively high English language proficiency (ELP) level work with those who need extra supports. Under the condition, these students with high ELP share the responsibility of English teachers. Many of the questions can be solved within the group without too much intervention from teachers. As I said above, how to monitor students’ performance and give feedback is another issue lead by class size. It reminds me of the handout Self-Monitoring for Monitoring Small Groups (Appendix 9) I got from my Method class. The critical point of the chart is that I can write down the performances I wish to observe on the top of the graph, then, I can group students and keep the groups for one month. In other words, in the following one month, students will always work with the same team members. I, as a teacher, can observe two groups at once for one to two weeks. By doing so, I can make sure that I carefully monitor every student in my class, and they can work with peers stably.

According to my previous language learning experience, I believe that another challenge I might face in the future is the differentiation teaching in my class. When I was in high school, my school classified students according to the entrance exam scores. To some extent, my school did differentiated teaching for all students. I was luckily divided into relative high-level classes, and the rest of my 54 classmates shares similar scores with me. However, even though we were regarded as students at the same level, our performances during the three years were extremely different. Many of my classmates were struggling with English, but my English teacher made

few efforts on differentiated teaching. One potential explanation might be that my English teacher did not know where he needed to pay more attention to. Because our entrance examination results indicated that all the students in my class were at the same level, which is apparently not the truth. Our entrance assessments only measured reading and writing performances without considering our oral proficiency. Thus, it is difficult for my English teacher to identify the strengths and weaknesses of each student. That makes differentiated teaching even harder to achieve.

Regarding the differentiation issue, Echevarria, Vogt, and Short (2017) said the very first step of differentiation is knowing our students. In my future teaching, I would like to make multiple assessments besides the entrance examination. These assessments will be carefully designed to target students' reading, writing, listening, and speaking proficiency. Secondly, Echevarria and her colleagues (2017) pointed out that knowing a student means knowing him/her from multiple perspectives, such as learning styles and linguistic backgrounds. To achieve that, I will conduct a short interview with each of my students to listen to their language learning stories. Then, the differentiated instructions will be taken into consideration. In other words, I will try to integrate students' backgrounds information into language teaching and scaffold each lesson based on students' various English language proficiency.

Challenges are always changing among different teachers, curricula, contexts, grade levels, and students' ELP level. There is no catholicon that can heal all challenges. I will never stop my step of observation and revision. Modifications and changes will be made all the time, no matter what challenges I meet in the future.

iii. Future Consideration

There is no end for any teacher to develop himself/herself, including me. In the previous section of the capstone, I introduced my personal teaching philosophy and why I believe they are essential for my teaching career. Many cases were analyzed based on teaching philosophy and TESOL Domains. My personal strengths and weaknesses were explored during the process. Some anticipated challenges and potential solutions were discussed, as well. In the end, I want to think about how I can continue to develop myself as an English teacher and a member of the language teaching community.

Considering about my strengths and weaknesses revealed by the analysis about my teaching philosophy and TESOL Domains, I believe that I will continue 1) developing my professional teaching knowledge, and 2) work on the establishment of relationships among students, parents, colleagues and me, and finally 3) advocating the teaching community where I can help more English language teachers and learners.

The first thing I want to do is keep developing my professional teaching knowledge. I spend two years at Peabody College, Vanderbilt. The valuable time endowed me with numerous scientific and practical teaching theories and methods. These treasures will definitely help me become a better teacher. Thus, I want to learn more from practices, my excellent peers, and my professors and advisors at Peabody College. The second thing I want to work on is building relationships. As I said in my teaching philosophy, I want to build a trust relationship between my students and me.

I want to connect with my future colleagues to discuss and overcome the obstacles we met during teaching practice. Most importantly, I want to invite students' parents into their children's learning process, to build the trust and supportive relationship among parents, students, and I. In the end, being an advocate of English language teaching is the thing I will never stop. I want to reach out to more supports and resources, such as teaching unions, language teacher communities, and broader teaching groups. I would like to be an advocate, share what I learned, and learn what others shared.

The journey of being an excellent language teacher will never end, so do I.

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Appendix

Appendix 1

KWL Chart

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

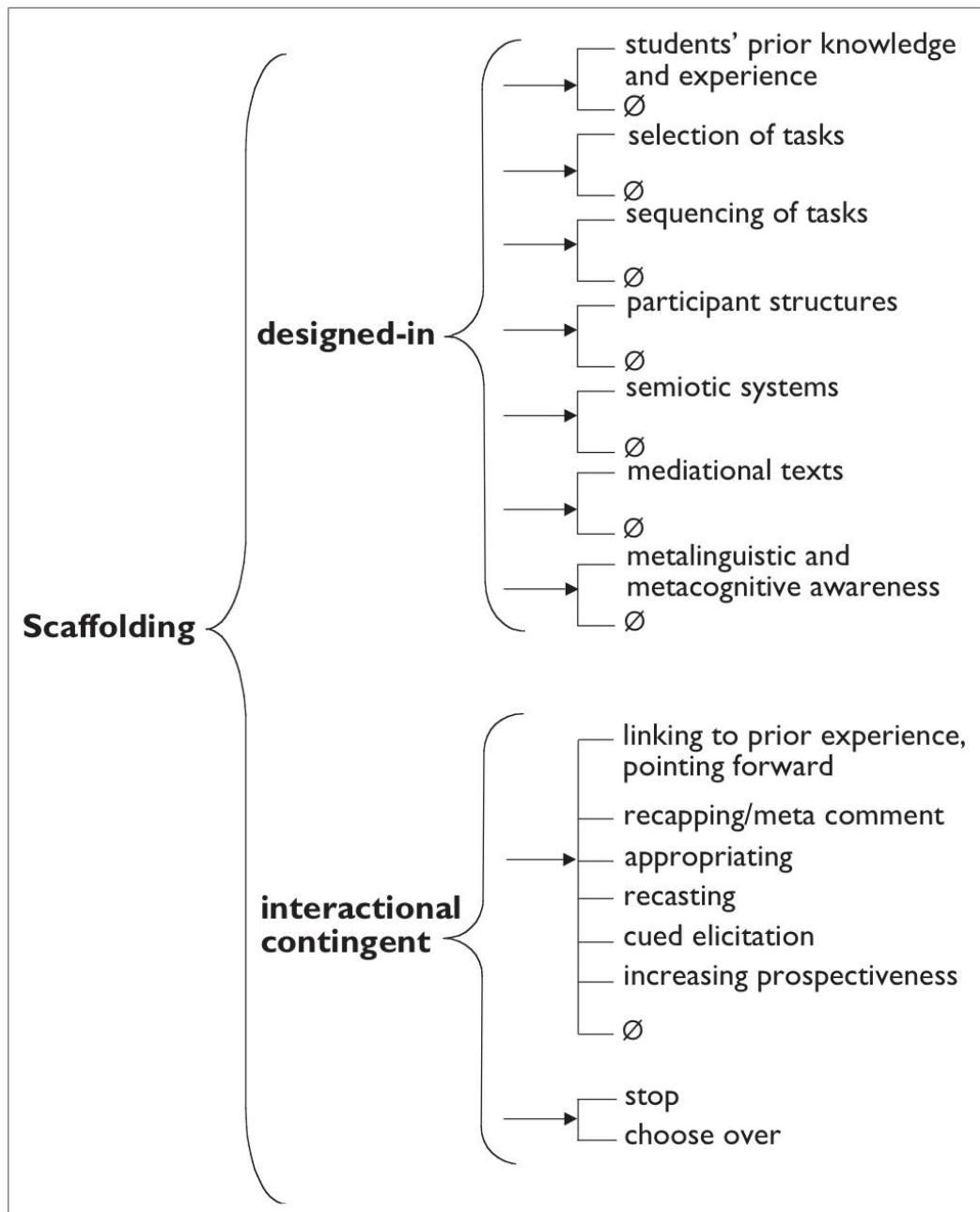
Appendix 2

Hammond & Gibbons' Design-In Model

JENNY HAMMOND AND PAULINE GIBBONS

Appendix

Scaffolding in action



Appendix 3

Analysis Project

Analysis Project

Qiyu Zhang

Vanderbilt Peabody College

Part I (A)

Participant

The participant of my project is Iman. K. Saeed. She is a 9-grader in Glenclyff High School. She came to the U.S. from Kurdistan with her mother 8 years ago while her father had been here for 23 years. I chose her as my participant mainly because my mentor recommended her to be. My mentor told me that Iman actively engaged in every class. She had great passion toward learning, including language learning. One more important factor was that compared with other ELLs, her listening and speaking level were relatively high. The latest ACCESS indicated that Iman's listening and oral scores were 6 and 4.3 (See appendix 1 for more scores). In other words, her listening skill has reached the highest level and her oral ability is in the expanding level. These two significant skills made me determine to choose Iman as my participant. I was extremely interested how did her listening and speaking skills developed over time.

Herstory

Every students bring various of stories with them. How will teachers use appropriate tools to explore students' backgrounds is often the key to CLD students' success (Herrera, Murry, & Cabral, 2012). In order to gain more information of Iman, I designed an Identity Puzzle (See Appendix 2) for her. Moreover, in order to know more about Iman, I conducted an interview (See Appendix 3) with her to seek for details of her backgrounds. As for the identity puzzle (Appendix 2), I asked her to write down what she thinks are the most important things for her identity. She filled it out from the upper left corner to the bottom right corner with Family, Friends, Education, Future career, Cultural, Phyrmacist (her spelling error, the original intention should be "Pharmacist" instead), Hiking, Soft-ball and Kurdistan. In the interview (Appendix 3), I asked multiple questions from three perspectives, including cultural and linguistic backgrounds and learning style. By analyzing her responses, I will have a well-rounded sketch of Iman and it will help me prepare the future classroom observation and design suitable assessment for her. In the following paragraphs, I will synthesize the information and discuss Iman's backgrounds from both cultural and linguistic perspectives.

Cultural Backgrounds

Iman came from Kurdistan. As she described, Kurdistan used to be big, but now it is a part of Iraq where has many wars and ISS attacks. I can distinguish her negative feelings towards these turbulent elements of her hometown. She also mentioned the education system between Kurdistan and U.S. are totally different. Kurdistan's education has relatively low standards. Students there mainly focus on the textbooks but get limited outcomes from that. Iman preferred the education here, she likes American teaching styles and atmosphere. The higher expectations here make her become more energetic in studying.

Right now, Iman lives with her parents and three siblings in Nashville. As I mentioned before, Iman came to the U.S. from Kurdistan eight years ago. However, during the long

period, she only came back to Kurdistan once for one to two months. She described the experience as “It feels like a dream”. The metaphor demonstrates that she enjoys the feeling of coming back to her hometown. When I asked “Do you live your home cultural”, she gave a positive answer without any hesitation. She even gave me more information than I expected. She excitedly told me about the details of the festival in her hometown, such as Ramdan, EID and Kurdish New Year. She told the historical story behinds these festivals and the detailed procedure of their traditional wedding ceremony. Her facial expressions, intonation and informative talking indicate her deep feeling towards Kurdistan.

In Iman’s memory, the biggest cultural conflict here is the dressing code difference. Due to the religious issue, as a Muslim, she is prohibited to show much skin out. The shorts, dresses or swimming suits are strictly forbidden in their religious cultural. Every time Iman’s family and her come to lakeside, local citizens will look at them in a strange way because they wear much more clothes on the summer days. She feels annoyed at the first time, but now she uses to that and respect her own religion as well as American culture.

When it comes to the study motivations, Iman gave two clear goals for her current learning. The first one is her future career plan. In the Identity Puzzle, she wrote down two key words/phrase, Future career and Pharmacist. Being a pharmacist is Iman’s dream career, she would like to help as many people possible. In order to chase the dream, she told herself that hardworking is necessary. As for the second motivation, Iman wants to please her parents with high scores. Iman’s father did not get the chance to attend story all the way. Thus, her father has high expectations to Iman. Her father once said “you should never get out of school” to motivate Iman’s learning. Her family fully support her study life. These positive supports make Iman work hard to satisfy herself and her parents.

Besides the cultural and family factors, Iman believes that friends play an important role in her life. Even though she left Kurdistan for eight years, she still keeps in touch with her friends there and she develops new friendships in the U.S. as well. In shorts, there are plenty of sociocultural elements impact Iman’s life. Her family and friends support her from daily life to academic development. Her personal career goals motive her to study hard and achieve higher expectations. Her home cultures provide her with strong believe and emotional support. All these factors contribute to Iman’s life right now.

Linguistic Backgrounds

Iman’s first language is Kurdish, and she reveals high level English communicative skills when she talked to me. She continuously made eye contact with me, paused or slowed down her speech if I was taking notes. Additionally, she used proper gestures to assist her explanation. All these skills are advanced ones which require intensive practice. To understand the reason why she is highly skilled in English communication, I asked multiple questions to her. Firstly, Iman has low affective filter when she speaks. She told me that she was confident in her oral speaking since she learned English from 3rd grade. She feels comfortable when speaking English. Iman doesn’t feel that she should highly monitor her language usage but productively speak in an easy emotion status. Her confidence enables her

perform better when she express her ideas orally. Another vital factor is her family environment. Iman frequently uses English outside school. According to her, all the family members, including her parents, her brother and two sisters, speak English to communicate with each other at home. Except for Iman's youngest sister, the rest of her family members were born in Kurdistan, but they speak English in most occasions. This special environment provides Iman with numerous opportunities to practice her oral language. However, at the same time, Iman's first language, Kurdish, was negatively influenced. There are two versions of Kurdish Alphabet, one of them looks similar to English Alphabet. Iman used to recognize both of them. But as she frequently uses English and has limited exposure to Kurdish readings. She can hardly read the letters in Kurdish. For the English-liked one, she can barely read it. The degeneration sign indicates Iman seldomly use Kurdish during the eight years in the U.S.. As mentioned before, Iman is confident to her English proficiency. Nevertheless, she clearly realizes that there are plenty of potential development zone for her. Iman believes that speaking and writing are the most important domains in English. Iman is a career-driven English learner currently. She thinks speaking and writing are crucial skills if she will pursue a job as a pharmacist. Academic writing is the skill that she wants to improve the most. When Iman recalled the difficulties of her English learning, she responded that fully understanding instructions challenged her the most. Iman struggled and felt anxious when she failed to comprehend teachers' talk. However, when I asked whether she wants more Kurdish instruction assistance, she argued with "No". Firstly, Iman considerably believes that it is impossible for teachers to slow down or use Kurdish just for her. Secondly, she prefers as much English instructions as possible. The immersing environment enables her to practice more. I was surprised about her thoughts. According to Willig's research, bilingual education program achieves more than monolingual programs (Diane, Claude & Robert, 2010) Another linguistic problem happened on Iman is the current English and Spanish instructions. Through my observation, I noticed that in most occasion, my mentor used English as primary instructional language. Nonetheless, when it came to complex issues, she translated English into Spanish for students' comprehension. But for Iman, she knew few Spanish words, which means the Spanish version did not help her a lot. In that occasion, Iman expressed that if she can get certain help on that problem, she could perform better since Rossell and Baker's research reveals that bilingual education of more effective than English-Only instruction (Diane et. al, 2010). In sum, Iman's linguistic background provides her with sufficient opportunities to practice but there is still zone for instructors to help Iman maximize her English development.

Sociocultural Checklist

By referring the interview and Identity Puzzle Iman made, I synthesized the information and fill out Dr. Catherine Collier's Sociocultural Checklist (2002) (See Appendix 4). The list covered five domains: a) Acculturation Level, b) Cognitive Learning Style, c) Culture and language, d) Experiential Background and e) Sociolinguistic Development. In each session, Collier listed 6 to 9 conditions for users/teachers to refer. The more the students fits the

conditions, the higher their

In terms of Iman's acculturation level, she got 0 out of 6. According to my observation and interview, she displays low levels of stress and anxiety when she responds to instructors, peers and me. I notice no sign of her code switching process, she can always quickly and accurately find the vocabulary she wanted during conversations. Moreover, the interactions between Iman and her peers, including same-culture and cross-cultures peers, happens frequently with in and out of classroom. As for Iman's Cognitive Learning Style, I scored her 0 out of 6. I can tell that she easily handles the tasks given by instructors without too much assistance. She enjoys the feeling of group work and group study. As she said in the interview, copying each others' ideas and questions is important her learning. Additionally, her cause-effect logical links are clear and concise during our conversation. There is no obvious signal indicates that Iman struggles with cognitive burdens. Regards to Iman's culture and language factors, she got 2 out of 6, or 33%. It is undeniable that Iman comes from Kurdistan where the culture differs to mainstream America. Additionally, Kurdistan is in the North Iraq. The native language there is Mesopotamian Arabic and Kurdish. In other words, Iman comes from a non-English speaking geographic area. It obstacles her English development to certain extent. When it comes to Iman's experiential Background, I think she fits none of the nine conditions listed on the chart. Her family settled here for eight years. During the period, she attended school regularly and behave well in classroom. Iman doesn't have many negative experiential factors that impact her learning process. In the end, I scored 1 out of 8 in the Sociolinguistic Development domain. Based on my observation. She performs well in class. She continuously follows instructions, discuss with classmates in English fluently. Nevertheless, she indeed needs more supports in academic language in English. The English she used in the class discussion is "playground" language with simple structures and common vocabulary. As I mentioned before, she wants to make more progress on academic language, especially academic English writing.

Collier pointed that if a student gets more than 40% of any of the domains she listed, it indicates that the student requires intervention on that area (Collier, 2002). Iman gets none of the five areas over 40%. Her scores are 0%, 0%, 33%, 0% and 13%. These data reveals that Iman has a significantly high level of cross-cultural adaptation. She enjoys the life here and adjusts to American culture. There is no need to pay too much attention to her acculturation process. Teacher could make full use of Iman's sociocultural backgrounds to instruct her English learning.

Part I (B)

Empathizing Process

Empathy is when you can feel what another person is feeling (Pray, 2019). It is the foundation of any kinds of humanity process. In order to form a comprehensive knowledge of Glenclyff High School and to feel as students, I empathized with teachers and students in three steps: immersing, observing, and engaging. In the first step, I immersed myself into the

school environment, sitting in the classroom and listening to instructions just like an ordinary high school student. Then, I carefully observed the school and the classroom where I immersed. I looked at the students in the hallway, critically observed teacher's teaching methods and styles. Additionally, I took pictures of the school and classroom decorations, posters, signs and murals. Finally, to dig out more detailed and accurate information, I interact with my mentor teacher and EL coach in various ways. As for my mentor, I closely listened to five of her classes and took notes of the shining points and deficiencies of her language teaching (Appendix 5). Then I designed a survey (Appendix 6) which covers multiple aspects of her teaching, including her teaching experience, philosophy, favorite tools and methods, commonly used assessments and challenges of ESL teaching. Then I used the Rating Scale (Gottlieb, 2016) (Appendix 7) to synthesize my observation and my mentor's survey and rate the classroom setting accordingly. For the EL coach, I conducted a 15-minute interview with her (Appendix 8). The content of our conversation focuses more on the school-range policies and concepts. I carefully interpret all the information I gathered and refer to the assessing tools developed by Gottlieb and Herrera. In the following parts, I will describe the school and classroom setting in detail with figures and descriptive language. Then, two assessments, Sociocultural Environment (Herrera, Appendix 9) and A Rating Scale of a Linguistically and Culturally Responsive School (Appendix 7), will be used to evaluate school and classroom's performance about cultural and linguistic care.

Glenclyff High School

Overview

Glenclyff High school is an EL school with extremely diverse student population in the district. 37% students in Glenclyff High school are non-Americans. 27 languages in total are used in the school setting. According to the EL coach, Moreira, the top five languages used by most students are Spanish, English, Arabic, Kurdish, and Somali. Generally speaking, Glenclyff High school is a linguistically and culturally responsive school. In the following paragraphs, I will use Sociocultural Environment (Herrera et al.) as the rubric to evaluate the level of linguistic and culturally responsive in Glenclyff High School.

Sociocultural Environment: Educator Views of Students, Family, and Community Assets

According to my immersing experience, observation and my interview with EL coach, the environment in Glenclyff High School meets the Sociocultural Environment rubric either the Basic Needs or Meets Criteria level. The rubric has 5 components as Cultural, Language, Academic, families, and Community.

For the culture section, I think Glenclyff highly meets the criteria. The school respect students' cultural norms. For example, the dressing code. School doesn't require all the students dressing in the same way or in uniform. Students are allowed to follow their cultural or religious traditions. For instance. Iman has described one of the cultural conflicts she experienced about the dressing issue as I mentioned above. She said her parents want her to

wear hijab, and many of her schoolmates indeed wear hijab every day. I notice this special religious dressing in the hallway. I regard it as a form that school respects students' cultural and religious backgrounds. Besides the dressing norms, school pays attention to details such as document printing. According to the EL coach in school, all the documents they given out are printed in at least the top five languages. If certain students need special care, they will be assisted with additional language supports. At the same time, I also regard this behavior as another care for language section in the Sociocultural Environment asset.

By detailed observing the languages usage within the school and interviewing with EL coach, I believe that Glencliff High School meets the criteria in the language section. Apart from the document printing issue, the EL coach there demonstrates certain second language acquisition knowledge. She emphasizes the importance of L1 literacy. The EL coach said:

“So we know that, research shows that, if students have literacy in their first language, that it transfers into the learning of the second language, so it's a lot benefits when students come with that strong L1 literacy. So we don't have to necessarily teach the basics of reading. We are just trying to get these skills to transfer into the second language context. It is a very awesome thing that our students come with strong literacy.”

In the meanwhile, the instructions in classes are mainly conducted in English. School try to create an English environment for students to practice and immerse. However, it does not mean that school ignore the significant role of students' first languages. Most teachers in the school are native English speakers who can also fluently speak Spanish as well. Some clarifications and explanations will be given in Spanish. The EL coach said that they have rules for language teachers that they should mainly instruct in English and do not always translate. But there is still space for other languages instruction in the classroom.

In terms of the Academic section, I think the school meets the basic need for students' academic development. What surprised me the most about their academic efforts is the text-selection. Glencliff High School enacts Text-Based the pedagogy in EL classes. The texts are selected by EL coach, and she told me that she tried to pick culturally diverse texts as teaching materials. She fully considered the nationality of authors, the backgrounds and the main content of texts. The criteria of text selection is that the texts should reflect or mirror students' experience in certain ways. School tried to make students feel comfortable about what they learned.

Glencliff High School respect CLD families by inviting them in different events. I marked school's performance as basic needs. School holds various of events to make sure more family engagement. For example, they have International Days for all students and families to come into school. In that particular event, people gather together to celebrate all the nations. Traditional foods and activity will be provided to help students and families know and build more concrete relationship with each other. Additionally, every October, school will invite families to school, and give them the opportunities to know more about

their kids in school. However, I think these activities or event only scratch the surface of family engagement. Families members only watch their kids without providing much assistance. The ideal solution might be giving more assignments which require the participation of parents.

Finally, I believe Glencliff satisfies the basic needs in the community section. There are several highlights of their community work. They provides CLD families, especially those who don't have official or legal documents, with information about how can they become legal citizens in the U.S.. Moreover, school hires counselors for these CLD families. Family members can come to school and talk with these counselors to make backup plans in case they meet problems. In addition, Glencliff keeps close relationship with many other organizations. Staff in school can help CLD families get in touch with different institutions to solve various problems. Even though school makes efforts on community support, I still feel that Glencliff doesn't meet the criteria. It fails to regard community resources as potential materials for students. The loose connection between community and academic supports decreases the effects of school's efforts.

In addition to the previous discussion, Glencliff demonstrates its care in detail. For instance, there is a poster that sticks on the main entrance of school. It celebrates for the students who were born in this month and it updates every month (figure 1). Besides, different forms of welcoming posters are displayed facing the school gate (Figure 2 & 3). Moreover, there are encouraging signages on the wall that says "You never know what you can do until you Try" (Figure 4) and "Attitude is a little thing that makes a BIG difference!" (Figure 5). The responsiveness of Glencliff High School is presented in these details. Overall, Glencliff performs well in creating a sociocultural and linguistic environment for students and families. If the school could link their policies and rules together and try to form a more culturally responsive care system, Glencliff High School may support their students better.

Classroom Setting

Overview of classroom

When the scope zooms into the classroom setting, there are many elements need to be considered. First of all, there are few decorations in the class. A large scale of blank makes the classroom informal and not serious (Figure 6). Secondly, many posters on the wall provides language assistance to students. Such as Accountable Talk (Figure 7), Verb Tenses (Figure 8), Critical Thinking Skills (Figure 9), Sentence Rules (Figure 10), and Good Readers (Figure 11). These are good ways to help students' language development. Nonetheless, these posters are hung in high place. I can hardly read them if I just sit on the chair. Furthermore, these posters are randomly arranged in the class. It is difficult for students to seek the tool they want. Besides the useful language tools, many encouraging words are posted as well (Figure 12). Apart from the classroom decorations and posters, the table-arm desk is another important element in the classroom. The table-arm desks limit students' movements and force them sit where they are for the entire class. It creates a closed

space, they sit silently, do not interact with others. In other words, I believe the table-arm desks limit students' engagement. If students could sit around a table, they may better communicate and interact in the class. The classroom is equipped with proper technology devices, such as the projector and screen. The school just replaced the old electronic equipment with brand new ones few weeks ago. There are tech-staff in the campus to help teachers deal with tech-problems every time.

Teacher and Teaching

The teacher I followed this semester is Caroline Miller. She is a patient and experienced English teacher. Her public teaching career started 6 years ago. She taught Spanish for the first 4 years and English recent two years. In Ms. Miller's teaching philosophy, she emphasizes the importance of viewing students as "whole child". She believes in humanistic teaching and "recognize that every student brings with them their own talents and issues." She is patient and empathetic towards her students and try her best to build teacher-students relationship that makes students feel she cares about them. Miller strictly follows the MNPS's TN English scope and sequence to organize her teaching and evaluate her students. Furthermore, Ms. Miller used WIDA as assistant tool to know about her students' performance in four domains. Besides, she works with EL coach and English team together to improve her teaching. The results of these assessment give her insights to decide whether move on or re-teach some material. Miller describes her biggest challenge in language teaching as requiring the after-school study for students. She said "it is nearly impossible to learn a language just by being in school. They must put in time and effort in all aspects of their lives to learn." Bad that frustrated her is many students have afterschool jobs. The condition makes it even harder to students to learn outside school. Thus, she cares every minute in the class. Even if there is only 1 minute left, she still ask students to do their work until the last second.

Ms. Miller works hard on helping students. Nevertheless, I found several shortcomings of Ms. Miller's language teaching. First of all, her IRF model doesn't work well in effective teaching. In most occasions, Ms. Miller gives text-based questions and expect students' response. Generally speaking, the questions she posted have only one correct answer. Students have few chances to express themselves under such questions. Miller always give positive feedback such as "Great job" "Right" and "Well done". However, these feedbacks neither help students to reflect their performances nor making them perform better next time. The feedback should be informative and useful for students. Another noticeable classroom arrangement is that Ms. Miller doesn't organize interactive activities. She explains that problem by pointing the proficiency of students. Their English level doesn't support them to engaged in activities. However, there are plenty of tasks teacher can enact in low-level students. Keep lecturing will not help students that much.

A Rating Scale of a Linguistically and Culturally Responsive School

I use A Rating Scale of a Linguistically and Culturally Responsive School (Gottlieb,

2016) (Appendix 7) as the rubric to synthesize the information I observed and interviewed. Although the assessment tool originally serves for evaluate school setting, I refer it in the classroom scale to assess Ms. Millers classes.

Firstly, I rate 3 out of 4 in the Multilingualism and Multiculturalism. Students are allowed to talk to each other in English and their own languages. There is no strict English-only rule for them. When students are confused or experience difficulties in English speaking, they feel free to use Spanish to answer the questions in Miller's classes. During the break, I can hear students making casual conversation with each others. Miller has high expectations towards all her students. She hangs a poster listed the expectation within the class, including respect, community, responsibility, empathy and safety. Besides the general expectations, Ms. Miller gives clear goals for each lesson. Students will complete an exit ticket to prove that they achieve the goal. Based on Millers' performance, I score her classroom as 3 as well. Next, to some extent, students' languages and cultures are valued in the classroom. Miller told me that she tries to create similarities from reading materials to students' home cultures. She notices that students engage more when she integrates their cultures into the teaching. However, during my observation, she seldomly connects the text to students' experience. Similarly, Miller tries to involve students' cultural resources into the class, but I failed to witness that. Thus, I only score her 2 in two sections that related to cultures and languages session. As for the curriculum, instruction and assessment aspect, I rate 3 for Miller's class. For each question, Miller asks 3-5 students to share their thoughts. No matter their responses fits Miller's expectation or not, she appreciates their contribution every time. Nonetheless, I don't think students' identities have been emphasized during classes.

In sum, Miller's classroom gets an intermediate score according to the Gottlieb's rating scale. Her teaching philosophy is perfect and she cares about students sincerely. Nevertheless, she may advocate more on her students and try to care for students rather than care about them.

PART II

Oral English Language Proficiency

I used WIDA Speaking Interpretive Rubric Grade 1-12 (Appendix 10) as the rubric to assess Iman's oral performance. WIDA has identified three dimensions and six proficiency levels in the rubric. The three dimensions are discourse dimension, sentence dimension and word/phrase dimension. All the three dimensions are classified into six proficiency levels as 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching. WIDA provides specific criteria or features associated with students' responses at each language proficiency level. Based on WIDA Speaking Interpretive Rubric Grade 1-12, I rated Iman's oral English language proficiency as 6 for discourse level, 5 for sentence level, and 6 for word/phrase level. Overall, the average scores for the three dimension is 5.7 which represents a high English speaking proficiency. I made a transcript of Iman's speaking (Appendix 11). In the following paragraphs, I will cite Iman's speaking to demonstrate the reason why she got the high scores based on the three dimensions of WIDA speaking rubric.

There is a comprehensibility bar at the top of each language proficiency level description (Figure 13). The bar provides the basic description about students' fluency and the comprehensibility. In Iman's oral language sample, all of her responses can be fully understood by listeners with only few attention needed. She fluently expressed her ideas, arguments in appropriate native-like flow. In terms of the **word/phrase dimension**, I rated 6 for Iman. She used various vocabulary to facilitate her speaking. Most importantly, her content vocabulary is used precisely when she talked about certain language domains. For example, when she describe Yellow Stone Park as her favorite place, she said "it's beautiful, [...] the volcanic, the water volcanic staff [...]." The word "volcanic" is not a commonly used conversational words but appearing more frequently in geographic context. Iman describe what she saw specifically with these higher-level vocabulary. When she talked about her career plan, Iman failed to find the words to express the medical imaging. However, Iman strategically explained what does the job do. She said "I forget the name of it. [...] it's for women's section of health." When Dr. Pray further asked "what do they do?" Iman replied as "they are for pregnancies, you know the, like the ultrasounds but photos." Even though she can not directly find the word she wanted, she still correctly and precisely explain her ideas strategically. I believe that the ability to use explanation is also an evidence to show her high-level vocabulary usage. When I think about the usage of phrases, I think she is skill at that. Many native-like verb phrases appeared in Iman's speaking naturally. When she explained that she discovered that being a pharmacist is stressful, instead of saying "I make some research", she said "I take out some research". The phrase "take out" is a more academic expression than "make". Additionally, she said "nursing, that what I am on to." I was surprised by the phrase "on to" since it is a native-style expression. Iman's speaking has totally reached the native level. The consistent usage of correct words and phrase, and the content specified vocabulary indicate her high oral proficiency in terms of the word/phrase

dimension.

When I analyzed Iman's oral sample in **sentence level**, I gave her 5 out of 6. As described on the WIDA speaking rubric, Iman's responses characterized by "a broad range of oral phrase and sentence patterns and grammatical structures match to the content area topic". The most obvious feature among Iman's speaking is the complex grammatical structures. She spoke extended sentences skillfully and fluently without much hesitation. Some sentences were well expanded and conveyed more information. For instance, when she told us why she wanted to be a nurse, she rephrased her mother's words and said "you should do that, cause where I come from, they don't have like a lot of educated people." In this sentence, Iman used cause-effect structure to explain the reason why she intended to be a nurse. Moreover, she used adverbial clause to address the place she came from. Additionally, Iman produced some sentences with academic grammatical structure. When she made comments on the education status of her hometown, she said "the education back there is not as strong as over here." It is an sample sentence, but the comparatives structure "as...as.." is widely used in academic speech. Iman's usage of that structure revealed the high level of her oral language proficiency in sentence dimension. Iman always expressed her ideas fluently and precisely, but the reason why I didn't give her full points is because the gap-filling words she used. Iman frequently said "like", "like that" when she was thinking. These two expressions are actually commonly used by English speakers. Nevertheless, the frequency Iman used the two expressions sometimes breaks down the original flow. For example, when Iman argued about why she wanted going to Eiffel Tower, she said "[...], and like I guess that you can like relax at there and like see the whole view [...] there." The over use of "like" hindered the comprehensibility of her speaking. These unnecessary gap-filling words make the sentences redundant. But overall, her speaking proficiency in sentence level is higher than most of her peers and reach the Bridging level (level 5) based on WIDA speaking rubric.

Finally, the I rated Iman 6 out of 6 in **discourse dimension**. No matter what question Iman was addressing, she can fully explained her ideas or arguments in coherent way. As I mentioned above, Iman used a lot of complex and extended sentences to address her speaking. These sentences were logically linked by connectives to increase the coherence of the speaking. For instance, when Iman talked about the dynamic change of her career plan, she adopted multiple connectives to link her expressions. She said "*First of all*, I was, going like a pharmacist, *and then* I take out some research that it's really stressful, and giving like learning of that is stressful? *So* I was leaving against the way from that right now. *And* nursing, that what I am, like, on to. *And there is another one*, I forget the name of it." At the beginning of each sentence, Iman used "first of all", "then", "so" to connect the single sentences into a longer paragraph. The adoption of these linking words make her entire speaking more coherent.

In sum, Iman's performance demonstrates her extremely high level of oral English

language proficiency regarding the vocabulary usage (level 6), the language form (level 5) and the linguistic complexity (level 6) based on WIDA Speaking Interpretive Rubric Grade 1-12.

Protocol and Adaptation

My assessing protocol (Appendix 12) has four steps in total. Before the official assessment, I have a causal conversation with two participants to make them relaxed and lower their affective filter level to make sure they can present their true oral ability. The first step is to ask Iman and Cing having the self-introductions. In order to help my participants make productive utterance, I designed the Identity Map (Figure 14) for them to assist their thinking. At the same time, I made my personal Identity Map (Figure 15) as an model for them to refer to. After two minutes preparation, Iman and Cing gave out informative self-introduction. With Dr. Pray's proper prompts, Iman talked about her homecounty, her educational and future career plan. For the second step, I asked Iman and Cing to describe one of their favorite places. Iman described Yellow Stone in detail. She talked about the scenery there and the emotional experiences she had to support the idea that Yellow Stone is the most beautiful place she had ever been to. As the final task, I provide three pictures (Figure 16, 17, 18) for Iman and Cing, including Eiffel Tower, the forbidden City, and the Statue of Liberty. They are required to have a short conversation or discussion to think, if they have the opportunity to travel to one of the three places, where do they want to go and why do they think so. In the end, I ask them to reflect their performance today and raise questions if they have.

The entire process went smoothly with only a few unexpected conditions. Firstly, when I asked about Iman's and Cing's favorite places, to my surprise, Cing said that she hasn't really been to anywhere. Her response made me realize that the topic of describing a place maybe not as appropriate as I thought. Besides, when Iman and Cing are expected to have a discussion about where do they want to go, they do not produce an effective negotiation but made their decisions separately. When I further prompted them to reach an agreement, Iman just agreed Cing's decision about Eiffel Tower without too much discussion.

Based on the circumstance and Iman's and Cing's performances, I would like to revise my oral assessment protocol. In terms of the question about describing a place, I mistakenly assumed that everyone would visit someplace before. However, that not always true. If I am assessing a refugee or some students whose families suffer from low income, this question might be inappropriate for them. I should change the question into a more common one. Such as "Could you please describe one of your favorite person?" By making such change, students will not feel uncomfortable or embarrassed since every student will connect with some people within the families, the communities and schools. Secondly, according to my class observation and previous talk with Iman and Cing, I can tell that both of them are proficient students in oral expression. Thus, I was wondering the descriptive tasks might be

too easy for them to present. Especially when the step two and three in my protocol are both assessing their oral ability in describing places. For the last step of my protocol, I want to evaluate their oral argument. I will ask each of them to pick a place they want to go, then, they need to persuade each other why the place they picked is better than others. For example, if Iman wants to visit the Forbidden City in China while Cing prefers the Eiffel Tower in France, Iman need to persuade Cing that Forbidden City is better. The convincing process will illustrate their oral proficiency not only in descriptive language but also argumentative language. When it comes to the material, the three pictures, I think I did not provide enough information to prompt their speaking. The Eiffel Tower, The Forbidden City, and the Statu of Liberty seem extremely familiar for me. Nevertheless, Iman and Cing's reflection toward these three pictures remind that they do not know these places, not mentioned how to give reasons to say one place is better than the other two. They need more information to facilitate their thinking and speaking. Accordingly, if I will change the materials, I would like to add some bulletin points to show some features of each place on the backside of the pictures. Apart from the assessment protocol, I also want to make adaptation on the WIDA speaking rubric I used. Although WIDA rubric is widely used in the U.S., I think it focuses more on the overall quality of students speaking but failed to consider the utterance features of oral language, such as fluency and pronunciation. SOLOM matrix provides description on these two section of speaking and gives 5 levels for each part. I believe that the high-level oral language proficiency should not only have the features listed on the WIDA rubric, but also fully take the speaking fluency and pronunciation into account. Thus, I want to add the fluency and pronunciation parts into the WIDA rubric, to assess both the overall and the utterance quality of students' oral language proficiency.

WIDA ACCESS for ELLs 2.0

As a member of the WIDA consortium, Tennessee schools adopt Assessing Comprehension and Communication in English State-to State for English Language Learners (ACCESS for ELLs) online to measure students' English language proficiency (ELP). The ACCESS for ELLs is derived from WIDA standards framework which contains five components: 1) Can Do Philosophy, 2) Guiding Principles of Language Development, 3) Age-Appropriate Academic Language in Sociocultural Contexts, 4) English Language Development Standards and Performance Definitions, and 5) Strands of Model Performance indicators. The ACCESS is mainly anchored in the WIDA English Language Development Standards and designed to meet the U.S. federal requirements of Every Student Succeeds Act (ESSA). Under the guidance of the WIDA framework and ESSA policy, ACCESS for ELLs intends to assess students' English Language Proficiency (ELP) in four domains, reading, speaking, listening, and writing, using academic language across the content areas. (Appendix 13).

Iman got her most recent ACCESS scores on Spring 2019 when she was still an 8th grader (Figure 19). Iman's speaking proficiency is in the developing level and her speaking score was 3. She got an extremely high score in listening section since she achieved the reaching level and got 6 in the listening domain. While her writing score was 3.6 stayed in the developing level back then.

In order to explore whether Iman's ACCESS scores truly reflect her English Language Proficiency, in the following paragraphs, I will analyze the reliability and validity of WIDA ACCESS for ELLs 2.0. Because last time Iman attended the test is when she was in 8th grade, I will pay more attention to the test and manual information about 8th grade.

Reliability

The test reliability refers to the consistency and stability of the assessment. When we evaluate the reliability of an assessment, we tend to look at 1) student related reliability, 2) rater reliability, 3) test administration, and 4) test itself (Brown, 2019). The **student-related reliability** is highly connected with students' temporary physical or psychological factors while the **test administration reliability** can be negatively influenced by the condition of the test administration, such as noise and classroom temperature. These two kinds of reliability, student-related and test administration, are various from one time to another for any assessment. Thus, we can not clearly define WIDA ACCESS for ELLs' reliability from these two perspectives. The focuses of the reliability analysis for ACCESS will be the rater reliability and test reliability.

Rater reliability is a specialized term that indicates to the consistency of scores. It can be divided into inter-rater reliability, which refers to the score-consistency across various raters, and the intra-rater reliability which happens when there is only one rater and he/she is going to assess students several times. ACCESS has been fully equipped to be a rater-reliable test. First of all, ACCESS has a well-grounded scoring system. ACCESS has the partnership with DRC and it is authorized by WIDA to keep students test data and score students' performances. All the students' responses are collected and transferred to the data center and centrally scored to ensure the fairness and reliability of scoring process. Besides, the raters for ACCESS Online are well trained. Raters are required to take online courses and pass the quiz to get 3 certifications. According to the ACCESS Annual Technical Report S401, DRC has strict hiring criteria for rater-candidates. Pre-employment testing session are required. Moreover, there will be scoring leaders to supervise the scoring process. The rigorous scoring system increase the rater reliability of ACCESS for ELLs. As mentioned before, Tennessee adopts ACCESS for ELLs Online system to assess students' ELP. The biggest feature of the online system is that there is no need for teacher to classify students into different tiers but the system will automatically adjust questions' degree of difficulty as students navigate through the test content. In other words, the test items presented will become easier or more difficult according to students' performances on previous questions. ACCESS' scoring system takes this situation into account. The Interpretive Guide for Score

Reports indicates that when the system scores students' response, student who correctly answer ten difficult questions will have different score compared with the student who get ten easy items correct. The adaptation of the scoring system ensure the rater reliability as well. Moreover, when interpreting students' scores, the transition from scale score to proficiency level is differentiated by grade level and language domain. For example, with the same speaking scale score, 384, the proficiency level score for 6th grader is 5.4, 7th grader is 5.2, 8th grader is 5.0 while 9th grader is 4.9. The test administration manual provides clear and detailed lookup tables for the transition between scale scores and proficiency level scores in different domains and different grades (Appendix 14). Finally, ACCESS provide confidence bands (Appendix 12) in individual student report. According to the Interpretive Guide, confidence bands "are a graphic depiction of the Standard Error of Measurement (SEM) of the scale score." (p.12) Generally speaking, the confidence bands provide a range of possible scale scores the students may gain if the student's ELP doesn't change. The process makes the students' scores more reliable. Even though their performances may various because of their emotions or test administration environment, as long as there is no change of their ELP, their scale scores will fall in the confidence bands and they will get a same proficiency level sore. Based on the Interpretive Guide, ACCESS assure 95% possible accuracy of students' scores. Overall, by analyzing the scoring procedure, the strict training of raters and the advanced scoring and interpreting system, I believe that AACCESS for ELLs has relatively high rater reliability.

In terms of the ACCESS' **test reliability**, we concern about the coefficient data and the items in the test. According to the lasted WIDA ACCESS Annual Technical Report No. 13A, the coefficient level in four domains and overall composite scores for grade 6-8 are various. The reliability of overall composite scores for grade 6-8 is 0.959 while the the listening is 0.870, reading is 0.920, speaking is 0.705 and writing is 0.890 (Figure 20, 21, 22, 23). A perfect reliable test is 1.0 and we require a reliability coefficient of at least 0.8. The only data above that lower than 0.8 is the reliability of overall speaking. It indicates that the speaking section in ACCESS is not as reliable as other sections. Thus, we need to be careful when we analyze students' ACCESS speaking scores. Except for the speaking session, the rest part of ACCESS is reliable. When the scope comes to the test items, I think ACCESS is reliable on the item selection. The items across four domains are clear. There is no ambiguous item or instruction in the test. If the questions involve unfamiliar or academic content knowledge, the test will ensure that the contents come from students' text-books. For example, the Part C of reading test, present a diagram of convection currents, and it clearly marked by saying "This diagram is from a chapter about convection is a science textbook" (Figure 24).

Overall, considering all aspects of the rater reliability and the test reliability, I believe that WIDA ACCESS for ELLs is a reliable test for measuring students' English language proficiency and monitoring students' language progress.

Validity

Validity refers the “extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of assessment.” (Gronlund, 1998, p.226) Brown (2019) provides an checklist which says, a valid assessment should measure exactly what it propose to measure and doesn’t evaluate any irrelevant objectives. Moreover, the assessment should relies on performance (empirical evidence) and supported by a theoretical rational or argument. In the following parts, the validity of ACCESS will be analyzed in three perspective, content validity, criterion-related validity and construct validity.

Content validity basically means whether the assessment measures what it claimed to measure. As mentioned before, ACCESS for ELLs intends to assess students’ English Language Proficiency (ELP) in four domains, reading, speaking, listening, and writing. By viewing the whole test, I believe that ACCESS appears to measure the ability it intended to, which is the English Language proficiency in various content. For example, in the reading section, it not only consider the text comprehension, it also involves the content knowledge. In reading step 2, Part A (Figure 25), the test requires students to fully understand the reading question, then solve the math problem as well. The test seems indeed assess the English language proficiency across content areas as it claimed. When we analyze the **construct validity**, we tend to find the connection between the standards the assessment followed and the items in the assessment. According to the Technical Manual, the WIDA’s conceptualization of development of academic English language proficiency are the ELD standards. There are “five foundational WIDA ELD standards, which inform the design, structure, and content of ACCESS 2.0 Online” (WIDA ACCESS Annual Tech Rpt 13A, p6). These standards covers English for Social and Instructional purpose, Language Arts, Mathematics, Science, and Social Studies (Figure 26). All the test items and tasks are designed to reflect at least one of the five standards. In other words, the test content closely connect with it’s theoretical framework and we can naturally believe that ACCESS is a valid assessment from the perspective of its construct. Finally, the **criterion-related validity**, especially the **predictive validity** of ACCESS is also high, . Parker, E., Louie, J., and O’ Dwyer, L. conducted an research on the relationship between ACCESS and New England Common Assessment Program (NECAP). Their core research question is “how does performance in four language domains on an English language proficiency assessment predict English language learner students’ performance on a state content assessment” (p. i). The results turns out that English language proficiency scores given in ACCESS were indeed positive predictors of content assessment outcomes in NECAP. Parker and her colleagues claimed that the scores of the four domains of ACCESS are all the significant predictors for students’ content performances. Based on that systematic research, I hold the believe that ACCESS has high level of predictive validity since it can successfully predict students’ future content achievements.

All in all, by analyzing the content-related validity, the construct related validity, and the predictive validity, we can draw the conclusion that ACCESS for ELL is a valid assessment

to measure students' English language proficiency.

Compare and Contrast

In the assessment I designed, Iman got high scores on three dimensions of WIDA speaking rubric, the scores indicate that Iman's English oral language proficiency is extremely high. She can use various of vocabulary across discipline and produce extended sentences to address more information. Finally, she could produce paragraph-length speaking coherently and logically. All these features of her speakings help her get high scores in WIDA speaking rubric. Iman got 6 for vocabulary usage, 5 four language form, and 6 for Linguistic complexity. Since I can't get the scale score, I calculated the average score in my rubric and she got 5.7 out of 6. Iman's official ACCESS score in speaking domain is only 3. There is a gap between what I observed and Iman's official speaking score. I believe that the following factors lead to the gap.

Firstly, the content of ACCESS and my protocol is totally different. In my protocol, I only designed some simple descriptive tasks for Iman to demonstrate her oral proficiency. Nevertheless, the ACCESS measures multiple genres of speaking. For example, the administrator will ask test takers to make an argument about "hero" (Figure 27). Compared with description, argument requires higher level of oral English ability. The score gap indicates that my assessment' content-validity maybe loose. Brown (2019) provided the content validity check list for me to re-evaluate my protocol, it mentioned "do the test specifications include tasks that reoresent all (or most) of the objectives for the unit". My protocol failed to assess multiple aspects of Iman's speaking. Since description is the basic skill for oral English language proficiency, Iman may have stronger ability in descriptive words but weaker in making arguments or persuasion. If I added more tasks that involves different genres of speech, Iman's score may be closer to the official ACCESS speaking scores. Another important factors that impact Iman's performance might be the online system. In my assessment, Iman had an partner who she can always talk to. The casual interaction makes Iman relaxed and feel more comfortable when she was giving responses. In other word, Iman has a relatively low affective filter that helps her perform better. Accordingly, Iman might have a higher score as I assessed. Compared with my protocol and my assessment setting, the most different factors should be the online system of ACCESS. All the assessments are conducted online, students need to follow the digital instruction on the screen and speak to the microphones. Talking to the computer is a completely different experience with having interaction with partners. The online system may stress Iman out and make her stay in a high level of affective filter. The uncomfortable and stressful setting may hinder Iman's performance so that her speaking score become lower than expected. Finally, the time of these two assessment can also be a reason for the score gap. As I described before, Iman got her ACCESS scores at the end of March 2019. However, I conduct the assessment only two week ago (October 4th, 2019). During the 7 months between her ACCESS test and my assessment, her English language proficiency may develop a lot. She continuously

studies English with all her efforts, it is reasonable to say that her ELP, including oral language proficiency, has great progressed. Thus, the score Iman got most recently naturally higher than the scores she earned 7 months ago.

These three factors, the content of assessment, the medium of assessment, and the time of assessment may be the reasons that cause the gap between the scores I gave and Iman's ACCESS online official scores. Overall, Iman demonstrate her strong ability in English oral expressions. Even though there is a gap between the scores she received from me and the ACCESS, it doesn't impact her to be regarded as a excellent students who has relatively high oral English language proficiency.

Part IV

Introduction

Iman's sociocultural backgrounds and oral language proficiency have been well discussed in previous parts. In this part, I will closely analyze Iman's English reading and writing abilities with appropriate assessments.

In the reading part, I did two types of reading assessments, including reading comprehension questions and story retelling. As for the reading comprehension, I chose an article from Achieve 3000, which is a professional organization that believes "literacy is the key to unlocking student success" and advocates in differentiated instruction. Iman has been learning the articles from Achieve 3000 for a long time since they are the required materials in Glenclyff High School. Thus, she knew about the structure of these articles and was familiar with the types of the comprehension questions. I select one article named *On The Fast Track* in particular (Appendix 15) because she is going to learn the article a few weeks later, the difficulty-level is appropriate for Iman's current learning stage. It is a relatively long article with 683 words in total. 8 comprehension multiple choices questions are provided at the end of the material. In my assessment, Iman was required to complete reading and the questions in 15 minutes. In addition, as a complementary assessment, I asked Iman to retell the story after she finished the multiple choices. She was allowed to take notes or make an outline for her retelling. I prepared a checklist (Appendix 16) ahead of time, to mark down the points she covered.

In writing assessment part, I do not asked Iman to make a new writing sample for me. Instead, I asked her to pick one of the writings she had done before and was most confident about. She provided me with a short summary (Appendix 17) of an article she read, and the summary was composed 3 months ago. In other words, she read a short article the first, then made a summary about it. The article she read was only 138 words, which argued about energy drinks' problems. Iman's summary was short as well, with only 81 words in total. I used the 6-Trait rubric (Appendix 18) to score Iman's writing performance.

The results of Iman's reading and writing will be discussed in the following paragraphs in detail, I will provide the scores she got in each assessment, and analyze the possible reasons of her performances.

Results Analysis

Reading Analysis

In terms of Iman's reading, as I said before, she completed 8 comprehension questions and retold the story as required. She got 4 out of 8 questions correctly, in other words, her reading comprehension accuracy was only 50%. In order to dig out the possible reasons of the unsatisfactory results, I analyze the the questions and Iman's answers. As Brown indicated in Language Assessment (2019), standardized reading comprehension questions

usually cover some features, including “ main ideas (topic), expressions/idioms/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specific stated detail), excluding facts not written (unstated details), supporting idea(s), and vocabulary in context.” (pp.215) The 8 questions in my assessment material covers 6 of these features listed by Brown. In order make the analysis clearer, the eight questions are posted in appendix 15 to refer to. Question 1 measured students’ ability to grasp the main idea by asking “What is this article mainly about?” Then, Questions 3 took out a segment of the text and asked “why did the author include this passage?” Similarly, Questions 8 gave an statement in the text and asked students to pick one suitable explanation that can support the statement the best. These two questions required students to figure out what’s the purpose of the supportive evidence. Question 4 and 7 asked the synonyms of two words to assess whether students are able to guess word meaning from context. Question 5 wanted students to demonstrate their ability of making inference from text by asking “ What is one inference the reader can make from the Article?” Finally, Question 6 showed the feature of “excluding facts not written (unstated details)” by posing question as “which information is not in the Article?” The combination of these eight questions comprehensively assessed students’ reading ability. In other words, I believe that the results of these 8 questions can reflect students’ reading proficiency to some extent. As I said before, Iman only got 4 questions correctly. In next paragraph, I will discuss the questions she made mistakes about and analyze the skills she need.

Iman got Question 3, 4, 5, and 7 wrong. As I said before, each question represents a part of reading comprehension. Question 3 assessed whether students know the reason why the author gave out certain information. Apparently, Iman failed to achieve that. She did not fully understand the implied meaning of the segment but only scratch the surface about the literal meaning that the girl lost the race and the results doesn’t bother her. Nevertheless, the actual intended meaning is to demonstrate how does the girl brave enough to overcome difficulties and take advantage of the loss. Iman though the information emphasize the fact that the girl was simply not good enough in running. Her response to this question revealed that Iman has problem on understanding the implied meaning of text. Furthermore, she also made mistake on Question 4 and 7 which are vocabulary questions. The words of these two questions are “stamina” and “prospect”. The mistakes on these two words not only because of the quantity of vocabulary she stored, but also the skill of guessing word meaning in context. Especially in Iman’s grade and age, I don’t think her vocabulary storage hinders her reading comprehension, the most possible reason should be the lack of word-guessing skills. Another problem of her was revealed by Question 5 about making inference. Her response indicates that she made the false imagination about the text. When she read the text the first time, she grasped the main ideas of the article, nonetheless, the details that embedded in the material were missed by Iman. As the results, when she looked at these choices in Question 5, she made personal imagination to fill out the details she ignored and to make more sense of the article. For instance, she picked the option that said “ Dalilah Muhammad was surprised

when she best competitor Allyson Felix and won Olympic gold in 400-meter hurdles.” She mistakenly linked these two characters together and imagined that they competed with each other in same race. However, the plot never occurred in the original text. They two are separate characters without interaction. I think Iman did not understand why the author told the story of these two people, so she naturally thought that these two characters raced together. The false consumption or imagination shows that Iman did not thoroughly interpret the reading and many logical links and details were missed during her reading comprehension.

After completing the multiple choices questions, I asked Iman to retell the story. I reminded her to take notes or make outlines to facilitate her speaking. She took about one to two minutes to prepare then started her retelling. As introduced before, I listed 10 points ahead of time to check whether she understood the story. She performed better compared with the reading comprehension questions. She earned 7 out of 10 points with 70% accuracy. All the general ideas were perfectly caught by Iman while the details of the plots were missing. Iman’s retelling covered the two characters, and clearly stated the key fact of the story was running. She even synthesized the common theme of the two characters’ stories. Nevertheless, I put some details in my checklist, such as “Allyson was discovered by her coach”, “Dalilah didn’t success at the beginning”. She left these details behind. I was wondering that maybe Iman did not understand the detailed information at the very beginning. Since these details did not interfere her interpretation of the main ideas, Iman retold the story correctly in large scale but failed to include the details in it. In order to testify whether she caught details indeed, I asked Iman to talk about these two characters separately. Still, she only covers the big ideas without reaching the details, either. This phenomenon also linked back to her performance in comprehension multiple choices. Due to the ignorance of the details, Iman can not give correct answer for those questions that assess her ability of finding details.

In short, Iman’s reading ability stays in intermediate level and her performance in my reading assessments indicates that Iman has the fully ability to comprehend long text and get main ideas and themes but need more help in understanding details and reading comprehension strategies.

Writing Analysis

By using 6-Trait rubric (Appendix 18) as scoring reference, Iman’s writing sample earns 25 out of 36. Six perspectives are offered in this rubric to assess the quality of writing, including ideas, organization, convention, voice, word choice, and sentence fluency. Iman’s scores in these aspect range from 4 to 6 (Figure 28) . In the following paragraphs, I will using evidence from Iman’s sample and the rubric to analyze her writing performance.

First of all, I gave Iman 4 points for her performance in **ideas development**. In the rubric, 4-point indicates that “the writer has defined the topic, although the development is basic or general”. Iman indeed made a short summary about the article she read. Readers can clearly identify the genre and intention of Iman’s writing without too much attempt. Even

though Iman clearly stated her stance by writing “how energy drinks are harmful” at the end of the summary, few details were given to support the ideas. She cited some sentences from the original article but no further explanation were given, which made the evidence general and unconvincing. Iman also earned 4 points when I thought about the **overall organization** of her writing sample. As the rubric described, the overall structure is “strong enough to move the reader through the text without too much confusion.” Although there were only 81 words in Iman’s summary, I can tell that she firstly identified the topic of the writing by starting the writing as “In the article, the author was talking about if energy drinks are healthy or not.” Then, she cited several ideas from reading material as main body of her summary. In the end, she made a quick statement of her personal ideas by writing “I think that the author believes energy drinks are harmful in many ways [...]” as a final conclusion. The introduction-main body-conclusion structure was clear enough for readers to understand. Nevertheless, the biggest problem of Iman’s writing structure was the lack of connectives. Many points in the rubric required the appearance of transitional words. There was no clue that Iman adopted connectives between sentences in her writing. The underlying logical links between each sentence relied on the readers’ attempts. This issue made Iman’s writing somehow loose in overall organization. From the perspective of **convention**, I gave Iman 5 points regarding her performance in grammar, spelling, and punctuation. Since the sample was only 81 words and relative short, there was no appearance of grammatical error. Furthermore, Iman showed the ability to use object clause to expand sentences, such as “I think that [...]”. Moreover, I can identify that Iman had the awareness of using quotation marks. She adopted the popular sentence starter to quote. She wrote “In the text it says ‘drinking too many energy drinks can lead to many health problems [...]’” Her intention of doing so indicated that she knew the standard requirements of making a quotation. However, the reason why I did not give her full points was also because of the quotation marks she used. There was only half of the marks appeared at the beginning of the sentence but she forgot to close her quotation. Additionally, there were two spelling errors, “differnt” and “belives”, in her writing. These tiny mistakes took her away from full points from the perspective of convention. When I analyzed Iman’s **writing voice**, I only gave her 3 points. Because the genre of Iman’s writing was a summary, it is normal that I can not hear a lot of the writer’s voice. Iman basically paraphrase the article she read and I can not pick one special moment that I can really hear her voice. Even though she wrote “I think that the author [...]”, it was the restatement of the original author’s opinion rather than her own voice. Iman’s **word choices** were correct through out the whole writing and I gave her 5 out of 6 points. There was no ambiguity, the vocabulary Iman used were “just right”. Some register-specific expressions, such as “loaded with”, “stimulants” were precisely used in writing. Nevertheless, these high-level vocabulary came from the reading text rather than Iman’s own language storage. In other words, she borrowed these words from reading and adopted them into her own writing. I think it indicates that Iman has the ability to internalize new words and use them flexibly. In the end, Iman earned 4 points when I payed close attention to the sample’s **sentence fluency**. 6-Trait rubric described that the writing that

earns 4 points should “hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid”. Iman’s sentences precisely expressed the intended meaning that exactly fitted the descriptions in the rubric which required sentences “get the job done” even if they may not be musical enough. Moreover, the sentence starters in the short sample varied sometimes. Except starting sentence in active voice, such as “I think [...]”, Iman skillfully wrote sentence in passive voice, such as “Energy drinks are loaded with [...]”. The variation of sentence starters indicated that Iman had the awareness of varying sentence structures to make writing more academic.

In sum, similar with her reading ability, Iman’s writing proficiency is in an intermediate level. She earned 5 points in convention and word choice. 4 points were given regarding her performances in idea development, overall organization, and sentence fluency. She needs more help in expressing her own voice during writing since she only earned 3 points in this section.

Conclusion

By carefully analyzing Iman’s reading comprehension questions, retell checklist, and writing sample in previous paragraphs, I have an overall understanding of Iman’s reading and writing proficiency. In terms of her reading ability, Iman got 50% accuracy rate in comprehension multiple choices and 70% accuracy rate in story retelling. Based on 6-Trait Scoring Rubric, Iman’s writing got 25 points out of 36. Her performances are relatively average in the six sections of the rubric, including ideas, organization, convention, voice, word choice, and sentence fluency.

According to Brown’s *Micro- and Macroskills for reading comprehension* (2019), there is still great space for Iman to develop her reading skills and strategies. Her mistakes in the reading assessments indicate the lack of the following macroskills. Firstly, Iman needs assistance in referring “context that is not explicitly by activating schemata” (p.198). Similarly, Iman lacked the ability to “distinguish between literal and implied meanings” (p.198). Finally, Iman should further “develop and use a battery of reading strategies” (p.198) including scanning and skimming, guessing meaning from context, and activating schemata to dig out the implied meanings.

Again, based on Brown’s *Micro- and Macroskills of writing* (2019), Iman’s writing sample reflected that she had most of the microskills of writing, such as using acceptable grammatical systems and expressing particular meanings in different grammatical forms. Nonetheless, she needs further develop her macro writing skills. First of all, more attention should be paid to the links and connectives among writing. In addition, Iman needs to improve her audience awareness to address her own voice in writing process. Most importantly, she needs to know that any kind of writing should be accomplished mostly in own words instead of borrowing expressions from others.

All in all, Iman has great potential to further develop her reading and writing ability and

impressive improvement will appear if she receives appropriate instruction and makes efforts for it.

Part V (A)

Introduction

In the past four months, I closely interacted with my participant, Iman, in Glenclyff High School where was my practicum setting for the fall semester. In order to form a comprehensive acknowledge of her performance, I conducted multiple assessments which targeted on her backgrounds, oral language proficiency, reading ability and writing competence. I discovered issues and problems in each assessment and analyzed the potential reasons from my personal perspective. Furthermore, I asked my mentor and colleagues for their points of view. Finally, based on these information and analysis, instructional recommendations will be given in the end.

Assessment Review

Before I conducted formal assessments, I accessed Iman's WIDA ACCESS 2.0 scores as references for my following assessments. Compared with her scores of grade 7, her 8th grade scores demonstrated that she made progress on listening (+0.5), speaking (+0.9) and writing (+0.2) but scores in reading decreased 0.4 points (Figure 29).

After collecting her standardized test results, the first assessment I did is to dig out herstory. Multiple tools were used in that process, including identity puzzle (Appendix 2), and interview (Appendix 3). To make the assessment reliable, I referred to Dr. Catherine's Sociocultural Checklist (2002) (Appendix 4). Based on the standards given by Dr. Catherine, if a student's score above 40%, he/she needs special intervention, there is no need to give extra attention to Iman's acculturation issue since she earned 0 point in that area. Except for the backgrounds carried by students, the environment they studied is crucial, too. Therefore, I used Herrera's Sociocultural Environment (Appendix 9) rubric and Gottlieb's A Rating Scale of a Linguistically and Culturally Responsive School (2016) (Appendix 7) to assess the overall performance of Glenclyff High School and the classroom Iman studied in. The results indicates that Glenclyff High School make great efforts in supporting CLD students and their families. The classroom setting only reached the intermediate level according to Gottlieb's rubric.

Apart from Iman's sociocultural background and acculturation level, I conducted oral, reading, and writing assessments to measure Iman's English Language proficiency. In the oral assessment, I designed an interactional speaking protocol (Appendix 12) and used WIDA Speaking Interpretive Rubric Grade 1-12 (Appendix 10) as reference. Iman's outstanding performance demonstrated her high oral proficiency. She earned 5.7 out of 6 in the oral assessment. When I measured Iman's reading ability, instead of using running record which is more suitable for beginners, I selected a reading material that she was going to learn in the future from Achieve 3000 (Appendix 15). Multiple choices comprehension questions were given based on the reading. As supplementary material, I designed a retelling checklist (Appendix 16) to assess whether Iman fully understand the text. Iman got 50% accuracy in

reading comprehension questions and 70% accuracy in story retelling. The final language assessment was writing test. I asked Iman to pick one of the writing samples that she was most confident about, and used the 6-Trait Scoring rubric (Appendix 18) to measure the quality of the sample from six perspectives in the rubric. Iman's writing sample earned 25 out of 36 which is not a satisfactory score regarding her overall English ability.

Among the background, oral, reading, and writing assessments, the reading comprehension multiple choices and story retelling checklist work the best. They informed me the strengths and weaknesses of my participant's reading ability. I would make slight adaptation on my oral assessment protocol in the future to make it covers more speaking genres rather than measuring one perspective of speaking. All these assessments I listed above help inform Iman's language performance and they also reflected several issues of Iman's English language learning. In the following paragraphs, I will briefly summarize these issues and give out potential reasons from multiple perspectives.

Emerging Issues and Analysis from Personal, Mentor's, and Peers' Perspectives

In the background assessments process, as I said before, Iman demonstrated her extremely low acculturation level, which means that she felt comfortable in the U.S. cultural. Additionally, when I interviewed about her linguistic backgrounds, she told me that she had moved to the U.S. eight years ago. The long time immersion in the U.S. cultural and language made her used to the life and study here. However, I noticed a language issue that Iman almost forgot how to read in her home language, Kurdish. She can speak and understand Kurdish as before, but she hardly read on the original Kurdish letters. The degeneration of her first language ability worth teachers' attention. From my personal point of view, the problem was led by the infrequent usage of her first language. Iman told me that all the communications among her family members were in English, except for the conversation between her parents. She seldom read in Kurdish so that it was understandable that Iman is gradually losing her reading ability in Kurdish.

The second problem I explored is about Iman's oral proficiency. I gave her extremely high score based on her performance in the activity I designed. However, her official WIDA scores shows that her speaking ability is in the intermediate level, which has a huge gap compared with the score I gave. I think the gap between these two scores is caused by the difference of the content these two assessments contained. WIDA's speaking questions cover multiple genres, such as descriptive, argumentative, and persuasive. On the contrary, the protocol I designed only assessed Iman's descriptive ability without touching other genres. In other words, the failure of content validity of my protocol may lead to the inaccuracy of the test results. Furthermore, I asked my mentor's opinion about why she thought the WIDA speaking score did not match her real performance, she said that it was extremely possible that the online system interfered Iman's performance. She believed that the difference between online test and face-to-face interaction was the essential reason for the gap. In class, my peer pointed that the WIDA ACCESS speaking test is formed by extensive, or

monologue speaking task. Nonetheless, the protocol I designed is the interaction and communication between two speakers. The forms of these two tests differ as well. That might be another possible explanation for the gap.

In addition to the issues in the oral assessment, when I measured Iman's reading proficiency, multiple problems emerged from her responses. First of all, she was struggling with the implied meaning in text. When she answered the comprehension questions, she only understood the literal meaning without thinking deeper about the true intentions of sentences. From my perspective, I think that is because she lacks the related training of reading comprehension. When I was learning English a few years ago, I was once struggling with implied meaning, too. However, after I turned to my English teacher for extra training, I can intentionally dig out the meanings beyond literal expressions. I believe that if Iman received similar training, it will be easier for her to read beyond the words. In addition, I noticed that Iman will skip details in reading and guessing the main ideas based on her imagination. Her responses revealed that sometimes she did not fully understand the segment of reading but making false inferences based on her assumption and imagination. I presented the issues to my classmates, they told me that the time limitation might be an explanation. Because I asked her to read the text and complete all the eight questions in 15 minutes (which takes me 11 minutes to finish), Iman may feel rushed and try to read as quickly as possible. During that process, she skipped many details and made false inferences to make sense of the text. Thus, when she responded to these questions, answers were given based on her personal assumption.

In Iman's writing assessment, what stands out is that Iman failed to express her own voice in her writing. In the short writing sample, most of the expressions Iman used were borrowed from the text she read before. I can hardly find her own opinions or stance in the writing sample. However, from my point of view, writing is a personal work compared with reading and listening. In most occasions, we express feelings, opinions, personal stance or preference in our writing. Author's thinking should be clear in any writing genres. Nonetheless, I think Iman ignored the importance of her own voice. I asked my mentor for possible reasons, she told me that students were seldom asked to practice writing. In most occasions, they just wrote segments, such as words, phrases, or simple sentences. Only few opportunities were offered to them to practice writing. The shortage of practicing opportunities hindered the development of Iman's writing competence.

After summarizing the issues that emerged from my assessments and analyzing the potential reasons for them, in the following section, I will provide some instructional recommendations to fit Iman's needs.

Instructional Recommendations

In terms of Iman's issue about her first language, I think teachers should help her build up her cultural identity and increase the first language awareness. One effective teaching

method is multimodal literacy project (Pacheco, & Smith, 2015). Students are required to complete a digital project, such as Powerpoint presentation, by using multiple models, including videos, images, subtitles in L1, and records. In Iman's case, the instructor can issue a topic named "My Hometown" and ask her and her classmates to use as many resources as possible to demonstrate where are their hometowns and what are the elements related to their cultures. By doing so, students will be aware of their own cultures, including their first language. Furthermore, they may realize the beauty and importance of their first language.

Focusing on Iman's speaking problem, I think that if Iman wants to earn high score in WIDA ACCESS and exit the service, she needs to practice her oral English in different genres. Teachers should sequence the speaking practice tasks from basic descriptive ones, to more challenged argumentation and persuasion. One possible method is academic conversation. There are numerous topics can be selected as the theme for academic conversation. Different topics may help students practice various speaking genre. For instance, if the teacher asks students to make a conversation about "your favorite sport". Students will definitely describe the sport they loved during the conversation. If the teacher give students a controversial topic such as "should school asked every students wear uniform?" By discussing this topic, students are given the opportunities to make arguments and persuade others.

When it comes to Iman's reading problems, I believe that the core idea of her reading is the lack of reading skills, especially the macroskills Targeting on the reading skills and strategies, the best way to solve the problem is the explicit guidance from teacher. Based on Brown's list of macroskills for reading (2019), Teacher should firstly help Iman recognize the rhetorical conventions of writing. Next, instructor could model the way how can reader interpret the implied meaning by activating backgrounds knowledge. The I do, We do, You do modal become using under such circumstance. Finally, teacher should help Iman to "develop and use a battery of reading strategies" (Brown, 2019, p.198). Another effective teaching pedagogy is translanguaging. Teacher could pick a "juicy" sentence out and ask students to translate it into their first language. The dynamic translation process will activate students' first language literacy and transfer them into English language learning (Goodwin & Jiménez, 2016).

Finally, regarding Iman's writing issues, one suggestion for her teacher is using 6-Tarit rubric to deconstruct a writing sample to students. With the guidance of instructor, students will be able to evaluate a sample from multiple perspectives. After realizing what a good writing looks like, they can compose a better writing with the assistance of the rubric. Similarly, if Iman wants to develop her ability to include own voice in writing, she need to know how to express personal opinions in a writing. Some sentence starter or sentence stems can be offered at the beginning of writing practice to facilitate the writing process.

Conclusion

In previous part, I detailed analyzed Iman's cultural backgrounds, acculturation level, oral language proficiency, reading ability, and writing competence. In this part, I summarized Iman's issues that emerged from the analysis of her performance in speaking, reading, and writing. My personal opinions are given to explain the causes of these issues. Furthermore, I collected the perspectives from my mentor and peers to further analyze the potential possibilities. In the end, based on the issues and different perspective, I provided several instructional recommendations to address Iman's specific needs. In Part B of the analysis, I designed a yearly assessment plan based on my future teaching practice, some explanations are given as the following.

Part V (B)

In my imagination, my future teaching career will set up in public high school in China. The basic framework of Chinese public school English education is Normal High School English Curriculum Standards. According to newest version of Normal High School English Curriculum Standards (2017) in China, English education should focused on the following four core competence, including 1) Linguistic competence, 2) Cultural Awareness, 3) Thinking Quality, 4) Learning Strategy. Further interpret the national requirements, I think it asked English teachers to help students develop their language skills in reading, writing, listening, and speaking. At the same time, students should cultivate their cultural awareness by linking English with Chinese cultures. Additionally, English teachers need to guide students develop their critical thinking ability in English literacy. Lastly, high school students need to be equipped with the ability to transfer their strategies among different language domains.

Based on the national requirements and my personal interpretation, I designed my future assessment plan as following. (See clearly chart on Appendix 19)

Yearly Assessment Plan			
	Form	Content	Purpose
At the beginning of a year	Standardized Summative Assessment	Reading, Listening, Speaking, Writing	<ol style="list-style-type: none"> 1. Help me, as a teacher, acknowledge students language proficiency before they received the systematic instructions. 2. Set up a baseline as reference for future assessments' results.
First Quarter (January-March)	Criterion-Referenced Assessment	<ol style="list-style-type: none"> 1. Focused on the content knowledge student learned in the past months. 2. Design a summative test to measure what student has learned currently. 3. Feedback will be given individually based on their performance in the test. 	<ol style="list-style-type: none"> 1. Diagnose where students need more instruction and where they have already grasped firmly. 2. Collect students' current learning condition and give students specific feedbacks individually.
Mid-Year (April-June)	Summative Assessment	<ol style="list-style-type: none"> 1. Summary of the knowledge they learned in the past 6 months. 2. In addition to objective multiple choices questions, subjective questions, such as inference, implied meaning, will be added into the Mid-Year assessment, too. 3. Students will be assessed about inter-culture communication ability that they learned in the past half year. 	<ol style="list-style-type: none"> 1. Measuring how much students have achieved after half year systematic English learning. 2. Acknowledge students' language proficiency and compared it with the results at the beginning of the year.
Third Quarter (July - September)	Criterion-Referenced Assessment	<ol style="list-style-type: none"> 1. Focused on the content knowledge student learned in the past months. 2. Design a summative test to measure what student has learned currently. 3. Feedback will be given individually based on their performance in the test. 	<ol style="list-style-type: none"> 1. Diagnose where students need more instruction and where they have already grasped firmly. 2. Collect students' current learning condition and give students specific feedbacks individually.
End of the Year (October - December)	Summative Assessment	<ol style="list-style-type: none"> 1. Summary of the knowledge they learned in the past one year. 2. Critical literacy will be emphasized at the end of the year. 3. The ability of transferring learning strategies among four language domains will be assessed. 	<ol style="list-style-type: none"> 1. Measuring how much students have achieved after the one year systematic English learning. 2. Diagnose where students need more instruction and where they have already grasped firmly. 3. Acknowledge students language proficiency and compared it with the test results at the mid-year and the beginning of the year

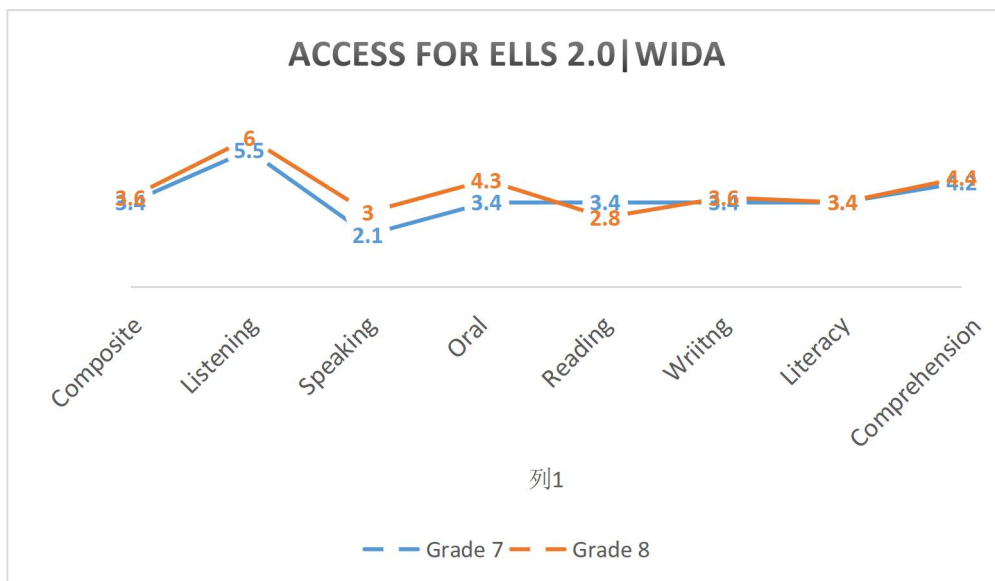
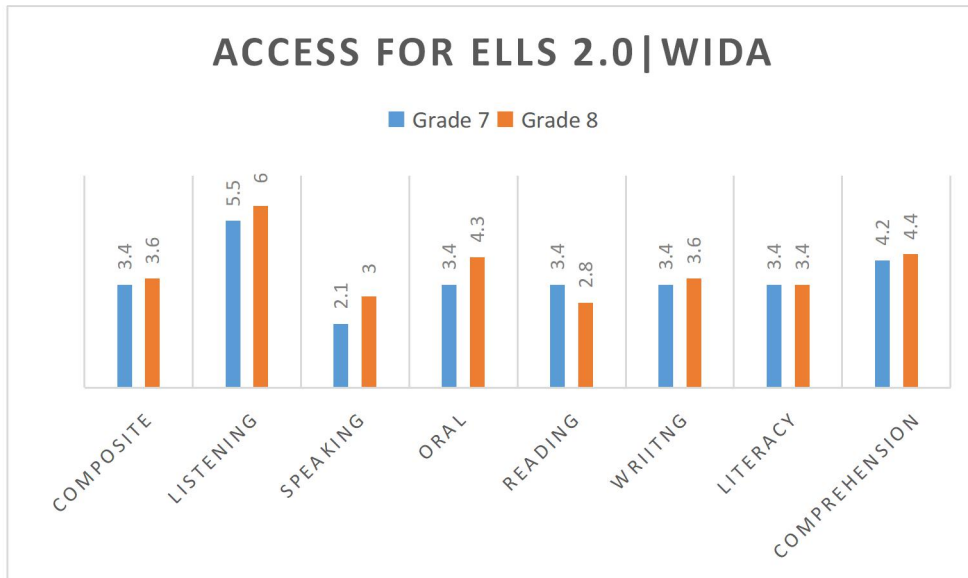
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Appendix 1

WIDA Scores of Iman. K. Saeed

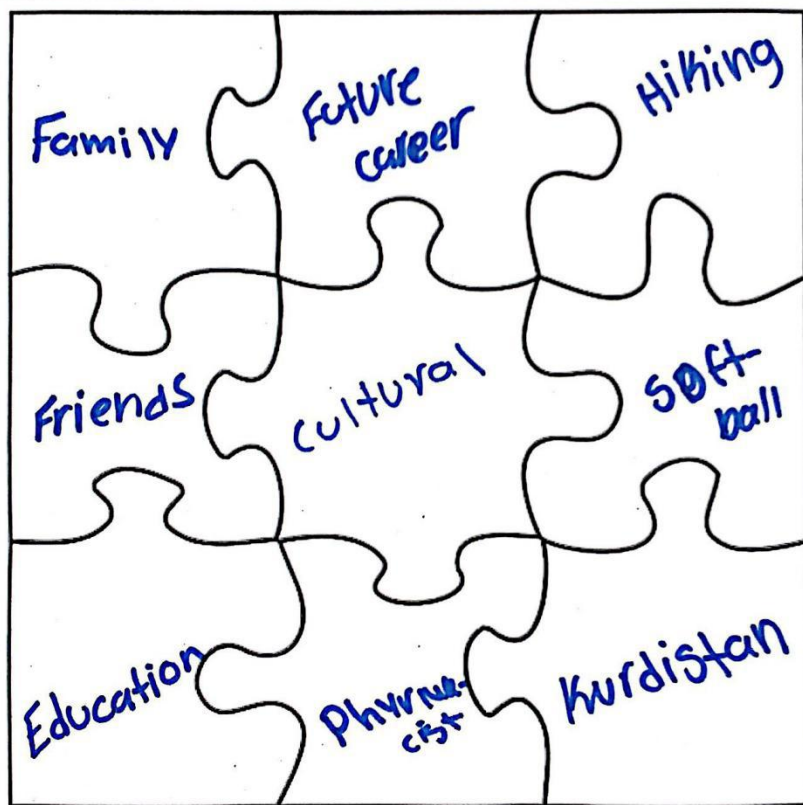


Appendix 2

Identity Puzzle

Iman Saeed

My Identity Puzzle



Appendix 3

Iman. K. Saeed's Interview

Sociocultural Backgrounds Interview

Interviewer	Interviewee	School:	Grade:	Date:
Qiyu Zhang	IMan.K.Saeed	Glenclyff High school	9	September 17

Hi, my name is Qiyu Zhang. I am a second-year graduate student in Vanderbilt University and I studied English education. I would like to have you to work with me this semester, and maybe I will talk more with you than your other classmates. Sometimes, I will give some small assessments for you, and you need to complete them and give them back to me. Don't worry, these assessments will never influence your score on school, they are just for me and my project. Okay?

Next, we will have an interview with you to help me get to know you better, okay? Relax, these are just simple questions, you will be fine. If you don't want to answer the question, just let me know. In addition, if you feel tired, please tell me, we can schedule another time to do this.

Cultural Backgrounds:

1. Where do you come from, can you tell me more about your home country?

- Kurdistan - Kurdish
- many wars (ISS Attack)
- Use to be big (small now)
- Long history
- In Iraq (right now)
- people live differently

2. When did your family come to America, and when did you come to Nashville?

- Father - 23 years ago
- only back to Kurdistan once in the eight years ("it feels like a dream")
- Mother and her - 8 years ago (when she was 6 or 7 years old)

3. Do you love your home culture? Do you like the culture in the U.S.? What do you think the differences are? Do you feel sad about staying here, or are you stressful recently?

- Yes.
- Totally different
- Kurdistan → lower education standards. out there
- Education/classroom is different
- she prefer the education here - stronger
- US Education is better than her home country.
- Wedding (4 days)
- Eid
- Ramadan (No eat in the day)
- Kurdish new year

4. If it's convenient, can you tell me more about your family? Such as what's your parents'

- 4 children in total (including her)
- 1 brother. → for medical school

traditional festivals
unique

jobs? Do you have sibling, etc.

- 4 children in total (including her)
- 1 brother → medical school
- whole family born in Kurdistan except for young sister

• small village. people related each other.

5. What's your motivation, or in other words, your goal of learning? Getting a good job or something else?

• make her parents happy

• Her father didn't go to school all the way

• "You should never get out of school"

• They want her to get good education

family support.

6. Before entering Glenclyff High school, where did you study? In your home country or in the U.S.? Can you tell me more about it?

• Right middle in same district

• ∴ go back Kurdistan

∴ absent for more than 10 days

Linguistic backgrounds:

7. How do you think your English ability? Beginner? Intermediate or advanced?

• learn English since 3rd grade.

• confident → "Good"

• Can be better with practice

• more ZPD

8. Will you use English outside school? If so, where?

• talk to her mom.

• Whole family mostly use

English.

• forget how to recognize Kurdish letters

• Can speak Kurdish in native level

• Father in Kurdish mother

9. Can you parents or siblings speak English? What's their English level?

• They all can speak English.

10. Will you use English at home?

Yes.

11. Did you feel any cultural conflicts here?

- Dress norms because of religious issue. ^{when} local people see them in full cloth, they maybe curious about that.
- Do not eat allow to show too much skin

12. Can you recall/memorize the difficulties you met during English learning process?

- Can't understand some instruction words ^{fully} • know a little about Spanish
- Too fast speaking speed.

• She prefer English instruction with some L1 instruction if necessary.

Learning style: • more English help her ^{fewer} more in English development.

13. What kind of learning you like? Group discussion or individual study?

- group work. • copying each other's questions
- project stuff. • if worked individually → easily get stuck.

14. What aspects of English do you think is the most important one? Reading, listening, speaking or writing?

15. Which aspect you want to improve more?

Important
 • speaking > Caracandriana
 • writing } interview
 fill out some job survey...
 Improve more
 • writing.
 ↓
 academic writing

What Can I do to help you? Do you have thing want to ask me or want to share with me?

- better wording
- better explanation

Appendix 4

Sociocultural Checklist (Collier, 2001)

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

Student/ID#: <i>Iman. K. Saeed</i> Date: <i>9/7/19</i> Age: <i>14</i> Teacher/Teacher Candidate: <i>QiYu Zhang</i>	
Sociocultural Factors	Selected Cross-Cultural Adaptation Risk Factors
Acculturation Level	<input type="checkbox"/> Recent immigrant, refugee, migrant, or resides on reservation <i>8 Years before</i>
	<input type="checkbox"/> Does not interact much with majority culture peers or majority cultural group.
	<input type="checkbox"/> Displays confusion in locus of control.
	<input type="checkbox"/> Displays heightened stress or anxiety in cross-cultural interactions.
	<input type="checkbox"/> Oral expression contains considerable code switching.
% Checked:	<input checked="" type="checkbox"/> Expresses or displays sense of isolation or alienation in cross-cultural interactions Out of 6 total = <i>0</i>
Cognitive Learning Style	<input type="checkbox"/> Few cognitive learning strategies appropriate to classroom/school.
	<input type="checkbox"/> Cognitive learning style different or inappropriate in relation to teacher's instructional style
	<input type="checkbox"/> Easily frustrated or low perseverance in completing tasks.
	<input type="checkbox"/> Retains learning strategies that are no longer appropriate.
	<input type="checkbox"/> Displays difficulty with task analysis.
% Checked:	<input type="checkbox"/> Displays difficulty with understanding and applying cause and effect. Out of 6 total =
Culture and Language	<input type="checkbox"/> Comes from non-English speaking home.
	<input type="checkbox"/> Comes from a culture or ethnic group different from mainstream America. <i>✓ Kurdish</i>
	<input type="checkbox"/> Family emphasis support of family or community/group over individual effort.
	<input type="checkbox"/> Comes from non-English speaking geographic area. <i>✓</i>
% Checked:	<input type="checkbox"/> Has culturally appropriate behaviors that are different from expectations of mainstream. <input type="checkbox"/> There is no support in the home for bilingual and bicultural development. Out of 6 total = <i>2</i>
Experiential Background	<input type="checkbox"/> High family mobility.
	<input type="checkbox"/> Limited or sporadic school attendance.
	<input type="checkbox"/> Low socioeconomic status.
	<input type="checkbox"/> Little exposure to subject or content or not familiar with material.
	<input type="checkbox"/> Disrupted early childhood development.
	<input type="checkbox"/> Few readiness skills.
	<input type="checkbox"/> Does not know how to behave in classroom.
% Checked:	<input type="checkbox"/> Different terms/concepts for subject areas or materials and content. <input type="checkbox"/> Uses survival strategies that are not appropriate in the classroom. Out of 9 total = <i>0</i>
Sociolinguistic Development	<input type="checkbox"/> Does not speak English
	<input type="checkbox"/> Limited academic language in native language.
	<input type="checkbox"/> Limited social language in English.
	<input type="checkbox"/> Rarely speaks in class.
	<input type="checkbox"/> Speaks only to cultural peers.
% Checked:	<input type="checkbox"/> Limited academic language in English. <i>✓</i> <input type="checkbox"/> Asks a peer for assistance in understanding. <input type="checkbox"/> Appears to know English but cannot follow English directions in class. Out of 8 total = <i>1</i>

Appendix 5

Notes for Classroom Observation

09/10/19. Tuesday.

Observation Highlights.

- ① before quiz, take stds review the article they read last class, to reduce their anxious anxiety to the quiz.
- ② 当学生给出 expected answer 时, 肯定学生的回答, 然后重复/rephrase the question, then give examples of possible answers.
eg. "Yes, ~~that~~ they do! but I mean, where do they find sunne, restaurant? filed? ..."
- ③ I patiently instruct stds approach the answer step by step.
- ④ I always looks around to assist stds understand the ^{tasks} tasks/requirements.
- ⑤ Confirm stds' spanish responses, but ask them by say "Yes, how to say it in English?"
- ⑥ 一直在夸奖学生, 当他们 noisy/abstracted 时, 不指责他们, bt say "You guys are so talented and capable" & "You guys do so well when you are focus".
- ⑦ using Spanish to explain/illustrate questions.
- ⑧ 老师熟练的知道每位学生的 level, 设计不同的 quiz version 和 worksheet version. Individualized Teaching. 根据 stds' level, 给不同 level 的 quiz.

- ⑨ 在解释词汇时, 不止给 definition & example sentences, 还会 act out to help students' understanding.
eg. bolt. still. jumpy.
- ⑩ Individualized Teaching: 一个学生 clearly 不理解问题, 不能 fully follow the instruction. 在其他同学 complete work on the task task, T comes to the student and assist her individually. Using many Spanish than her instruction the whole class.
- ⑪ Respect students. 因为进级比别的班快, 所以让学生自己 vote, 决定是继续 read the story, 还是 learn the background of native American. 最终 continue reading as students wish.

09/10/2019, Tuesday.

Observation shortcomings.

- ① The text is more than Comprehension. There are many thing could be designed in lesson. More than Vocab, text Comprehension.
eg.
- ② No group work. All tasks are completed individually.

Appendix 6

Survey for Mentor

Survey for Educator of English Language Learners

Name: Caroline Miller

Subject the Teacher Taught: ELD 10

Date of the Survey: 9/18/19

1.	<p>How long have you taught English? Can you briefly introduce your teaching history?</p> <p>My first experiences teaching English were in Israel, Thailand and Ecuador. I started out teaching public school in Nashville, TN 6 years ago. I taught Spanish for my first 4 years and most recently, ELD. This will be my 3rd year teaching ELD in public schools in the US.</p>
2.	<p>How will you evaluate your current ESL students in Glenciff High School?</p> <p>I evaluate them based on TN English scope and sequence, created by MNPS and in coordination with our English Coach and the English team. I also evaluate them on WIDA standards for reading, writing, listening and speaking.</p>
3.	<p>What' s your teaching philosophy? In other words, what do you think the excellent teaching looks like?</p> <p>I believe in the humanistic philosophy of teaching, which is recognizing that every student brings with them their own talents and issues. Teachers must look at “the whole child” when dealing with a student, taking into account their home life, cultural background, literacy level in their native language and other things that may surface. Teachers must have a great deal of patience and empathy when teaching in order to create a meaningful relationship with the student. I believe that if there is no relationship built and students don' t think teachers care, they in turn will not care and will not put in the effort to succeed in the class.</p>
4.	<p>What' s your favorite teaching method or tool?</p> <p>I really enjoy using sentence stems/frames to guide my EL students writing to help them express their thoughts and information.</p>

5.	What kinds of assessments you usually use to evaluate students' learning? I utilize summative and formative assessments that include exit tickets, the fist to five method, multiple choice and short answer quizzes as well as unit tests.
6.	How will use the results of these assessments? Based on the results, I will focus on re-teaching some material or move on to the next.
7.	What' s the biggest challenge for you to teaching ESLs? Getting students to study outside of class is the biggest challenge, it is nearly impossible to learn a language just by being in school. They must put in time and effort in all aspects of their lives to learn. However, many students work afterschool jobs or have to take care of their siblings which doesn' t help the problem .
8.	Have you considered to integrate students' backgrounds into your teaching? If so, what' s your plan? (If not, please skip the question.) Yes! I utilize Spanish and my knowledge of Latin American culture in the classrooms. I also have tried to learn some basic Arabic phrases. When I teach I try to create similarities from what we are reading to their home countries culture as well.
Please write any other things you want me to know.	

Appendix 7

A Rating Scale of a Linguistically and Culturally Responsive School (Gottlieb, 2016)

12 ASSESSING ENGLISH LANGUAGE LEARNERS

RESOURCE 1.3

A Rating Scale of a Linguistically and Culturally Responsive School

Research has pointed to clear signs of a linguistically and culturally responsive school; these traits are identified in the rating scale below. You are welcome to use this tool as a thumbnail evaluation of where your school is situated in relation to its linguistic and cultural responsiveness. Use the following criteria in responding from 1 to 4: 1 = traces, 2 = intermittent signs, 3 = noticeable presence, and 4 = full integration of languages and cultures.

<i>Linguistic and Cultural Responsiveness in My School</i>	1	2	3	4
Multilingualism and multiculturalism permeate the air, from signage to murals to conversations in the halls.			✓	
High expectations are set for all students, and language learners can reach their goals in one or more languages.			✓	
Students' languages and cultures are valued every minute of every day.		✓		
The linguistic and cultural resources of the community and family members are an extension of the school.		✓		
Curriculum, instruction, and assessment invite multiple perspectives and reflect the identities of the students.			✓	
Every adult in the school advocates on behalf of students, and special attention is paid to languages and cultures.		✓		
Linguistic and cultural responsiveness is part of the school's and district's mission and vision.			✓	

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Appendix 8

Interview with EL Coach

Sociocultural Environment: Educator Views of Student, Family, and Community Assets Interview

Interviewer: Qiyu Zhang Interviewee: Ms. Moreira (EL Coach) Date: 09/17/2019

1. How does school respect students' cultures? Does school value students' backgrounds as resources within the school?

- Texts were selected as culturally diverse documents in top five languages
- Curriculum setting
- Better idea of students
- Curious about what experience do students bring to the table.

2. Does school encourage the usage of students' first languages both in school and home? Why or why not?

- Chensh their L1.
- Use Spanish to clarify if needed.
- Teacher DO NOT always translate

3. How do you think that the usage of L1 will impact students' English language learning?

- L1 literacy $\xrightarrow{\text{transfer}}$ L2 literacy
- Students are encouraged to fully prepare themselves with L1 literacy.

4. As for academic perspective, does school emphasize students' academic language development? How do you usually do that?

- High Expectation.
- Wants the best for students.
- Each teacher is different
- We need to have high expectation
- To see what our students bring to the table

5. What kinds of assessments school usually conducts to assess our students' language progress?

- MAP (e.g. 9th grader)
- Fast Bridge
- Achieve Three Thousand (EL students)
- Progress monitoring
- ↳ three times a year 3/4

6. How does school treat CLD families? Will they be actively invited to engage in students' programs or any other activities?

- Family engagement is hard for high school
- October event: invite family to school to get to know their kids

- International Day
↳ celebrate all nations together. (foods, activities).
- Food pantry

8. Other Information

- EL school
 - 37% international stds
 - 27 languages
- Top Five Language
 - Spanish
 - English
 - Arabic
 - Kurdish
 - Somali
- diverse population
- school provides counselors for families, especially those who without official documents.
- U.S. life relevant ~~the~~ resources are provided (brochures, etc)

CAPSTONE PORTFOLIO

Appendix 9

Sociocultural Environment: Educator Views of Students, Family, and Community Assets (Herrera)

Criteria
where the school fits

Table 4.3 Sociocultural Environment: Educator Views of Student, Family, and Community Assets

Component	Meets Criteria	Basic Needs	Improvement	Unsatisfactory
<p>Culture</p> <p><i>- defining</i> <i>- prioritizing</i> <i>in 5</i> <i>language's</i></p>	<p>The student's culture is respected and valued as a source of knowledge and experiences that advance learning and enhance the cultural climate of the school. Issues and behaviors related to acculturation processes are identified and mediated with sensitivity and knowledge of research-based approaches that are appropriate for the CLD student/family/community involved.</p>	<p>The student's culture is respected and valued on principle. General implications and stages of acculturation are understood as influencing student learning and behavior. Recognizes but is unable to comfortably mediate cultural misperceptions and conflicts between families and self or other staff.</p>	<p>Behaviors that arise from cultural differences or acculturation are viewed as interfering with student achievement and long-range success. Instructional strategies and interventions emphasize acculturation to the dominant culture.</p>	<p>The CLD student's culture is viewed as a negative influence on the student and school. Cultural considerations are rejected as irrelevant to the development of appropriate instructional practices and intervention</p>
<p>Language</p> <p><i>- L1 in Home</i> <i>- L1 → L2 literacy</i> <i>- Do not always translate</i> <i>- Documents</i></p>	<p>Supports L1 use at home and school. Understands, models, and is able to explain the rationale for L1 and sheltered instructional strategies. Is knowledgeable about language acquisition phenomena, including language loss and implications of language support, or lack thereof, on student achievement.</p>	<p>Supports L1 use at home. Understands basic language acquisition stages and time lines. Can explain the benefits of sheltered instruction. Considers CLD student's language as potentially affecting behavior and/or achievement.</p>	<p>Regards continued use of home language as an obstacle to English acquisition and school success. Is supportive of, but cannot describe or model, instructional strategies that benefit CLD students.</p>	<p>Regards the student's home language as a deficit to be overcome. Is unsupportive of ongoing adaptations and instructional modifications for CLD students.</p>

Academics

Is able to articulate the relationship between L1 and L2 learning and analyze classroom tasks in terms of prerequisite language, academic, or social experiences.

Makes specific recommendations regarding instructional modifications and assessment of CLD student progress.

text selection - Culturally diverse

Understands the impact of language and acculturation on CLD student academic progress. Identifies general instructional strategies that benefit CLD students.

Provides strategies to meet the academic needs of general students performing below grade level but does not understand or provide strategies particular to the needs of CLD students.

Considers the academic difficulties of CLD students to be either environmental or innate and therefore is resistant to long-range change regardless of interventions.

Families

Exemplifies a respect for CLD families that is evident through greetings, verbal and nonverbal communication, and overall accessibility.

Advocates for programs, events, and activities that engage families.

Demonstrates an understanding of, and respect for, culturally different family dynamics. Respectfully mediates cultural issues and behaviors that conflict with a student's positive school participation.

Expresses respect and value for CLD families. Encourages CLD family involvement but has little direct contact with parents beyond those required by policy or events.

Recognizes when cultural issues affect school-family communications but does not initiate or engage in actions to address potential conflicts or concerns.

Feels that truly interested families are already involved. Communication with CLD families is limited to required procedural or behavioral matters.

Regards CLD families as unsupportive of education. Is opposed to initiatives or incentives to increase CLD family involvement. Avoids communicating with CLD families.

events. inviting families
bt No link to stud's learning

(continued)

Table 4.3 (Continued)

Component	Meets Criteria	Level of Performance	Improvement	Unsatisfactory
Community	<p>Is knowledgeable about, and communicates with, community resources that can provide or assist CLD students and families. Regards community resources as potential assets and partners in the educational, linguistic, and social-emotional learning of CLD students. Involves members of the local neighborhood and CLD community in schoolwide events and celebrations.</p>	<p>Is knowledgeable about and appreciates, but does not personally communicate with, community resources that can provide or assist CLD students and families. Recognizes selected organizations (e.g., religious, fraternal) as valuable to the positive overall development of CLD students.</p>	<p>Provides CLD students/families with referrals only to school-based professionals such as social workers, nurses, and counselors. Does not communicate with community or seek additional resources for meeting the essential and/or enrichment needs of CLD students and families.</p>	<p>Speaks in generalities about community support but feels resources and influences in the student's community conflict with school ideals of what "is best" for the student. Is unable or unwilling to provide resources or contacts appropriate to the needs of CLD students and families.</p>

*- Counselor, undocumented especially families
- giving plans.
- work with other organizations.*

Appendix 10

WIDA Speaking Interpretive Rubric

WIDA Speaking Interpretive Rubric Grades 1-12			
	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms	Vocabulary Usage
Level 6 Reaching	<p>Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience, comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by:</p> <ul style="list-style-type: none"> sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience clear evidence of consistency in conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics controlled, skilled use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> consistent usage of just the right word or expression in just the right context related to content area topics facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	<p>Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:</p> <ul style="list-style-type: none"> sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience clear evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic controlled, fluid use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> usage of technical and abstract content-area words and expressions as appropriate usage of words and expressions with precise meaning related to content area topics as appropriate vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	<p>Response is generally comprehensible, fluent, and related to purpose; characterized by:</p> <ul style="list-style-type: none"> connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity some evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area generally controlled and fluid use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of specific and some technical content-area words and expressions as appropriate usage of words and expressions with multiple meanings or common idioms across content areas as appropriate vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	<p>Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:</p> <ul style="list-style-type: none"> oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas evidence of a developing sense of perspective and register 	<ul style="list-style-type: none"> developing range of oral phrase and sentence patterns and grammatical structures common to content areas developing control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of some specific content words and expressions as appropriate usage of words or expressions used frequently in content areas, as appropriate vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	<p>Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:</p> <ul style="list-style-type: none"> oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident some amount of language that may be repeated from the prompt 	<ul style="list-style-type: none"> chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas variable control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of general content words and expressions usage of social and instructional words and expressions across content areas possible usage of general vocabulary where more specific language is needed
Level 1 Entering	<p>Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:</p> <ul style="list-style-type: none"> words, oral phrases, or memorized chunks of oral language used to represent ideas varying amounts of language that may be repeated from the prompt 	<ul style="list-style-type: none"> words, chunks of language, or simple phrasal patterns associated with common social and instructional situations occasional control in use of oral language to convey meaning 	<ul style="list-style-type: none"> usage of highest frequency general content-related words usage of everyday social and instructional words and expressions

Appendix 11**Iman's Speaking Transcript****Transcript --- Iman's Speaking****P:participant****E: Examiner****[???: non-distinguishable words/phrases****Scenario****Self-Introduction****P:**I'm from Kurdistan I speak kurdish and I'm [???] that.**E:** I hope you come to Vanderbilt.**P:**That's is what I wanted. Me and my mom kinds actually she is out of State and she is like "I really want go to Vanderbilt" "yeah I do, too." To see what happens in the future.**E:** What would you like, what career you are thinking of?**P:**First of all I was, going like a pharmacist, and then I take out some research that it's really stressful, and giving like learning of that is stressful? So I was leaving against the way from that right now.And nursing, that what I am, like, on to. And there is another one, I forget the name of it. It's like that when you take that. It's for women's section of the health. I haven't say as a career and my mom said "you should do it, it's really nice, we need a lot more of these people."**E:** what do they do?**P:**They are like for pregnancies, you know the, life for the ultrasounds but photos.**E:** My daughter is gonna do that, she is going to, it's kind of a radiology sort of thing, they do ultrasounds.**P:**Well. Instead of the sound, like the photos, things like that. That's what I wanted. And my mom is like "you should do that, cause where I come from, they don't have like a lot of educated people, is like the place I come from. And like the education back there is not as strong as over here. So I am planning to go to college in here and move back there. Mom says [???] the family.**E:** Sounds like a plan.**Describe one of her favorite place****P:**So when I was living in Utah I took the vacation, em, Yellow Stone which is out of state, I

think it was Wyoming if I'm not wrong. And we went there, it is beautiful. Things like that, the volcanic, the water volcanic staff and like tha. It's really beautiful and it's peaceful. Like it's peaceful nature, you can like go out there and relax, [??] and just a really beautiful place to go to. If people have stressful days, like not feeling well, so yeah. [??] place I ever been to.

Pick the place they want to go

P:I like to go to the Eiffel Tower, cause if you go there, you can get a view of the whole city, and like I guess that you can like relax at there and like see the whole view and experience different things there. See new things like the city.

P:France is really different from other places. So seeing new things, like France shopping and staffs like that. Things like we won't see in the America and other place.

Appendix 12

Oral Assessment Protocol

**Oral Assessment Protocol
Peer-work****Getting Started:**

- a) Make sure students sit in an empty and quiet classroom.
- b) Make sure both Dr. Pray and I have the rubric I designed.
- c) Make sure the tasks are well sequenced from easiest one to more challenged one.
- d) Minimize my own speaking during the assessment.

Task 1 --- Introduction [8 minutes]

- a) Ask student to work on their identity map (Appendix 1) individually.
- b) Ask students to introduce themselves according to their identity map.

Task 2 --- Description [5 minutes]

- a) Ask students to describe their favorite place individually.
- b) Encourage them to describe in detail.

Task 3 --- Reasoning [10 minutes]

- a) Present the three pictures (Appendix 2) to students.
- b) Ask the student to have a small talk, if she has the chance to travel of one of the three places, where do they want to go.
- c) Ask students to give reasons about their decision.


Task 4 --- Reflection [5 minutes]

Ask students to reflect their own performance. Do they think they perform well today? Why or why not?

5. Thanks for their participation, answer their questions I they have.

Appendix 13

WIDA Score Report

Language Domain	Proficiency Level <small>(Possible 1.0-6.0)</small>						Scale Score (Possible 100-600) and Confidence Band <small>See Interpretive Guide for Score Reports for definitions</small>					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 	4.0						368					
Speaking 	2.2						320					
Reading 	3.4						356					
Writing 	3.5						355					
Oral Language <small>50% Listening + 50% Speaking</small>	3.2						344					
Literacy <small>50% Reading + 50% Writing</small>	3.5						356					
Comprehension <small>70% Reading + 30% Listening</small>	3.7						360					
Overall* <small>35% Reading + 35% Writing + 15% Listening + 15% Speaking</small>	3.4						352					

Appendix 14

Grade Level Scale Score

6-8 Oral Proficiency Level

Scale Score Range				Proficiency Level
Grade 6	Grade 7	Grade 8	Grade 9	
100-158	100-161	100-163	100-166	1.0
159-172	162-176	164-178	167-182	1.1
173-187	177-191	179-194	183-197	1.2
188-201	192-206	195-209	198-213	1.3
202-216	207-221	210-224	214-229	1.4
217-230	222-235	225-240	230-244	1.5
231-245	236-250	241-255	245-260	1.6
246-259	251-265	256-270	261-275	1.7
260-274	266-280	271-286	276-291	1.8
275-296	281-303	287-309	292-315	1.9
297-298	304-305	310-311	316-317	2.0
299-302	306-309	312-315	318-320	2.1
303-305	310-312	316-318	321-324	2.2
306-309	313-315	319-321	325-327	2.3
310-312	316-319	322-325	328-330	2.4
313-316	320-322	326-328	331-334	2.5
317-319	323-326	329-332	335-337	2.6
320-323	327-329	333-335	338-340	2.7
324-326	330-332	336-338	341-344	2.8
327-332	333-338	339-344	345-349	2.9
333-334	339-340	345-346	350-351	3.0
335-336	341-342	347-348	352-353	3.1
337-338	343-344	349-350	354-355	3.2
339-340	345-347	351-352	356-358	3.3
341-342	348-349	353-354	359-360	3.4
343-345	350-351	355-357	361-362	3.5
346-347	352-353	358-359	363-364	3.6
348-349	354-356	360-361	365-367	3.7
350-351	357-358	362-363	368-369	3.8
352-355	359-362	364-367	370-373	3.9
356-357	363-364	368-369	374-375	4.0
358-359	365-366	370-371	376-377	4.1
360-361	367-368	372-373	378-379	4.2
362-363	369-370	374-376	380-381	4.3
364-365	371-372	377-378	382-383	4.4
366-368	373-374	379-380	384-386	4.5
369-370	375-376	381-382	387-388	4.6

Scale Score Range				Proficiency Level
Grade 6	Grade 7	Grade 8	Grade 9	
371-372	377-378	383-385	389-390	4.7
373-374	379-380	386-387	391-392	4.8
375-378	381-384	388-391	393-396	4.9
379-380	385-386	392-393	397-398	5.0
381-382	387-388	394-395	399-400	5.1
383-384	389-390	396-397	401-402	5.2
385-387	391-393	398-399	403-404	5.3
388-389	394-395	400-401	405-406	5.4
390-391	396-397	402-404	407-409	5.5
392-393	398-399	405-406	410-411	5.6
394-396	400-402	407-408	412-413	5.7
397-398	403-404	409-410	414-415	5.8
399-402	405-408	411-414	416-419	5.9
403-600	409-600	415-600	420-600	6.0

Appendix 15**Achieve 3000 Reading Material****On The Fast Track**

RED BANK, New Jersey (Achieve3000, October 22, 2019). Imagine being told your body isn't built right to compete in a sport you love. Imagine being passed over because no one expected you to do anything special.

Now imagine proving them all wrong, and smashing world records while you're at it!

Allyson Felix was all about shooting hoops as a kid. Racing wasn't even a thing she thought about until the 9th grade, when she tried out for her school track team on a whim. The coach was so blown away, he was like, *Wait a sec, let me fix my watch!*

Felix ran the 60-meter dash so fast, the coach re-measured the distance. He asked her to run it again. And again. He soon realized Felix wasn't just the real deal. She. Was. Awesome.

Still, Felix's speed show didn't keep critics from piping up, declaring she wasn't built for sprinting because her legs were too skinny. But the skeptics didn't slow her down—Felix was the only freshman to qualify for the California state track meet that year.

After that, there was no stopping the competitor. At age 18, Felix won silver at the 2004 Summer Olympic Games in Athens. Now, with nine Olympic medals, including six gold, the 33-year-old is the most decorated female track and field Olympian in history. Hello, records, here to break ya!

Felix took a break to become a mom, and then she took her legacy a step further. She made the mother of all comebacks by earning her 12th world championship gold medal. The win surpassed the record set by Usain Bolt, a.k.a. "the fastest man alive," who's earned 11 medals at the event, held by the International Association of Athletics Federations (IAAF).

She's not the only one out there defying doubters, either.

Dalilah Muhammad was only 3 years old when a running coach noticed the speedster. At age 7, she entered her first race in her hometown of New York City.

She lost.

But losing didn't bother Muhammad—she pulled a Taylor Swift and shook it off. Then, she thought about it. How did the other runners move and think differently than she did? What could she bring beyond all-out speed? Muhammad wanted to be quick-footed *and* quick-witted, and her curiosity drew her to the 400-meter hurdles, an event that combines physical and mental stamina. It's a race requiring runners to think on their feet.

But even though Muhammad was naturally fast, her career didn't get off to a quick start. She never won a national title while competing on her university track team and she was knocked out of the first round of the 2012 Olympic trials. In 2013, at her first IAAF Diamond League competition, most racers were decked out in sponsored gear, but not Muhammad. No one thought enough of her prospects to tie their name to hers.

That would change soon enough.

Just months later, Muhammad surprised spectators with a *Whoa, where did she come from?* second-place win at the IAAF world championships, lighting a spark that would lead to a flame—the Olympic flame! And by 2016, she was on the podium at the Summer Olympics in Rio de Janeiro, making history as the first American woman to win Olympic gold in the 400-meter hurdles.

With that dream in the bag, Muhammad decided her next quick-footed feat would be toppling a world record that hadn't been touched in 16 years. And clearly, when Muhammad sets her mind to something, she makes it happen.

In July 2019, after Muhammad crossed the finish line at the USA Track & Field Outdoor Championships, the record was hers. Then, just a few months later, she crushed that record with an even faster finish at the IAAF world championships!

What's next for these amazing athletes? Felix, already the GOAT (greatest-of-all-time), hopes to keep that position by adding to her medal collection at the 2020 Summer Games in Tokyo. And Muhammad plans to keep competing through the 2024 Summer Olympics in Paris. It's safe to say, these record-breaking racers aren't slowing down anytime soon.

PART 1

Question 1

What is this Article mainly about?

- Ⓐ Allyson Felix won her very first Olympic medal at the 2004 Summer Olympic Games in Athens, Greece, and has since gone on to win six gold medals to become the most decorated female track and field Olympian in history.
- Ⓑ Track superstars Allyson Felix and Dalilah Muhammad both got late starts in the world of track, with Felix not joining a track team until high school and Muhammad not winning a national title throughout her entire time in college.
- Ⓒ A running coach first noticed Dalilah Muhammad's potential when she was only 3 years old, and later, at the age of 7, she went on to enter her first race in her hometown of New York City, which she did not win.
- Ⓓ Both Allyson Felix and Dalilah Muhammad ignored the doubters and critics who said they couldn't do it and went on to take first-place honors at IAAF events as well as clinch the gold in several Olympic events, while crushing world records in the process.

Question 2

Which of these is a statement of opinion?

- Ⓐ Although both Allyson Felix and Dalilah Muhammad have done well in track and field, most people would be wise to take the words of critics and doubters to heart.
- Ⓑ Dalilah Muhammad is indeed naturally fast, but victory was never handed to her on a plate as she was actually knocked out of the first round of the 2012 Olympic trials.
- Ⓒ When Allyson Felix ran the 60-meter dash, her coach actually remeasured the distance and asked her to run it again and again because he couldn't believe how fast she was.
- Ⓓ Allyson Felix and Dalilah Muhammad have both won Olympic gold as well as first-place wins in events held by the International Association of Athletics Federations.

Question 3

The Article states:

Dalilah Muhammad was only 3 years old when a running coach noticed the speedster. At age 7, she entered her first race in her hometown of New York City. She lost. But losing didn't bother Muhammad—she pulled a Taylor Swift and shook it off. Then, she thought about it. How did the other runners move

and think differently than she did? What could she bring beyond all-out speed?

Why did the author include this passage?

- Ⓐ To draw emphasis to the fact that Dalilah Muhammad was simply not a good enough runner as a child to win important races
- Ⓑ To introduce the notion that children who start running at an early age are most likely to win track and field events later in life
- Ⓒ To show that Dalilah Muhammad has the ability to overcome defeat and to use loss as a way of improving herself
- Ⓓ To suggest that Dalilah Muhammad looks up to singer Taylor Swift as a role model worthy of following

Question 4

Which is the closest **synonym** for the word *stamina*?

- Ⓐ endurance
- Ⓑ harmony
- Ⓒ compromise
- Ⓓ analysis

Question 5

What is one inference the reader can make from the Article?

- Ⓐ Dalilah Muhammad was surprised when she beat competitor Allyson Felix and won Olympic gold in the 400-meter hurdles.
- Ⓑ Allyson Felix didn't try out for the track team until she entered high school because others had criticized her skinny legs.
- Ⓒ Allyson Felix's high school track coach initially thought Felix was running less than 60 meters when he timed her in the 60-meter dash.

Ⓓ Dalilah Muhammad is a naturally fast runner who won an Olympic gold medal while she was still attending college.

Question 6

Which information is **not** in the Article?

- Ⓐ how Allyson Felix's high school track coach helped her go on to victory in the 2004 Olympics
- Ⓑ why doubters didn't think that Allyson Felix could win races as a professional runner
- Ⓒ how Dalilah Muhammad considered the characteristics of winning runners to improve her game
- Ⓓ why sponsors' names didn't appear on Dalilah Muhammad's clothing at an IAAF competition

Question 7

Look at this passage from the Article:

In 2013, at her first IAAF Diamond League competition, most racers were decked out in sponsored gear, but not Muhammad. No one thought enough of her *prospects* to tie their name to hers.

In this passage, the word *prospect* means _____.

- Ⓐ the set of emotional qualities of a particular person
- Ⓑ the possibility that something good will happen
- Ⓒ the power to influence the actions of other people
- Ⓓ the ability to speak or perform without preparation

Question 8

Which passage from the Article best supports the idea that a young athlete's performance on the track was entirely unexpected?

- Ⓐ But losing didn't bother Muhammad—she pulled a Taylor Swift and shook it off. Then, she thought about it. How did the other runners move and think differently than she

did? What could she bring beyond all-out speed?

Ⓑ Allyson Felix was all about shooting hoops as a kid. Racing wasn't even a thing she thought about until the 9th grade, when she tried out for her school track team on a whim. The coach was so blown away, he was like, *Wait a sec, let me fix my watch!*

Ⓒ In July 2019, after Muhammad crossed the finish line at the USA Track & Field Outdoor Championships, the record was hers. Then, just a few months later, she crushed that record with an even faster finish at the IAAF world championships!

Ⓓ After that, there was no stopping the competitor. At age 18, Felix won silver at the 2004 Summer Olympic Games in Athens. Now, with nine Olympic medals, including six gold, the 33-year-old is the most decorated female track and field Olympian in history.

Appendix 16

Retelling Checklist

Reading Comprehension Assessment

Student's Name: Iman K. SaeedDate: Nov. 19, 2019Score: 7 /10Accuracy: 70%

Retelling Checklist (10 points in total)

- Two characters (Allyson Felix & Dalilah Muhammad)
- Key Fact: Running
- Allyson wasn't thinking about racing when she was young *"Allyson played basketball when she was little"*
- Allyson was discovered by her coach
- Allyson became a successful athlete/ Allyson won a lot *"Allyson won"*
- Dalilah was discovered as a speedster when she was young (3-year-old)
- Dalilah didn't success at the beginning
- No sponsor supports Dalilah in a competition
- Dalilah win (second-place) at the competition
- Dalilah/Muhammad broke the world record *"they both succeed in the end"*

Appendix 17

Iman's Writing Sample

Iman Saeed
8-23-19

AC

In the article the author was talking about if energy drinks are healthy or not. In the text it says drinking too many energy drinks can lead to health problems like high blood pressure, mental health problems, and even heart-beat changes. Energy drinks are loaded with different chemicals and ingredients but they are mostly loaded with stimulants. I think that the author believes energy drinks are harmful in many ways because he only talks about how energy drinks are harmful.

Bad

Study More.

Attention: The comment "Bad, Study more" is given by her friends for joke, not by teacher.

Appendix 19

Yearly Assessment Plan for Future Teaching Practice

Yearly Assessment Plan			
	Form	Content	Purpose
At the beginning of a year	Standardized Summative Assessment	Reading, Listening, Speaking, Writing	<ol style="list-style-type: none"> 1. Help me, as a teacher, acknowledge students language proficiency before they received the systematic instructions. 2. Set up a baseline as reference for future assessments' results.
First Quarter (January-March)	Criterion-Referenced Assessment	<ol style="list-style-type: none"> 1. Focused on the content knowledge student learned in the past months. 2. Design a summative test to measure what student has learned currently. 3. Feedback will be given individually based on their performance in the test. 	<ol style="list-style-type: none"> 1. Diagnose where students need more instruction and where they have already grasped firmly. 2. Collect students' current learning condition and give students specific feedbacks individually.
Mid-Year (April-June)	Summative Assessment	<ol style="list-style-type: none"> 1. Summary of the knowledge they learned in the past 6 months. 2. In addition to objective multiple choices questions, subjective questions, such as inference, implied meaning, will be added into the Mid-Year assessment, too. 3. Students will be assessed about inter-culture communication ability that they learned in the past half year. 	<ol style="list-style-type: none"> 1. Measuring how much students have achieved after half year systematic English learning. 2. Acknowledge students' language proficiency and compared it with the results at the beginning of the year.
Third Quarter (July - September)	Criterion-Referenced Assessment	<ol style="list-style-type: none"> 1. Focused on the content knowledge student learned in the past months. 2. Design a summative test to measure what student has learned currently. 3. Feedback will be given individually based on their performance in the test. 	<ol style="list-style-type: none"> 1. Diagnose where students need more instruction and where they have already grasped firmly. 2. Collect students' current learning condition and give students specific feedbacks individually.
End of the Year (October - December)	Summative Assessment	<ol style="list-style-type: none"> 1. Summary of the knowledge they learned in the past one year. 2. Critical literacy will be emphasized at the end of the year. 3. The ability of transferring learning strategies among four language domains will be assessed. 	<ol style="list-style-type: none"> 1. Measuring how much students have achieved after the one year systematic English learning. 2. Diagnose where students need more instruction and where they have already grasped firmly. 3. Acknowledge students language proficiency and compared it with the test results at the mid-year and the beginning of the year

Figures



Figure 1



Figure 2

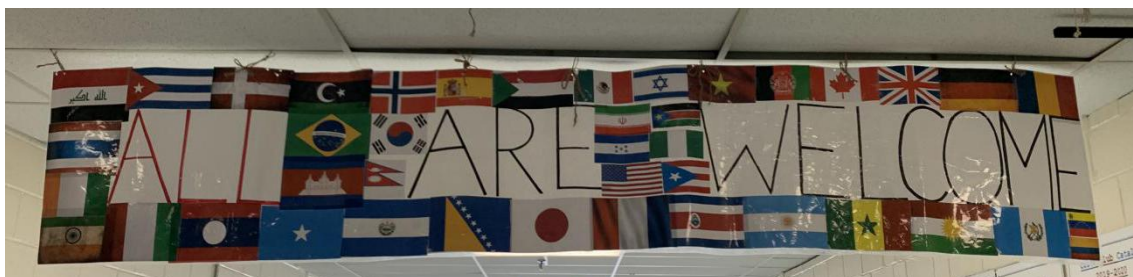


Figure 3



Figure 4

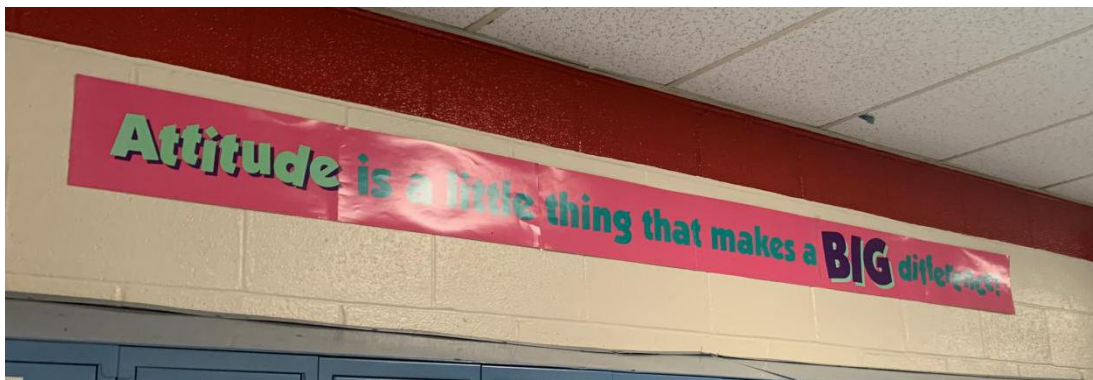


Figure 5



Figure 6

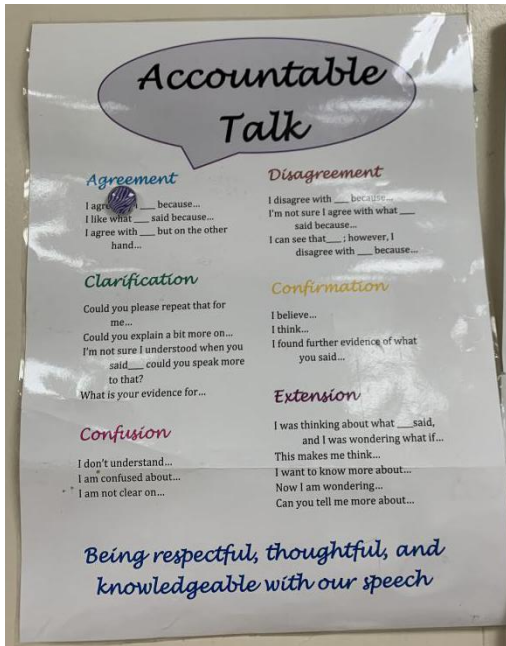


Figure 7

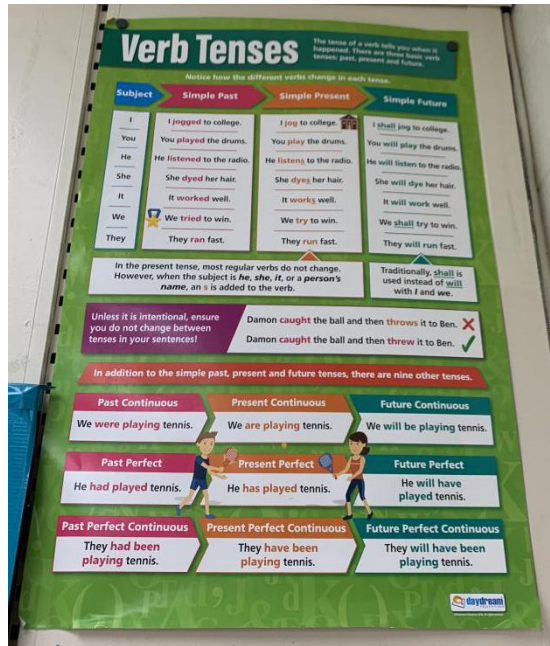


Figure 8

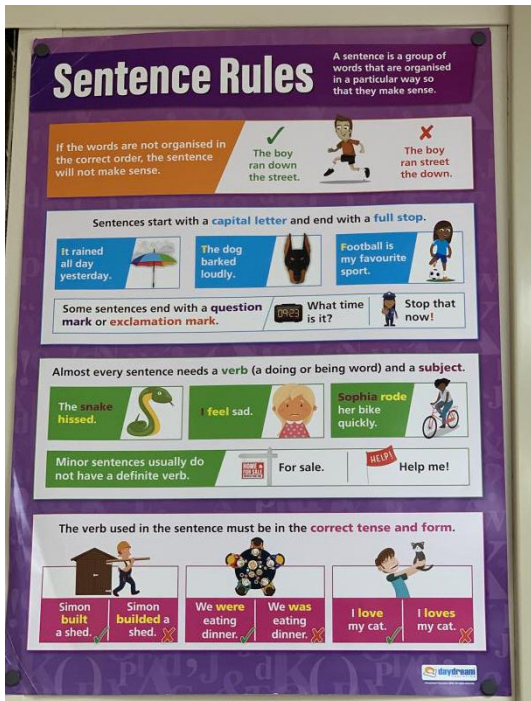


Figure 9

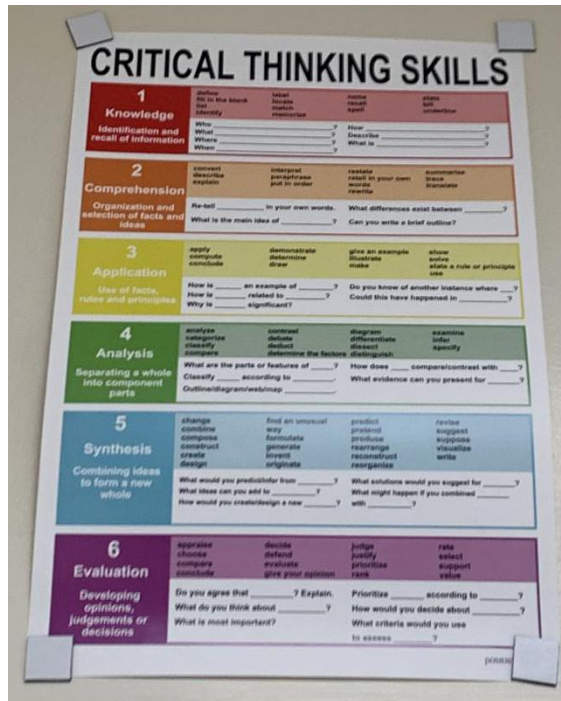


Figure 10

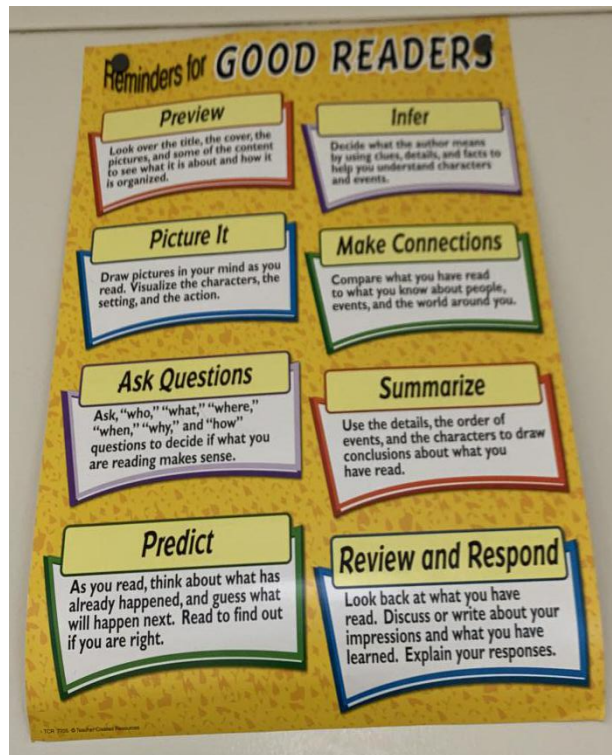


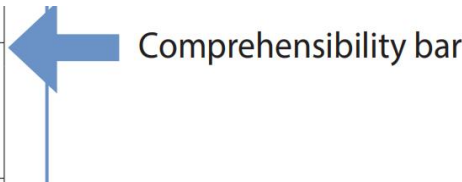
Figure 11



Figure 12

Figures

Level 5 Bridging	<p>conveying an appropriate perspective and register</p> <p>Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English, proficient peers; characterized by:</p> <ul style="list-style-type: none"> • sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience • clear evidence of conveying an appropriate perspective and register • a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic • controlled, fluid use of oral language to convey meaning, including for effect • usage of technical and abstract content-area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the speaking purpose
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Comprehensibility bar

Figure 13

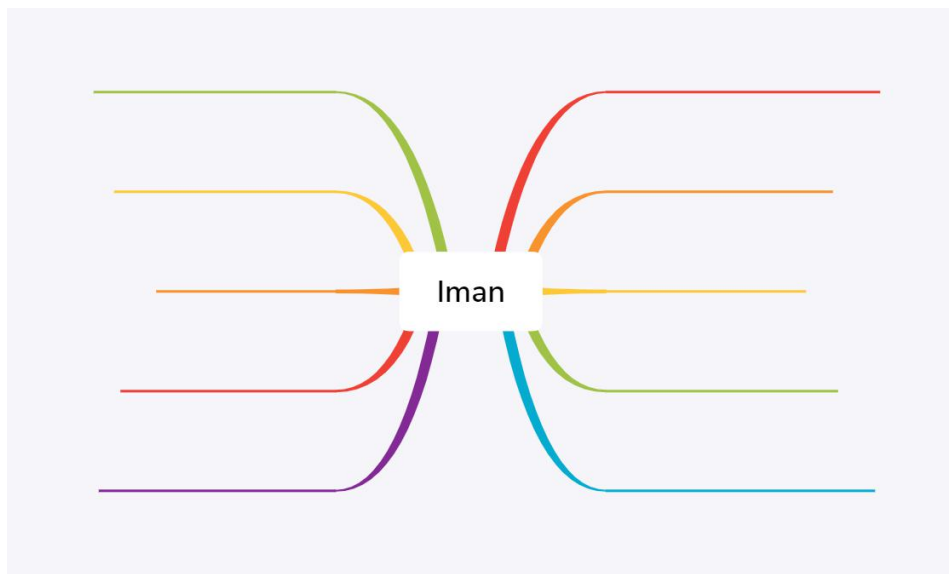


Figure 14



Figure 15



Figure 16



Figure 17



Figure 18

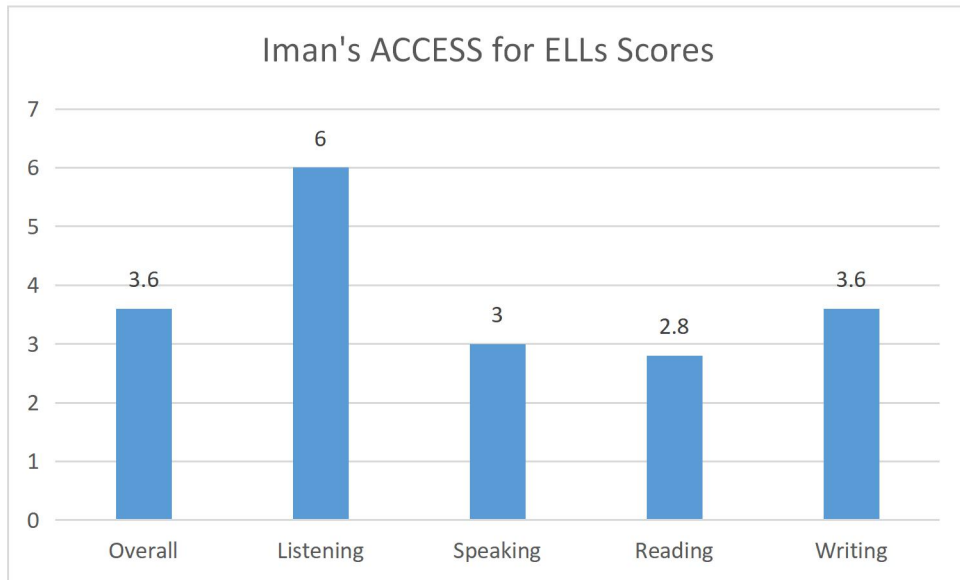


Figure 19

Reliability: Spek 6-8 Weighted Reliability S401 Online

Tiers	No. of Students	Reliability	Weighted Reliability
Pre-A	10,708	0.719	0.705
A	38,630	0.622	
B/C	116,802	0.731	

Figure 20

Table 3.3.4.1J

Reliability: List 6-8 S401 Online

No. of Students	No. of Items	Rasch Reliability Estimate
180,984	54	.87

Figure 21

Table 3.3.4.3Jiii

Reliability: Writ 6-8 Weighted Reliability S401 Online

Tiers	No. of Students	Reliability	Weighted Reliability
A	81,791	0.870	0.890
B/C	112,880	0.904	

Figure 22

Table 3.3.4.2J

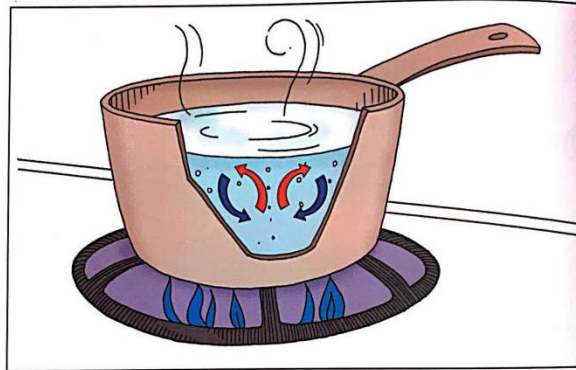
Reliability: Read 6-8 S401 Online

No. of Students	No. of Items	Rasch Reliability Estimate
171,951	69	.92

Figure 23

Part C: Convection Currents

This diagram is from a chapter about convection in a science textbook.



7 The pot on the stove is hot. Warm water goes up. Cold water goes down. Which picture shows the flow of the warm water?




		
A	B	C

Figure 24

Part A: Book Sale

This is a story of how Mrs. Park's class ran a Saturday book sale to raise money for their school's sports teams.



1 The students collected some old books from the library to sell at the book sale. The students decided to charge different amounts for paperback books and hardcover books. They will charge \$3 for paperbacks and \$5 for hardcovers. They sold 23 paperbacks and 12 hardcovers. The students wanted to figure out how much they earned in all. They multiplied the number of paperbacks by 3. Then they multiplied the number of hardcovers by 5. Finally, they added those numbers together to show how much they earned in all. Which number sentence shows how the class figured out how much they earned?

$(23 + 5) \times (3 + 12)$	$(23 \times 5) + (3 \times 12)$	$(23 + 3) \times (12 + 5)$	$(23 \times 3) + (12 \times 5)$
A	B	C	D

2 When the book sale had ended, the students wanted to calculate how much money they had earned. First, however, they had to pay for the supplies they used. Before the book sale, Sammy spent \$9 on supplies, and Yuko spent \$5. The students need to pay back Sammy and Yuko out of the money they collected. How does the class figure out how much money will be left after they pay back Sammy and Yuko?

A	First, they subtract the amount Yuko spent from the amount Sammy spent. Then, they add that number to the total amount collected.
B	First, they subtract the amount Yuko spent from the amount Sammy spent. Then, they subtract that number from the total amount collected.
C	First they add the amount Sammy spent to the amount Yuko spent. Then, they subtract that number from the total amount collected.
D	First, they add the amount Sammy spent to the amount Yuko spent. Then, they add that number to the total amount collected.

Figure 25

2.2.1 The WIDA Standards

The five foundational WIDA ELD Standards, which inform the design, structure, and content of ACCESS 2.0 Online, are:

- *Standard 1:* ELLs communicate in English for **Social and Instructional** purposes within the school setting.
- *Standard 2:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- *Standard 3:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- *Standard 4:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- *Standard 5:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

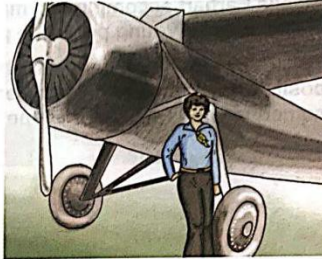
Figure 26

Part B: T4

Later in her life, Amelia learned to fly airplanes. She saved money to pay for flying lessons and then to buy her own airplane.

Amelia became the first woman to fly across the Atlantic Ocean. Four years later, she made this flight in world record time. The president even awarded her a Medal of Honor. Some people say she is a hero. PAUSE.

Now think about all you've learned about Amelia Earhart. PAUSE.



T4	
Q1: Do you agree that she is a hero?	
Q2: What do you think makes someone a hero?	
Q3: Why do you say that? (OR) Tell me why you think that.	
Q4: (If necessary) Tell me more. (OR) Can you tell me anything else? (OR) Can you elaborate? (OR) Can you give me more details? (OR) Can you be more specific? (OR) Can you give me an example?	
EXPECT	Variety of sentence lengths used to provide detail and clarity; specific and some technical language; generally comprehensible at all times
Score student response in the Student Response Booklet.	

Figure 27

Iman's Writing Scores-Based on 6-Trait Scoring Rubric					
Ideas	Organization	Convention	Voice	Word Choice	Sentence Fluency
4	4	5	3	5	4
Total: 25 out of 36					

Figure 28

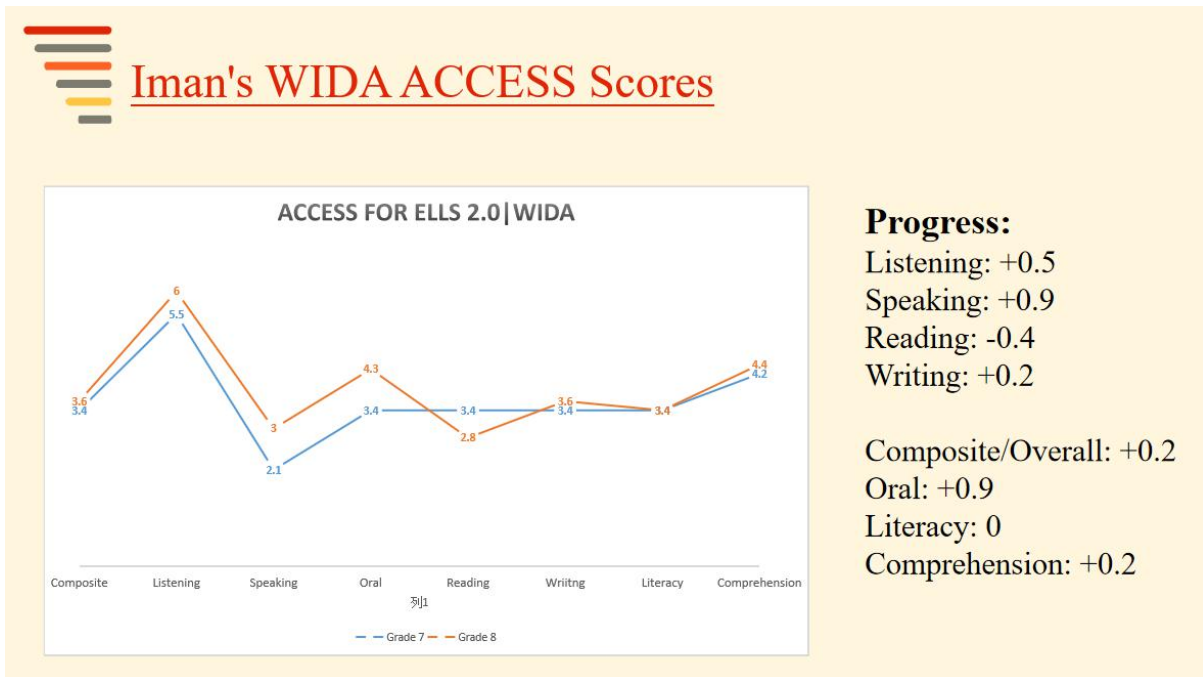


Figure 29

Appendix 4

Linguistic Analysis Project

Final Case Study

Qiyu Zhang

Vanderbilt Peabody College

PART I: Introduction

Participant Overview

Vivian is one of my best friends who has been studying English for more than twenty years. We studied in the same university in China during our undergraduate years. In order to study abroad, she spent more than two years to study for IELTS examination. A lot of energy was put on the practice of English reading, listening, speaking and writing. She is now pursuing her master's degree in Human Resources in the University of Warwick in UK.

Language samples

For Vivian's oral samples, we used a popular social media called Wechat to conduct our conversation. Before our official interview, we talked a while in Chinese, our "first language" to relax ourselves. Then we has a smooth and successful 60-minute interview and it covered many types of speaking, including pragmatic speaking, narration, exposition and argumentation.

Additionally, I collected Vivian's writing sample as well. Because she was a English major in the undergraduate years, she wrote a lot of short essays which covered many genres. I asked her to send me an argument she wrote for IELTS test and a narration that she talked about a past event. Furthermore, two emails she sent to her director and her friend were also collected.

Influencing Factors

Vivian's English proficiency was highly linked with many factors, including the sociocultural influences and personal ones. In the following paragraphs, these elements will be explicitly explained.

Sociocultural Factors

With the rapid development of China, there are more and more international interaction happens in China. The entire society requires more talented people who can speak and write English. Additionally, government encourages students to learn English as well. The educational department required schools to have English courses at least from grade three. Under the environment, Vivian started learning English far more earlier than the government required. The long time learning of English made her has high English proficiency.

In addition, in China, almost of the students need to face the pressure of college entrance examination. As one of the most important subjects, English score accounts for 25% of the final scores. In other words, every Chinese students need to study really hard on English to achieve the success in the college entrance examination. So did Vivian. She even took extra English classes out of school to study grammar, reading comprehension and writing.

Furthermore, as the youngest kid in her big family, she was expected to have good academic performance, including English. Under the encourage of her family members, she studied hard on English. She attended different kinds of English contests and chose English as her major in university.

Personal Factors

Vivian's English proficiency was both positively and negatively affected by several personal factors.

First of all, the critical factor is that Vivian started to learn English when she was four years old. Based on Chomsky's theory, Vivian began to study English within the critical period. Thus, many important English pronunciations were masterly handled by her. Secondly, I believe that her long-term practices in English contribute to her performance. As I mentioned before, Vivian majored in English during her undergraduate years. She consistently practiced her oral and writing ability. Additionally, because she determined to study abroad for her master's degree, she spend tremendous hours in her IELTS test. She wrote arguments twice or three times a week and ask teachers to give her some feedback and she revised them every time. The countless practices contributed to her English proficiency a lot.

Apart from these positive influencing factors, many other elements brought negative impacts to her. I would say that the IELTS test negatively influenced her oral English as well. The speaking session of IELTS is a face-to-face interaction with examiners and compared with TOEFL test, the time limit of IELTS is relatively loose. Thus, Vivian practiced her oral English with more casual and common vocabularies and phrases. As a result, same words may appear in her short speaking several times. Furthermore, the emotions hindered her performances, too. In our conversation, Vivian was nervous about unfamiliar topics and hesitated more when she responded to

some scenarios. For instance, she was never presented with an opportunity to pursue a doctoral degree, thus she paused a while to think how to reply to the situation. Lastly, focus on our interview, I believe that the long time absence of her English speaking negatively affected her fluency during our conversation. According to her narration (other than the interview), she hadn't used English for over three months. After she got her bachelor's degree, she had not engaged in any English-related activities. Thus, at the very beginning of our conversation, she was not fully adjusted to the English-only interaction.

PART II: Learner's Oral and Written Language Abilities

Introduction

In this session, Vivian's English oral and written abilities will be fully analyzed from four perspectives, including phonology, semantics, grammar and pragmatics. In each part, theories and evidences will be provided to analyze Vivian's performances. Additionally, her strengths and weaknesses will be pointed out.

Phonological Analysis

In Contrastive Analysis theory (Gass & Selinker, 2000), there are three main assumptions which can be used in analysis. Firstly, learner's primary language has a significant impact on the second language. Secondly, the major source of the errors happened in the output or comprehension of second language is the first language, the bigger the gap between L1 and L2, the easier these errors happens. Thirdly, the errors in L2 can be accounted by the differences between L1 and L2. I will use this theory to

guide my phonological analysis.

Vivian's first language is Chinese, her L1 interfered with her performance in several specific aspects and she showed a few error patterns in her utterances.

First of all, It was challenging for Vivian to correctly pronounce the voiced consonants that require throat vibrations at the end of words. In Mandarin Chinese, syllables and words seldom end with consonants while it is common in English. Therefore, it is difficult for Chinese English speakers to pronounce these voiced consonants. Vivian devoiced /z/ as /s/ in her utterances. She often pronounced "because" as /br'kɒs/ instead of /br'kɒz/; the end consonant /z/ in "Chinese" as also devoiced by Vivian as /s/.

The second mispronunciation happened on the dental fricatives /θ/ and /ð/. In the IPA chart, no dental fricatives exist in Chinese Mandarin (See Appendix 1). Therefore, Chinese speakers generally have trouble with pronouncing these two sounds. Nevertheless, as the PAM stated, a non-native sound is likely to be assimilated to an existing native category (Best, 1995). Hence, Chinese speakers often replace /θ/ and /ð/ by /s/ and /z/. This occurred with Vivian also. When she said " I think [...]" , she pronounced as [aɪ sɪŋk]. In addition, the article "the" was usually mispronounced as /zə/. What's more, when Vivian was nervous and felt uncertain about her utterance, she pronounced /θ/ and /s/ in reverse. For example, when she was asking "pursue for a Ph.D ?" she said /pə'tʊ/ instead of /pə'sʊ/.

The third problem is that Vivian was used to adding the vowel sound /ə/ to the

end of word “and”. As I mentioned before, Mandarin Chinese has no words ending with consonants except /n/ and /ŋ/ (Chinese Pronunciation Problems in English, 2018). “And” is a frequently-used conjunction in oral English and it is also a typical word ending with a consonant. Therefore, in most occasions, Vivian said /ændə/ rather than /ænd/.

Although Vivian showed several common English phonological problems of a Chinese speaker, she performed very well in many other aspects where plenty of errors happened to Chinese speakers. First of all, she made a good use of stress. According to Hu (2011), the stress can be applied in word level and at sentence level. Vivian performed well in both levels. At word level, Vivian was able to place the stress of each word correctly. For example, she pronounced “promising” by placing the stress in the first syllable. What’s more, in sentence level, Vivian strategically utilized stress on different words to express and emphasize her opinions. For instance, when she tried to turn down her professor’s offer, she said “ I really appreciate that you think I’m a promising student”. In that sentence, she placed stress on the adverb “really” to indicate her sincere appreciation.

Apart from stress, Vivian also demonstrated her skill in intonation. Intonation refers to that the variation in pitch can change the meaning of a sentence . A sentence may refer to a question when spoken in rising intonation and may indicate a declarative statement when spoken with falling intonation (Curzan & Adams, 2006). During the interview, Vivian spoke most sentences in falling intonation when she narrated her personal experience; when she was uncertain about the questions I put

forward, she adopted rising intonation to present her confusion. I could easily catch her emotion through the differences in her intonation.

In addition, Vivian performed well in speech rhythm. She was able to adjust the speed of her utterances to make sure the listener could understand her well.

Furthermore, Vivian appropriately applied pause in her sentences. She used pauses to divide sentences into different meaningful groups to enable the listener to better understand. For instance, when she described her terrifying experience, she said “ I was quite scared because my parents and other relatives has told me that there are a lot of bad person they want to kidnap you all they want to do some bad thing to you so don't so ignore them and don't answer their questions or request to you”. Instead of saying the long sentence in the same pace, she applied pauses to divide the meaning: “ I was quite scared / because my parents and other relatives has told me that / there are a lot of bad person / they want to kidnap you / all they want to do some bad thing to you / so don't so ignore them and don't answer their questions or request to you”. The rhythm allowed me to understand her ideas, even though it was a long sentence.

Semantics Analysis

In order to analyze Vivian’s semantic ability, especially the ability of word choices and lexical diversity, I used Text Analyser and Word Document as the tools to calculate the Type-Token Ratio (TTR) of her oral and writing samples.

Firstly, I used Word Document assisted me to count the total word number of Vivian’s utterances and Text Analyser helped calculate the total unique words in each

sample. In terms of the argumentation, in her oral persuasion, the TTR was calculated as 0.44 while her data of writing sample was 0.63. The quantities' gap on TTR showed that Vivian adopted more various expression within her writing than her speaking. I was not surprised about the result since oral responses were spontaneous while she had more time to consider the word choices during writing. I used the same method to calculate the TTR of two narrative samples as well. Still, the TTR of Vivian's narrative writing sample was higher than the result of her oral narration. For Vivian's writing TTR result was 0.76 while the oral one was 0.53. Both four statistics demonstrated that the Vivian had better ability to use diverse vocabularies in writing than in speaking, no matter the genre was argumentation or narration.

The strongest area of Vivian's semantic ability was that she can fluently express her ideas in both speaking and writing. She was able to adopt different sentence structures and change the word forms to diversify her expression. Additionally, her frequent-used vocabulary storage enabled her to deliver her intentions, opinions, sometimes mood skillfully. Nonetheless, I noticed that she was struggling with producing academic vocabularies in her oral speaking. I compared the word choices of Vivian's oral and writing samples. In her argument and narrative writings, she deliberately changes the words with synonyms. For example, in her writing sample, she argued about whether the government should fund the space exploration. To express the meaning of addition, she adopted different transitional words, such as "and", "what's more", "furthermore" and "also". Nevertheless, in Vivian's oral persuasion, the only word she used to expression progressive relationship was "and".

Despite the higher lexical diversity in Vivian's writing, I noticed that all the transitional words appeared in her argument were common connectives, not even one academic connective was used (Emily, 2018). Although the common transitional words did not interfere her whole cohesion, the lack of academic words made the writing not as academic and professional as it should be. Moreover, when she was explaining the skills of swimming, she said it was difficult to explain because of the terms she needed. In other words, Vivian did not have enough swimming-related vocabularies to support her speaking. In sum, the best thing Vivian did in her writing was that she can make full use of her vocabulary storage to express herself. However, she had to study and accumulate more academic vocabularies to enrich her speaking and writing.

Grammar Analysis

Morphological Ability Analysis

As an effective assessment tool, the mean length of utterance (MLU) was used in the analysis of Vivian's oral persuasion transcript and her argumentation writing sample. I counted every short sentence as an utterance and for these complex sentences which contain more than two clauses, I divided each of them into two separate utterances.

In the oral transcription, Vivian was trying to persuade the school dean to hold a special event. She produced 260 morphemes within 17 utterance, the MLU result was 15.29. In terms of the writing sample, she argued about the topic that whether the

government should invest money on space exploration. She wrote 292 words in total and I divided them into 22 utterance. She produced 369 morphemes and the MLU result was 16.77.

There was no great gap between the two statistics, Vivian's writing MLU was only slightly higher than her oral result and both of the two statistics were in a high level. The relatively high MLU results of oral and writing sample and tiny distinction between them indicated Vivian's high language ability. There are some noticeable strengths and weaknesses in her oral and writing abilities. In terms of Vivian's writing ability. Since she had enough time to consider her word choices, she skillfully used suffix to nominalize words to make the expression various from one another. From the perspective of morphology, there was no obvious problem happened in her writing. As for her oral speaking, plurals were expertly used in Vivian's utterance. She correctly added "-s" and "-ies" to change words, such as "students", "faculties" and "hobbies". In addition, Vivian was able to use derivational affix, -ing, to making word changes. For example, she adopting "-ing" to nominalize the verb "teach" into a noun, "teaching". Furthermore, Vivian illustrated her high ability in producing different tenses. She can correctly use past tense and perfect tense when she described the past events. However, Vivian was struggled with the pronoun "this" and "these". Even though she mastered the usage of plurals, she still mistakenly matched "this" and "these" with singular and plural. Besides, the misuse of "he" and "she" happened a lot in her oral speaking.

Syntactic Ability Analysis

I used the same samples to analyze Vivian's syntactic ability in speaking and writing. Vivian had higher awareness of English grammar within both her writing sample than her oral speaking since she organized every sentence according to grammatical rules. She clearly realized that subjects should be placed in front of verbs in statements while articles must appear before nouns. The correct word order enabled all her utterances to be easily understood and few effects were required to catch her main ideas. However, there was a small problem about word order that occurred in her speaking. When Vivian synthesizes information, she will directly say what she intended to express and insert some extra information into her speaking. For example, when she explained to me how to swim, she said "you need to bend the, we talking about the legs first. We need to bend your legs". She was trying to say "you need to bend your legs". Nevertheless, in the middle of her speaking, in a sudden, Vivian realized that she needed to be more logical. Thus, she inserted a phrase between her expression. The insertion did not strongly interfere with the understanding, however, it still cut the fluency and consistency. Additionally, to further analyze her syntactic ability, two web tools were utilized. The first one was Text Analyser from Using English.com. It showed that the average sentence length of Vivian's speaking and writing are 21.9 and 24.3. The maximal sentence in each sample was formed with 46 words and 55 words. It presented that Vivian was able to organize complex sentences in both speaking and writing language.

Apart from the Text Analyser, I used the Tone Analyzer to get the sense of the overall tone of these two samples. The web site used different depths of color to

demonstrate the level of tones. The results indicated that both of oral language and writing sample had strong sense of analytical tone. In Vivian's oral language, there were 50% words indicated strong analytical sense while 85% words in her writing sample were detected as analytical expression. These statistics demonstrated Vivian's relatively high syntactic abilities in speaking and writing. Her noticeable strength was that she had the awareness of adopting various word forms and different expressions to enrich her language no matter in speaking or writing. She used clauses deliberately to make her utterances contain more information. However, great weakness of Vivian was her logical structures. Seldom transitional words were used in her speaking and writing. Thus, her utterances were loose and sometimes difficult to understand. There was a great gap between her speaking and writing performance on the use of connectives. In her writing sample, there were 15 transitional words. Except for the most common one "and", she adopted 9 different words to connect each sentences. The skillful use of these connectives made her writing logical and cohesive. Nevertheless, In her oral sample, the total number of connectives was 5, including three "and", one "but" and one "also". The lack of connectives made her expression more like a pile of information without logical links.

Global Grammar Assessment

Overall, all the statistics in morphological and syntactic analysis indicated Vivian's high English ability in speaking and writing. However, the analysis would be unreliable if we only considered these statistics. Thus, I paid closer attention to the content of Vivian's oral and writing samples. In terms of her speaking transcript, she

showed the ability in organizing sentences. Short and long sentences were combined together by Vivian to express ideas. Tenses were correctly used in her utterance. Only few errors happened in articles, infinitives and prepositions. Nevertheless, Correct use of plural needs more attention. Additionally, the logical links of her speaking requires further practices. As far as Vivian's writing ability, same as her speaking, the mixture of simple and complex sentences makes her writing more academic. The usage of transitional words at the beginning of each paragraph, such as furthermore, all in all, makes her overall writing structure clear and logical. However, the biggest problem of Vivian's writing was the cohesion. Although she adopted connective words at the beginning, she failed to provide concise topic statement on her argumentation. The missing of topic sentences made the readers confused about the core ideas of the argumentation. Additionally, the Chinese thinking pattern occurred in her writing as well. For example, she wrote that " we also don't object this kind of scientific program". It was clearly not an academic expression about objection. All these areas in Vivian's speaking and writing required more improvement.

Pragmatic Analysis

Our interview began with several basic questions, including her first language, the reason why she studies English, and the length about her English learning process and so on. During the first part, Vivian was comfortable talking with me. Since she has studied English for more than twenty years, her English proficiency is adequate enough to address familiar and simple questions. In most occasions, her responses and reactions adhered Grice's Maxims (Dawson & Phelan, 2015) very well. She

responded to every question with honesty (Maxim of quality) and always stayed close to each question I gave (Maxim of relevance). In addition, she offered enough information in her responses (Maxim of quantity) and sometimes, before she answered questions, she would ask to make sure that she understood the question correctly, and gave brief and ordered responses (Maxim of manner). There were some tiny grammatical mistakes but none of them interfered with our communication. However, the situation was different when I began to test Vivian's English pragmatic ability. Generally speaking, most of her reactions to each scenario were polite, appropriate and respectful. Meanwhile, she had high contextual awareness. Before each situation, she would ask for details about the relationship between the character and her to ensure she picked the correct way to respond. She was able to make a clear distinction of different social variables including: social distance, power and degree of imposition (Brown & Levinson, 1987). Vivian was able to evaluate different environments and interlocutors. Firstly, Vivian had the ability to handle the conversations in social context. She fully considered the social distance and power of her interlocutor. For example, When she turned down the professor's offer, she was trying her best to show respect to her professor who possessed higher status than she did. she showed her appreciation first, then explained the reasons for her refusal. Both her vocabularies and intonation illustrated her humbleness and respect. Additionally, within the social context, Vivian was able the use of language strategies, such as questioning and irony, to refuse others. When she encountered her classmates who shared the same status with her, she directly refused by saying "why did you miss so

many classes and where did you go” to show her tough attitude that she was not willing to lend her notes. Furthermore, after receiving a compliment from her classmate, she responded “thanks for your appreciation and I’m really a good note taker”. Here she used irony to get the listener to focus on the opposite meaning. Besides, in terms of the environment context, she fully considered the place where the conversation happened. In a scenario where Vivian noticed that a man was trying to cut the line, she was upset about it. However, she realized that it was a public environment, she should not speak too loud or have quarrel with others. Thus, she repetitively used “thank you” and “please” to address her utterances to ensure they were polite and would not interfere others in that environment. However, Vivian’s behaviors were not always such gentle. When she was asked to debate with her classmates, she presented strong degree of imposition or desire to persuade others. She expressed her disagreement straightforward and saying “No, I don’t agree with you”.

All these examples above indicate that Vivian has relatively strong ability in English language pragmatics. However, it does not necessarily mean that she addressed pragmatics perfectly; as an ELL, she she still struggled with some aspects of pragmatic skills. First of all, when we discussed a topic she wasn’t familiar with, her usage of filler words such as “uh” and “let me think” was largely increased. She unconsciously used “em ... ” to prolong her reaction time. Sometimes she applied embarrassing laughter to diffuse her awkwardness. What’s more, she even pulled out her first language, Mandarin Chinese, to ask me to give her more time to think. In the

cooperative principle, the maxim of quantity requires speakers (1) make the contribution as informative as is required and (2) do not make contribution more informative than is required (Hu, 2011). Clearly, the Chinese responses were not what I expected in our conversation, in other words, Vivian provided more information than she should do during our conversation. Her unconscious Chinese response is a violation of Grice's Maxim of quantity. The extra information, including the laughter, the long-time pauses and the Mandarin responses, interferes with her responding process and makes her answers harder to be understood. Another obvious violation of Maxims occurred when Vivian turned down the request by lying. According to Grice's Maxim of quality, during the conversation, the speakers ought to make contributions that are true. However, Vivian declined her classmate's request of borrowing money by lying that she needed that money for a book purchase. However, I would not treat this special violation as a failed conversation. Instead, I believe it is a smart and practical method to refuse others' requests.

Overall, according to Grice's Maxim principle and Brown and Levinson's politeness theory, Vivian illustrated her strong ability in pragmatics although she still has some space for her improvement.

PART III: Assessment of Learner's Stage of English Acquisition

Overall English Performance

Vivian has been learning English for approximately twenty years until now. That is a long period. And the best thing for her English learning is that she grasped what

Chomsky calls the critical period (or sensitive period) of language study. It refers that “humans are genetically programmed to acquire certain kinds of knowledge and skill at specific times in life. Beyond those 'critical periods', it is either difficult or impossible to acquire those abilities” (Lightbown & Spada, 2013). As Vivian stated, her English learning began at four years old. That relatively young start-age helped her to acquire English well. Her performance in the entire interview showed her high proficiency in English. No matter when she told personal experiences, or imaged different scenarios, or argued about certain topics, she was able to express her ideas fluently and clearly. Although there were some problems appeared in her speaking and writing, none of them obviously interfered our understanding.

LAC and SOLOM

In order to comprehensively assess Vivian’s English abilities, I adopted two theoretical chart, LAC and SOLOM, to evaluate her performances.

Based on the Language Acquisition Chart (See Appendix 2) I believe that Vivian was in the high intermediate fluency or bridging academic English stage, which was level 4 in the chart. It was difficult to count how many vocabularies she knew, however, as an English major, Vivian successfully got the TEM-8 (Test for English Major) certification which required 13,000 vocabulary-storage. In terms of her performance during our interview, she was able to adjust her utterances depended on different contexts. All the questions and requirements I put forward can be fully understand by Vivian. Additionally, she adopted various sentences to express her ideas

and some relatively hard vocabularies, such as “promising”, “reputation”, appeared in her utterances. Furthermore, Vivian successfully imagined different situations and predicted the potential possibilities in every scenario. When I asked her to make a description, she was able to narrate the past event smoothly and logically. All of these performances indicated that her overall English proficiency is at a high level.

In addition to the assessment in LAC, I will rank Vivian at grade 4 based on the SOLOM Teacher Observation chart (See Appendix 3). Considering her comprehension, Vivian was able to understand everyday conversations although sometimes some necessary repetitions occurred during our interview. Besides, the fluency should not be the problem of Vivian. Occasionally, she would pause or prolong the vowels to search for correct expression but in most circumstance, she can respond to my questions or requests with proper words without too much considering. Vivian’s vocabulary storage enabled her to use terms to explain her thoughts. However, when she taught me how to swim, she said “It is difficult to explain”. And when I asked her the reason, she said “the terms”. in other words, the biggest obstacle of her expression was the professional vocabularies. Vivian did not struggle with pronunciation, she can pronounce most words correctly and her minor errors in pronunciation did not interfere our understanding. As for her Grammar, most sentences were organized based on correct grammatical rules. She occasionally insert some phrases as supplements to her previous utterance. The insertion may not fully follow the grammar requirement. Nevertheless, none of these errors obscured the core meaning.

PART IV. Specific Instructional Plans

Phonology

Vivian's phonological problems are specific ones; I will recommend her to do some particular activities to improve her phonological skills. Generally speaking, I will suggest to Vivian to carefully listen to our interview recording. When she had a natural conversation with me, she was more likely to ignore her problems. By listening to the recording, she can establish her metalinguistic awareness. She could better notice her phonological weaknesses by stepping back to review her speaking. Then Vivian may discover the rules or pattern of her errors. What's more, comparing personal pronunciation with an official audio tape could be a useful way to help her. Vivian can read a short passage and record them, then listen to the official tape, to think the differences between her pronunciation and the standard one. Then she can rehear her record and uses colorful pens to mark the errors she made then practice them over and over again until she can naturally pronounce them correctly. In terms of Vivian's mistakes in /z/ , /s/ , /θ/ and /ð/, I will recommend her to practice these four phonemes. Such as "sink & think", " sick & thick" and "closing & clothing" (Full designed worksheet can be found in Appendix 4). After she practices them carefully, she will better master these phonemes and next time she conducts them, she will pronounce them with more caution. I believe that with careful and patient practice, Vivian will master these phonological skills and perform better in the future.

Semantics

Based on Graves' four facets of instruction (Emily, 2018), Firstly, I will suggest her to expose herself more into the academic speech environments. For example, she can attend more professional lectures to hear others' academic expressions. Moreover, reading major-relevant scholar's works will be helpful, too. Additionally, she can write down some useful phrases and vocabularies heard from the lecture and try to use them next time when she meets the similar topics. Secondly, I would like to recommend her to find a institution, such as English Language Center and Writing Studio, to seek for professional instruction on her academic speaking and writing. Furthermore, I believe that the process of revising will be extremely helpful for her improvement. After she finished her speaking or writing, she should turn back to revise and polish her works. The revising process will help her realize her problems and more carefully consider the word choices. In addition, the revising process will assist her gradually build up metalinguistic skills since she needs to stand back to see her own works.

Grammar

In terms of these areas where Vivian needs more practices, I have several recommendations correspondingly. First of all, she can record her speech or listen to our interview record and pay attention to her expressions on plurals. The more she can aware the problem, the more likely she can solve it. Further more, writing down key ideas on the paper and organizing them into logical order before speaking them out. If time allows, writing down important information may help her have a more logical speaking. As far as Vivian's writing problems, I will suggest that first of all, making

an outline before writing. . She can adjust the order of her statements or evidences to better support her argument. By making outline, the writing would be better structured and easier for readers to understand. It is a critical work to better organize structures than just make surface-level changes related to word choice (Crosson & Lesaux, 2013). In addition, she needs more practice on transitional words or connectives. These words make the writing more cohesive and the links between sentences and paragraphs will be stronger.

Pragmatics

Vivian arrived at Coventry, a week ago. Pragmatics is crucial for her future life and study in the Great Britain. Aiming at her problems and potential influencing elements, I would give several recommendations. To begin with, I would advise Vivian to continuously use English. The forms of English usage should not be limited, such as watching American TV series or talking with native English speakers. In addition, making and listening to self-recordings is also a vehicle to self-assessment. After our interview, I sent our recording to Vivian and told her feel free to listen it. While listening, she might notice her grammatical mistakes, deviations of pronunciation and most importantly, her pragmatics. By evaluating the utterances of herself, Vivian might better improve her pragmatic ability. The last thing I would like to recommend to her is being a careful observer in life. Rose believed that pragmatics is the use of appropriate language in a given communicative situations and three key ideas were using language, changing language and follow rules (Emily, 2018). For the first and last ideas, Vivian did good jobs. Thus, she need to pay attention to observe

how others changed their language when encountered different situations. She can accumulate language resources for different situation if she conduct more close observation towards various scenarios during her daily life. For example, lending notes to others may never occur to her in the past, but it may happen to one of her friend. If she can pay attention to the conversation between her friend and the one who wants the notes, she probably will have a better performance when the similar situation happens to her. In shorts, the close observation could equip her with more language resources and enable her to be more prepared to different kinds of situation without showing excessive nervousness.

PART V: Critical Reflection

The conversations between Vivian and I happen a lot. During our undergraduate years, we often practice our English abilities together. When we prepared our IELTS and TOEFL exams, we helped each other to revise the short writing essays. Vivian will point out my grammatical errors or some logical flaws and I will do the same thing toward her writings. Additionally, we repeated some oral samples to each other and found the pronunciation problems and gave recommendations. Our supports toward each other helped us get satisfactory grades on IELTS and TOEFL and both of us get enrolled into our expected universities. Nevertheless, even though we helped each other long time a ago, I never though that I will critically analyze Vivian's English speaking and writing abilities. I promised to send her the analysis and recommendations to her, thus she can better realize her strengths and weaknesses and better develop her English ability. The analysis of different segments of Vivian's

speaking and writing not only benefits her, but also gives me a lot of insights.

By analyzing Vivian's speaking and writing sample, I have deeper knowledge on many language acquisition theories. First of all, Vivian's performance made me clearly realize that extra factors, such as starting age, learning environments, interlocutors and living areas, will greatly influence the development of language. In addition, some mispronounced words can be traced back to the difference between Chinese IPA chart and the English IPA chart. Furthermore, the inadequate academic vocabularies and professional terms will strongly interfere speaker's expressions. In addition, the emotion of speakers may hinder them fully use their pragmatic skills. Last but not least, I realized that connectives play an extremely significant role in students writing process.

After recognizing these issues, I believe that I can imply them into my future teaching. My intended target audiences are Chinese middle school students. When I assist them learning English, I will analyze their language samples by sections, just like what I did to Vivian's speaking and writing samples. By dividing students performance into small pieces, I can better recognize students strengths and weaknesses and assist them in more specific ways. Additionally, I will directly face the influence brought by L1 and try to make use of students' L1 to establish their metalinguistic awareness. For example, I will explain the common pronunciation errors happened in Chinese learners and tell them that they should not worry too much about it. Then, I may introduce the differences between two IPA chart in Chinese and English to enable them aware the problems they need to fix. By gradually build

students metalinguistic skills, they can independently learn English when they study alone and I think the independent study ability will highly contribute to their learning process, not only in language learning, but also benefit to other subjects. In the end, I will carefully view my students works and give them both appreciation and suggestions to make them feel that their works are valued. Thus they may revise and polish their works and develop their English ability better.

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W

Appendix 2

Language Acquisition Chart

OFFICIAL NAME	Level 1	Level 2	Level 3	Level 4	Level 5
OTHER NAMES	Preproduction Newcomer Emergent Speaker Silent Period Stage	Early Production Emergent/Beginner One- Two Word Social Language Stage	Low Intermediate Short Phrases/Simple Sentences Social Language Stage	High Intermediate Fluency Bridging Academic Language Stage	Advanced Fluency 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, explain, estimate, evaluate, explain	-Relate, infer, hypothesize, outline, revise, suppose, verify, reform, assess, justify, critique, summarize, illustrate, judge, demonstrate
TEACHING STRATEGIES	Use manipulatives, visuals, realia, props, games Create climate of acceptance/respect that supports accommodation 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 vocabulary terminology	Continue Stage I Strategies PLUS Simplify language – not content -Lessons designed to motivate students to talk -Ask student 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, debates	Continue Stage 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 Stage 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

Appendix 3

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.

Appendix 4

Phonemes Worksheet**Minimal Pairs /ð/ and /z/**

with whizz	breathe breeze
then Zen	lithe lies
clothe close	loathe lows
clothing closing	seethe seas
sheathe she's	bathe baize
teethe Ts	soothe sues
teethe teas	tithe ties
teething teasing	bathe bays

Minimal Pairs /s/ and /θ/

mouse mouth	sing thing
face faith	force fourth
sick thick	sink think
worse worth	gross growth
sought thought	sawn thorn
mass math	seem theme
use youth	sigh thigh
sin thin	Norse North

Appendix 5

First Lesson Plan

Lesson Plan

TEACHER: Qiyu Zhang	CLASS: Glenclyff High School, PLT	DATE: 10/04/2019
TOPIC: Which is better, E-book or Printed-book ?		
Standard: WIDA Can Do Descriptor: Argue, Speaking Level 3 Argue by Suggesting details or reasons to reinforce points of view		
CONTENT OBJECTIVES: 1. Students will be able to justify arguments on the topic of E-book and Printed-book.		LANGUAGE OBJECTIVES: 1. Students will be able to use frames , " <u>Can you give an example from your life?</u> " and " <u>An example from my life is...</u> ", to support ideas with examples. 2. Students will be able to use examples from their personal life experience to support the arguments.
KEY POINTS: Double-Bubble map Frame Group Discussion	MATERIALS (including supplementary and adapted): 1. PPT Slides 2. Poster 3. Color markers 4. Handout paper	
HIGHER ORDER QUESTIONS: Do you achieve the objectives? Why or why not? What did you do really good? What can you do better?		
TIME: 45 minutes	BUILDING BACKGROUND LINKS TO EXPERIENCE: Warm-up questions: Ask students "Do you prefer reading E-books or Printed books, Why? "Can you give me some reasons?" LINKS TO LEARNING: Think about your reasons, they will be really helpful for our today's activity. Today, we are going to read a short blog about the advantages of E-book and Printed-book. And we will have discussions about that. STUDENT ACTIVITIES (check all that apply for activities throughout lesson): Scaffolding: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided <input checked="" type="checkbox"/> Independent Grouping: <input type="checkbox"/> Whole <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent Class Processes: <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Strategies: <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Meaningful <input type="checkbox"/> Links to Objectives	

Continued

<p>LESSON SEQUENCE:</p> <p>Warm-up</p> <ol style="list-style-type: none"> 1. Warm-up questions.[2 minutes] 2. Linking the questions to today’s topic and objectives. [2 minutes] 3. Explicitly stating the content objective and language objective (ask students to read). [2 minutes] <p>Main Lesson</p> <p>Preparation</p> <ol style="list-style-type: none"> 4. Ask students to think individually about the features of E-book and Printed-book. Give the the double-bubble map (Appendix 1) to assist their thinking. [4 minutes] 5. Present the two frames on the PPT slides. Give students one or two examples about how to use these frames.[5 minutes] <ol style="list-style-type: none"> (1) Can you give an example from your life? (2) An example from my life is... 6. Ask students to pick a side, Group A --- E-book is better, Group B --- Printed book is better. Group C --- Neutral. [2 minutes] 7. Divide them to sit in two sides of the classroom. Students who pick neutral sit in the middle of the classroom and work as judges (See appendix 2 for the arrangement). [3 minutes] 8. Briefly introduce the procedure of the following group work. Show the following map on the PPT Slides [4 minutes] <div data-bbox="427 1151 1225 1556" style="text-align: center;"> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%; color: orange;">Brainstorm</td> <td style="width: 25%; color: blue;">Giving examples</td> <td style="width: 25%; color: red;">Using the frames</td> <td style="width: 25%; color: yellow;">Present</td> </tr> <tr> <td style="color: orange;">Brainstorm together within the group, write down 3 arguments according to your double-bubble map and the text they have.</td> <td style="color: blue;">Give ONE example for Each argument you written down. The examples should come from your real lives</td> <td style="color: red;">Use the two frames discussed before to keep your conversation more academic</td> <td style="color: yellow;">Each group will have a presenter to summarize what you discussed. Use the frames to facilitate the speaking.</td> </tr> </table> </div> <ol style="list-style-type: none"> 9. Present the Conversation Norm to students on the PPT Slides and ask students to read aloud and give out the handout (Appendix 3).[2 minutes] <p>Activity [10 minutes]</p> <ol style="list-style-type: none"> 10. Ask students to come up with 3 arguments from their double-bubble maps. 11. Ask students to write down one example for each argument. Three of the examples must come from their experiences. 	Brainstorm	Giving examples	Using the frames	Present	Brainstorm together within the group, write down 3 arguments according to your double-bubble map and the text they have.	Give ONE example for Each argument you written down. The examples should come from your real lives	Use the two frames discussed before to keep your conversation more academic	Each group will have a presenter to summarize what you discussed. Use the frames to facilitate the speaking.
Brainstorm	Giving examples	Using the frames	Present					
Brainstorm together within the group, write down 3 arguments according to your double-bubble map and the text they have.	Give ONE example for Each argument you written down. The examples should come from your real lives	Use the two frames discussed before to keep your conversation more academic	Each group will have a presenter to summarize what you discussed. Use the frames to facilitate the speaking.					

Continued

	<p>12. Reminding students to use the frames on the PPT Slides to keep their conversation more academic.</p> <p>13. Gallery Walk: During the conversation, “judges” walk around, listen and take notes on the T chart (Appendix 4).</p> <p>14. After the discussion, asking students to summarize what they got. They are always encouraged to use the frames to assist their presentation.</p> <p>15. Judges will take notes when others are talking. They will vote for the more convincing side and give out the reasons.</p> <p>Wrap-up</p> <p>16. Appreciate students contribution. Make the summary of their performance. [2 minutes]</p> <p>17. Pulling out the lesson objectives again, ask students to think individually and fill out the exit ticket with the question “Do I achieve the objectives? Why or why not? What did I do really good? What can I do better?” [5 minutes]</p> <p>REVIEW AND ASSESSMENT (check all that apply):</p> <p><input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input type="checkbox"/> Written <input checked="" type="checkbox"/> Oral</p>
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Appendix 6

Lesson Plan 2

Lesson Plan

TEACHER: Qiyu Zhang	CLASS: Glenclyff High School, PLT	DATE: 10/29/2019
TOPIC: Is a Green New Deal a Good Idea?		
Standard: WIDA Can Do Descriptor Level 4: (Listening) Process arguments by <ul style="list-style-type: none"> Classifying claims and evidence from oral presentations Differentiating multiple perspectives presented orally (Speaking) Argue by <ul style="list-style-type: none"> Taking stances and defending them with evidence (e.g., using data or citations) Comparing and contrasting different points of view (Reading) Process arguments by <ul style="list-style-type: none"> Identifying persuasive language across content areas Following the progression of logical reasoning 		
CONTENT OBJECTIVES: 1. Students will be able to justify arguments on the topic about a Green New Deal. 2. Students will be able to critically analyze a policy.		LANGUAGE OBJECTIVES: 1. Students will be able to identify arguments in a text. 2. Students should be able to extract evidence from a text. 3. Students should be able to use sentence stems below to cite evidence from a text. <u>"The text indicates that ..."</u> <u>"The text says ..."</u> <u>"The statistic in the text shows that ..."</u>
MATERIALS (including supplementary and adapted): 1. Video Clip 2. Reading material (The New York Times Upfront) 3. Color markers 4. worksheet		
HIGHER ORDER QUESTIONS: Compared with your previous thinking, how does your opinion change after the reading?		
TIME: 45 minutes	BUILDING BACKGROUND LINKS TO EXPERIENCE: Warm-up questions: <ul style="list-style-type: none"> Do you know what is climate change, how do you think about climate change? What primarily causes climate change? If you want to help with the climate change, what would you like to do? 	

Continued

LINKS TO LEARNING:				
Last time, we learned how to use our personal experience as evidence to support our arguments. Today, as we think about our topic, we are going to learn how to cite evidence from a text to support our arguments.				
STUDENT ACTIVITIES (check all that apply for activities throughout lesson):				
Scaffolding:	<input type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Guided	<input checked="" type="checkbox"/> Independent	
Grouping:	<input type="checkbox"/> Whole Class	<input type="checkbox"/> Small Group	<input checked="" type="checkbox"/> Partners	<input checked="" type="checkbox"/> Independent
Processes:	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Speaking
Strategies:	<input checked="" type="checkbox"/> Hands-on	<input checked="" type="checkbox"/> Meaningful	<input type="checkbox"/> Links to Objectives	
LESSON SEQUENCE :				
[Warm-up]				
1. Link students' prior knowledge/experiences				
<ul style="list-style-type: none"> ● Do you know what is climate change, how do you think about climate change? ● What primarily causes climate change? ● If you want to help with the climate change, what would you like to do? 				
2. Introduce what is Green New Deal (Oral introduction & Video Clip)				
3. Summarize the two key points of Green New Deal				
<ul style="list-style-type: none"> ● Solving the Climate problem (global warming) ● 0 human caused carbon elimination in 2050 ● Using new energy replaces all fossil fuels in 10 years 				
4. Talk with shoulder partner: What do you think about the Green New Deal?				
5. Share group thinking.				
[Reading Scaffolding]				
6. Give students the article, and explain the vocabulary first (Appendix 1).				
<ul style="list-style-type: none"> ● Imperative ● Curb ● Infrastructure ● Deployment 				
7. Ask students read individually .				
(1) Mark down what you think are important.				
(2) Think about why the authors say Yes or No.				
(3) Mark down important arguments or evidence.				
(4) Take notes as needed.				
8. Comprehension Questions				
(1) YES				
① What will happen if the Green New Deal comes true?				
1) Investment on infrastructure				

Continued

	<p>2) Job opportunity 3) Clean drinking water for everyone</p> <p>② What helps the enactment of Green New Deal?/What makes Green New Deal possible?</p> <p>1) No technology obstacles</p> <p>(2) NO</p> <p>① Why the author believes that Green New Deal is not a good way to solve climate problem?</p> <p>1) Unrealistic : renewable energy replaces the fossil fuels completely 2) Cost too much money (families can't afford it, tax payers need to pay for many new infrastructures)</p> <p>② What should people do if Green New Deal doesn't work?</p> <p>1) Innovation</p> <p>9. Think Aloud: Talk with your shoulder partner, (1) what do you think about the Green New Deal now? (2) Compared with your previous thinking, how does your opinion change after the reading?</p> <p>10. Use different chocolate to group students into two sides (YES or No) (1) Sit together with your partner discuss about how to convince others to believe that the Green New Deal is a good/bad idea. (2) Take notes on the work sheet (Appendix 2) when you discuss. (3) List at least 3 arguments for your side.</p> <p>[Debate]</p> <p>11. Introduce the sentence stems <u>"The text indicates that ..."</u> <u>"The text says ..."</u> <u>"The statistic in the text shows that ..."</u></p> <p>12. Take turns, each student tells one argument, until no more information can be provide</p> <div data-bbox="592 1274 983 1541" style="text-align: center;"> <pre> graph TD A[Student A] --- B[Student B] B --- C[Student C] B --- D[Student D] C --- D </pre> </div> <p>[Wrap-up]</p> <p>13. Recap students' opinions about Green New Deal.</p>
	<p>14. Assignments: Write a short argument about "do you think Green New Deal is a good idea?" Students can pick either side as they like regardless their stands during the lesson. They are allowed to use extra resources, Word Bank</p> <p>REVIEW AND ASSESSMENT (check all that apply): <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral</p>

Appendix 7

Lesson Plan 3

Lesson Plan

TEACHER: Qiyu Zhang	CLASS: Glenclyff High School, PLT	DATE: 11/19/2019
TOPIC: Is Green New Deal a Good Idea?		
Standard: WIDA Can Do Descriptor Level 4: (Speaking) Argue by <ul style="list-style-type: none"> ● Taking stances and defending them with evidence (e.g., using data or citations) ● Comparing and contrasting different points of view. WIDA Can Do Descriptor Level 5: (Speaking) Argue by <ul style="list-style-type: none"> ● Challenging evidence and claims in debates ● Convincing audiences of personal points of view using persuasive language 		
CONTENT OBJECTIVES: <ol style="list-style-type: none"> 1. SWBAT make a list about their opinions. 2. SWBAT have a debate of the topic 		LANGUAGE OBJECTIVES: <ol style="list-style-type: none"> 1. SWBAT synthesize the structure about oral argument. 2. SWBAT orally present an argument. 3. SWBAT use sentence stems to organize their ideas
MATERIALS (including supplementary and adapted): <ol style="list-style-type: none"> 1. T Chart 2. Thinking Map 3. Sentence Stems (Language Organizer) 4. Reading material (re-read) 		
HIGHER ORDER QUESTIONS: Evaluate your opinions, and pick of the most important ones?		
TIME: 45 minutes	BUILDING BACKGROUND LINKS TO EXPERIENCE: Warm-up questions: <ul style="list-style-type: none"> ● How's your day today? ● Do you remember what did we do last time?? LINKS TO LEARNING: Last time, we read two articles about why people support or disagree with Green New Deal. At the end of the class, we want to have a debate, but we haven't do so. Today, we will continue our topic about Green New Deal, and make an interesting debate.	

Continued

STUDENT ACTIVITIES (check all that apply for activities throughout lesson):

Scaffolding	<input type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Guided	<input checked="" type="checkbox"/> Independent	
Grouping	<input type="checkbox"/> Whole Class	<input checked="" type="checkbox"/> Small Group	<input checked="" type="checkbox"/> Partners	<input checked="" type="checkbox"/> Independent
Processes	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Speaking
Strategies	<input checked="" type="checkbox"/> Hands-on	<input checked="" type="checkbox"/> Meaningful	<input type="checkbox"/> Links to Objectives	

LESSON SEQUENCE:

[Warm-up]

- Continue the topic “Is Green New Deal a Good Idea?”
- Review the two articles we read before and shout out the claims in two articles (Ask students to reread the article) [5 mins]

YES	NO
1. Investment on infrastructure	1. Unrealistic: renewable energy replaces the fossil fuels completely
2. Job opportunity	2. Cost too much money (families can't afford it, tax payers need to pay for many new infrastructures)
3. Clean drinking water for everyone	3. Won't achieve its goal if only America works for it.
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

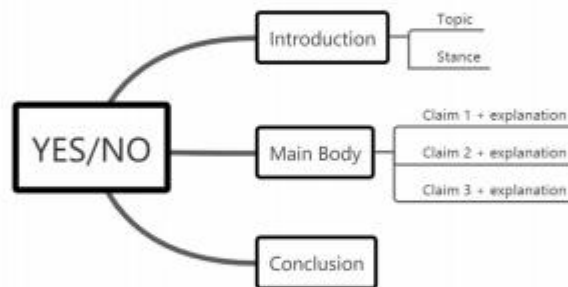
[Main lesson]

- Ask students to pick a side/use candy to classified and have discussion [5 mins]
 Utterance: “Brainstorm with your partner:
 - Except for the three reasons of the article, what you have any other ideas?
 - Write down your thinking on the T chart.
 - Work on your side only.”
- Ask students to evaluate all reasons they have, and pick two of them and fill the claim 1 & 2 [3 mins]

```

graph TD
    A[ ] --- B(( ))
    A --- C(( ))
    A --- D(( ))
    B --- B1[Claim 1]
    C --- C1[Claim 2]
    D --- D1[Claim 3]
            
```

5. Ask students to think critically and fill out Claim 3 [5 mins]
Utterance: “Now, think critically, think one of the possible claim the other group will have and write it down in the circle of Claim 3.
6. Guide students to think, why should they think about the other group’s claim [5 mins]
 1. It indicates that we think about the issue critically.
 2. It makes our arguments more convincing.
 i.e. I think Ms. Zhang is the most beautiful girl in Nashville, because she has long hair. If you are my opponents, and you think my claim is wrong, you should find the shortcomings of my claim. What will say?” PAUSE, “You may say, I think the claim is not strong enough, because many girls in Nashville have long hair.”
7. After finishing the thinking map, ask students shout out, how should we organize the information on the map to convince others? Shout out [8 mins]

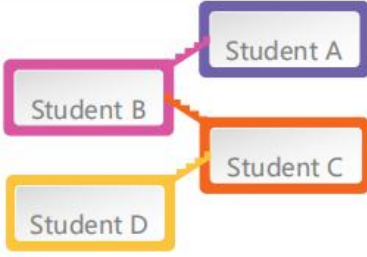


8. Offer students the sentence stems to organize their speaking in pairs. [5 mins]

Introduction	Our topic for today is ...
	We believe that .../ We think that...
Main body	First of all/ Firstly, + claim 1
	Second/ Next/ In Addition, + claim 2
	Finally, even though _____, we think ...
Conclusion	In sum/ In conclusion, we believe that ...

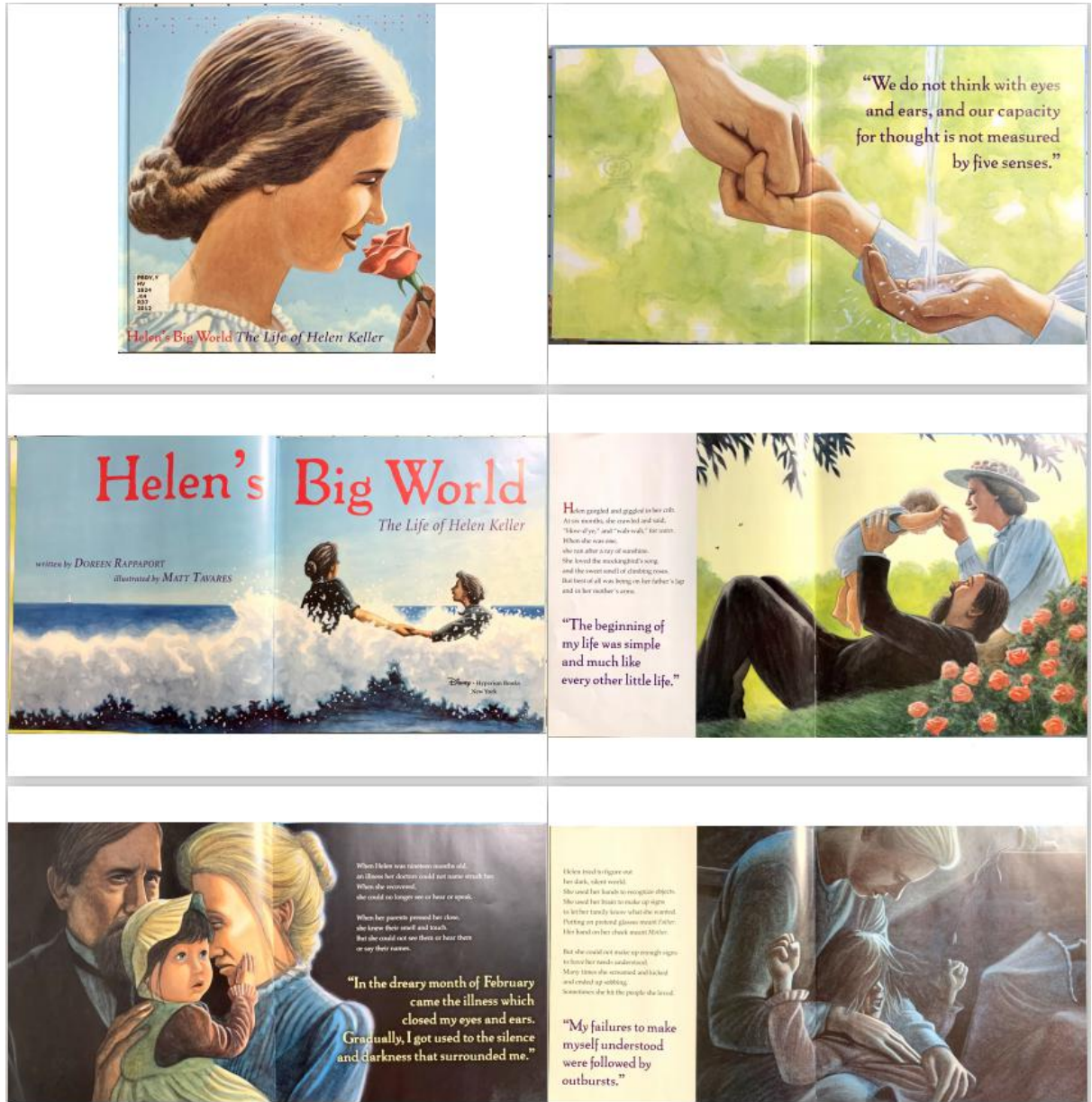
9. Debate [8 mins]
 - a) Students should use the sentence stems to facilitate their arguments
 - b) Take turns, **each student tells one argument**, until no more information can be provided.

Continued

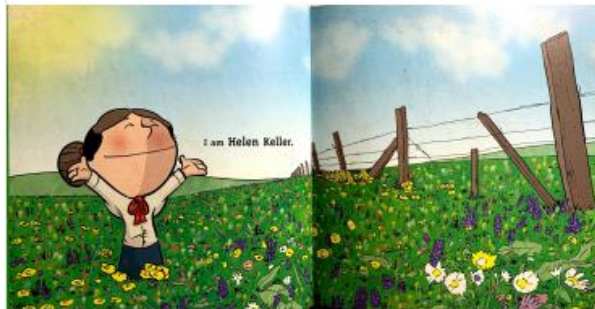
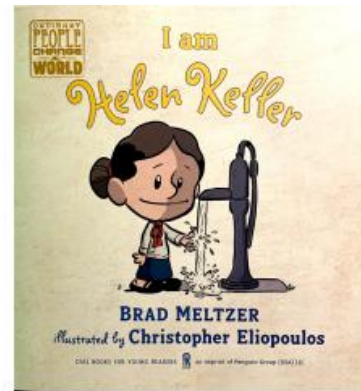
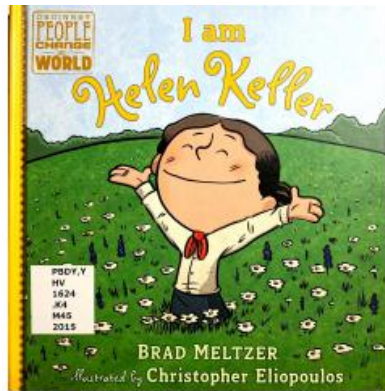
	 <p>[Wrap-up]</p> <p>10. Recap students' debate about Green New Deal.</p> <p>11. Assignments: Write a short argument about "do you think Green New Deal is a good idea?" Students can pick either side as they like regardless their stands during the lesson. They are allowed to use extra resources.</p> <p>REVIEW AND ASSESSMENT (check all that apply):</p> <p>✓ Individual ✓ Group ✓ Written ✓ Oral</p>
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Appendix 8

Picture Books About Helen Keller



Continued



Appendix 9

Self-Monitoring for Monitoring Small Groups

Plug-in #2, page 23

Self-Monitoring for Monitoring Small Groups

	GROUP MEMBERS											NOTES
1												
2												
3												
4												
5												
6												



Make a copy of this chart, fill in student names, and use it to self-monitor your attention to each small group.

Figures

Double-Bubble Map

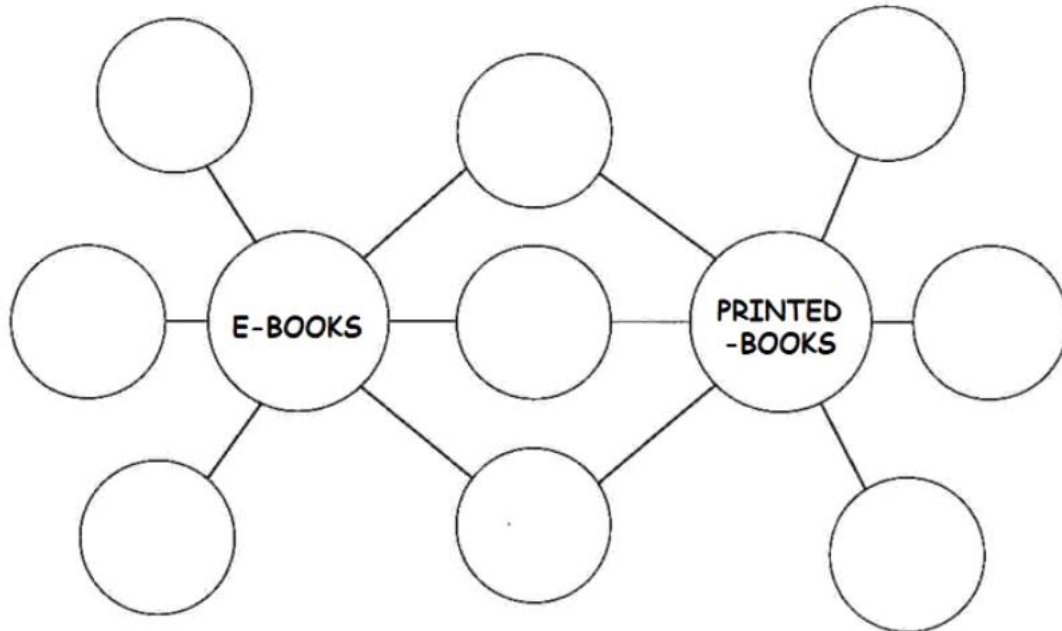


Figure 1

Double-Bubble Map

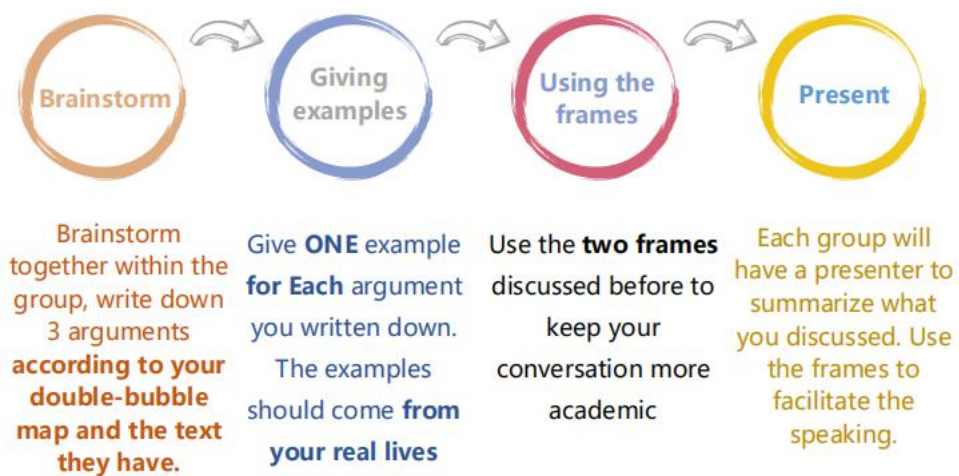


Figure 2

Flow-Chart

Conversation Norms

- We listen to each other.
- We share out own ideas and explain them.
- We respect on another' s ideas, even if they are different.
- We respectfully disagree and try to see the other view.
- We let others finish explaining their ideas without interrupting.
- We try to come to some agreement in the end.
- We take turns and share air time.

Figure 3

Conversation Norms



Figure 4

Table-arm Desk

Is Green New Deal a Good Idea?

YES	NO
1. Investment on infrastructure	1. Unrealistic: renewable energy replaces the fossil fuels completely
2. Job opportunity	2. Cost too much money (families can't afford it, tax payers need to pay for many new infrastructures)
3. Clean drinking water for everyone	3. Won't achieve its goal if only America works for it.
4. _____	4. _____
_____	_____
5. _____	5. _____
_____	_____
6. _____	6. _____
_____	_____

Figure 5

T-Chart

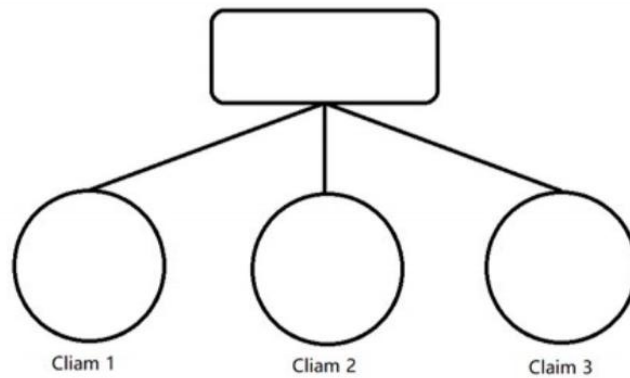


Figure 6

Tree-Map

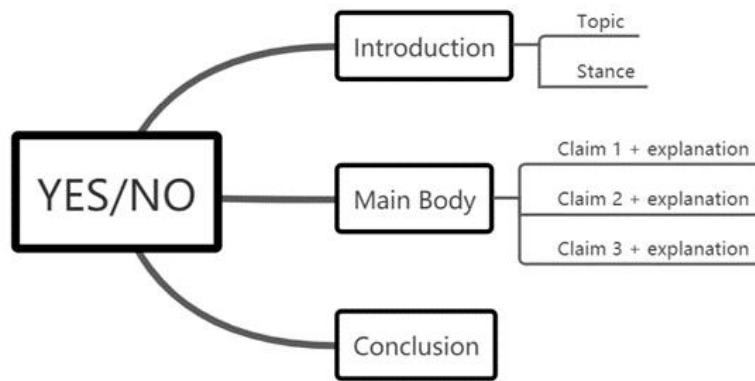


Figure 7

Mind-Map / Oral Argument Structure

Language Organizer

Introduction	Our topic for today is ...
	We believe that .../ We think that ...
Main body	First of all/ Firstly, + claim 1
	Second/ Next/ In Addition, + claim 2
	Finally, even though _____, we think ...
Conclusion	In sum,/ In conclusion, we believe that ...

Figure 8

Language Organizer / Sentence Starters



SIOP • Lesson Plan Template 3

TEACHER: Qiyu Zhang		CLASS: Glenclyff High School, PDT		DATE:	
TOPIC: Which is better, E-book or Printed-book ?					
CONTENT OBJECTIVES: 1. Students will be able to identify the advantages of E-book and Printed-book.			LANGUAGE OBJECTIVES: 1. Students will be able to use frames listed in the handout to support ideas with examples. 2. Students will be able to use examples from the text, the world or their personal life experience to support the reasoning.		
KEY VOCABULARY:		MATERIALS (including supplementary and adapted): 1. PPT Slides 2. Poster 3. Color markers 4. Core Academic Conversation Skills, with Symbols, Hand Motions, Prompt Frames, and Response Frames (Handout) 5. Argument Note Sheet			
HIGHER ORDER QUESTIONS: How do you think about your group discussion? Is it logical or not? Why do you think so?					
TIME: 45 minutes		ACTIVITIES			
		<p>BUILDING BACKGROUND</p> <p>LINKS TO EXPERIENCE: 2 minutes</p> <p>Warm-up questions: Ask students "Do you prefer reading E-books or Printed books, Why? "Can you give me some reasons?"</p> <p>LINKS TO LEARNING: 2 minutes</p> <p>Think about your reasons, they will be really helpful for our today's activity. Today, we are going to read a short blog about the advantages of E-book and Printed-book. And we will have discussions about that.</p> <p>KEY VOCABULARY:</p> <p>STUDENT ACTIVITIES (check all that apply for activities throughout lesson):</p> <p>Scaffolding: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided <input checked="" type="checkbox"/> Independent</p> <p>Grouping: <input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Partners <input type="checkbox"/> Independent</p> <p>Processes: <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking</p> <p>Strategies: <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Meaningful <input type="checkbox"/> Links to Objectives</p>			

perhaps be specific about 2,3 frames that are especially important for argumentation.

These are typically viewed as a tool scaffolding + less as an actual goal.

Do you want to quantify? Eg they need to provide 2 or 3 examples? or 1 from text & 1 from experience?

don't know what this means here. Maybe if you just mean personal experience + text.

Great but 2 minutes seems so fast!

Might be helpful to have images/photos on ensure everyone knows "ebooks" + "printed books"


Figure 9-1

Professional Feedback-1

Caps - I see on page 1. What are these 2 minutes seems short if (A) there is more than 1 question. (B) sts are supposed to discuss.

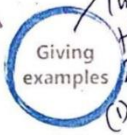
LESSON SEQUENCE:

1. Warm-up questions. [2 minutes]
2. Linking the questions to today's topic and objectives. [2 minutes]
3. Explicitly stating the content objective and language objective (ask students to read). [2 minutes]
4. Briefly introduce the procedure of the following group work. [4 minutes]




Brainstorm

Brainstorm together, write down 2-3 advantages for your side.




Giving examples

Give examples to support the advantages they write down. From the text, the world and/or their life



Using the frames

Use the prompting frames and responding frames in the handout to keep their conversation more academic



Present

Each group will have a presenter to report what you discussed.

I like this framing.

5. Dividing students into three groups (Using different colors of chocolate), **Group A** --- E-book is better, **Group B** --- Printed book is better. **Group C** --- Judges [2 minute]
6. **Brainstorm in group:** What's the advantages of E-book/Printed-book. Write down 2-3 advantages. [8 minutes]
7. Before Brainstorm, **explain/demonstrate how the handout works.**
8. **Giving students the texts,** Group A --- **7 REASONS EBOOKS ARE BETTER THAN PRINTED BOOKS;** Group B --- **7 REASONS PRINTED BOOKS ARE BETTER THAN EBOOKS**
9. Asking students to **write down examples** to support the advantages they given before. From the text (**they can use the text or not**), the world and/or their life. [8 minutes]
10. Reminding students to use the prompting frames and responding frames in the handout to keep their conversation more academic. Giving them examples of how to use the handout.
11. **Gallery Walk:** During the conversation, "**judges**" walk around, listen and take notes.
12. After the discussion, asking students to **present what they discussed.** They are always **encouraged to use the handout** to assist their presentation. [10 minutes]
13. Judges will **take notes** when others are talking. They will vote for the more convincing side. [3 minutes]
14. Appreciate students contribution. **Make the summary** of their performance. [2 minutes]
15. Pulling out the lesson objectives again, ask students to think **individually** and fill out the exit ticket with the question "**Do I achieve the objectives? Why or why not? What did I do really good? What can I do better?**" [5 minutes]

Nice.

Perhaps have sts move to left side of room for E-book/Right for printed, then chat with partners about their reasons.

How did you decide before having them discuss their real opinion & assigning a strict position?

appreciate could have advantage

Nice - you might want to give them some kind of notetaking sheet handout.

What does it mean to 'present here' is that some scaffolding needed to read and take notes? Is that some of the purpose of they are just repeating?

Clarify for students.

might split this into 2 sections (personal examples & authors examples)

Hope my notes are helpful for further thought! When will you implement this lesson?
... modeled after the lesson video we watched on memory military

Figure 9-2

6540 Problem of Practice Feedback Form

- Presenter name + question: Qiyu. ^{+ students not engaged in class} why? how?
- Recommended adaptations for the activity: ^{+ whether this activity helps student engaged?}
- Do you like reading? in what versions?
seems like an answer for "Do you like reading"
 - too many tasks at one time.
I can't remember.
 - Too many people in one group.
 - More communicative activity for judges.
- Features of the activity that seem especially productive in supporting multilingual learners:
- I love candies!
 - Real conversation Norm.
 - handout is helpful for academic conversation.
 - ~~not~~

Connections I recognize between your activity and ideas, theories, readings from this or other Peabody courses:

scaffolding

Figure 10-1

Peer's Feedback-1

6540 Problem of Practice Feedback Form

Presenter name + question: *Qiyu*

Recommended adaptations for the activity:

- ① Topic selection could be more related to 9 graders students' life. such as pets, family, food, animals.
- ② Introduction of procedure is overwhelming. It becomes a reading task.
- ③ need more scaffolding. such as reading, classification.
- ④ Judges cannot ^{equally} create.

Features of the activity that seem especially productive in supporting multilingual learners:

- Identify problems in *practicum*.
- Focus on details and examples to support the position.

Connections I recognize between your activity and ideas, theories, readings from this or other Peabody courses:

Figure 10-2

Peer's Feedback-2



Figure 11

Teaching Record (Video Screenshot)