

CAPSTONE PORTFOLIO

EFL Capstone Portfolio

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Abstract

This capstone paper demonstrates how my past learning and teaching experiences gained by completing the two-year English Language Learners program at Peabody College reshape my thinking about Teaching English to Speakers of Other Languages (TESOL). In the first section, I illustrate three theories that are essential to frame my teaching philosophy: Culturally Responsive Pedagogy, Scaffolding, and Communicative Language Teaching. In the second section, I elaborate on how my past work connects to my teaching philosophy, the four professional knowledge areas, and the six TESOL domains. In the last section, I review where my past teaching and learning experiences conform to my teaching philosophy, and where there are weaknesses that need further improvement. Also, I pinpoint two lingering questions that I want to find answers to in my future teaching practice.

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Teaching Philosophy

Before entering university, I spent most of my school years studying English in a form-oriented and teacher-centered environment. I still clearly remember an English teacher from when I was a 9th grader in high school. She basically taught every new lesson in a four-step routine: describing word forms and collocations; reading or playing records of textbook passages; explaining important sentence structures and meaning of the passages; and finally assigning loads of vocabulary, grammar and reading comprehension exercises to students. This kind of teaching might be effective for students to pass the college entrance examination in China, but it once made me want to avoid the profession of teaching.

During my undergraduate studies, I got the chance to tutor English to an elementary student. Whenever I saw small progress made by her, I felt a sense of happiness and accomplishment, and that was the moment when I started to change my attitude towards being a teacher. From then on, I got more English teaching practice and gradually outlined my initial teaching philosophy: develop students' four English skills by utilizing certain pedagogical methods and technological tools. However, knowing that I was still far from a well-prepared teacher who could make any difference teaching English Foreign Language (EFL) students in China, I decided to attend Peabody College to further my study in teaching English learners. In the following article, I will elaborate on my updated teaching philosophy guided by theories essential for me to teach EFL learners in the Chinese context.

Culturally Responsive Pedagogy (CRP)

Stemming from the sociocultural theory, CRP is a pedagogy that stresses the centeredness of students and the importance of teachers building upon students' cultural, linguistic, and other

knowledge to create a reciprocal learner-teacher relationship, which can further facilitate the construction of a caring learning environment for students to explore diverse cultures and identities (Burnham, 2020; Li, 2014; Lynch, 2012; Gay, 2010; Howard, 2010; Ladson-Billings, 2009; Gay, 2000). CRP is an essential theory to inform my teaching not only because that I might meet students from different cultural backgrounds in my future teaching, but also because it's of vital importance to teach all students (including students from both monocultural and diverse cultural backgrounds) to respect and further protect every culture that exists in the world.

With the guidance of the CRP theory, I envision three dimensions of high-quality EFL instruction. Firstly, teachers should incorporate students' "funds of knowledge," which "represent important resources for educational change" (Moll et al., 1992, p. 139), into class instruction. Due to the pandemic, I didn't have the chance to investigate local communities in the U.S. Luckily, I could use online chatting to connect with a Chinese immigrant (Ann) in California and got a glimpse of the community she belongs to. Having this precious chance to learn from the cultural and linguistic features of people living in a specific area helps me to better understand the notion of "community." What's more, by identifying the unique cultural features that these Chinese immigrants value and retain, I can further figure out "why" and "how" to use "funds of knowledge" in my future classrooms. For instance, if I'm going to teach EFLs in China, although students are hardly from diverse countries, they and their parents may come from different provinces, city areas, or ethnic groups. I can ask students to probe into things that are unique for their families, such as their parents' occupations, by bringing home survey forms. Beyond that, creating opportunities (after getting permission from the school) for parents to present their unique knowledge to the class is another way to incorporate "funds of knowledge" (Herrera, 2012). By virtue of these approaches,

I can not only promote students' confidence in seeing their cultures as unique assets, but also build a reciprocal connection between me and the students.

Apart from the “funds of knowledge,” “community literacies” are also important resources that teachers need to make good use of in class to let “students from all backgrounds learn about the diverse compositions of their communities” (Jiménez et al., 2009, p. 18). López (2020, p. 2) pinpointed that the “community literacies” approach is different from the “funds of knowledge” approach in that “going into households” is not an essential requirement for the “community literacies” approach. Instead, an important method for teachers to collect these “community literacies” is to spend time observing and recording all the languages and literacies presented in any forms in neighborhoods around their schools. Since the class size might be big in my future teaching, it's not very likely for me to collect every student's “community literacies” by myself. What I can do to deal with this challenge is assign homework or course projects to students and let them pay attention to and take photos of the street signs, billboards and advertisements around their living environments (Jiménez et al., 2009). After students hand in these assignments to me, I will divide them into different categories and design courses accordingly. For example, some students may live in an area where the street signs and billboards are written in Mandarin, English and Mongol. I will regard such literacies as one category and design a series of courses for students who collect this category of literacies to present their findings (such as historical reasons for street signs written in three languages) in class and then have all students discuss these findings.

Since the “funds of knowledge” approach and the “community literacies” approach are two approaches under CRP that teachers can use in actual teaching to build upon students' linguistic and cultural resources and maintain reciprocal relationships in class, there's an important principle for

teachers to keep in mind when they apply these two approaches: have high expectations of students.

This principle can help teachers create a caring classroom, which is also required by CRP.

Townsend and Fu (1998) proposed a good example that embodies this facet of CRP-governed teaching. When Xiaodi, a Chinese boy, came to the class as a newcomer to the U.S., his teacher asked him to choose a type of English literature that he was interested in and allowed him to rely on his L1 (Chinese) to study the literature with enough time and space. Meanwhile, although the course was adjusted, the teacher didn't lower expectations of Xiaodi. In the process of learning English, Xiaodi was asked to produce his own literal work and share it with other classmates, just like everyone else in the class. The teacher's strategies in accordance with CRP not only helped Xiaodi to fit into the new environment, but also made it possible for him to achieve the same grade-level English proficiency as native students. This example is inspiring for me as a future EFL teacher to avoid continuous use of oversimplified content "as a safeguard against failure," but to offer texts of the same complexity to all students from time to time to let them "encounter structures and patterns" of Academic English (Wong-Fillmore & Fillmore, 2012) and use appropriate methods to support their learning. What's more, I will create a unified standard to assess their learning results and evaluate the results in a justified way so that I can avoid lowering my expectations on certain groups of students.

Scaffolding

Originating from Vygotsky's Zone of Proximal Development theory (1978), Scaffolding is "the process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts" (Wood et al., 1976, p.90), which is effective in task-based teaching to help students gradually become independent learners (Hammond & Gibbons, 2005).

According to Hammond and Gibbons' enriched model (2005), teachers need to consider Scaffolding from both the macro level and the micro level and they presented seven essential principles that are important to guide my future teaching. In the following section, I will introduce four principles that are most relevant for my teaching.

The first principle is that tasks should be sequenced properly, which is essential for me to keep in mind that in my future storybook reading class, I can design tasks in an order of "introduction to the story (pre-discussion)-first reading task (basic comprehension)-second reading task (comprehension links to prior experiences)-third reading task (reflect on cultural authenticity)-concluding task (recapping)" so that students will comprehend the story progressively (Tschida et al., 2014; Schickedanz & Collins, 2013; Collins 2013; Brinton & Holten, 1997).

The other principle that is also of vital importance to me is to integrate content language features ("genres, subject-based vocabulary, grammatical patterns") into English courses to cultivate students' metalinguistic awareness (Hammond & Gibbons, 2005, p.18). This principle reminds me of an interview that I conducted with a current high school English teacher in China, who thought of "translating lab reports and social surveys into English" as one way to combine content knowledge with English language teaching. But she mentioned that under the pressure of the college entrance examination, it's difficult to put her plan into practice due to the limited instruction time. And she further explained that if she combined English with other scientific subjects, "there will be more aspects that students are not interested in, and it will be difficult for them to find an entry point." This interview experience embodies the challenge of teaching content-based language features in Chinese English classrooms. Both exam pressure and student motivation can be factors that impede English teachers from scaffolding students to learn content language features. In my future

teaching, I need to cooperate with content teachers and ask their advice about what aspects of content knowledge interests students most and what is worth learning in English. Also, I should communicate with parents and school administrators carefully about the importance of incorporating content language features into English courses and whether this kind of instruction will influence students' exam passing rate.

The third principle is that teachers' curriculum should be established by referring to both students' relevant prior experiences and current English knowledge to help familiarize students with new content. What I envision in applying this principle to my future teaching is to conduct Needs Analyses, which require that teachers examine what students already know and need to know by using surveys and interviews to collect information (Nation & Macalister, 2010). To be more specific, I can create short questionnaires for students to fill in before class to check what knowledge they already have and what they still need to learn. Also, I need to figure out whether their needs have been met after class so that I can adjust my teaching plans accordingly. In addition, I can analyze students' previous exam papers to learn specifically about each individual's areas of strength and areas that need improvement in order to make my courses personally meaningful to them.

The last principle is to enunciate course objectives in class and encourage students to reflect on and adjust learning processes and products. One of the important things to pay attention to when applying this principle is to preview my lesson objectives and see if one lesson or a series of lessons consist of equal instruction of four-strands learning: "meaning-focused input, meaning-focused output, language-focused learning and fluency development" (Nation & Macalister, 2010, p.90). After designing activities that pertain to these lesson objectives, I will then introduce the objectives

at the beginning of the class in oral and written forms. During class, I will leave some time after each activity to let students think about whether the activity meets the class objectives. Before class ends, I will reiterate my course objectives and negotiate with students about what I can change to better meet these objectives.

Communicative Language Teaching

A final teaching method that I want to mention here is Communicative Language Teaching, which is based on sociocultural theories following Vygotsky's ZPD theory (Fagan, 2019). One distinctive feature of CLT described by Brown (2007, pp. 39-53), which is enlightening for my future EFL instruction, is that linguistic objectives must be jointly considered with the pragmatic use of English. To be more specific, it means that teachers need to focus on developing students' authentic language use (communicative capabilities) while addressing linguistic features (vocabulary, grammar, etc.) in a meaningful way. This feature is important for me to bear in mind since in my past teaching experiences, I sometimes focused too much on whether students understand certain grammar points or vocabulary and lectured instead of giving students opportunities to express their ideas and feelings. In my future teaching, I should avoid creating a form-oriented class (like what I talked about at the beginning of the passage) that rarely pays attention to meaningful input and real-world language practices. Instead, I will design classes that create an authentic environment for students to communicate and build upon each other's ideas. For instance, when teaching students about numbers, I can ask them to play roles either as shopping assistants or consumers and practice using these numbers in selling/buying things so that they can improve their communicative abilities in a real-life setting that they already faced in the past or will face in the future.

In conclusion, as a future EFL teaching candidate, my teaching philosophy should be built on a holistic understanding about the theory of Culturally Responsive Pedagogy, Scaffolding, and Communicative Language Teaching so that I will be likely to build high-quality curriculum.

Artifact Analysis

Professional Knowledge Area 1: Learner

This professional knowledge area regards *learners*, who are supposed to be the “producers and contributors of knowledge” (de Jong, 2011, p. 186), in a collaborative classroom. Learners are essential because they are the center of the whole teaching and learning process. To engage every learner in learning, teachers need to incorporate learners’ cultural and linguistic knowledge into curriculum planning and instruction, and at the same time, offer opportunities for them to “explore multiple identities...in meaningful ways” (de Jong, 2011, p. 176).

TESOL Domain 4: Identity and Context

Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

In my point of view, this standard mentions three things. First, teachers are required to thoroughly investigate the communities in which learners grow up and learn specific “funds of knowledge” (Moll et al., 1992) and “community literacies” (Jiménez et al., 2009). Second, while investigating, teachers should also pay attention to the significance of how students’ living contexts will influence their perceptions of identities and how these perceptions further affect their learning. Third, the information gathered from the above investigation is supposed to be considered and

treasured while teachers design their lessons.

This is closely related to my teaching philosophy in two facets. For one thing, to fully probe into students' cultural and linguistic backgrounds relates to one of the most essential principles of *Scaffolding*, that is, to let students be receptive to new learning materials. Students' prior knowledge and language capabilities should both be considered when teachers design the course (Hammond & Gibbons, 2005). For another thing, teachers' recognition of students' identity negotiation is concerned with *Culturally Responsive Pedagogy*, which requires educators to "validate diverse cultural experiences" and "create spaces for diverse student voices" (de Jong, 2011, p. 174).

Artifact A.

The Final Case Study of an English Learner is a paper I wrote to analyze an English learner's language learning features. To collect data for this paper, I interviewed a Chinese adult English learner, Amy (pseudonym) at a regular interval. She has been learning English for more than 15 years, but claims that she still has problems in academic writing. The paper includes four parts: first, an introduction to the learner; second, a detailed analysis of her skills and weaknesses in pragmatics, phonology, grammar, and semantics; third, instructional suggestions that are proposed based upon prior analysis; fourth, a critical reflection of my study.

Artifact A is used to present how teachers can rely on the investigation of students' cultural and linguistic backgrounds to make their teaching more pertinent to individual students, which is closely related to TESOL domain 4 and my teaching philosophy.

First, in *the Introduction* section, I introduced Amy's past language learning experience of learning in international schools before undergraduate and studying abroad in the U.S during undergraduate and graduate years. By presenting this aspect of information, I completed a process

of identity negotiation with the learner by asking about what kind of person she thought she was and how her identity was affected while immersing herself in cultures that different from her own during her past learning experiences. This process will make it possible for her to “apply herself academically and participate actively in instruction” (de Jong, 2011, p. 175; Cummins, 2001, p.2), which conforms to TESOL domain 4.

Second, in the *Pragmatics* part of the second section, I pinpointed that “Amy has spent most of her time learning English in China where she might not have had many chances to improve her pragmatic competence specifically and influentially both in and outside of the classroom” when analyzing one of her weaknesses in pragmatics. By performing such an analysis, I proved the argument made by Bardovi-Harlig (2001) that learning settings (Chinese contexts) will largely affect learners’ acquisition of pragmatic competence. Also, in the pronunciation part, I analyzed how “her first language (Chinese) influences her English pronunciation” by using an example that “she pronounced the word ‘week’ as /weik/,” which might be due to the different combination rules of vowels and consonants in Chinese and English. The above two parts in my paper exemplify how I conformed to my teaching philosophy of *Culturally Responsive Pedagogy* by connecting the student’s previous living contexts and home language influence to her English learning performances, which could help me avoid having presumptions about a student’s English abilities that are not “neutral and objective” (de Jong, 2011, p. 176).

Third, in the *Instructional Plan* section, I presented a teaching strategy to improve Amy’s semantic skills that “the teacher could first provide her with some translation examples that exhibit the ‘code switching’ between Chinese and English... And then the teacher can offer sentences/paragraphs either in English or in Chinese and let her translate them in speaking or in

writing... After that, she would need to summarize some ‘rules’ of using words she has learned from the activities, and the teacher can assist her in refining these rules.” It’s clear to see that I fully considered Amy’s L1 knowledge and suggested using a translating activity to make her familiar with the meanings of English words. Such an activity could highlight students’ “strengths of bilingualism” (Goodwin & Jiménez, 2016, p. 2) which closely links to my teaching philosophy of *Scaffolding*, that is, acquainting students with new learning content by using their prior knowledge.

However, given what *Culturally Responsive Pedagogy* requires, one limitation of my paper is that I didn’t think deeply about what cultural factors might also influence the learner’s language features. For example, when I analyzed Amy’s pragmatic skills, I put, “Amy has spent most of her time learning English in China where she might not have had many chances to improve her pragmatic competence specifically and influentially both in and outside of the classroom.” Here, I only mentioned the Chinese context, but didn’t elaborate on what aspects of cultural influence (e.g. teacher-dominated tradition) might lead to a context like that. Such an insufficient investigation of a student’s cultural background might hinder me from combining “cultural knowledge with instructional action” (Gay, 2010, p.71). Therefore, in my future instruction, I will try to attain cultural knowledge by interviewing former teachers and asking students to present their cultures individually so that I can combine this knowledge with my instructional action.

TESOL Domain 6: Learning

Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.

From my perspective, this domain brings up two important points. First, teachers need to

utilize their expertise in language, specifically, how to balance the instruction of “BICS” (basic interpersonal communicative skills) and “CALP” (cognitive academic language proficiency) (Cummins, 1979, 1981, 1991), and the knowledge about different language features (sound patterns, word formations, morphology, etc.) (Yule, 2017) can both be included into this expertise. Second, to better support adults’ language learning, teachers should not only rely on their language expertise, but also understand second language learning patterns of adults, such as their attention span usually being longer than that of children and adolescents. Additionally, adults usually have better cognitive capabilities, and they still need to be given enough confidence while learning a language (Brown, 2007). Only when teachers have a good command of these language learning patterns can adult students have better learning results.

TESOL domain 6 associates with my teaching philosophy in two aspects. On the one hand, to understand language features and incorporate them into courses relates to *Scaffolding*, which has one principle that content language features should be integrated into language courses so that students’ abilities to “reflect upon and manipulate the structure of language” (Altman et al., 2018, p. 3; Ramirez et al., 2013; Hammond & Gibbons, 2005, p. 18). On the other hand, to learn about adult language learning rules connects with *Communicative Language Teaching*. As I’ve mentioned above, adult learners have specific learning patterns. One of the most essential patterns is a well-developed ability to comprehend abstract concepts (Brown, 2007). However, teachers might fall into the trap of teaching too many language forms but ignoring the importance of language authenticity if they just superficially understand this pattern. *Communicative Language Teaching* can prevent teachers from falling into this trap by requiring teachers to deal with issues of language forms in the process of concentrating on students’ authentic language use.

Artifact B.

I chose a proper complex text for my targeted learners (adult learners from diverse cultural backgrounds) through a *Complex Text Video* project and created a final video to support their comprehension and analysis of the text. The complex text I chose is a piece of news about reducing children's time online. There are three steps to complete the project: first, explanation of the rationale for choosing the text by using Glass (2015)'s three-part model of complexity; second, identification of the focal language that's important for students to learn and comprehend the text; third, a video to guide students to learn the focal language I've chosen in step two.

Artifact B is used to figure out how teachers could make use of their language and language acquisition knowledge to teach adult learners from the perspective of designing a teaching video. In the second part of the *Complex Text Video* project, I chose the language forms that are closely related to text topics and essential for learners to engage in and across different contexts. In the third part of the *Complex Text Video* project, I designed several activities aiming to help learners learn the focal language in a meaningful way. These two parts are closely related to my teaching philosophy and TESOL domain 6.

Firstly, in the second part of the *Complex Text Video* project, I divided the focal vocabulary of the complex text into three categories: "Vocabulary closely related to the topic (influence comprehension most);" "Vocabulary that needs to be comprehended by having content knowledge (less influence on comprehension than the first category);" "Other new vocabulary (less influence on comprehension than the above categories)." By having such categories and explaining them according to their degree of importance, it's clear to be seen that I understand how to develop students' vocabulary from a written text. Ensure that they can be exposed to both "common" words

and “sophisticated” words and develop both the “depth” and the “breadth” of vocabulary (Schickedanz & Collins, 2013, p.46). In short, having the knowledge about how to teach target language vocabulary and implementing it in planning a lesson conforms to TESOL domain 6 (utilizing language knowledge to facilitate students’ language learning) significantly.

Second, in the second part of the *Complex Text Video* project, I also introduced how to teach the G-S pattern by using the text. Teaching such a writing pattern is beneficial for adult learners to get the main topic of not only the news we read, but also many other pieces that share the same writing pattern. What’s more, the G-S pattern is also a common framework in academic writing. Based on the above knowledge, as well as knowing that academic language is gaining more and more importance among English learners (Nagy & Townsend, 2012), my choice to use the complex text to teach the G-S pattern is closely related to my teaching philosophy of *Scaffolding* and *Communicative Language Teaching*, that is, incorporating content language features into language courses and meeting adults’ cognitive levels by teaching abstract concepts (G-S pattern).

Nevertheless, although I mentioned some instructional methods hoping to teach focal vocabulary, such as using “Word Sorts (Bear et al., 2015; Helman et al., 2011) to let students review words by categorizing them into different groups (e.g. verbs, nouns, adjectives)” and “The Insert Method” (Vogt & Echevarria, 2008) to let students mark the vocabulary or concepts that they know/confused by/surprised by/don’t know (Echevarría et al., 2017), I didn’t actually use such methods in the third part of the *Complex Text Video* project. Instead, I simply introduced the vocabulary by explaining the meaning of each word. This experience reflects a mismatch between what I wrote in my teaching plan and my real teaching practice, which reminds me of avoiding such problems in my future EFL teaching.

Moreover, I didn't put students' home language into consideration during the whole project. Although students may speak languages that I don't know, I could still mention in the video that I'm willing to learn their languages (Demeroukas, 2019).

Professional Knowledge Area 2: The Learning Contexts

This professional knowledge area is about the *Learning Contexts*, which are the comfortable, safe, and caring environments provided by teachers to help students achieve learning success. Learning contexts are essential for language learners not only because they are places where learning occurs, but also because learners will be immersed in individualized contexts according to the attention, response and stimulation given by the teacher in class through different activities or simply oral communication (Longcope, 2009).

TESOL Domain 2: Instructing

Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

In my opinion, the domain mainly discusses two things. On the one hand, teachers are responsible to use various methods and techniques to build learning environments that could support all learners to study with an explicit learning purpose and learning motivation so that they will "value this learning" (Nation & Macalister, 2010, p. 39). On the other hand, teachers should work as facilitators to help build a complementary relationship not only between teachers and students but also among students, so that teachers and students will be able to respect each other's cultures and identities, and achieve mutual learning through valid interactions (Gay, 2010).

This TESOL domain is akin to three facets of my teaching philosophy. First, to build supportive learning contexts to motivate learners' purposeful learning is related to my teaching

philosophy of *Scaffolding*, which asserts that teachers can use different grouping methods and stimulating methods (e.g. cued elicitation) to engage students in understanding complex concepts individually or cooperatively (Hammond & Gibbons, 2005). The second aspect of the TESOL domain, which is to promote respectful interactions in class, is important to achieve my teaching philosophy because students' critical and deep thinking can be brought out by teachers creating a respectful learning atmosphere. To be more specific, when students understand the importance of respecting each other in class, they will be open to accept languages and cultures that are different from their own and will also be willing to discuss with others their understandings about such differences, and these discussions can be advantageous to develop their critical thinking skills. This second TESOL aspect associates with two layers of my teaching philosophy. One is *Culturally Responsive Pedagogy*, which emphasizes student centeredness and the construction of student-student and student-teacher reciprocal relationships thanks to teachers' in-depth understandings about their students. (Burnham, 2020; Li, 2014; Lynch, 2012; Gay, 2010; Howard, 2010; Ladson-Billings, 2009; Gay, 2000). The other one is *Communicative Language Teaching*, which requires teachers create authentic environments while teaching that can encourage students to "construct meaning through genuine linguistic interaction with others" (Brown, 2007, p. 43).

Artifact C.

My goal of writing the *Personal Video Analysis* paper is to analyze my own teaching recording by observing student interactions, learning processes and my own instructional interactions with students. The video I chose is a part of my lesson about teaching grammar to adult learners at Nashville Adult Literacy Council. There are two main parts of the paper: the first part is macro analysis of the lesson; the second part is microanalysis of the lesson.

Artifact C is used to analyze how teachers facilitate students' meaningful learning by creating supportive environments and stimulating students' interactions. In the first section of the *Personal Video Analysis* paper, I explained my use of student resources and tools to engage students. In the second section of the paper, I illustrated students' learning methods and content and my instructional repertoires. Both sections either conform to or conflict with TESOL domain 2 and my teaching philosophy.

First, in the second section of the *Personal Video Analysis*, I put, "in this part of teaching, I encouraged students to support each other to get the correct answers. One example is in line 27, after Cindy said, 'Yes, he have a breakfast for 15 minutes,' I didn't correct her immediately, instead, I asked for other students' help by asking 'Does anyone disagree with Cindy?' And Bob, who is the student of higher English proficiency, tried to tell the correct answer to Cindy." This is an example of me working as a guide to let students find the correct language forms by themselves and engage all the students to participate in class actively (Echevarría et al., 2017). This adheres to my teaching philosophy of *Scaffolding* and *Communicative Language Teaching* as I gave students enough space to learn to become independent learners while also offering them appropriate support. Also, I created a caring environment that encourages all the students to contribute to class.

However, in the second section of the *Personal Video Analysis*, I wrote that I didn't follow my lesson plan to let students themselves practice asking and answering questions but chose to ask questions by myself and let students answer my questions because I was afraid that students would not perform as I had expected. According to the theoretical framework of *Communicative Language Teaching* (Fagan, 2019), what I did in this part of teaching violated the principle of student centeredness because of my false assumption that students couldn't finish the task. This example

not only informs me of avoiding abruptly changing my lesson plan due to prior hypothesis bias, but also cautions me to practice playing a consistent role as a facilitator in my future class. For example, if next time I conduct the same activity as above, I will first show students what they should do by creating either a video or an infographic that presents the activity's process. After making sure that they understand what they should do, I will let students finish the activity as planned.

Also, in the first section of the *Personal Video Analysis*, I wrote, "instead of incorporating students' cultural and linguistic features into my teaching, I not only explained the grammar rules in English but also let students converse solely in English." This is a typical example of ignoring the importance of using students' own language assets to facilitate their English learning, which disagrees with my teaching philosophy of *Culturally Responsive Pedagogy*. In my future teaching, I might first ask students to share about what they know about the grammar rules in their first language, and then ask them to discuss their knowledge with partners/group members. After that, I will introduce the English grammar rules to them.

Last, in the first section of the *Personal Video Analysis*, I wrote, "I didn't differentiate my instruction to make the lesson 'challenging to all the students' (WIDA Consortium, 2012). Although students are in a class of the same level (high-beginning), they have different educational backgrounds." Since differentiation is a vital approach to support students' learning, what I did here conflicts with my teaching philosophy of *Scaffolding*, and could be addressed in the future by pairing students of higher English proficiency with students of lower ones so that they can comprehend difficult concepts effectively without much instruction from the teacher (Daniel et al., 2016).

Professional Knowledge Area 3: Curriculum

This professional knowledge area deals with *Curriculum*, which is an essential component of the whole teaching process since the premise for building a high-quality education system is to design effective curriculum that offers educators and other involved stakeholders an organized “plan and structure” (Glenn, 2018, p.1). For teachers, curriculum design is a “how-to-do-it” writing process that includes many steps, including planning and choosing course content (Nation & Macalister, 2010, p.1).

TESOL Domain 1: Planning

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

As I see it, this domain indicates three main points. First, to make students achieve their best learning performances, teachers need to set explicit learning goals (including language and content goals) in their planning of the curriculum (Echevarría et al., 2017). Also, instead of writing down all the goals in the plan, teachers need to communicate with students at the beginning and the end of the class and ask if the teachers’ goals match up with students’ personal learning objectives (Echevarría et al., 2017). Furthermore, after teaching classes according to the plan for some time, teachers could try to negotiate with students about whether the plan needs any modifications and pay attention to students’ suggestions about what they want to learn in upcoming classes (Nation & Macalister, 2010).

This domain is closely connected with my teaching philosophy of *Scaffolding*. Initially, setting explicit course objectives relates to one proposition of *Scaffolding*, that is, teachers need to design course goals based on what students are skilled in and what they weak in, and explain the goals to

students. Also, negotiating with students about the goals relates to another aspect of *Scaffolding* that students who attend classes should be given sufficient chances to interact with teachers and other students to share their learning processes and thoughts about adjustments teachers and students can make during teaching and learning (Hammond & Gibbons, 2005). To achieve this, teachers need to ensure that “the course will contain relevant and useful things to learn” by examining “what the learners know already and what they need to know” (Nation & Macalister, 2010, p. 41) using surveys and interviews, as I’ve mentioned in my teaching philosophy.

Artifact D.

My *SIOP-based lesson plan with rationale* is a lesson plan written for the high-beginning adult English learners that I taught at the Nashville Adult Literacy Council. The plan is designed for 90 minutes and the lesson is a grammar lesson that aims to help students review and learn simple present and present continuous tenses. To better engage students, I chose the topic of “family” to make the lesson more contextualized and meaningful. The plan mainly has four parts: first, an introduction of the course objectives; second, a list of the key vocabulary and teaching materials; third, the sequence of the activities and the time used in each activity; last, the rationale for writing the lesson plan.

Artifact D is used to analyze how the teacher chooses course objectives and adjusts the teaching plan. In the first and last part of the *SIOP-based lesson plan with rationale*, I introduced my lesson goals and the rationale for how these goals support students’ learning. In the third part, I explained how I will communicate with students about the lesson goals. These parts all closely align with my teaching philosophy and TESOL domain 1.

First, in the first part of the *SIOP-based lesson plan with rationale*, I wrote three content

objectives and three language objectives respectively (see Appendix). These objectives are all clearly written and can be easily distinguished from each other, which conforms to TESOL domain 1. Yet, when writing objectives, I did not avoid using the verb “know,” which is a word that describes students’ “inner process of acquiring knowledge” that is not proper to use when writing course objectives (Boyd-Batstone, 2004, p. 233).

Second, in the third part of the *SIOP-based lesson plan with rationale*, I planned to use the first three minutes of the lesson to introduce “objectives of this lesson (distinguish between reviewing objectives and learning objectives).” In the last five minutes of the lesson, I planned a recapping session that includes four small activities: first, “review the objectives and what we’ve learned today,” second, “use emojis to ask about students’ feelings after having this class,” third, conduct a short survey about whether students have understood the two tenses better after having the class by using a Likert scale. Drawing on my previous understanding about TESOL domain 1, I think that my design of these activities provides the chances for students to know the course objectives right before and after class (Echevarría et al., 2017) and to interact with me about their learning results (Hammond & Gibbons, 2005). However, the interactive methods are multiple choice questions that cannot elicit much response from students. Also, I only mentioned my teaching goals, but ignored students’ individual learning goals. Moreover, I did not ask students’ suggestions about my teaching plan. These three issues make me aware that in my future teaching, I need to design more communicative activities (e.g. reflective discussion) to learn more about students’ thoughts about curriculum goals, students’ learning goals and my course design.

Third, in the last part of the *SIOP-based lesson plan with rationale*, I analyzed the reasons for designing each of my lesson objectives, “I write my first content objective to activate students’ prior

knowledge (use simple present tense to talk about routines) (Echevarría et al., 2017) and facilitate their productive language use, my second content objective to develop students' skills of 'taking notes' throughout the whole class, and my last content objective to connect to the essential question. As for my language objectives, they are built on students' prior knowledge about grammar, new language knowledge, and the mistakes they always make." From this analysis, it could be seen that I thoroughly considered what students already have a good command of (e.g. simple present tense) and what they need to further improve on (e.g. productive skills, note-taking skills, grammar points that they are still confused about), which is closely related to my teaching philosophy of *Needs Analysis* (Nation & Macalister, 2010).

TESOL Domain 7: Content

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

From my personal standpoint, this domain has three implications. First, teachers should keep in mind that to make the language learning more meaningful and effective for English learners, they need to create real-life language learning environments for students to communicate with each other in class since "communication has always been the intent of language education" (June Phillips, project director for the grant to develop National Standards for Foreign Language Learning; Cutshall, 2012, p. 34). Second, teachers should ensure that the course content comprehensively

cultivates students' English reading, listening, speaking, and writing abilities. Last, to help EFL students achieve academic success in mainstream classes, teachers need to design courses that can improve students' academic language proficiency (Echevarría et al., 2017).

This domain links to my teaching philosophy in three aspects. First, to create real-life language learning environments for students to communicate in a meaningful way associates with *Communicative Language Teaching*, which requires teachers to prepare students for using language receptively and productively in authentic settings that have many unexpected interactions and will not offer students enough time to organize and think about language use (Brown, 2007). Next, to incorporate content that develops students' listening, speaking, reading, and writing skills relates to *Scaffolding*, which requires that teachers pay attention to whether the course objectives balance the opportunities for students to receive "meaning-focused input," produce "meaning-focused output," focus on language learning, and develop fluency (Nation & Macalister, 2010, p. 90). These four strands will involve various opportunities to let students practice the above four skills. Last, teachers providing chances for students to develop their academic language proficiency connects with two aspects of my teaching philosophy. One is *Culturally Responsive Pedagogy*, which requires that teachers should not lower their demands of EFL students and have the same high expectations of EFL students' academic language proficiency as mainstream students. The other is *Scaffolding*, where one principle demands that teachers combine general language features with content language features into their courses, which may require the cooperation between content teachers and language teachers.

Artifact E.

The Final Unit Plan is a unit plan that includes schedules for a unit that has 6 lessons in total.

The target students of my unit plan are Chinese 8th graders in a private middle school, and their English proficiency is at the intermediate low level. The main teaching materials of the unit are storybooks that students are interested in. In general, the unit plan includes four parts: an overall introduction of the context, principles, main themes, goals, and essential questions of the unit and three 90-minute lesson plans based on the ACTFL Lesson Plan Template.

The three lesson plans of Artifact E can be used to analyze how a unit can be designed to facilitate students' development of authentic communication, four language skills and academic language proficiency, which are closely related to my teaching philosophy and TESOL domain 7.

First, in the first lesson plan of the *Final Unit Plan*, I designed two interrelated activities in the “into” part of the lesson: first, “ask students to write a short paragraph about an impressive moment (good/bad) that they spent together with their best friend(s)... After writing, students will work in pairs to share, evaluate, and give feedback on one another’s writing” (Brinton & Holten, 1997), then, “let students discuss the story’s plot by guessing from the title and pictures on the cover...” The two activities work together to introduce the essential question and the story that I’m going to read. Instead of simply telling students, I create opportunities for them to both receive (listen to others’ sharing and discussions) and produce (write and speak) in an authentic communication environment, which conforms to my teaching philosophy of *Communicative Language Teaching*.

Second, in the third lesson plan of the *Final Unit Plan*, I designed activities that can develop students’ speaking (discuss the daily topic and essential question, discuss and guess the story content, share ideas about the story’s main theme in the whole class, read words after the teacher, categorize words in small groups, discuss in pairs and whole groups about how to reconstruct the story), listening (all the above activities plus listen to storybook reading), reading (read stories, read

other's posters), and writing (design posters), which conform to TESOL domain 7 and my teaching philosophy of *Curriculum Design Process*.

Third, in the three lesson plans of the *Final Unit Plan*, I wrote the daily topic of each lesson as “Which quality do you value most in a friend?” (Lesson 1), “What qualities make everyone/everything on earth unique?” (Lesson 2), and “Do you think it's fair to look down upon other's identities? What do you know about equity?” (Lesson 3), which are designed to support students' thinking about the two essential questions: “What qualities make everyone/everything on earth unique?” and “In which situation do you think equity is easy to achieve and in which it's not?”. These questions, while aiming to cultivate students' higher-order thinking skills by being analytical and interpretive (Echevarría et al., 2017), are also effective to improve their academic language proficiency, since the themes “equity” and “identity” are commonly seen in academic speeches and articles, which conform to my teaching philosophy of *Scaffolding* and *Culturally Responsive Pedagogy*. However, although it's promising to elicit cognitively demanding discussions by using storybooks, there's still one place that needs improvement. Instead of simply reading stories and asking students to discuss, I could provide them with much more meaningful input (e.g. videos about equity and identity) and “mediational artifacts” (e.g. sentence starters, graphic organizers) to support their discussion (Hammond & Gibbons, 2005).

Professional Knowledge Area 4: Assessment

This professional knowledge area concerns assessment, which is “an ongoing process that encompasses a wide range of methodological techniques” (Brown, 2010, p.3). Assessment is important because it can examine students' learning processes and products, diagnose teachers' current teaching plans and procedures, and inform future instructional directions. It is even more

important for me because as a pre-service teacher, I should always keep in mind that thoroughly designed assessment for my future EFL learners should consider not only their language performance, but also their cultural backgrounds, and life experience.

TESOL Domain 3: Assessing

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

In my opinion, this standard has three implications. First, teachers should use appropriate assessment to collect information and then illustrate the information to promote learners' cognitive and linguistic development. The information here includes students' "inherent strengths, resources, and assets" (Gottlieb, 2016, p.8) and other knowledge that is observed or tested in the assessment. Second, teachers are supposed to use various types of assessment (eg. formative, summative) to gather information and rely on this information to adjust current teaching and envisage future teaching. Third, teachers need to give students autonomy to choose their preferred assessment content so that they will get the chance to "monitor and be aware of their learning" (Nation & Macalister, 2010, p. 38). Also, after the assessment, teachers need to give feedback that's helpful enough for students to improve their learning quality (Nation & Macalister, 2010).

This standard is related to my teaching philosophy in two aspects. On the one hand, using proper assessment to gather inherent culture and language information from students to facilitate their learning connects with *Culturally Responsive Pedagogy*, which stresses the importance of

building teaching upon students' cultural, linguistic, and other skills or knowledge to create a caring learning environment (Burnham, 2020; Li, 2014; Lynch, 2012; Gay, 2010; Howard, 2010; Ladson-Billings, 2009; Gay, 2000). On the other hand, giving students autonomy to decide what they want to be assessed on relates to *CLT*, which attaches great importance to putting students in the center of a class (Brown, 2007, pp. 39-53); also, it relates to the method of *Scaffolding* because by assessing students in this way, teachers will better understand students' prior knowledge and use it to support them and help them gradually become independent learners (Hammond & Gibbons, 2005).

Artifact F.

The *Interview Analysis* paper aims to figure out an English Language Learner's cultural and linguistic backgrounds by using assessment. To achieve this aim, I conducted a 70-minute online interview with Bob (pseudonym), an adult from Venezuela who is taking high-beginning online English courses at the Nashville Adult Literacy Council (NALC).

Artifact F is used to analyze how teachers can use certain assessments to gather cultural and linguistic information from ELL students and further help their language learning. In the Interview Design and Analysis section, I explained how I used both a survey form and a sheet of interview questions to explore the ELL (Bob)'s level of acculturation, past educational background, goals, values, and interests, which is closely connected to TESOL domain 3 and my teaching philosophy.

First, in the *Interview Questions* part, I presented what rich cultural and linguistic assets can be gathered by designing comprehensive assessment questions. An example I wrote to embody Bob's cultural background is, "he introduced me thoroughly to celebrations (Carnival and Christmas), traditional food (Hallaca) and music (Gaitas navideñas) in Venezuela." Another example I included to show his interest in English is, "when I asked him about a disappointing moment when learning

English, his initial response was that he didn't have any moment like that because learning English is interesting." Drawing on my theoretical framework, I believe that these valuable "funds of knowledge" (Moll et al., 1992) can be incorporated into teachers' classroom instruction to better construct a caring learning environment (Gay, 2010). In my future teaching, I can conduct some pre-class linguistic and cultural assessments to investigate students' language, life, and cultural knowledge so that I can plan my lesson in a more meaningful way.

Second, in the *Conclusion* part, I put that "I presume that Bob is less likely to go through negative acculturation because of his long-lasting interest in English learning, firm sense of identity, positive personal value, and strong confidence in achieving specific future goals." This summary of Bob's current learning motivation and other conditions that will influence his learning implies why assessment is important to inform future teaching since I can choose more complex focal language, sentence structures, and genres of the text materials, and design questions and activities to make them accessible to Bob after I understand his high language learning motivation and firm life goals by conducting the interview assessment.

Last, I want to point out one shortcoming of this assessment that students' opinions were not considered when I was designing the assessment, which violates my teaching philosophy of *Culturally Responsive Pedagogy*. Luckily, this mistake can remind me of involving students in the construction of my future assessment. For example, before having informal surveys and interviews, I can schedule an informal meeting with students and ask them to introduce themselves to me. In the process of meeting, I can also ask them some open-ended questions, such as "What things do you want me to know better about you as a parent/worker/student?" and "What expectations do you have if I interview you about your past language learning experiences and features of your

culture?”. The information that students provide in such meetings can help me to design interview/survey questions that are more relevant and meaningful to students.

Applications to Practice: Implications and Future Considerations

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 understandings to inform and change themselves and these communities.

Implications from My Learning and Practice (TESOL Domain 8)

In general, there are three overarching ideas in my teaching philosophy. One is *Culturally Responsive Pedagogy*, which requires a teacher, as a facilitator, to invite each student’s cultural and linguistic resources into the classroom and celebrate these resources by incorporating them into courses so that both teacher-student and student-student reciprocal relationships can be built up in the process of teachers and students jointly learning in a culturally and linguistically diverse environment (Gay, 2010). The other one is *Scaffolding* that asks teachers to provide sufficient and appropriate support for students to finish tasks that demand slightly more than their current capabilities (Wood et al., 1976). The last one is *Communicative Language Teaching* that reminds me of the importance of creating authentic environments for students to practice real-life communicative skills. In the following section, I am going to examine the strengths and weaknesses of my past teaching and learning experiences at Vanderbilt University.

What I’ve Learned and Applied.

Overall, there are two examples of my past teaching and learning experiences that can manifest

TESOL domain 8's suggestion of inquiry into communities as well as my teaching philosophy of *Culturally Responsive Pedagogy*.

First of all, during my first semester, I conducted a community investigation about a Chinese immigrant family living in California, U.S. By interviewing a family member (Ann) who belongs to the first generation in this three-generation family, I noticed the determination of the elder generation to pass down Chinese culture to younger generations and the negotiation between two different cultures (Chinese and Latino) inside a family. What impressed me most through my investigation was the language learning experiences of the two newborn babies in the family, whose father is Mexican and mother is Chinese. The babies' grandmother introduced to me that her elder grandson can speak English, Chinese and Spanish, but prefers to speak English more often, and she assumed that this is because "English is easy to pronounce." This phenomenon inspires me to probe further in my future teaching about what I could do to support these learners in the process of their identity acknowledgement and how identities might be "constructed, co-constructed and then renegotiated" as language learners grow up affected by multiple languages and cultures (Kubota, & Lin, 2009, p. 133). What's more, it also enlightens me to encourage monolingual students to learn to embrace different languages and cultures so that they are able to observe the world from diverse perspectives (Frank, 1999).

Secondly, Artifact F that I mentioned above also embodies how I collected a specific learner's cultural and linguistic information (e.g. educational backgrounds, language repertoires) by using surveys and interviews as tools to collect information. Such methods could also be used in my future teaching before I make any decisions about bringing students' prior knowledge into classes. However, considering that I might teach a large group of students, I need to use these tools in a

more efficient way by testing survey/interview questions beforehand and leaving those that are most effective and important to collect data and conduct short-term surveys/interviews at regular intervals to reduce time spent in each survey/interview.

In addition to conducting community investigation, TESOL domain 8 also requires teachers to apply what they learn from investigation to their actual instruction, which connects to my teaching philosophy of *Scaffolding* since it's an essential strategy to inform instruction. There are two examples that show how I used *Scaffolding* in my practicum to help students gradually learn to become independent learners. One example is that I asked students to take notes of word, phrase and sentence level information in three progressive activities with an aim to scaffold students in learning how to take notes in class. The other example is that to let students have effective discussions about their daily routines in breakout rooms, I scaffolded them by first asking them to watch a video clip about a student talking about his daily routine, then asking them to learn the words and expressions that are often used in expressing daily work in a Q&A activity. Before sending them into breakout rooms, I also provided an example of myself talking about my daily routine for them to refer to. These two examples present what I could do to support my future EFL students in learning new knowledge that's not familiar to them in a step-by-step way (Hammond & Gibbons, 2005). What's more, the second example embodies my teaching philosophy of *Communicative Language Teaching* since talking about daily routines is an authentic setting that students will meet in everyday life.

Weaknesses that I noticed from practice.

While trying to implement my teaching philosophy, I also found four areas that I need to improve in my future instruction as follows,

First, I will try to give “ample opportunity for students to clarify key concepts in L1” (Echevarría et al., 2017, p. 167). For example, if I’m going to teach them a new grammar rule, I can design an activity at the beginning of the class that allows students to compare their L1 and the target language on this grammar rule. By doing so, they will better comprehend as well as remember the rule for a longer period of time.

Second, while I’m delivering a lesson, I need to maintain a consistent rate of speech and give students enough wait time so that they can think more thoroughly before responding to any questions. What I can do to practice these two skills is to record each of my lessons and pay attention to where I tend to speak faster when teaching. Moreover, I can write scripts and practice teaching with reference to the scripts so that I can think about when to slow down and wait for the students.

Third, influenced by many variables, I might have a different number of students in each class, and my grouping plans might need to be changed in real teaching. To deal with situations when I have to improvise groups, I can prepare several alternative grouping plans before starting the class so that I don’t need to waste time in class thinking about how to group students.

Fourth, in online classes, it’s very likely that I will meet technical issues. For example, I used to meet a problem that students didn’t know how to use the zoom chat box, which affected my teaching because I planned to let students share their home languages through the chat box. To solve an issue like this, I can, for one thing, check if students have devices that can support them to use the function that I want them to use; for another, I need to teach students how to use a certain function before using it in an activity and offer students who meet technical issues other methods to access the activity.

Future Considerations (TESOL Domain 8).

There are still two questions in my teaching that I want to find answers in the future. The first question is, how can I scaffold students in a proper way to help them understand my task instructions, while avoiding over-scaffolding (Daniel et al., 2016)? During my practicum, I found that sometimes my scaffolding strategies not only failed to help students understand the learning content, but also caused confusion. For instance, in an activity, I tried to use sentence starters to support students' conversations. But then I found that instead of speaking according to these sentence starters, they became confused about what they should do. Some of them ignored the sentence starters and chose to speak by themselves, while others just read the sentence starters instead of completing their sentences. One reason for this phenomenon might be that the sentence starters I offered to students are not meaningful for them to practice speaking in authentic contexts. The other reason might be that I offered too much scaffolding for those students who have high English proficiency. This phenomenon made me think that in my future teaching, I should create more real-life activities for students to engage in conversations that are meaningful to them. For example, if I were to teach them adjectives to describe emotions, I could ask them to discuss events that are closely related to their lives by using these adjectives.

The other question that I still have about teaching English language learners is: how to ensure that every student in class has equal chances to comprehend concepts in a language with which he/she is familiar, even if he/she is the only speaker of that language? In my practicum, I once tried to solve this problem by asking every student in class to share their home languages in writing. However, it turned out that some students didn't know how to write in their home languages, which was because that I didn't investigate comprehensively about students' language skills before class.

In my future teaching, I'm thinking to ask help from translators or use translation software to better comprehend students' L1 while giving them "equitable opportunities to comprehend and enjoy their reading, write to best express themselves, engage in classroom discussions, or apply critical thinking to content learning" (Stewart et al., 2022, p.192).

This portfolio is a record of my learning and teaching experiences at Peabody College, Vanderbilt University. As I mentioned above, in my future teaching and learning, I will keep finding answers to questions that I meet, update my teaching philosophy from time to time, and apply what I've learned to actual instruction.

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Appendix

Artifact A

The final Case Study

I. Introduction to the learner

The EL learner, Amy (pseudonym), is a 26-year-old adult. Through three conversations I had with her, I felt that she is an extroverted and voluble person since she's eager to answer questions and express her own ideas. Her first language is Chinese and she has been learning English for 19 years since the second grade in primary school. Before entering undergraduate program, she studied in the same international school (in China) which offers primary and secondary education. She told me that her learning in primary school shaped somewhat her basic English ability. After finishing high school, she has three study experiences in the U.S: a one-year exchange program during undergraduate years and two master's degrees (she's studying for her second master's in Vanderbilt). Still regarding herself as an English learner, she clearly knows her weak points in grammar and has a specific learning focus on improving academic writing skills. This explicit understanding about her English competence embodies the "central component" of language learners' learning metacognition, that is, "reflections on what they know and what they do not know" (Haukås et al., 2018).

II. Description of the learner's oral language abilities

A. Pragmatics

a. Strengths

I've summarized Amy's five pragmatic strengths in total. First, her speaking utterances can basically achieve "sociolinguistic competence" and "elocutionary competence" formulated by

Bachman (1990). That is, she could deliver information appropriately in the given context and try her best to make responses to my questions and statements acceptable (Martínez-Flor & Usó-Juan, 2006). One example is in visit 1, lines 84-89, I asked two questions about the place “Zhangqiu” and her answers were germane to the questions. This exemplifies Amy’s ability in building on “what preceded a particular utterance” (Dawson & Phelan, 2016), namely linguistic context.

Second, she can follow at least three categories of Grice’s maxims introduced by Dawson and Phelan (2016). In visit 1, lines 121-174, Amy was trying to give me suggestions on how to better engage in group discussions. Instead of solely delivering suggestions, she also explained certain situations that she encountered during her study at Florida Gulf Coast University and her feelings when she couldn’t organize sentences in English successfully. From “the maxims of quantity”, her speech is informative enough to help me solve the problem. And because my main purpose of conversing with her is to know her previous English learning experiences, the content beyond suggestions might seem unnecessary in another context is suitable in our conversation. Moreover, this example could also present Amy’s obedience to “relation maxim” since that her suggestions are closely related to the challenges I’ve mentioned earlier in the chat. As for the maxims of quality, in visit 1, lines 43-49, Amy tried to convince me that the sunshine in Yantai is more burning than in Jinan by providing evidence like different locations of the two cities and her personal experiences. This example shows that she can follow the maxims of quality because she said what she believes to be true and provides the listener with “adequate evidence based on the situation” (Dawson & Phelan, 2016).

Third, the comprehensive use of person deixis (“me”, “them”), spatial deixis (“here”, “there”) and temporal deixis (“this”, “that”) (Yule, 2017) in Amy’s speaking utterances conforms to the

assertion that “the production and comprehension of deictic expressions” is regulated by “the pragmatic component of linguistic competence” (Slabakova, 2013).

Forth, the use of non-literal language is another pragmatic competence (Vanderveken, 1997). Examples are in visit 1, lines 158-159 and 193 where she used a slang “freak out” and an idiom “lost my mind” that both belong to non-literal language.

Fifth, in the process of talking, she used gestures to help explain ideas from time to time, which I believe is another pragmatic strength.

b. Areas need development

Despite the fact that Amy has many strengths in pragmatics, there are two areas that still need development. The overuse of connectors and hesitation markers is the first one. It’s true that people will have their unique speaking habits and sometimes there’s no need to change them. However, in the process of transcribing conversations, I discovered that she used connectors such as “and, kind of, like, so” too often to fill pauses in her sentences. These problems may not be easily found in a real-time conversation, but when I listened to the recording, it became an issue that will make her sound like a “long-winded” speaker. The other problem is that some of her utterances are not be brief enough which disobeys one of the Grice’s maxims of manner. In visit 1, lines 157-164, she wanted to illustrate a point that sometimes she could not organize a sentence structurally and she felt her brain was messing up sentences while speaking. In using six sentences to explain this idea, she might not sound brief enough for the listener.

Here I also want to explain a potential cause for the two problems above. Amy has spent most of her time learning English in China where she might not have had many chances to improve her pragmatic competence specifically and influentially both in and outside of the classroom. As

Bardovi-Harlig (2001) argues that the setting where learners are learning will largely influence their acquisition of pragmatic competence, the long-time study in a foreign language setting (China) may be a factor that influences Amy's pragmatic competence.

B. Phonology

a. Strengths

First, Amy tends to pronounce the [r] sound at the end of the words clearly which could reflect her good assimilation of instruction in American English pronunciation. For example, in visit 2, line 174, words like "Botter", "butter", "bitter" all end with an "r" and she clearly pronounced the "r" as /r/. Since pronouncing /r/ sound consistently and explicitly may not be easy to achieve for non-native English speakers, her skill represents a facet of accomplishment in English pronunciation.

Second, her discourses are in good coherence. My understanding of coherence in phonology is that even if there might be lack of connections between sound segments due to reasons like talking speed and wrong pronunciation, the whole sentence or discourse is still comprehensible. As for Amy, she spoke in a proper speed to make most of her words pronounced clear and natural enough for me to understand. Although there are some places where she did not pronounce words accurately, for instance, in visit 2, line 24, she pronounced "they" as "/ðɪ/", which is the sound of the word "the", I could still make sense of what she was talking about. Thus, I assume her overall coherence is good.

Third, she could intentionally add suprasegmental features such as stress and rhythm into her speaking. Hall (1997) argues that suprasegmental features are more essential than segmental features, under this argument, I believe that Amy's good use of suprasegmental features is another phonological strength.

b. Areas need development

There are mainly two areas need development. The first is that her first language (Chinese) influences her English pronunciation. There are several examples that could show Chinese pronunciation has affected her English pronunciation. In visit 2, line 35, she pronounced the word “week” as /weɪk/, which is the pronunciation of the word “wake”. The reason why she pronounced like that may be that in Chinese, the vowel [w] cannot be directly connected with the vowel [i], but “[w]+[ei]” is a combination that frequently used in Chinese. The other example is in visit 2, line 27, she pronounced the word “own” as /ʊŋ/, which is the pronunciation of “ong” in Chinese. These inaccurate pronunciations may not lead to misunderstandings because people could understand the words through context. Yet it’s still an area that could be improved.

The second aspect is that Amy could reduce unnecessary changes of pronunciation of the same word while speaking. For example, in visit 2, line 12, she pronounced the word “got” as /gɒ/ which is similar to the British pronunciation, while in line 47, she pronounced it as /gɑː/ which is similar to the American pronunciation. Such kind of shifts might leave an impression on others that she could not pronounce words consistently. Therefore, it’s a problem that needs to be solved.

C. Grammar**a. Strengths****a) Morphology**

The MLUs of Amy’s oral and informal written samples reflect her strength to make rather complex sentences. I chose 100 consecutive utterances from the third transcription as the oral sample. The utterances are distinguished by phrase-final intonation of Amy. There are altogether 876 morphemes in these 100 utterances. I divided the number of morphemes (876) by the number

of utterances (100) and got the ultimate MLU of the oral sample: $876/100=8.76$. In addition, I chose the 133-word e-mail as the informal writing sample and calculated its total number of morphemes. I divided the number of morphemes (138) by the number of utterances (12) and got the ultimate MLU of the written sample: $138/12=11.5$. According to Williamson (2014) 's table of "MLU for Age", the two numbers of MLU I've mentioned above are much higher than that of a 60-month-old child. Although Amy is far beyond this age, the two numerical values could still prove to some extent that as an English learner, her morphological ability is well developed.

b) Syntax

Amy's first syntactic strength is to have a good command of the "subject-verb-objective" structure, which belongs to a conventional word order of statements in English (Yule, 2017). Examples could be found both in oral and written language, such as "I have + objective" in oral sample and "I started + objective" in informal written sample.

The second is her ability to form complex clauses by using subordinating conjunctions like "if", "because", "when" in her oral and written language. As the production of complex clauses represents an important syntactic strength, it will further prove her as an advanced English learner.

The last strength is using correct word order of questions in speaking and writing. I've collected all the questions from the three transcriptions and writing samples. She could use both general questions (start with "do" and "be") and special questions (start with "what", "how" and "where"). The correct order of these sentences could show her another syntactic competence.

b. Areas need development

a) Morphology

First, she needs to continue improving her awareness of using inflectional morphemes, such as

plural markers “-s”, regular form of past tense “-ed” and present participle “-ing” in speaking and writing. Examples are in visit 3, line 12, she said “a compulsory courses”, in visit 2, line 75, she dropped the “-ed” of “learned” and in the informal writing sample, she used the word “hear” rather than “hearing” after the phrase “look forward to”. These mistakes might be because adding inflectional morphemes is not the morphological rule in Chinese, her L1 language.

The wrong use of pronouns is another area for improvement. A typical example is in visit 3, line 63. Amy intended to retail the original words of a female friend, but she used “he” instead of “she” at the beginning of the sentence. Although she realized this mistake and corrected it quickly, the example can still show her confusion in English pronouns that might be due to the influence of her L1 language since in Chinese the spoken words of “he (他)”, “she(她)” and “it (它)” pronounce the same as “ta” (Chou, 2007).

b) Syntax

The first area she could improve is using connectives such as “because, and, but, so” both in oral and writing language too often. Crosson and Lesaux (2013) argue that there are three types of connectives: frequently used, common and academic connectives. Frequently used connectives are learned in “the early phases of language acquisition” (Badzinski, 1988; Bloom, Lahey, Hood, Lifter, & Feiss, 1980). As an adult who has been learning English for more than 15 years, the overuse of “frequently used connectives” are not only insufficient for her current level of speaking and writing, but also showing a shortage of syntactic development.

The second area is the use of “rising intonation strategy” (Yule, 2017, p.333) to form questions while speaking. For instance, in visit 1, line 9, she used rising intonation to ask if my hometown is Shandong Province. As Yule (2017) pinpoints that “Rising intonation” is mostly used in early stages

of forming questions, it should not often appear in Amy's oral language.

D. Semantics

I chose Amy's utterances from the first conversation as the semantic sample. This conversation is carried out in a casual context. By using the "UsingEnglish.com" tool, I got some useful statistics in the form below:

Total Word Count	519
Word Count (Excluding Common Words)	259
Number of Different Words	169
Different Words (Excluding Common Words)	117
Hard Words	50 (9.63%)

Chart 1

I first calculated the Type-Token Ratio (TTR) of the semantic sample. It could be seen from Chart 1 that the total number of words (tokens) in the sample is 519 and the number of different words (types) is 169. Hence, I can get the TTR of the sample: $169/519 \approx 0.33$. Since the value of TTR will be more valid in comparison, I also calculated the TTR of Amy's first formal written sample (I chose this sample because it has similar total words with the semantic sample). With a total number of 459 words and 215 different words, the TTR of the written sample is: $215/459 \approx 0.47$. I can learn from these two values of TTR that Amy's lexical diversity in writing is higher than in speaking. Also, the diversity differs in different context (formal versus informal).

By analyzing the statistics together with the semantic sample, I found that the word choice of Amy is appropriate according to the informal conversational context. It's clear to be seen from the form that there are only 50 hard words (words more than three or more syllables) in this sample, which accounts for 9.63% of the total words. In addition to low frequency of hard words, the

appearance of informal words like “gonna”, “cuz” could further show Amy’s proper word choice according to the casual setting. According to Martínez et al (2008), this “appropriateness of using particular voices in particular situations” should be regarded as a strength of Amy.

Although the semantic sample is informal, there are still a word that could exhibit her word knowledge. In visit 1, lines 143-145, she used the word “ambassador”. This word has a “prototypical” meaning of “the official who represents his own country in a foreign country”. But in this example, Amy used the word’s meaning of “a person who represents a particular group of people” (Cambridge Dictionary), which may be an infrequently used meaning for some English learners. The use of the word can present Amy’s competence in knowing the word’s solid meaning. What’s more, it also represents one feature (Nagy, 2012) of her academic language, that is, using Latin vocabulary, because the word “ambassador” originates from the Latin word “ambactus” which means “servant”.

Despite the two strengths I’ve mentioned above, there are two areas that need improvement. First, she tends to use the verb “do” as a “general verb” to represent a variety of specific verbs. For example, in visit 1, line 13, she used “do my undergraduate degree” rather than “study for...degree”; in visit 1, line 146, she said “they're doing their volunteer” instead of they are volunteering...”. The semantic differences of “do” in English (L2) and Chinese (L1) might be the reason for her overgeneralization of verb using while speaking, because in Chinese, “做 zuo (do)” is “a catch-all purpose in creating verbs” (Chou, 2007), while the usage like “do meal” or “do clothes” seldom appears in English.

The other area is that she tends to use nonexistent words (“subcity” in visit 1, line 85) or add nonexistent meaning to words (using “compass” as “show around” in visit 1, line 146). These

problems might due to the “breadth vs depth” issue pointed out by Nagy (2012) that the vocabulary instruction received by Amy may mainly focus on “breadth” but ignore that “depth” is also essential.

III. Assessment

The five strands of the SOLOM chart comprise an effective tool to evaluate Amy’s overall abilities in pragmatics, phonology, grammar and semantics. The first strand, “comprehension”, is related to her pragmatic skills. I believe that she could score at level “5” because during our past three conversations she totally understood what I was saying (my questions, words, pronunciation etc.) and reacted to my questions or statements appropriately. “fluency” and “pronunciation” are related to phonological competence. For “fluency”, I will give her the score of “4”, because lapses existed in her speaking and some lapses influenced the fluency of her expression. With regard to “pronunciation”, she could score the level “5” because her general pronunciation approximates that of a native speaker with only several inaccurate places. What’s more, she has good intonation while speaking, which is another evidence for her good pronunciation. About “grammar”, I will give the score of “4”. Based on my previous analyses, I believe that Amy rarely made word order (including statements and questions) errors. Yet her insufficient awareness of inflectional morphemes leads to grammatical errors even if these errors do not obscure her meaning. Therefore, I will give her the score of “4” for grammar. As for “vocabulary”, I will give her the score of “4” since the inappropriate use of verbs (“do”) /words (“subcity”) shows her lexical inadequacies.

Based on the assessment results and the past analyses, I suppose that Amy has learned English effectively, but still cannot achieve native-like proficiency. Her L1 (Chinese) is the most vital factor that affects her L2 acquisition in at least three fields: phonology, grammar and semantics. What’s

more, Amy's long-term study in Chinese teaching context is a less important but still noteworthy factor that influences her skills in pragmatics and semantics. These two factors conform to the "acquisition barriers" presented by Yule (2017, p. 351).

IV. Specific instructional plan

A. Pragmatics.

Lems et al (2017) present that "BICS" (basic interpersonal communicative skills) and "CALP" (cognitive academic language proficiency) (Cummins, 1979, 1981, 1991) need to be instructed at the same time. Combining this theory with Amy's present English learning goal of learning academic terminology, I suggest that teachers can use the activity named "discussion leaders" in class. In the activity, students need not only to comprehend academic concepts but also to present ideas and lead the rest of the class in discussion in an academic way. This kind of instruction will help Amy develop CALP by integrating elements of pragmatics. Also, if teachers bring more opportunities for her to speak in class, her BICS will gradually improve at the same time.

B. Phonology

Li (2014) explains six strategies of oral corrective feedback identified by Lyster and Ranta (1997). Having been learning English for a long period of time, there might be some inaccurate pronunciations ("week" as /weik/) that are not easy for Amy to realize. But this does not mean that she doesn't know the correct ones. Inspired by Li, I think providing corrective feedback, to be specific, the "elicitation" strategy is useful for Amy at the present learning stage. While eliciting the correct pronunciations by asking questions and withholding the correct forms, the teacher just tries to give her a hint and help her realize her inaccurate pronunciations. Then she can correct the mistakes by herself.

C. Grammar

The morphological instruction suggested by Goodwin and Perkins (2015) is suitable for Amy's current English learning stage which involves the "relationship between morphology and academic language and word learning". By providing Amy with specific strategies for academic reading, she could be more aware of things like inflectional morphemes which in turn will help her develop a "deep understanding of morphology". What's more, the research-based instruction of connectives (Crosson & Lesaux, 2013) could also be adapted to develop Amy's syntactic ability. In view of Amy's learning stage, the teacher can first mix three types of connectives (frequent, common, academic) together and make her distinguish which type the connectives belong to. After being aware of the types, she is required to group connectives that have similar meanings (eg. although, albeit). Last, she is asked use common and academic connectives in speaking and writing, which is the most important "language production" step.

D. Semantics

The translation strategy presented by Martínez et al. (2008) is inspiring for me to teach Amy the "depth" (Nagy, 2012) of vocabulary. My plan is that the teacher could first provide her with some translation examples that exhibit the "code switching" between Chinese and English and she is required to pay special attention to the different word using in two languages. And then the teacher can offer sentences/paragraphs either in English or in Chinese and let her translate them in speaking or in writing. In this way, she can practice with the differences of words she learned in the previous translation examples. After that, she would need to summarize some "rules" of using words she has learned from the activities and the teacher can assist her in refining these rules. I believe this whole plan will help her learn the meanings of words more deeply with the teacher's

full preparation.

V. Critical reflection

In general, I've learned four major things in the whole process of writing the case study. The first is how to build connections with the EL learner. Preparing for questions related to her past language learning experiences, designing activities such as story-telling to elicit her speaking are both good ways to help me collect language data and build relationship with her. Besides, I found that I need to adjust my talking according to some personal features, like her personalities. For example, since that she is talkative, I need to remind me of the conversations' main aim and try to act as a "guide" to prevent us from digressing too much so that I can get as much information as I want.

The second thing I learned is the importance of designing teaching instruction according to specific needs or features of the learners. For instance, because my EL learner is an adult who has been learning English for a long period of time, she no longer focuses on the development of basic English skills. Instead, she tends to focus more on improving advanced abilities, like academic writing. Therefore, I cannot use activities that are not only unsuitable for her age but also insufficient to meet her needs. What's more, in the process of designing specific teaching strategies, I found that I had little idea of adult English education, which might be an area that I could dig further in the future.

The third thing I've learned are the two analyzing tools: MLU and TTR. They give me new ideas on how to study for the morphological and semantic features of EL learners. I'm eager to study further about the advantages and limitations of these tools in my future study.

The last thing I've learned in the process of writing the final paper is organizing

information/data. I believe it's one thing that deserves my consistent efforts since it's not easy to integrate the previous studies into one paper in a logical and concise way as I need to figure out if the content is useful or not and try to leave out those unnecessary things.

Above all, while learning in writing the case study, I also found many unsolved problems that need deeper exploration. I hope I can focus on one problem and study continuously to find the "answer" to it.

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Artifact B

Complex Text Video Project

Part I.

The text is chosen for adults in my practicum who are English learners at the high-beginning level, and I plan to use the text in a lesson that focuses on enhancing students’ receptive skills (reading and listening).

By referring to *The ELP standard 1 for Academic English (level 1-5 descriptors)*, I found that my intended students are currently at level 2. Since Wong-Fillmore and Fillmore (2012) argued that a complex text cannot be an easy text that prevent students from failure but rather should “constitute

Figure 3. English Language Proficiency Standard 1 and Level 1–5 Descriptors

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple spoken and written texts. 	By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details. 	By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to: <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • retell key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text. 	By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to: <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • analyze the development of the themes/ ideas • cite specific details and evidence from texts to support the analysis • summarize a text. 	By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.

a barrier to understanding when they first encounter it in the texts they read in school”, I tried to search a text that could help learners develop ability above Level 2 (approaching Level 3, an intermediate level) in ELP Standard 1 and finally found a piece of news in <https://newsela.com/read/curbing-cyberkids/id/1647/>.

I examine the text complexity by using Glass (2015)’s three-part model complexity:

- a. Quantitative measures

Using ETS TextEvaluator could generate a chart analyzing text complexity in 5 dimensions: sentence structure, vocabulary difficulty, connections across ideas, organization, and overall text complexity. By looking to scores in each dimension, I come to conclusions that the text has

Difficulty Relative to Target Grade	
Dimension of Variation/Component Score	Value
Sentence Structure	
Syntactic Complexity (Higher Values Indicate Higher Complexity)	49
Vocabulary Difficulty	
Academic Vocabulary (Higher Values Indicate Higher Complexity)	60
Word Unfamiliarity (Higher Values Indicate Higher Complexity)	72
Concreteness (Lower Values Indicate Higher Complexity)	44
Connections Across Ideas	
Lexical Cohesion (Lower Values Indicate Higher Complexity)	49
Interactive/Conversational Style (Lower Values Indicate Higher Complexity)	57
Level of Argumentation (Higher Values Indicate Higher Complexity)	53
Organization	
Degree of Narrativity (Lower Values Indicate Higher Complexity)	75
Overall Text Complexity	
TextEvaluator Complexity Score	790

All component scores are reported on a scale that ranges from 1 to 100. Overall text complexity scores are reported on an alternative quantitative scale that ranges from 100 to 2000. The AboutTextEvaluator document provides additional information about each scale.

syntactic complexity close to the intermediate level, vocabulary above the intermediate level, connections close to the intermediate level, and is organized mostly in a narrative style. These results basically conform to the complexity level I want students to achieve.

b. Qualitative measures--mostly refer to Glass (2015)'s qualitative measures rubric for informational texts

Structure-slightly complex: connections between sentences and ideas are explicit; text is developed sequentially (It is typically structured from General to Specific. Starting with doctors' suggestion that online time should be restricted for children, the news pinpoints the main topic at the beginning. Then, three groups of people's attitudes towards "two-hour limit" are introduced following the main idea description); usage of conversational connectors (and, but).

Language Features-Moderately Complex: most words are familiar to students with a few words (cyberbullying, pediatrician, sheriff...) uncommon in daily conversations; sentences are primarily simple, with some complex constructions, such as using "it, this" to indicate people and ideas

mentioned before and using relative clauses.

Purpose-Slightly Complex: The purpose is clearly stated at the beginning of the text.

Knowledge Demands-Moderately Complex: basically, the text is built on the audience's everyday knowledge, but there are some places that might require students to have specific content knowledge, such as how do violence, cyberbullying and weight problems connect with using the internet. I can make use of these knowledge demands to design thought-provoking questions that can develop students' higher-order thinking skills.

c. Recap

The quantitative and qualitative measures are both valid for this informational text. In addition to these two measures, I also take students' life experiences and literary genres into account for choosing the text: the text is related to children lives, which is a topic engaging for many adult learners and news is a genre that adults are familiar with.

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Part II.

(The text is chosen for adults in my practicum who are English learners (in the U.S.) at the high-beginning level, and they are either immigrants or refugees)

<p>Share the focal language (important contextual terms) for your complex text. (Focal Vocabulary- terms important to specific groups of people. Focal vocabulary is ever-changing and heavily influenced by practices and cultural norms)</p>	<p>Vocabulary closely related to the topic (influence comprehension most): media, limit, restrict, serious effects, policy</p> <p>Vocabulary that needs to be comprehended by having content knowledge (less influence on comprehension than the first category): I search in online dictionaries and COCA to group the vocab as below:</p> <ul style="list-style-type: none"> ◆ tweet/Twitter, Facebook, pediatrician, sheriff, academy, communication consulting firm--related to students' life experience ◆ media-Neanderthal—an idiom ◆ violence, cyberbullying, research, publish, maturity, socialization-related to students' academic knowledge <p>Other new vocabulary (less influence on comprehension than the above categories): accuse, entertainment, device, boast, overstimulating, numbing, sneak, groggy</p>
<p>Why is this form essential for students to engage with the text and achieve the lesson objectives? (Rationale is in blue color)</p>	<p>Content objectives:</p> <ol style="list-style-type: none"> 1. Students can identify the main topic of news when they read/listen to it; [My text is a piece of news that belongs to the informative form. As the table below shows, this form mainly wants to “tell you something”. Therefore, I need to let students know that it’s important to get “key information” that the news is going to tell them. To engage

<p>UNPACK:</p> <p>Form- Persuasive story, Informative text, Narrative writing (see more below). How does this form of writing help students engage in the topic?</p>	<p>students with achieving this objective, I can stop after reading the first paragraph and ask, can you make a guess what “limit” here means?</p> <p>After getting their responses, I will first explain this word “limit is to spend less time on...”, and then ask them to have a brief discussion about “why do you think doctors ask children to spend less time using their laptops and smartphones?” By doing so, I want students to be more thoughtful when I read the following three paragraphs about the news’ answer to “why limit media using” and more engaged when I let them come up with the news’ main topic.]</p> <p>2. Students can detect the G-S writing pattern of a read passage and figure out how can their recognition of this pattern help with reading comprehension; [Since the text is written in a typical G-S pattern, it’s a good example to introduce this pattern to students to help them understand that the key information of news is always appearing in the general part (mostly paragraphs at the beginning). What I might do to engage students with learning this is to find other news with the same writing pattern and ask them to find similarities (first few paragraphs to introduce the main topic + other paragraphs with subheadings to introduce specific information) by themselves.]</p> <p>3. Students can debate/share with each other their thoughts about children using Internet-connected devices by referring to the news. [The news is related to children’s wellbeing, which is a topic that can activate adult learners’ background knowledge and facilitate higher-order thinking. One way to engage them with this is to have a small</p>
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debate on whether to limit children's time online or not. Sentence starters of debating will be provided.]

Language objectives:

1. Students can figure out how pronouns (it, that) connect with the previous sentence(s); [By figuring out the use of pronouns in informational text, students will be more conscious of the connections between sentences so that they have better comprehension of the text. To engage students with learning this, I might keep asking them "what is this the 'it' here talking about" while reading.]
2. Students can identify the most frequently used verb tenses (simple present and past tenses) in news and know how to use it in their speaking and writing; [Knowing verb tenses is also a good way to help students understand that an informative text is about telling something to people. I can engage students with practicing verb tenses by having them have a(n) individual/group report on "news" in their lives. Formats can be diverse: video/audio recordings, in-class presentations, written reports, etc.]
3. Students can know how to cite other people's words in their writing directly and indirectly. [Students can first find all the direct/indirect citations in the passage and discuss with each other about their findings. Then, I will summarize basic rules of using these citations. After that, students can write their own short stories or scripts by using these two citations. Their work will be presented in class.]

<p>How is this/are these form(s) going to be helpful to learners across contexts?</p> <p>UNPACK:</p> <p>Form- Persuasive story, Informative text, Narrative writing (see more below).</p> <p>How might the use of this text apply to different subject areas? For example, if we read a text about deforestation, could this text apply to science, social studies, as well as reading and writing?</p>	<ul style="list-style-type: none"> ◆ This text can apply to social studies. After reading it, I can give students freedom to choose which topic they are most interested in: the relationship between Internet use and school violence/cyberbullying/online social patterns. After choosing a topic, they can investigate the topic by doing research themselves: come up with a hypothesis → find online statistics or examples; use surveys, interviews, or community investigations → draw a conclusion → present their research in class. ◆ It can be applied to a writing class. As I've mentioned above, pronouns, simple present/past tenses and citations are linguistic points in the text that I can scaffold students to use in writing. ◆ “media-Neanderthal”. This word might be related to history because the original meaning of Neanderthal is "an extinct species or subspecies of archaic humans who lived in Eurasia until about 40,000 years ago”(wikipedia). I think it would be interesting to let students compare what it means in “media Neanderthal” and its original meaning and find out if these two means have connections between each other. ◆ Speaking class: as I've mentioned above, students can debate about the news' main theme and practice using simple present/past in their speaking.
<p>Which focal vocabulary are you choosing? How are these choices supporting</p>	<ul style="list-style-type: none"> ◆ media, limit, restrict, serious effects, policy <p>This is one group of focal words that are most important to zoom in because they are most closely related to the news' main topic, without</p>

<p>students in building associations across words?</p> <p>How essential are these words for this lesson and text? How are these words relevant and useful across contexts?</p> <p>UNPACK:</p> <p>Which focal vocabulary will you zoom in on? How will you help students to understand word use/meaning in meaningful ways? How will you help students to understand word use/meaning in meaningful ways?</p>	<p>knowing them students will have difficulty in comprehending the whole news.</p> <p>Possible associations between focal vocab and other content vocab:</p> <p>Media- tweet/Twitter, Facebook (inclusion relation: media includes tweet...)</p> <p>Serious effects- violence, cyberbullying (inclusion relation: serious effects include violence...)</p> <p>limit, restrict- socialization (causal relation: limit time online can lead to positive/negative socialization); maturity (causal relation: immaturity will cause students to lose control of time spending online, so we need to limit their use of phones and laptops)</p> <p>limit media because of serious effects- that's the policy</p> <p>One way to teach these words is to let students work individually to find out at most five words that they think are important to present the main topic of the news after reading the first four paragraphs. Then let students put their words in https://pollev.com/home and see what words are chosen by most people. Next, they can have discussion about why they choose certain words. After that, I will introduce my words to them and explain them by using the method "Contextualizing Key Vocabulary" (Echevarría et al., 2017). Also, I will write the five words on board (each word represents each column) so that I can introduce other associated words and add them to columns when meeting them in reading.</p> <ul style="list-style-type: none"> ◆ Research, publish: these two words can be regarded as general academic vocabulary. I can create a space in class for students to
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record general academic vocabulary and their definitions so that they can review and use them whenever they want.

- ◆ pediatrician, sheriff, academy, communication consulting firm

These four words might need students to have specific life knowledge. For example, the word “sheriff” might not be known by students who come from countries that have different official systems. Therefore, I need to offer students the background knowledge they need when introducing these words.

- ◆ accuse, entertainment, device, boast, overstimulating, numbing, sneak, groggy

These words can be introduced by providing pictures or giving simple definitions while reading.

- ◆ After learning all the vocabulary, I can use Word Sorts (Bear et al., 2015; Helman et al., 2011) to let students review words by categorizing them into different groups (eg. verbs, nouns, adjectives).
- ◆ The last thing I want to mention is that students’ own choices of vocabulary are important to teachers. And I think “The Insert Method” (Vogt & Echevarria, 2008) is a good way to let teachers know what vocabulary students want to learn.

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Appendix I.**Kids are spending way too much time online, doctors group warns**

CHICAGO — Doctors have new advice for parents: Limit kids' tweeting and texting. They should also keep smartphones and laptops out of bedrooms.

The suggestions are bound to prompt eye-rolling and laughter from many teens. But an important pediatricians group says parents need to know that unrestricted media use can have serious effects.

It's been linked with violence, cyberbullying, weight problems, lack of sleep and a host of other problems. It's not a major cause of these troubles. But "many parents are clueless" about the strong effects media use can have on their children, said Dr. Victor Strasburger. He is the lead author of the new American Academy of Pediatrics policy.

"This is the 21st century and they need to get with it," he said. Strasburger is a University of New Mexico doctor of teenage medicine.

Few Parents Setting Rules

The policy is aimed at all kids, including those who use smartphones, computers, and other Internet-connected devices. It expands the academy's old suggestions. The group already said to ban televisions from children's and teens' bedrooms and to limit entertainment screen time to no more than two hours a day.

Under the new policy, those two hours include using the Internet for entertainment. That would be Facebook, Twitter, TV and movies. Online homework is an exception.

The group uses a 2010 report. It found U.S. children aged 8 to 18 spend an average of more than seven hours a day using some kind of entertainment media. Many kids now watch TV online and send text messages from their bedrooms after "lights out." Yet few parents set rules about media

use, the policy says.

The policy notes that three-quarters of kids aged 12 to 17 own cellphones. Nearly all teens send text messages, and many younger kids have phones that let them get on the Internet.

"Young people now spend more time with media than they do in school," the policy said. The only thing children and teenagers spend more time doing is sleeping, it added.

Time Limit Called Catastrophic

Mark Risinger, 16, of Glenview, Ill., is allowed to use his smartphone and laptop in his room. He says he spends about four hours a day on the Internet doing homework, using Facebook and YouTube and watching movies.

He said a two-hour Internet time limit "would be catastrophic." Kids won't follow the advice, "they'll just find a way to get around it."

Strasburger said he realizes many kids will laugh at advice from pediatricians — or any adults.

"After all, they're the experts! We're media-Neanderthals to them," he said. But he said he hopes it will lead to more limits from parents and schools, and more government research on the effects of media.

The policy was published online Monday in the journal *Pediatrics*. It comes two weeks after police arrested two Florida girls accused of bullying a classmate who later killed herself. Police say one of the girls recently boasted online about the bullying. The local sheriff questioned why the girls' parents hadn't restricted their Internet use.

"Bad For Their Socialization"

Mark's mom, Amy Risinger, said she agrees with restricting kids' time on social media. But deciding on other media limits should be up to parents, she added.

"I think some children have a greater maturity level and you don't need to be quite as strict with them," said Risinger, who runs a communications consulting firm.

Her 12-year-old has sneaked a laptop into bed a few times. He's ended up groggy in the morning, "so that's why the rules are now in place, that that device needs to be in mom and dad's room before he goes to bed."

Sara Gorr, a San Francisco sales director and mother of girls, ages 13 and 15, said she welcomes the academy's guidelines.

Her girls weren't allowed to watch the family's lone TV until a few years ago. The younger one has a tablet, and the older one has a computer and smartphone, and they're told not to use them after 9 p.m.

"There needs to be more awareness," Gorr said. "Kids are getting way too much computer time. It's bad for their socialization, it's overstimulating, it's numbing them."

Appendix II.

Form and source

When you read a text the first thing you notice is its *form*. For example, is it a book, a leaflet, a web page?

The *source* of a text (where it comes from) also gives you clues about purpose. For example, the purpose of a government leaflet is to *inform* whereas a leaflet from your local supermarket will be trying to *persuade* you to buy products.

To decide on the purpose of a text, think what the writer is trying to do. What is the aim of the text? Look at the table below to see some examples of common purposes of texts.

Purpose	This text:	Examples of form / source
• persuade	wants you to do or think something	adverts, junk mail, editorials
• inform	tells you about something	newspaper article, government leaflet (e.g. swine flu)
• find out	asks you to provide information	job application form, survey
• entertain	makes you feel amused, relaxed or absorbed	short story, poem, joke
• instruct	tells you what to do	recipes, fire evacuation notices
• explain	tells you why something happens or how something works	DIY book, e-mail response to a question
• describe	builds up a picture of something in your head	estate agent's property details, bird spotter's guide, <i>travel guide</i>

Part III.

High-beginning adult learners

Complex Text Video

--Yuwen Gao

0:00:02 0:10:16

10 30 360

Artifact C

Personal video analysis

A. Macro analysis of the lesson

The overall sequence of my lesson is: first, an introduction to the objectives of the lesson (3 min); second, a warm-up activity to help students review simple present and present continuous verbs and learn how to take notes by using a song (7 min); then, have students review rules of simple present tense by using one lyric of the song (10 min); fourth, watch a video for three times, with the first two times letting students practice taking notes, asking and answering questions in simple present tense (by using sentences starters), and the third time asking them to pay attention to adverbs of frequency so that they will be able to discuss their daily routines (with the help of a worksheet) in breakout rooms (20 min); next, have students review the present continuous rules also by using the song's lyric (5 min); after that, a dictogloss activity to let students take notes of a video about asking and answering questions in present continuous tense and discuss their notes in breakout rooms (20 min); next, a text reconstruction activity to let students review two tenses by filling gaps in a text (15 min); finally, a recapping part to review course objectives and survey students' feelings about the course and the two tenses learned in this course.

Overall, the sequence of my teaching meets a part of my content and language objectives, such as activating students' prior knowledge (Echevarría et al., 2017), learning new grammar rules based on this knowledge, etc. Also, my lesson tries to use engaging and level-appropriate activities to stimulate students' learning motivation and enhance their "four strands of skills" (Nation and Macalister, 2010, pp.38-39; English Language Proficiency Standards for Adult Education, 2016).

However, apparent defects also exist in my lesson as below:

a) Goals and objectives

First of all, one of my content objectives, “discuss the essential question ‘Why are families important to us?’ by using correct tenses” wasn’t successfully achieved in my lesson. This goal should be discussed in the “text reconstruction” activity by asking students if they think their families are similar with the family in the text and the reasons for their answers. But due to the time limit and my lack of experience in using techniques that can avoid eliciting “Yes/No” answers (Fisher & Frey, 2013; Saunders & Goldenberg, 2007; Toth, 2013), student couldn’t “actively engage in interaction” that will promote their higher-order thinking (Echevarría et al., 2017). What’s more, although I shared only language objectives at the beginning and the end of the class, and I didn’t keep in mind to “determine if students have mastered” these objectives (Echevarría et al., 2017).

b) Opportunities to leverage students’ rich conceptual, cultural, and linguistic resources

According to Culturally Responsive Pedagogy, it is important for teachers to build upon students’ cultural, linguistic, and other skills or knowledge to create a reciprocal learner-teacher relationship (Li, 2014; Gay, 2010). But instead of incorporating students’ cultural and linguistic features into my teaching, I not only explained the grammar rules in English but also let students converse solely in English, which isn’t conducive to building a caring learning environment.

c) Content and language learning

In addition to completely missing one content objective in my teaching (as I’ve mentioned above), I also didn’t make it to have all the students “take notes” in the dictogloss activity. Although I used both oral and written instructions before the activity, most students still chose to remember the discourses of the video by using their memory, rather than writing down their notes. I assume there are two reasons that they didn’t follow my instruction. On the one hand, I introduced how to

take notes in the warm-up activity, which is the very beginning of my class. After the first introduction, I didn't elaborate on how to do it in the following activities, but just asked them to "take notes" and thus students might already forget how to take notes in the dictogloss activity. On the other hand, there aren't any instructions in slides where I put the video, which might also cause them to forget what to do while watching the video.

About language learning, all the language objectives were presented in my activities. But I'm unable to say that I achieved these language objectives because in activities like the text reconstruction, I noticed that most students couldn't get all the answers correct except for one male student who has well-grounded English learning background, and I just ignored mistakes that students made and kept moving forward of the activity when I heard the male student's correct answers. Such neglect of students' linguistic errors will result in students losing chances to learn language and I, as a teacher, assessing their learning ineffectively. Also, although I listed key vocabulary in the lesson plan, almost half of them were just read by students in the example sentences I used when introducing the third-singular endings, which didn't attract enough attention from students to learn these words.

d) Engage students with multilingual, multimodal texts and tools

As what I've mentioned above, I didn't use students' L1 to help them learn the grammar knowledge. Beyond that, I didn't differentiate my instruction to make the lesson 'challenging to all the students' (WIDA Consortium, 2012). Although students are in a class of the same level (high-beginning), they have different educational backgrounds. To make my class more differentiating for EL learners, I should have set different language objectives according to students' language proficiency while maintaining the same content objectives (WIDA Consortium, 2012). For example,

in the activity when students asking and answering questions by using simple present tense, I can ask students who have higher English proficiency to do this activity without the help of sentence starters, which may work as over-scaffoldings for them (Daniel et al., 2016).

e) Simultaneous opportunities to assess students' progress dynamically

In line with what Poehner and Lantolf (2003, p.4) argued about assessment, it's important to identify learners' zone of proximal development (ZPD) (Vygotsky, 1978) "to fully understand a person's potential to develop." To achieve this development, teachers need to use dynamic assessment (DA), which belongs to one type of formative assessments. Based on Brown (2010, p.19)'s introduction to examples of DA, I examined my teaching and found that what I did well is offering "clear tasks and activities" to students. Yet, I didn't raise questions that can "demonstrate understanding and knowledge" after each activity, nor did I offer ongoing feedback through the whole learning process. Moreover, although I used a survey to examine students' understanding at the end of the class, many students didn't participate, which might indicate that they are not ready for self-assessment.

B. Micro analysis of the lesson

I transcribed the first 6 minutes of the activity "asking and answering questions about Fred's daily routines by using simple present tense". In the following section, I will analyze the transcription from four aspects.

a) How and what learners are learning

This activity aims to achieve the content objective of "learning how to take notes of certain information they hear and see from the video" and the language objective of "reviewing how to ask and answer questions in simple present tense". About the content objective, I didn't have the chance

to assess whether students took notes or not and the accuracy of their notes because I offered them the correct notes on the slide and students could just answer questions by referring to the slide.

What I can do to solve this problem in my future teaching is to remove the correct answers from the slide so that I can check their notes through the Q&A session. As for the language objective, I didn't follow my lesson plan to let one student be the "questioner" and the other student be the "answerer", instead, I became the "questioner" and asked students about different questions. The reason why I did this is that my presupposition that students would not be able to do the task as I planned, and this assumption, unfortunately, led to a "teacher dominated" class with fewer interactions among students, which conflicts with requirements of Communicative Language Teaching (Fagan, 2019). In the future, I need to consider more thoroughly about how to make my lesson plan come true, such as designing teaching repertoire, offering more scaffoldings, etc. (Echevarría et al., 2017)

b) How learners support one another

In this part of teaching, I encouraged students to support each other to get the correct answers. One example is in line 27, after Cindy said, "Yes, he have a breakfast for 15 minutes," I didn't correct her immediately, instead, I asked for other students' help by asking "Does anyone disagree with Cindy?" And Bob, who is the student of higher English proficiency, tried to tell the correct answer to Cindy. By asking questions this way, I tried to "emphasize active student involvement" to help students co-construct their learning processes (Echevarría et al., 2017). Also, I attempted to avoid answering questions by myself so that students would know that they are not supposed to disengage from the activity (Echevarría et al., 2017).

c) How the teacher generated student learning

One way that I tried to generate student learning in this activity is to offer indirect corrective feedback when students are making grammar mistakes. For example, in lines 9-10, the student said, “He have...,” I repeated her wrong sentence (both in oral form and in written form) as a way of corrective feedback to let her find that she is incorrect. Since indirect feedback is more advantageous than direct feedback and can offer more autonomy for students when they are speaking (Li, 2013), my corrective strategy facilitated students’ oral production to some extent. However, I kept using this strategy in the whole activity, which might not be effective in some places. For example, in lines 36-39, Cindy didn’t notice that her mistake was in the verb she used, but not the noun. For students who kept making the same grammar mistakes like Cindy, I might use more metalinguistic feedback in the future to explain the grammar rule again so that they can review the rule and may be more likely to use it correctly.

d) How the teacher attends and responds to students’ contributions

One problem of my teaching responses is the proper use of comments to praise students. It’s clear to be see that “Great”, “Wonderful”, “Good job” and “Perfect” are words that I frequently said after students answered my questions in correct forms, which might be too simplified. What I can do in the future is to explain more explicitly about things students do well, for example, in line 25, I can say “You did a wonderful job of adding an ‘s’ to the verb.”

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Wisconsin Center for Education Research: University of Wisconsin-Madison

Appendix-Transcript

1. Teaching transcription (Students' names are pseudonyms)
2. Teacher= G
3. Students: Amy, Bob, Cindy
4. G: So I will ask you some questions according to these notes, and who wants to be the first one to answer my questions?
5. Amy: Me.
6. G: Which me? Yes, Amy. Great. So, the question is, what does Fred do at 7:30am?
7. Amy: Wake up.
8. G: Yeah, you need to answer the question. Yeah.
9. Amy: He, he wake at 7am. Wake up, wake up at 7am.
10. G: He wake up at seven am.
11. Amy: Wakes up.
12. Bob: Good.
13. G: Yeah, it's wakes up. So, the second question, does Fred, watch TV at 6:30pm? That's a really difficult question. And Amy, you need to answer this question too. Hi, Amy.
14. Amy: Which, which, what?
15. G: Let me say that again, does Fred watch TV at 6:30pm?
16. Amy: Yes, he does. Oh, yes. Yes. No, he doesn't.
17. G: He...?
18. Amy: He... Oh, sorry. He eat dinner, eats dinner.
19. Bob: Yeah.

20. Amy: ...at 6:30 pm.
21. G: Great, Amy. Great job. So, who wants to be the next person to answer my questions?
22. Cindy: Me
23. G: Okay, listen to my questions. What does Fred do at 7:30am?
24. Cindy: He gets out of bed at 7:30.
25. G: Great, wonderful. Does Fred have breakfast at 10:45am?
26. Cindy: Yes, he... What is it? 10:45? Yes, he have a breakfast for 15 minutes.
27. G: Um, does anyone disagree with Cindy?
28. Bob: Cindy, it's a break. But not breakfast, it's a break for 15 minutes.
29. Cindy: ...minutes? For 15 minutes break.
30. G: Yeah, you have two classes. We need to relax for 15 minutes. And then we have more classes.
31. Cindy: Yeah.
32. G: Okay, so how will you answer this question, Cindy?
33. Cindy: What's your question?
34. G: Does Fred eat breakfast at 10:45am?
35. Cindy: No, he doesn't. He have a break for 15 minutes.
36. G: Okay, have a break?
37. Cindy: Breaks, for 15 minutes.
38. G: He have break?
39. Cindy: Has?

40. G: Yeah, has. Yeah. Wonderful job, Cindy. So, I think we will have two more students to answer my questions. Okay, who wants to answer my questions?
41. Amy: He takes? Yes.
42. G: Emmy? Okay.
43. Amy: Um...he takes break at 10:45.
44. G: Yeah, he takes break, or you can say he has break. Okay. Yeah. And I want to have another student, another person to answer my questions.
45. Bob: I want to try.
46. G: Okay, Bob. So, what does Fred do at 11am to 12:40pm?
47. Bob: He has two more lessons, um, from 11am to 12:40pm.
48. G: Wonderful. So, does Fred eat lunch at 6:30pm?
49. Bob: No, he doesn't. He eats dinner at 6:30pm.
50. G: Perfect.
51. Bob: Thank you.

Artifact D**SIOP-Based Lesson Plan (around 90 minutes)**

Teacher: Yuwen Gao	Class: High-beginning English class (NALC)	Date: 9/28/2021
Topic: Family		
<p>Content Objectives:</p> <p>After this course, students can:</p> <ol style="list-style-type: none"> 1. Review simple present tense and learn how to use it to describe daily routines; 2. Learn how to take notes of certain information they hear and see in the video; 3. Discuss the essential question “Why are families important to us?” by using correct tense. 	<p>Language Objectives:</p> <p>After this course, students can</p> <ol style="list-style-type: none"> 1. Know the rules of singular verb ending; 2. Have a good command of using third singular present tense verbs (in speaking) when the subject is he, she, it, name, his/her/its +noun; 3. Review and learn the word order of Yes/No and What-questions in the simple present/present continuous tense. 	
<p>Key Vocabulary: review words--make, forget, get, watch, go, marry; become an American citizen</p> <p>new words: always, usually, often, sometimes, never; next, then, after, in the morning/afternoon/evening, from...to...; during...</p>	<p>Materials (including supplementary and adapted):</p> <p>Lemon Tree:</p> <p>https://www.youtube.com/watch?v=l2UiY2wivTs</p> <p>Singular verb ending rules:</p> <p>https://www.grammar.cl/Present/Verbs_Third_Person.htm</p> <p>Fred’s video to introduce simple present tense</p> <p>https://www.youtube.com/watch?v=RP1AL2DU6vQ</p> <p>A video to introduce present continuous tense</p> <p>https://www.youtube.com/watch?v=OLieQ0U3TA4</p>	

	<p>A text that uses both tenses:</p> <p>https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-12052.php</p>
Higher Order Questions: Why are families important to us?	
Time: 3 min	Introduce objectives of this lesson (distinguish between reviewing objectives and learning objectives)
Time: 7 min	<p>Warm-up activity: I will play the song <i>Lemon Tree (0:00-1:34)</i> that contains both simple present tense and present continuous tense in this activity. Before playing, ask students to work in two teams (2 or 3 people in each team) with one team taking notes of (I will introduce this term to students) simple present verbs (eg. I go to school), the other team of present continuous verbs (eg. I'm going to school). If the verbs are repeated, they only need to write one of them down. Make sure that students understand what they need to do. After playing (ask them if they need to play it again), I will ask them to share their notes as a team and find out which team get all lyrics correct.</p> <p>Lyrics:</p> <p>I'm sitting here in a boring room It's just another rainy Sunday afternoon I'm wasting my time I got nothing to do I'm hanging around I'm waiting for you But nothing ever happens and I wonder I'm driving around in my car I'm driving too fast I'm driving too far I'd like to change my point of view I feel so lonely I'm waiting for you But nothing ever happens and I wonder</p>

	<p>I wonder how I wonder why</p> <p>Yesterday you told me about the blue blue sky</p> <p>And all that I can see is just a yellow lemon tree</p> <p>I'm turning my head up and down</p> <p>I'm turning turning turning turning turning around</p> <p>And all that I can see is just another lemon tree</p>
<p>Time: 10 min</p> <p>(Activate students' prior knowledge about simple present tense by using the song).</p>	<p>Simple present tense:</p> <p>An example from the lyrics: I feel so lonely. Ask students how to say this sentence starting with different subjects:</p> <p>You...? We...? They...? He/she/Mary/His mother feels...?</p> <p>Negative: I/We/They/You don't...; She/He/Tony/My daughter doesn't...</p> <p>Here I want to introduce the singular verb ending rules:</p> <ul style="list-style-type: none"> ◆ Most verbs in English form the third-person singular by adding -s to the base form (makes, forgets, gets), pronunciation of these verbs will be the original verb plus the /s/ sound or /is/ sound (dances). <p>Example sentences:</p> <p>He makes dinner for us every day; She never forgets her father's birthday; Tom gets paid monthly; His daughter dances once a week.</p> <ul style="list-style-type: none"> ◆ Verbs ending in ss, x, ch, sh or the letter o, we add + es at the end (kisses, fixes, watches; washes, goes), pronunciation of these verbs will be the original verb plus the /is/ sound or /s/ sound (goes) <p>Example sentences: He softly kisses her face; My husband fixes the broken oven; Bob watches TV every day; It washes everything clean; She goes to work by bus.</p>

	<ul style="list-style-type: none"> ◆ Verbs ending in a consonant + y (such as try) form the third-person singular by changing the y to i and adding -es (tries; marries), pronunciation of these verbs will be the original verb plus the /s/ sound. ◆ He tries so hard to become an American citizen; She marries a kind man.
<p>Time: 20 min</p> <p>Try-it-out: how to introduce your daily routine?</p>	<p>(We learned in the past lessons that we usually use simple present tense to talk about routines, habits, and facts. In this activity, we will learn how to introduce our routines to others, which is important when people ask about our daily schedule.)</p> <p>Watch a video about Fred and take notes of how does he introduce his daily routine:</p> <p>During the first watching, ask students to take notes of what does Fred do in these times:</p> <p>7:00 am (wake up); 7:30 am (get out of bed); 8:30 am (school starts); 10:45 am (have break for 15 minutes); 11:00 am-12:40 pm (have two more lessons); 3:30 pm (finish school); 5:30pm-6:00 pm (mom gets home); 6:30 pm (eat dinner).</p> <p>Watch the video again, and let them check their notes.</p> <p>Then, let one student ask two questions (one what- question, one yes/no question) about the above details, and the other student answer (show students how to do this activity by using a short video recorded by me and another teacher):</p> <p>Q: What ____ he do at ____? A: He ____ at ____.</p> <p>Q: Does he ____ at ____? A: Yes, he does. /No, he doesn't. He ____ at ____.</p> <p>Watch the video for the last time, ask students pay attention to words that we use to describe time frequency (always, usually, often, sometimes, never) order (then, next, after, in the morning, in the afternoon, in the evening)</p> <p>Try-it-out: In breakout rooms (2 or 3 people in each room), use simple present tense to introduce how do they spend a day off with their family members to group members by using the template below.</p>

Time (am/pm)	Activities (wake up, get out of bed, cook, watch TV, go to the zoo, go shopping, eat at a restaurant...)	Other helpful expressions
		always, usually, often, sometimes,
		never next, then, after, in the
		morning/afternoon/evening,
		At (time), I...
		During (time) to (time), my
		daughter...
		From (time) to (time), my husband...

I will offer them my example first:

On my day off, I usually wake up at 8:00am in the morning. Then, I get out of bed at 8:15am and wash my face. During 8:30am-9:00am, I eat with my parents. Then at around 10:00am, my father drives us to the shopping mall and it takes us about 2 hours to buy things. From 12:00pm -1:00pm, we eat at our favorite Chinese restaurant. After that, we go to the park and play badminton at 1:30pm. At 4:00 pm in the afternoon, we get back home. Then, I cook dinner for my parents at 5:00pm. After dinner, I do my homework in my bedroom and my parents watch TV in the living room. At around 11:30pm, we go to sleep and that's the end of my day.

(They don't need to introduce so many details, just the major things they do.)

After we get back to the main room, ask one or two students to share their schedule with the class. When they are sharing, ask other students to listen carefully about: what does he/she do at (time), does he/she do...at (time)? Then, I will choose several

	<p>students to respond to these two questions.</p>
<p>Time: 5 min (Activate students' prior knowledge about present continuous tense by using</p>	<p>Present Continuous: An example from the lyrics: I'm sitting here in a boring room Ask students how to say this sentence starting with different subjects: You are...? We are...? They are...? He/she/Mary/His mother is...? Negative: I/We/They/You aren't...; She/He/Tony/My daughter isn't...</p>

<p>the song)</p>	
<p>Time:15 minutes (Conversation Dictogloss+ role play)</p>	<p>(We learned in the past lessons that we usually use simple present tense to talk about what is happening now.)</p> <p>Watch another short video (0:13 to 1:34) about 10 conversation asking and answering what questions and Yes/No questions. (The first time with subtitles, the second and third time without). During the three times, I will ask students to take notes of what all these conversations. Then, in breakout rooms (two people in each room), students will discuss with their partners about their notes for 5 minutes and try to retell all the conversations (I will give them sentence starters as the picture below to scaffold their discussion). In the whole class, I will ask each group to act out several conversations (according to how many groups there are) in the video.</p> <div data-bbox="363 1323 842 1832" style="border: 1px solid black; padding: 10px; margin: 20px auto; width: fit-content;"> <pre> graph TD A["Giving an opinion As far as I'm concerned, ... As I see it, ... Personally, I think, ... It seems to me (that) ..."] --> B["Asking about agreement Don't you agree? Don't you think so? Wouldn't you agree?"] B --> C["Agreeing That's right. You're right. That's a good point. I completely agree with you. I couldn't agree with you more. I agree with you. I definitely agree. I think so too."] B --> D["Disagreeing That's not how I see it. I don't think so. I don't really agree with you. I'm afraid I can't agree with you. I'm not sure I quite agree with you. Yes, that may be true, but ... I can see your point, but ... I see what you mean, but ..."] </pre> </div>

<p>Time: 25min</p> <p>(Text-reconstruction)</p>	<p>(Let's review the two tenses together by reading Peter's introduction about his family.)</p> <p>Reconstruct a text that uses the two tenses.</p> <p>My name [is] (to be) Peter. I [live] (to live) in the suburbs of Boston with my family.</p> <p>Most people [believe] (to believe) we [are] (to be) rich because we [live] (to live) in a big house. But our family [is] (to be) like any other one. Have a look: Maggy, my wife, [likes] (to like) cooking. She [enjoys] (to enjoy) being in the kitchen with her friends.</p> <p>Now she [is making] (to make) a cake and you can't talk to her. What really [worries] (to worry) her is our daughter who [prefers] (to prefer) to chat in front of her computer instead of cooking with her. Like many teenagers, Jenny [thinks] (to think) it [is] (to be) easier to get advice from someone you are not going to see later. Oh, it's 5 pm now.</p> <p>Paul, my son, [is playing] (to play) basketball in the garden and I [am watching] (to watch) TV. I [am waiting] (to wait) for this delicious cake that Maggy [is cooking] (to cook). You see, my family is just like yours. (Ask students, do you think Peter's family is just like yours? Why is that? Then transit to the final discussion about the essential question)</p> <p>Have a whole class reflective discussion about the essential question: Why are families important to us?</p> <p>Provide students with sentence starters to facilitate their discussion: I think families are important to me because.... For example...</p> <p>Also, I will take notes of their sharing thoughts on the whiteboard (in zoom).</p>
<p>Recapping</p> <p>(5 min)</p>	<p>Review the objectives and what we've learned today.</p>



Use emojis to ask about students' feelings after having this class.

Then have a short survey about their understanding about these two tenses.

Do you understand simple present and present continuous tense better after this class?

1. Strongly agree
2. Agree
3. Neither agree or disagree
4. Disagree
5. Strongly disagree

<p>Rationale</p>	<p>1. How does this lesson align with the CLT approach?</p> <p>This lesson aligns with the CLT approach that Brown (2007) introduced in four aspects. First (learn centered instruction), I focus on students' needs and learning goals according to previous lessons (they say they want to practice more about the two verb tenses). Also, I try to give more guidance, but not control to the whole class session.</p> <p>Second (cooperative and collaborative learning), I introduce lesson objectives at both the beginning and the end of the class to make students understand that we are going to cooperate in achieving these objectives. Also, in the first breakout room activity, I ask students to introduce their day off schedule, which is a topic related to their real life.</p> <p>Third (interactive learning and task-based learning), I incorporate individual learning (taking notes by themselves), group work and pair work to help them produce language in a more meaningful way. Lastly (whole language education and content-based</p>
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instruction), My lesson tries to use relevant (Fred's video) and interesting (lemon tree) input that jointly develops students' listening, reading, and speaking skills while building their grammar knowledge, rather than focuses solely on pieces of grammar.

2. To what extent are the content and language objectives clear and productive in helping students learn? Which features of communicative competence can learners develop in this lesson? How?

I write my first content objective to activate students' prior knowledge (use simple present tense to talk about routines) (Echevarría et al., 2017) and facilitate their productive language use, my second content objective to develop students' skills of "taking notes" throughout the whole class, and my last content objective to connect to the essential question. As for my language objectives, they are built on students' prior knowledge about grammar, new language knowledge, and the mistakes they always make.

I respond to the second question according to Celce-Murcia et al. (1995)'s model of communicative competence:

From the discourse level, learners can develop management of old and new information that they review the Yes/No questions while learning What questions through Q&A sessions (in the Try-it-out activity) and the dictogloss activity. Also, I incorporate temporal shift in my whole lesson plan. From the linguistic level, students can review previous content vocabulary in the example sentences I provide, also they learn new functional words to describe time frequency and time order by watching Fred's video. Beside lexicon, they also learn the word order of questions through activities I mentioned above. About actional competence, they learn how to remember, explain and discuss information through the dictogloss activity. Also, by choosing emojis to express their feelings after having the class, I try to offer them chances to

express feelings. With regard to sociocultural competence, I try to activate their background knowledge (way of living) in designing the activity of introducing their own daily routines.

3. How does the lesson plan set up environments, questions, and tasks that have strong potential for engaging learners in meaningful, rigorous higher-order thinking related to content and academic language?

There are three reasons for why I choose “Why are families important to us?” as my essential question. First, according to Echevarría et al. (2017), higher-order thinking questions should be analytical and interpretive instead of just eliciting Yes/No or short answers. Second, I try to choose a question that’s a little beyond students’ current level which conforms to Vygotsky (1978)’s ZPD theory. Third, the question is closely related to students’ real-life context and can be helpful for students building on their prior knowledge Brown (2007). The daily routine introduction and the final text building activity both work as transitional activities to help students respond to this higher-order thinking question. Also, the sentence starters I use in the dictogloss activity is also one way to develop their academic language.

4. How does the lesson allow for opportunities for investigating, activating, bridging, and building background knowledge?

On the one hand, I use visuals (picture, videos) while illustrating the new term “take notes of” which belongs to one of the techniques to build students’ background knowledge (Echevarría et al., 2017). On the other hand, I choose the lyrics of Lemon Tree as my example sentences to introduce two tenses is the other technique to activate students’ background knowledge.

5. How are activities in the lesson plan sequenced and designed to scaffold tasks that challenge students to develop new disciplinary and linguistic skills? How do you envision opportunities for differentiation?

According to Hammond and Gibbons (2005), tasks should be sequenced in a “step-by-step” way towards more in-depth learning. The major way for me to decide how to sequence tasks is to link tasks to my course objectives. For example, one of my content objectives is to develop students’ skill of taking notes. In order to guide students to achieve this goal, I first introduce this term of “taking notes” in the warm up activity and ask them to take notes of single words. Then in the “Try-it-out” activity, I ask students to take notes of phrasal level information from the video. Finally, in the dictogloss activity, students are required to take notes of sentence-level information.

Opportunities for differentiation: use different speaking speed (lower speaking speed to high beginners); differentiate instructions (explain how to do a task in more details by combining speaking, visualizing and other techniques to high beginners); differentiate sentence frames (use more accessible and basic sentence frames for high beginners) (Echevarría et al., 2017).

Template adapted from Echevarria, Vogt, and Short (2008), Making Content Comprehensible for English Learners: The SIOP ® Model.

References:

Brown, H.D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. San Francisco: Pearson. (Ch. 3)

Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied linguistics*, 6(2), 5-35.

Echevarría, J., Vogt, M., & Short, D. (2017). *Making content comprehensible for English learners: The SIOP model*. Boston, MA: Pearson.

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

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press

Artifact E**Final Unit Plan**

Context	Age and Grade	13 to 15 years old-8 th grade
	First Language	Chinese
	Performance Range	Intermediate Low/Mid ¹
	Type of Institution	Private School (in Jiangsu Province, China)
	Subject	English (mainly story book reading)
	Approximate Length of Unit	3 weeks (for 3 lessons)
	Approximate Number of Lessons per Unit	6 lessons (I will write first three lesson plans in the final unit plan)
	Approximate number of Minutes Weekly	90 minutes every weekend (Because different students' free time is different and they have other homework to do, basically there's only one proper time to have class every weekend. To maintain students' motivation, I need to analyze their interest and design courses that will attract them; communicate with their English teacher during weekdays may also be a way to avoid losing contact with them.)
Type of course	Fully online (synchronous)	
Principles		
	Strategies and autonomy	In this course, I want to give students autonomy in their learning by giving them more chances to speak in class and designing activities that can help them

¹ "Performance Range" refers to *ACTFL Proficiency Guidelines 2012*.

<p>Nation and Macalister (2010), pp.38-39</p>		<p>become independent learners.</p>
	<p>Motivation</p>	<p>Try to understand students’ learning motivation and design a course that will attract them and make them “be interested and excited about learning the language”.</p> <p>Possible ways: show students a book list and ask students to pick up 3-5 books that they are most interested in (The final books I will use will not completely depend on students’ interest because I also need to take the unit’s main theme into account); use strategies (stress; intonation...) while reading; design properly scaffolded activities that can achieve unit/lesson goals as well as attract students.</p>
	<p>Four strands</p>	<p>It’s very likely that the teacher will ignore some strands in a storybook reading class. I prioritize this principle to try my best to keep the “even balance” of four strands in a course. Meaning-focused output and fluency are two strands that need more efforts to include in class than the other two strands.</p>
	<p>Ongoing needs and environment analysis</p>	<p>Before, while, after class, the teacher should always try to understand students’ needs and change the teaching plan and materials accordingly.</p>
<p>Moll et al.</p>	<p>Funds of knowledge</p>	<p>Investigate students’ prior knowledge and hobbies,</p>

(1992)		then try to use them in teaching.
Brown (2007)	Increase sophisticated intellectual processing	Students in 8 th grade are above age 12 and the teacher should “add abstract operational thought” in teaching.
Needs Analysis (Nation & Macalister, 2010)		
<p>In order to understand students’ needs comprehensively, I interviewed the headmaster and several teachers². In addition, I also interviewed several parents of the students. (The interviews were all done with the help of other teachers) What’s more, I examined students’ final English scores in the previous semester and their writing examples in the current semester. Lastly, I asked students in class about their expectations for the course.</p>		
Necessities	<ol style="list-style-type: none"> 1. Students need to pass the high school entrance examination; 2. Students should have the ability to think for themselves and learn to be independent; 3. Teachers need to build the relationship between class content and students’ real lives; 4. Students’ comprehensive development in listening, speaking, reading and writing (These four domains are covered by the regular English courses at weekdays as well as this story book reading course). 	
Lacks	<ol style="list-style-type: none"> 1. Some students lack interest in English reading /learning; 2. Some students have difficulty in English speaking, listening and writing (This should be considered together with the “four strands” principle and students’ performance range). 	
Wants	<ol style="list-style-type: none"> 1. English test scores will be improved; 2. Better English spoken skills (good pronunciation). 	
Unit Plan		
Potential Themes	Identity, Equity (These two themes are related to each other so I choose to cover them in one unit)	

² Teachers are currently responsible for educating 8th graders.

<p>Essential Questions</p>	<p>What qualities make everyone/everything on earth unique?</p> <p>In which situation do you think equity is easy to achieve and in which it's not?</p> <p>(These two questions will be covered in the unit of 6 lessons. My thinking is to move from question 1 to question 2 in the whole unit, and lesson 3 and 4 work as transitional ones between the two questions)</p>		
	<p>Communications</p>	<p>Interpersonal</p>	<p>√</p>
		<p>Interpretive</p>	<p>√</p>
<p>Unit goals</p>	<p>At the end of the unit, students will be able to:</p> <p>Read words and expressions that have been learned in the unit accurately;</p> <p>Properly use unfamiliar words of the story and words related to essential questions in tasks/activities;</p> <p>Identify details and main themes of stories;</p> <p>Describe the organization of stories supported by graphic organizer;</p> <p>Compare the characters' identities with themselves' and describe features that can show their individual identities;</p> <p>Explain their opinions about when equity is easy/difficult to achieve by using examples and present them in class.</p>		

Plan for the First Lesson³

Performance Range-Grade	Intermediate Low/Mid-8 th grade	Minutes	90	Day in Unit	1
Students' first language	Chinese	Theme/Topic of the unit		Identity	
Essential Question of the unit	What qualities make everyone/everything on earth unique? In which situation do you think equity is easy to achieve and in which it's not?				
Daily Topic	Friendship: Which quality do you value most in a friend?				
Standards	Autonomy; Four strands; Motivation; Funds of knowledge				
Learning Objectives					
Content (In the first lesson, the learning objectives are merely connected with the daily topic)	Learners can: 1. Describe the organization of the story; 2. Identify details and main ideas of the story; 3. Give examples and reasons when talking/writing about the daily topic (friendship).				
Language	Learners can: 1. Read unfamiliar words of the story that don't appear in students' textbooks accurately; 2. Identify all the words listed below according to the meaning or vice versa;				

³ The format refers to the ACTFL Lesson Plan Template

	<p>3. Use words that are necessary to understand the details or main themes of the story in sentence-making.</p>				
<p>Words and expressions</p>	<p>(In the first reading) Words that are necessary to understand the details or main themes of the story: [The main problem of the story: <i>tiny</i>/'tɪni/]; [What Tiny have done to solve the main problem: <i>practice</i>/'præktɪs/; <i>strategy</i>/'strætədʒi/; <i>advice</i>/əd'vaɪs/]; [Related to friendship: <i>hug</i> /hʌg/]; [T.Rex's traits: <i>kind</i> /kaɪnd/; <i>creative</i> /kri'eɪtɪv/; <i>brave</i> /breɪv/]</p> <p>(In the first reading) Words that need to be explained by pointing at pictures but aren't necessary to understand the details or main themes of the story: <i>mathematics</i> /mæθə'mætɪks/; <i>cucumber</i> /'kju:kʌmbər/, <i>balance</i> /'bæləns/; <i>cactus</i> /'kæktəs/</p> <p>(In the second reading) Words that need to be explained by providing simple definitions but aren't necessary to understand the details or main themes of the story: <i>squeeze</i> /skwi:z/; <i>disgusting</i> /dɪs'gʌstɪŋ/; <i>let go</i></p> <p>(Words don't appear in the word list of students' textbooks are in italics)</p>				
<p>Lesson Procedure</p>	<p>Activities/Tasks</p>	<p>Time (min)</p>	<p>Materials and Resources</p>	<p>Purpose</p>	<p>Communication</p>
<p>Into</p>	<p>Ask students to write a short paragraph about an impressive moment (good/bad) that they spent together with their best friend(s). Before writing, prompts will be given to students: I used to have a best friend,</p>	<p>10</p>	<p>Brinton and Holten (1997)'s activity: Quick write:</p>	<p>This activity aims to activate students' prior knowledge about friendship.</p>	<p>Interpersonal</p>

	<p>he/she... (eg. gave me my favorite remote-control car as my birthday present) I was very... (happy, angry, mad...) so this is an impressive moment for me. After writing, students will work in pairs to share, evaluate and give feedback on one another's writing. Then the teacher will say this to transition to the next activity: after learning stories about friends from our real life, let's have a look at a fictional narrative that also talks about a story between two close friends.</p>				
	<p>Before reading, let students discuss about the story's plot by guessing from the title</p>	<p>10</p>	<p>The story book: <i>Tiny T Rex and The</i></p>	<p>This activity gives students a chance to communicate</p>	<p>Interpersonal</p>

	and pictures on the cover (they are encouraged to use English, but can use Chinese when they don't know how to say in English). And then the teacher briefly introduces the story.		<i>Impossible Hug.</i>	with others before reading. After the discussion, the teacher can introduce the story more naturally.	
Through	Read the book for the first time. Before reading, the teacher will first present the story map to students. During reading, the teacher will explain briefly these words in simple English: tiny means very small; strategy means a kind of plan; creative means good at making something new. While reading “hug”, the	20	The story book: <i>Tiny T Rex and The Impossible Hug.</i> ⁴ Graphic organizer ⁵ (Prof. Clementi provided in the ACTFL video ⁶ .)	This activity mainly aims to examine students' understanding of the story.	Interpersonal Presentational

⁴ The story is the original one because I want students to learn more authentic English.

⁵ I change the last prompt of the original story map from personal review/reaction to “main idea” and “feelings after reading the end of the story” because I think the original term is a little bit general for students to discuss with. Also, the story in this lesson is rather simple, so it's not very difficult for students to find out their answers to these two questions.

⁶ <https://www.youtube.com/watch?v=g4tOAIRSjBo>

	<p>teacher will point at the picture. After reading, a list of words (in “words and expressions” part above) that are necessary to understand details and main themes of the story will be presented to students. Both meaning and pronunciation will be provided in the list. By asking students to pay attention to these words, the teacher will then let learners work in small groups of 3 to finish a story map together. The map offers prompts that include setting, main characters and descriptions, problem, solution/conclusion, main idea, feelings after reading the end of the story. The teacher will</p>				
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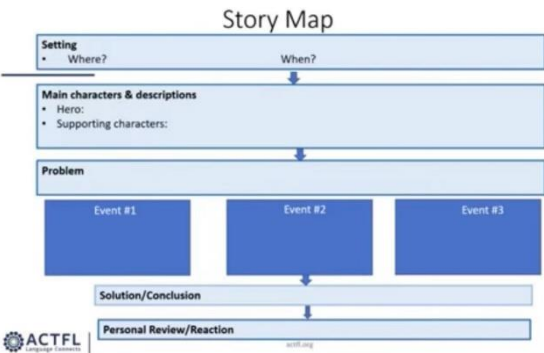
	<p>ask one or two groups to introduce their maps and offer feedback on them.</p>				
	<p>In the second reading, the teacher will explain briefly these words in simple English: squeeze means to press something, like this, using a gesture; disgusting means very unpleasant; let go means do not hold hands anymore. And the teacher will point at pictures when reading “mathematics; cucumber; balance; cactus”. After reading, show students a word list that includes all words listed above in the “words and expressions” part. Ask students to read words after the teacher twice. And then students</p>	<p>10</p>	<p>The story book: <i>Tiny T Rex and The Impossible Hug.</i></p>	<p>The activity aims to help students learn pronunciation as well as meaning of vocabulary.</p>	

	<p>are given 5 minutes to memorize the pronunciation and meaning (both English and Chinese) of the vocabulary.</p>				
	<p>When students say they have memorized words on the list, I will use flashcards that have meaning (Chinese or English) and original words on. There are 45 cards in total. Students will take turns to say the meaning (either Chinese or English) of the words or the original words by looking at the meaning.</p>	<p>5</p>		<p>The activity aims to help students learn pronunciation as well as meaning of new vocabulary.</p>	

	<p>Each student has approximately 7 cards to read.</p>				
	<p>Vocabulary focus⁷: Provide students with a work sheet that have some sentence starters. They are going to work in pairs to make sentences by using the words that are necessary to understand the details or main themes of the story. Each pair will have 2-3 words to work on. They can either use sentence starters or make up their own sentences without using the starters. Sentences need to connect with the story (characters, plots etc.). After the discussion,</p>	<p>15</p>	<p>I will add characters of the book in the sentence starters, such as Tiny T. Rex's best friend needs...</p>	<p>This activity can help students understand how to use key words of the story in sentences, which can further strengthen their impression of these vocab.</p>	<p>Interpersonal Presentational</p>

⁷ Inspired by the activity on this website: <https://www.twinkl.ca/resource/us-t-1-2412-simple-sentences-writing-prompt-pictures-activity>. I choose to find starters by myself to fit into students' interest and grade level.

	<p>students need to share with class sentences they make and we will work together to evaluate them (mistakes, good thoughts etc.).</p>				
<p>Beyond</p>	<p>This task is connected with the “into” phase’s quick writing and “through” phase’s story map activity. By reflecting on T’Rex traits (kind, brave and creative) and their past experience with friends, students are asked to discuss in small groups about their views on the question “Which quality do you value most in a friend?”. They need to provide at least 2 reasons individually and take notes of each other’s opinions. After the discussion, 2-3 groups</p>	<p>20</p>	<p>Brinton and Holten (1997)’s activity: Retrospective Discussion</p>	<p>This activity not only reflects students’ understanding of the story but also elicits deep thinking about friendship.</p>	<p>Interpersonal Presentational</p>

	<p>will have representatives to present views of each group member. After presentation, the teacher will make a summary of this task and the whole lesson.</p>				
<p>Original Source</p>	<p>Book link: https://www.youtube.com/watch?v=iDQiEjug-G8</p> <p>Graphic Organizer Template:</p> 				

Plan for Lesson 2

Performance Range-Grade	Intermediate Low/Mid- 8 th grade	Minutes	90	Day in Unit	1
Students' first language	Chinese	Theme/Topic of the unit		Identity	
Essential Question of the unit	What qualities make everyone/everything on earth unique? In which situation do you think equity is easy to achieve and in which it's not?				
Daily Topic	Identity: What qualities make everyone/everything on earth unique?				
Standards	Autonomy; Four strands; Motivation; Increase sophisticated intellectual processing				
Learning Objectives					
Content	Learners can: <ol style="list-style-type: none"> 1. Answer the essential question “What qualities make everyone/everything on earth unique?” that demands high-order thinking; 2. Describe individual features that are related to their identity (supported by prior discussion); 3. Explain aspects of identity they recognize as core values. 				
Language	Learners can: <ol style="list-style-type: none"> 1. Recall meaning/ pronunciation of words in the last class; 2. Use words in the last class to communicate with others; 3. Identify/ recall basic rules of using simple future and present perfect tense verbs; 4. Use new words related to main content objectives in identity introductions. 				
Words and expressions	Review words: tiny; practice; strategy; advice; hug; strategy; kind; brave; creative; squeeze; disgusting; let go...; mathematics; cucumber; balance; cactus New words related to main content objectives: identity/aɪ'dentəti/; (core) value/'vælju:/;				

	province/'prɒvɪns/ (Where am I from?); curly/'kɜ:rlɪ/, overweight/ˌoʊvər'weɪt/, of medium /'mi:diəm/ build (How do I look?); shy/ʃaɪ/, outgoing/'aʊtɡoʊɪŋ/, generous /'dʒenərəs/ (What is my personality?)				
Lesson Procedure	Activities/Tasks	Time (min)	Materials and Resources	Purpose	Communication
Into	Offering the dictionary meaning of “identity” to students. And then ask them to discuss about “what is identity” in pairs. After discussion, the teacher will ask representatives of each group to share with the whole class their discussion results. Then the teacher will point out that identity will be the main topic of today’s lesson after reviewing the words and learning verb tenses of the story.	8		This activity aims to help students start to think about the main theme “identity”	Interpersonal Presentational
	After the first activity, the teacher will show the meaning and		Referring to Pete (2015)’s	This activity aims to enhance	

	<p>pronunciation of words students have learned in the last class and ask them to quickly review these words (about 1 minute). Then let students take turns to have a conversation. In each student’s turn, they need to pick up a word that hasn’t been used by others. And the sentences they say should be relevant to anyone else’s. Group members can doubt those who say things that are completely irrelevant to the conversation. The teacher will also give a final evaluation of this activity.</p>	<p>7</p>	<p>activity named “Lose your words?”</p>	<p>students’ impression of word pronunciation, meaning and also let them use words in a real-time conversation.</p>	<p>Interpersonal</p>
<p>Through</p>	<p>Reconstruction Cloze The teacher reads the story for the third time.</p>	<p>15</p>	<p>Nassaji and Fotos (2011)’s</p>	<p>This activity aims to help students</p>	<p>Interpersonal Interpretive</p>

	<p>Students are asked to pay attention to “will...” and “have done...” while listening. After reading, the teacher gives students a story that changes all the future tense and present perfect tense verbs into simple present tense (The changed verbs are colored in red so that it’s easy to notice). Then students need to work in pairs. Each pair has a section of the story. They need to discuss where to use “will” and where to use “have done”. After discussion, each pair has a representative to read the section they worked with. And then students will have a whole group discussion about where to use these two verb</p>		<p>activity in Chapter 7. The story book: <i>Tiny T Rex and The Impossible Hug.</i></p>	<p>review future tense and present perfect tense. One point to notice is that teacher needs to help students figure out difference between “will means to predict future” and “will means sb is willing to do sth”.</p>	
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	<p>tenses. The teacher will show students the rules after the whole group discussion.</p>				
	<p>The teacher asks students to refer to the graphic organizer they designed last week. Then let them talk through each character’s features. Seeing that each character differs in some, teachers then will ask students to discuss in whole group about “qualities that will make everyone on earth unique”. While students are sharing, the teacher will write notes about student’s thoughts on the white board (no matter students share in English or Chinese, the teacher always needs to write</p>	<p>20</p>	<p>Referring to the identity work sheet from www.popnolly.com/free-resources</p>	<p>The activity aims to scaffold students to learn the notion of identity.</p>	<p>Interpersonal</p>

	<p>down the English version). And then the teacher will categorize these thoughts into “Where am I from?”, “How do I look like?”, “What’s my interest?” etc. (In this part, categories are not limited to the ones on the worksheet, so students can come up with their own categories). The teacher needs to point out that all these categories work together to make up our identity.</p>				
	<p>Peer discussion: Ask students to introduce in pairs about their personal identity using the worksheet attached below. Before discussion, the teacher will first help students with the</p>	<p>20</p>	<p>Referring to the identity mind map from www.popnolly.com/free-resources, but I delete</p>	<p>This activity helps students to further understand that each person has his/her unique identity.</p>	<p>Interpersonal Presentational</p>

	<p>pronunciation and meaning of unfamiliar words in the worksheet and then offer students a personal example about how to introduce identity. After discussion, the teacher will let 2-3 pairs share their introductions to the whole class. The teacher can assess students' understanding about identity through this activity.</p>		<p>“What do I believe” and “What are my core values”.</p>		
<p>Beyond</p>	<p>Show a short video clip (have subtitles) that introduces identity and (core) values to students. Ask them to pay attention to how does the video illustrate these two notions. After watching, the teacher will first illustrate “core values and beliefs” by offering</p>	<p>20</p>	<p>https://www.youtube.com/watch?v=eRzRAh2M2Ao; Brinton and Holten (1997)'s activity: Retrospective Discussion</p>	<p>This activity not only helps students review the notion of identity but also think deeply about important aspects of their identity.</p>	<p>Interpretive Interpersonal Presentational</p>

	<p>some examples⁸:</p> <p>“Pursuing challenges” and “being helpful and curious” are two core values for me. Then ask students to discuss in groups of 3 about the question “What are your core values?”. They need to provide sound reasons for their thoughts and take notes of each other’s opinions. After discussion, ask two or three groups to present collaboratively their views in front of the whole class. Next, the teacher will make a summary of this task and the whole lesson.</p>				
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⁸ Examples refer to the picture below.

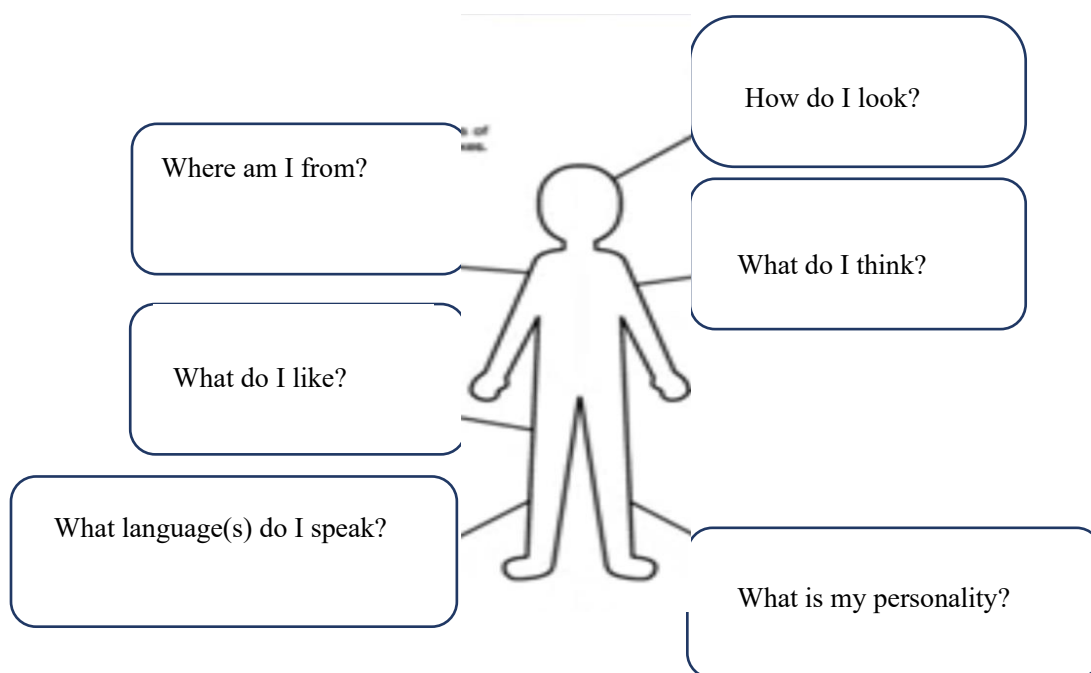
<p>Original source</p>	<p><i>Our 10 core values that we live by:</i></p> <ol style="list-style-type: none">1. Pursue Challenges2. Be Helpful and Curious3. Be Open Minded and Focused4. Have Fun and Be Curious5. Do More with Less6. Strive for Constant Improvement, Creativity and Passion7. Build Positive and Honest Relationships8. Stay Connected and Understand Your Why9. Be Your Own Boss10. Create Positive Relationships
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Work Sheet for Identity Discussion

Prompts:

- Introduce different parts of your identity to your partner according to the mind map and sentence starters on the worksheet;
- Please point out which parts of your identity do you think are most important to you while introducing;
- Take notes of your partner's introduction while listening. After the discussion, I will ask some of you to introduce your partner's identity.

Mind map



Sentence starters:

I come/am from... (city, province /'prɒvɪns/省, country).

I like... (playing/reading/watching...).

I can speak... (and...).

I have (long/short; straight/curly /'kɜ:rlɪ/弯曲的...) hair, (blue/green/black...) eyes. My skin color is (yellow/white/brown/black...) I'm ... (tall/short; overweight /,oʊvər'weɪt/ 超重的/thin; of medium/'mi:diəm/ build 中等身材).

I think that... (everything that you are thinking about recently).

I'm a/an... (shy/ʃaɪ/害羞的/outgoing /'aʊtɡəʊɪŋ/外向的/generous /'dʒenərəs/慷慨的/brave...) person.

Of all these different parts of identity, I think...is/are most important to me.

Plan for the Third Lesson

Performance Range-Grade	Intermediate Low/Mid-8 th grade	Minutes	90	Day in Unit	1
Students' first language	Chinese	Theme/Topic of the unit		Identity & Equity	
Essential Question of the unit	<p>What qualities make everyone/everything on earth unique?</p> <p>In which situation do you think equity is easy to achieve and in which it's not?</p>				
Daily Topic	Do you think it's fair to look down upon other's identities? What do you know about equity?				
Standards	Autonomy; Four strands; Motivation; Funds of knowledge				
Learning Objectives					
Content	<p>Learners can:</p> <ol style="list-style-type: none"> 1. Identify details and main themes of the story; 2. Give examples and reasons when talking/writing about the daily topic. (Do you think it's fair to look down upon other's identities? What do you know about equity) 				
Language	<p>Language</p> <ol style="list-style-type: none"> 1. Read unfamiliar words of the story that don't appear in students' textbooks accurately; 2. Categorize all the words listed below; 3. Identify/ recall basic rules of using conjunctions or adverbs to connect sentences. 				
Words and expressions	<p>(In the first reading) Words that are necessary to understand the details or main themes of the story: [Where we are: <i>globe</i> /<i>gloʊb</i>/; <i>planet</i>/'<i>plænit</i>/; <i>earth</i>/<i>ɜ:rθ</i>/; <i>space</i>/<i>speɪs</i>/]; [What do we look like: <i>complicated</i>/'<i>kɑ:mplɪkeɪtɪd</i>/; <i>shape</i>/<i>ʃeɪp</i>/; <i>size</i> /<i>saɪz</i>/]</p> <p>(In the first reading) Words that need to be explained by pointing at pictures but aren't</p>				

	<p>necessary to understand the details or main themes of the story: <i>lung/lʌŋ/</i>; <i>brain /breɪn/</i>; <i>bone /boʊn/</i></p> <p>(In the second reading) Words that need to be explained by providing simple definitions but aren't necessary to understand the details or main themes of the story: <i>do stuff /stʌf/</i>; <i>figure/'fɪgjər/</i> out</p> <p>(In the third reading) Conjunctions or adverbs used to connect sentences: <i>once/wʌns/</i>; <i>generally/'dʒenrəli/</i>; <i>basically/'beɪsɪkli/</i>; <i>even though</i>; <i>though</i>; <i>firstly</i>; <i>then</i></p> <p>(Words don't appear in the word list of students' textbooks are in italics.)</p>				
Lesson Procedure	Activities/Tasks	Time (min)	Materials and Resources	Purpose	Communication
Into	<p>Ask students to discuss in groups of 3 about the question: Do you think it's fair to look down upon other's identities? Before discussing, prompts will be given to students: I think it's fair/unfair to...because...</p> <p>While discussing, students are required to evaluate and give feedback on each other's opinions. After discussion, the teacher</p>	8		<p>This activity aims to activate students' prior knowledge about identity and lay a foundation for understanding equity.</p>	Interpersonal

	<p>will transition to the next part: In this brief discussion, we have reviewed the concept of identity and thought a little bit further about it. In the rest of the course, we will discuss more about it by reading another story: Here We Are.</p>				
	<p>Before reading, let students discuss about the story’s content by guessing from the title and pictures on the cover (they are encouraged to use English, but can use Chinese when they don’t know how to say in English). And then the teacher will briefly introduce the story.</p>	<p>7</p>	<p>The story book: <i>Here We Are</i>⁹</p>	<p>This activity gives students a chance to communicate with others before reading. After the discussion, the teacher can introduce the story more naturally.</p>	<p>Interpersonal</p>

⁹ The story is the original one because I want students to learn more authentic English

<p>Through</p>	<p>Read the book for the first time. During reading, the teacher will explain briefly these words in simple English: globe means the world; complicated means difficult to understand. While reading “lung; brain; bone”, the teacher will point at the pictures. After reading, a list of words (in “words and expressions” part above) that are necessary to understand details and main themes of the story will be presented to students. Both meaning and pronunciation will be provided in the list. By asking students to pay attention to these words, the teacher will then ask learners to share their</p>	<p>20</p>	<p>The story book: <i>Here We Are</i></p>	<p>This activity mainly aims to examine students’ understanding of the story.</p>	<p>Interpersonal</p>
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	<p>ideas about the main themes in the whole group (Because this story is non-fictional, there will not be any sharing about plots and characters). They can either speak Chinese or English while sharing, but the teacher needs to take notes (on the white board) of their talking in English. If students don't come up with ideas related to identity and equity, the teacher need to add these points at the end of their discussion.</p>				
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	<p>During the second reading, the teacher will explain briefly these words in simple English: stuff means general things, figure out means understand something.</p> <p>Also, ask them to pay attention to words that were introduced in the first reading. After reading, show students a word list that includes all words listed above in the “words and expression” part. Ask students to read words after the teacher twice. And then students are given 5 minutes to memorize the pronunciation and meaning (both English and Chinese) of the new vocabulary.</p>	<p>10</p>	<p>The story book: <i>Here we are</i></p>	<p>The activity aims to help students learn pronunciation as well as meaning of new vocabulary.</p>	
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	<p>When students say they have memorized words on the list, the teacher will ask them to discuss in small groups of 3 to categorize these words. They are encouraged to use diverse and interesting categories. After discussion, ask 2-3 groups to share their categories to the rest of the class. They need to mention reasons why they categorize like that while sharing. Next, the teacher will give feedback on these categories.</p>	<p>10</p>	<p>Pete (2015)'s activity named "Which word type?"</p>	<p>The activity aims to help students learn pronunciation as well as meaning of the vocabulary.</p>	<p>Interpersonal Presentational</p>
	<p>Reconstruction Cloze The teacher reads the story for the third time. Students are asked to pay attention to conjunctions and adverbs that connect</p>	<p>15</p>	<p>Nassaji and Fotos (2011)'s activity in Chapter 7. The story</p>	<p>This activity can help students understand how to use conjunctions</p>	<p>Interpersonal Interpretive</p>

	<p>sentences while listening.</p> <p>After reading, the teacher will show students a story that delete the conjunctions and adverbs listed above in the “words and expressions” part. Then, students need to work in pairs. Each pair has a section of the story. They need to discuss how to fill in each gap. After discussion, each pair has a representative to read the section they worked with. And then students will have a whole group discussion about the meaning and usage of these conjunctions and adverbs. The teacher will show students the rules after the whole group discussion.</p>		<p>book:</p> <p><i>Here We Are</i></p>	<p>and adverbs to connect sentences in their speaking or writing.</p>	
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<p>Beyond</p>	<p>This task is connected with the “into” phase’s quick discussion and “through” phase’s whole class discussion about main themes. In this part, students are asked to discuss in small groups of 3 about their views on the question “What do you know about equity?”. They need to offer at least 1 example individually and embody every group member’s opinions on a poster. After discussion, the teacher will make a summary of this task and the whole lesson. Posters will be displayed somewhere in the classroom for students to look at.</p>	<p>20</p>	<p>Brinton and Holten (1997)’s activity: Retrospective Discussion</p>	<p>This activity not only reflects students’ understanding of the story but also elicits deep thinking about equity.</p>	<p>Interpersonal Presentational</p>
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Artifact F

Interview analysis

I. Introduction

I conducted a 70-minute online interview with Bob (pseudonym), an adult from Venezuela who is taking high-beginning English courses (fully online) in Nashville Adult Literacy Council (NALC, the place where I take my practicum). He came to the U.S. 6 months ago and is now living together with his wife and an 8-year-old daughter at his sister's house. To ensure that Bob could talk freely and comfortably in the interview, I asked whether he wanted to answer my questions in Spanish (his home language), and he chose to speak English most of the time with a few words in Spanish.

II. Reasons for choosing the participant

There are three reasons for me to choose Bob as my interviewee. First, from the class observations in NALC, I found that Bob is one of the most active students who answers teacher's questions elaborately and participates in each activity attentively. Impressed by his learning energy and outstanding oral capability, I desire to find out his English learning motivation by interviewing him. Secondly, by reviewing a background information form provided by NALC, I noticed that Bob has a bachelor's degree. Based on this fact, I'm curious if he will have a sense of loss after entering the U.S., since the language barrier might hinder him from finding a job that matches his educational level. Thirdly, before the interview, all I know about Venezuela is that it's a South American country that is facing a severe domestic situation. Therefore, I'm eager to learn more about the country's culture, history, and social environment from a domestic person's perspective.

III. Interview design and analysis

Before the interview, I prepared both a survey form and a sheet of interview questions and emailed both documents for Bob to preview. I'm going to describe these two methods separately in this section.

a. Survey form

About the survey form (see Appendix I.), my first attempt was to let Bob fill it out and send it back to me so that I can gather some basic information about him. But because he told me that he didn't have enough time to write the answers down, we finally completed the form together in the interview. Personally, I feel it's worthwhile to start my interview with the survey form, since the questions on the form are more superficial than the interview questions I prepared, it was a lot easier for Bob to get into the conversation. Besides, he provided me with richer information this way than simply filling out the form. For example, when talking about his job, he not only told me that he is a houseman, but also explained to me what his specific responsibilities are ("take off the dirty sheets, wet towels and trash"). In addition to this example, I also want to pinpoint another two findings related to acculturation that I obtained by discussing the survey form with Bob. On the one hand, his self-evaluation of his high Spanish proficiency in reading, writing, speaking, and listening indicates to some extent his advantage in positive acculturation. This assumption is built on Herrera (2012)'s argumentation that CLD students' native language proficiency "is positively correlated with acculturation because students are able to draw on first language knowledge to facilitate second language understandings and skills". On the other hand, having the opportunity to use both Spanish and English at home as well as the workplace, he is on the promising track to achieve bilingualism, which is important for positive acculturation (Herrera, 2012).

b. Interview questions

Generally, my interview questions (see Appendix II.) can be divided into three parts: cultural background, linguistic background, and current learning in NALC. To make these questions accessible for Bob, I simplified the language and listed some prompt words behind questions that might be confusing. In the following paper, I will analyze results of my interview from the three dimensions I mentioned above.

1. Cultural Background (half of my questions (1,2,6) are adapted from Herrera (2012)'s assessment artifacts, including *School Puzzle*, *the Essential Book* and *Identity Survey*)

To begin with, Bob has a good understanding of his home culture. He introduced me thoroughly to celebrations (Carnival and Christmas), traditional food (Hallaca) and music (Gaitas navideñas) in Venezuela. Besides, he also pointed out that his home culture is influenced by cultures from diverse countries (America, Italy, Spain, Portugal). What's more, he stressed the significance of love and support among family members both inside and outside the U.S., showing that Venezuelans attach great importance to family relationship. These details could sufficiently present his sense of belonging to home culture.

In addition, he is well-educated in Venezuela. He got his bachelor's degree in marketing and a diploma in Business Administration. Thanks to the educational experience, he owned his real estate office in Venezuela before coming to the U.S. From my perspective, Bob's educational and working experience will be beneficial for him to integrate into American society.

Next, his evaluation of life in the U.S. is extremely positive. "Happy", "free", "comfortable", "full of opportunities", and "feel like home" are words and phrases he used to describe his feelings after arriving in the U.S. till now. Beyond that, he has several career and status related goals to achieve in the future: getting a real estate license, becoming an American citizen, and working as a

Spanish teacher. Since he is still at the beginning level of adapting to a new culture at the same maintaining a strong home culture identity, I assume that he is going through the euphoria phase of acculturation (Herrera, 2012).

Finally, he regards himself as a good father, citizen, and friend. He believes that being able to care for the around community as much as possible can help him to become the person he wants to be, or, in other words, to realize his personal value. In my point of view, Bob's perception of personal value is largely influenced by the social circumstances and culture of his home country.

2. Linguistic background

Five conclusions can be drawn from this part. First, Bob is highly interested in English learning. It's clear to see in the survey form that Bob is reasonably interested in language learning because English used to be one of his favorite subjects. Moreover, when I asked him about a disappointing moment when learning English, his initial response was that he didn't have any moment like that because learning English is interesting.

Second, he has a positive attitude towards bi/multilingualism. Evidence supporting this assertion is that during the interview, I accidentally asked whether he wants his daughter to solely focus on English learning or study both English and Spanish at the same time. His answered that he'd like his daughter to learn both languages well, and he also hopes her to learn a third language after entering teenage years.

Third, he has various sources of English learning motivation: teaching his daughter and wife English; helping those in need by using English (I came up with this source due to his prior experience working as a tour guide in Venezuela, when he was proud of being the only one who could give directions in English.), which corresponds to his personal value; communicating with

people in life; being able to understand English music and movies.

Fourth, he has intermittent English learning experience. Before coming to the U.S., he learned English in high school and a 6-month English course, but he forgot “almost everything”. After moving to Nashville, he studied some basic English in Coneccion Americas, and now he is studying English in NALC.

Last, misunderstanding of English will lead to his conflicts with native speakers. Being asked about a disappointing moment in learning English, he told me a story that really upset him when he had a quarrel with his manager because he misconstrued an English joke as something tough and rude.

3. Current Learning Status in NALC

I sketched this as a try-it-out part to better understand Bob’s specific goals and interested topics while learning English in NALC since it’s a good way to build a negotiated course that can address students’ needs more efficiently (Nation& Macalister, 2010). From Bob’s responses, I found that his language learning goals and interests are closely connected to his educational background as well as his career and status goals.

IV. Conclusion

To sum up, Bob is a newcomer to the U.S. who received adequate education in his home country and is ambitious to adapt to an American life. Personally, I presume that Bob is less likely to go through negative acculturation because of his long-lasting interest in English learning, firm sense of identity, positive personal value, and strong confidence in achieving specific future goals.

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Appendix I. Survey Form

Job	Houseman	City of origin	Caracas
Language(s) speak at home	Spanish and a little English	Language(s) speak at work (if applicable)	English and Spanish
Favorite subject(s) in school	English, Spanish, art	Hobbies	Dancing, watching movies, swimming
Home language (Spanish) proficiency (Choose one answer that fits you most)	I can read in my home language very well.		
	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree		5
	I can speak in my home language very well.		
	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree		5
	I can write in my home language very well.		
	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree		5
	I can understand others speak my home language very well.		
	1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree		5

Appendix II. Interview questions

Cultural background

1. Tell me one interesting thing about your home culture (holidays, celebrations, clothing...)?
2. What's the most important thing about your family?
3. What's your educational experience? (Primary school, middle school...)
4. When and why did you come to the U.S.?
5. How did you feel when you first moved to the U.S.? Has your feeling changed since that time?

If so, how do you feel living/working/studying in the U.S. at present? (Please share short stories to describe your feelings.)

6. What kind of person do you want to be?

Linguistic background

7. How do you learn English? What do you use to help you?
8. Why do you feel it necessary to learn English?
9. When and why do you feel learning English is interesting? (You can use stories to answer this question)
10. When and why do you feel learning English is disappointing? (You can use stories to answer this question)

Current learning status in NALC

11. What is a specific goal you want to achieve in taking NALC's English courses? What specific topic of interest would you most like to learn?