ELLs Capstone Portfolio

Yumeng Zhang

Peabody College, Vanderbilt University

February 22, 2023

Abstract

This paper demonstrates how my two years of studying and teaching at Peabody College, Vanderbilt University have affected my perspective of a competent teacher. In this essay, I consider how my teaching philosophy is put into practice as well as my reflections on the thorough application of the theories and the challenges that I face as an ELL teacher in accordance with TESOL standards. My critical analysis is specifically conducted from four domains: the learner, the learning contexts, the curriculum, and the assessment. Steps that I'll take to keep broadening my professional knowledge and room for improvement are also clarified at the end of this paper.

Table of Contents

Teaching Philosophy

I started to learn English when I was in the 3rd grade in elementary school but I was first exposed to English in kindergarten. Therefore, I have been a language learner my whole life growing up.

As a language learner, I have experienced various engaging and efficient teaching instructions at different stages. I remember we did a lot of imitation and role-play activities based on the textbooks. There were dialogues of daily life in the textbook and the teacher would divide us into small groups to read and recite the dialogues so that we could memorize the use of them. These pedagogical activities developed my communicative language in terms of providing me access to the most commonly used daily conversations and reducing my anxiety when speaking English as a beginner. Imitation and role play also took me to a level of practicability that approaches real-world pragmatics. The teachers at this stage of my language learning were initiators. They brought a new way of communication to me and introduced me that there are people in the world who don't speak the same way as we do. They piqued my interest in learning another language.

After I entered college, since my major was English Education, I started to take professional English classes such as phonetics classes, speaking classes, reading classes, and so on. My passion for oral English was motivated by the phonetic class. Our professor would categorize the features of the American accent and English accent for us to compare in order to correct our pronunciation which was intriguing for me to learn. Knowing the differences enabled me to speak English more

native-like. As a result, in college, my phonetics teacher was pronunciation corrector who summarized the pronunciation rules for us and the students were imitators of native speakers.

According to my own learning experiences as a language learner, I have some visions of high-quality ELL/EFL instruction based on my own understanding. First of all, the context of high-quality ELL/EFL instruction should be student-centered, safe, and open to students from different cultural backgrounds. Differentiation should be applied to the instruction referring to students' English Language Proficiency. What's more, communicative language teaching and scaffolding are essential in high-quality instruction as well. To sum up, the theories which guide these visions are Communicative Language Teaching (Savignon, 1972), Funds of Knowledge (Moll et al, 2005), and Scaffolding (Hammond & Gibbons, 2005).

Funds of knowledge (Moll et al, 2005) are brought by students who come from different cultural backgrounds. They make the classes more culturally diverse and interesting. Both students and teachers would benefit and learn a lot from it. As a future teacher, I have witnessed how the student's cultural background, their community, and living environment shape their funds of knowledge and learning process. They bring their wealth of knowledge and cultural background to school with them every day and put them into practice while studying a new language and accepting new culture. The connection between the new culture and their culture is the key to successful teaching and learning. The environment and the community students live in are the extrinsic factors that may influence L2 learning. Enacting the importance of funds of knowledge means that the teacher would foster and build upon the strengths the students bring to the classroom.

By doing so, the teacher needs to get to know the student's interests, strengths, and talents. Having students study in a welcoming environment encourages them to freely talk about and share their family languages and cultures with others which is how tapping into students' funds of knowledge would look like in class.

Drawing attention to students' prior knowledge and experience and finding out what students already know, or reminding them of what they have learned before is the premise of scaffolding. From my perspective, building on students' common-sense knowledge of curriculum content allows the teacher to move on to the new content smoothly. Good scaffolding enables students to move step-by-step towards a more in-depth understanding of challenging content. According to Hammond and Gibbons (2005), scaffolding is often explicitly grounded in students' previous knowledge and experiences. Therefore, to scaffold students to achieve higher-order thinking ability, we can elicit students' thinking by giving essential questions at the beginning and asking further questions during the middle of the class one step at a time. It leverages students' strengths and develops their skills.

Due to the inadequacy of a four-skill model of language use and teaching, communicative language teaching focuses on the complexity and interdependence of oral and written English abilities, as well as the necessity for learners to engage in dialogue and meaning negotiation (Savignon, 1972). Communicative language teaching should be considered anytime during the instruction and the teacher should set goals to achieve grammatical, discourse, sociocultural and strategic competence all at the same time in lessons. In my opinion, communicative language

teaching can characterize the ability of language learners in a classroom to communicate with other speakers and to make meaning, as opposed to their capacity to memorize dialogs or score well on discrete-point grammatical knowledge examinations. When enacting communicative language teaching, the teacher no longer pays too much attention to asking for information and seeking clarification. Instead, the learners and their communicative needs which represent functional competence will become the main focus since English often serves as a language of communication between speakers of different primary languages.

In summary, quality teaching to me is the teachers' strongest ability to apply pedagogical teaching methods to effectively support students' learning. So far, I am both a language learner and a pre-teacher who is trying to gain as much knowledge of language teaching as possible in order to help the future me as a teacher better serve students' language learning needs. When I become a language teacher later, I will put the theories of language teaching into practice and combine my own learning experience with them to improve my students' language learning experiences and proficiency.

Artifact Analysis

Professional Knowledge Area 1: Learner

This professional knowledge area concerns Learner. Learner refers to a person who is trying to gain knowledge or skill in something by studying, practicing, or being taught. It is also the target to whom the knowledge is imparted by teachers. Learner underscores and reinforces the goal of the educator. Learner is the recipient and beneficiary of curriculum and assessment and it creates and learns in the learning context which is also why it is important to my teaching and philosophies of teaching. Therefore, this PKA is the basis and the origin of all other PKAs.

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.

From my perspective, this domain mentions two things. First, teachers' recognition of the importance of identity and learning context. Identities include things like age, gender, socioeconomic status, sexual orientation, race, and ethnicity. While certain identities are externalized and not always simple to observe (such as ethnicity or assumed gender), other identities are internalized (like a disability, socioeconomic status, or education level). Over time, the larger society has given different identities definitions, meanings, positions, and power. It is crucial for teachers to know students' social identities in order to actively create inclusive learning

8

environments for all students because they have the power to influence the experiences of students in classrooms. Second, the application of the identity and context after knowing them. A respectful, welcoming, and inclusive classroom better helps students succeed. There are three ways to include identity and learners' different learning contexts in teaching (Cohn-Vargas, 2015). First of all, apply a student-centered teaching strategy. It encourages independence, teamwork, and student's voice. The core of a classroom is student-centered teaching, which teaches students self-efficacy and cooperation by giving them opportunities to contribute ideas, thoughts, and feelings. Secondly, cultivating diversity as a resource. It covers using diversity as a learning resource and exhibiting high expectations through rigorous academics and a demanding curriculum. When students are encouraged to use their diverse backgrounds to co-create an engaging curriculum, diversity is not an afterthought but rather a crucial component. Third, being caring and positive. Trust is built on the warmth, availability, and commitment of teachers to student learning. Teachers accomplish this by showing caring, and attentiveness, and ensuring that students are kind to and fairly treat one another. These actions help students feel a stronger sense of belonging. For example, during my first day at my practicum site, I bonded with the students by getting to know their first language and hometown. We quickly got acquainted by teaching each other the languages that we speak at home and comparing our cities. When the students knew that I could speak Spanish as well, they got very excited and wanted to talk to me in Spanish. Through language, I showed the students my interest in and respect for their background which helped us build trust and connection quickly.

This TESOL domain connects with my philosophy of teaching that students' funds of

knowledge are taken into consideration when teaching and learning. Learners bring their identity and their background knowledge to the classroom which increases the diversity and changes the learning contexts. Students' learning contexts are varied out of school. Therefore, teachers need to spend time getting to know each student's interests, passions, and backgrounds in order to include as much inclusiveness as possible during the instruction.

Artifact A

The artifact I choose for this TESOL domain is the paper I wrote in the class Foundations for English Language Learners. Community Literacy Investigation is the title of the paper. It was written after the trip we took to investigate the community of immigrant students in Nashville. Four places were visited and they respectively are Fall-Hamilton Enhanced Option School, Casa Azafrán Community Center, Newroz Market, and Plaza Mariachi Food & Cultural Center. These places cover the local ELLs' living and studying environments.

The purpose of the trip and this reflection was to make me dig deep into my future students' learning contexts, find out the origin of their differences and realize the value of their background knowledge brought to the school every day. What's more important is that this experience inspired me on how to better accommodate students' funds of knowledge into teaching to make them feel treasured and respected in their home culture. For example, when visiting the international market, my Turkish friend was very proud to buy a traditional snack from Turkey for all of us to taste. It was not until then did I realize that if my students could find a piece of their own culture included in the class, how excited and warm they would feel.

Artifact A exemplifies the TESOL domain of identity and context because it illustrated these two factors. The paper introduced the students' identity through the language, the community, and the living environment. The languages mentioned in the artifact were Spanish and Kurdish. Spanish was shown in the children's books in the elementary school which shows that the school puts effort to make the students feel that their culture and language are valued. Immigrant students' access to cross-cultural learning opportunities can help them better understand their own cultures. Additionally, it increases students' understanding of their own cultural norms, attitudes, and behaviors so they can identify and explain cultural differences with confidence and tact, which also aids in their integration into their new cultural setting. The Kurdish class flyer was stuck on the front door of the international market. According to the statistics (2022), More Kurds live in Nashville than in any other city in the United States. Since Tennessee is an English-only state, heritage languages like Kurdish will inevitably become less common and have fewer speakers. Access to heritage languages and culture would therefore aid in the preservation of the learner's own culture and enhance the capacity for learning. The community and the living environment showed the students' learning contexts outside school. The market selling goods from their original country, the menu in the restaurants in Spanish instead of English, and the salespeople having their children with them selling goods during the weekend all compose a picture of what ELLs face every day and what their life is like after school. These living experiences such as being part of the owner of a small family business, communicating in Spanish, and so on are all different from native speaker students. As a result, the approaches teachers use would also be different and more

approachable to ELLs' own identity.

Artifact A connects with the ideas of respecting students' funds of knowledge and communicative language teaching in my teaching philosophy. First of all, when writing this artifact, I was provided with the opportunity to prove the necessity of drawing upon students' funds of knowledge. I've seen firsthand how a student's cultural background, community, and living situation affect their knowledge base and learning process. They bring a lot of knowledge and a diverse cultural background to school every day, putting them to use as they learn a new language and adapt to a new culture. The secret to effective teaching and learning is making the connection between the new culture and their culture. Extrinsic elements that may affect L2 learning include the environment and the community in which students reside. By putting the value of knowledge into practice, the teacher will encourage and capitalize on the skills that each student brings to the classroom. Moreover, in order to apply communicative language teaching, getting to know students' communication mode outside the classroom is inspirational for teachers. Teaching English as a communicative language emphasizes the interconnectedness and complexity of oral and written English skills and students' ability of writing, read, listen, and speak in their first language affects their proficiency in the second language. For instance, if students have acquired the basic knowledge of the contents, the structure, and the genres of compositions in L1, they could directly transfer the knowledge into English writing. To better meet students' needs of learning the communicative language, spending time knowing students' language background in terms of the language they speak in their community, the language proficiency of L1 before they came to the

U.S., and family members' English language proficiency is of great value.

In summary, this TESOL Domain – Identity and Context under the category of PKA – Learner focuses on the extrinsic factors that influence students' language learning. These factors play a role as important as the ability to learn the language and they are the keys for teachers to know the learners.

After knowing the learners' identity and context, teachers need to start thinking about the application of the premises they have already known and how to make the best use of these external factors in designing teaching and learning which connects to the next TESOL Domain – Learning.

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.

This TESOL Domain focuses on teachers' understanding of the student's language learning processes which include students' historical and current learning context, the learning access they had, and their learning interests and needs. Touching upon this information, teachers need to think about how to meet students' learning needs and support their learning.

It connects with my philosophy of teaching in two ways. First, it put emphasis on drawing on students' funds of knowledge because only if teachers get to know students' prior knowledge and learning contexts in and out of the classroom, will they know students' learning status, weaknesses, and strengths. In addition, this domain assists teachers' scaffolding pedagogy. Understanding

students' language level and learning processes allow the teacher to apply a student-centered strategy and design the lessons step by step. For example, if a student is more used to the bottom-up learning process and beginning a new reading lesson with learning new vocabulary and grammar, the teacher can adjust the lesson plan by building the blocks of the linguistic knowledge first and then move on to the content knowledge as scaffolding instruction.

Artifact B

The artifact used in this TESOL domain is the first paper I wrote in the Assessment Series. The paper is an interview result of an adult English Language Learner I worked with through one semester, Daisy. The purpose of the interview was to get familiar with Daisy's personal and educational history, her current language learning context, initial evaluation, and a discussion about how her language level and learning process can help with the assessment plan designed especially for her. This artifact was the first one out of the four assessment papers. The purpose of this paper was to find out Daisy's language weaknesses and strengths through her English learning history and pattern in order to serve the final aim which was designing the assessment plan that suits her best.

The artifact is closely related to the TESOL domain – Learning and my teaching philosophy according to which, in order to comprehend how ELLs learn a new language both inside and outside of the classroom, English language teachers must draw on their funds of knowledge. To aid adult language acquisition, they make advantage of this pedagogy. Language acquisition is a complicated process that can be difficult, particularly for older students, like Daisy, or those facing

severe emotional challenges, like culture shock. When Daisy just studied abroad in Australia, she encountered culture shock which made her more scared to speak with others in English. The situation lowered her speaking ability. Therefore, in order for them to succeed and feel at ease in an environment where English is the prevailing language, well-intentioned teachers make language acquisition as stressless as they can. The Artifact allowed me to bond with the ELL first and dug deeper into her background which made the process of knowing her language background easier. Besides, the cultural and language background of students affects the way they view the world. As a result, English language learners can make sense of what they read, listen to, write, and speak by drawing on the information they already have as native speakers of their original languages.

After understanding Daisy's learning history, context, and habit, I made a conclusion that her English study needs were not fully satisfied by the tests she took during her school years before attending college. Daisy's learning demands would be better met if the assessments were more student-centered by drawing on students' prior knowledge and emphasizing the topic of society in a more culturally responsive and practical way with a less form-focused knowledge test.

In summary, the above two artifacts demonstrate the importance of the PKA – learner by targeting leaners' weaknesses and schema to better meet their learning needs. The next Professional Knowledge Area that will be addressed is Learning Context, under which the TESOL domain – instructing will be discussed along. Instructing under a certain learning context is the further step after affirming and understanding the target learners. Therefore, this PKA and TESOL domain will be introduced after leaner – identity and context and learning.

Professional Knowledge Area 2: Learning Context

This professional knowledge area concerns the learning context which is the environment where learning takes place. It can be defined as a situation that can impact how something is learned or what is taught. Whatever action is carried out for the aim of teaching and learning, the context has a significant impact on how it is shaped. In order to establish a learning environment where every learner can succeed, teachers are therefore expected to pay closer attention to understanding that context. It is an important PKA for me because now I have worked with students in different learning contexts differed by countries that I have worked in – China and the U.S. I need to distinguish the context clearly first before I design and conduct my lessons. This PKA also demonstrates my teaching philosophy since the context decides students' background and it allows me to better conduct CLT and scaffolding in class.

TESOL Domain 2: Instructing

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

In my opinion, this domain put emphasis on teachers' creating an inquiry-based classroom. It focuses on a student-centered teaching method that allows students to metacognitively think aloud. A rigorous and inquiry-based education leads to a respectful, welcoming, and engaging ecology. It focuses on the value of context in fostering motivation, preserving long-term memory, connecting learning to the outside world, and aiding teachers in understanding their students.

This is closely connected to my philosophy of teaching. For one thing, a good and welcoming

learning context for ELL students helps them connect what they learn with what they know before and with real life. Setting the stage and developing information in a clear-cut context is crucial for the learning process to be successful. By doing this, students activate their schemata and build smooth connections, which helps them recall material for use when they encounter circumstances with a comparable context in the real world. For another thing, teachers paying attention to all kinds of interactions allows them to scaffold the instruction by, for example, starting with whole group discussion to smaller group sharing and to independent presentation. Taking another example, teachers can also scaffold by using the "I do, we do, you do" teaching strategy. It lets students have teacher-student interaction, student-student interaction, and self-interaction during the study process which promotes communicative language learning as well.

Artifact C

School visit paper from the Foundation class helped me get familiar with the local practices for EL teaching. I was able to analyze different styles of teaching and reflect upon my own based on the observation. The school I visited was Glencliff high school and I observed two EL classes taught by different EL teachers and talked with the administrator of the school who is also the head of the EL department. The paper on this experience included three parts: first, an overall introduction to the school in terms of population, ELL proportion, and school support types for ELLs. The second included the description and comparison between the two ESL classes I observed. Last but not least, research-based advice for better helping ELLs was provided.

This artifact reflects the TESOL domain and my teaching philosophy. For starters, both

teachers in the classes provided a multilingual environment in which translanguaging was used during instruction. In the first teacher's class, "Put your phone away and take out your handout" was written on the first page of the slide in both Spanish and English. Then, when the class watched the Sponge Bob video together in class as teaching material, I noticed that the Spanish subtitle was turned on. This followed the principles of affirming identity and promoting additive bilingualism pointed out by De Jong (2011). Research showed that bilingual classes can help students overcome language barriers and enhance their academic language proficiency and skills during content-based learning (Lin & He, 2019). In the other class, when students responded to questions in Spanish, the teacher initially commented on their responses before directing them to respond again in English. When a student wasn't understanding something in class, the teacher could tell by their facial expressions and would repeat the instruction in Spanish. The proper use of L2 in the English classroom emphasized the value of students' first language as a means of cultural expression and communication. The respect the teachers gave to students' heritage language helps students learn English in a more effective and less stressful way because students could feel their culture is welcome in the classroom and they can retrieve their prior knowledge and cultural background during the learning process.

Secondly, all students had the full opportunity to interact in class because of the teacher's scaffolding and teaching strategy. The second EFL class was given by a more experienced teacher who divided her ten-student class into two parts: five students circled her and got instruction while the other five practiced what they just learned on the other side of the classroom. She approached

small-classroom instruction in this way, which not only gave students the chance to receive instant feedback on their learning but also motivated them to pursue autonomous, self-directed learning. The translanguaging strategy and allowing students to work in small groups made English learning communicative and interactive.

Finally, during the learning process, the second teacher utilized plenty of scaffolding techniques. When she used cards to teach students new vocabulary, she selected one category, weather, in which all words fit. The cards had the picture of the word on one side and the word on the other side. Providing visuals helps ELLs memorize the vocabulary in the real-life context in a more authentic way. After learning the new words, the teacher guided the students to use the words to make up a story with the help of a storyboard the teacher had created before class. Students could fill the new word cards into the storyboard which already contained plots. The teacher modeled the way to make up the story and let the students do it one by one. When there was a student who couldn't think of the new word or where to put the new word, the teacher first gave more waiting time and then model it again. Visual help, longer waiting time, and putting new words into practice were all scaffolding strategies according to Hammond and Gibbons (2015).

To sum up, contextual learning is made possible by the interactions students and teachers have with this context, which gives it significance for EFL/ESL teaching and learning. Along with other factors, this contextualized engagement with the learners is thought to be a determinant of learning success in education in particular. The knowledge that is learned in a specific environment tends to be understood, processed, internalized, formulated and retrieved by learners. Without context,

instruction is useless, and learning is impossible.

Professional Knowledge Area 3 curriculum will be introduced along with its TESOL domains – planning and content. Before this, learners, learning context, and learning prerequisites were deeply discussed. Therefore, with the comprehension of the premises of the learning taking place, lesson and curriculum plan, linguistic and content knowledge would be easier understood and carried out.

Professional Knowledge Area 3: Curriculum

A standards-based sequence of scheduled experiences known as a curriculum allows students to practice and master both academic knowledge and practical learning abilities. To ensure that every student has access to demanding academic pursuits, the curriculum serves as the primary reference point for all teachers. A curriculum's structure, organization, and objectives are designed to improve student learning and facilitate learning. To effectively support instruction and learning, the curriculum must include the required objectives, approaches, resources, and assessments. Based on my own experience, curriculum is the guide of my teaching and it helps me track students' progress in order to adjust the objectives short term and long term.

TESOL Domain 1: Planning

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

Teaching can seem like a delicate balancing act while you're in a classroom. Planning classes

that present new material in a clear, interesting, and beneficial method for each student can be challenging. Differentiated instruction is useful in this situation. This kind of instruction enables teachers to adapt and personalize their classes to meet the varying learning demands of the students.

The process of adopting a subject and developing a plan for teaching it is curriculum design. Choosing what resources to utilize, how to arrange them, and how to use them in the classroom to advance students' knowledge and abilities are all parts of this process. In schools, normally the curriculum is already decided, so the teachers only have the choice of deciding how to approach the objectives and meet every student's needs. When planning the curriculum, as I mentioned in my teaching philosophy, teachers should take students' funds of knowledge into consideration and find out their learning needs before personalizing the teaching and learning objectives. It also helps teachers get an idea of what students are passionate about and interested in so that materials can be adapted and added to the existing curriculum.

After estimating the information and abilities that learners currently possess which is the first step of scaffolding, the next step of planning is introducing the new knowledge which involves introducing students to a new assignment that they can't complete on their own. Then, teachers create a task performance model. Students collaborate with the teacher and other students on related projects to familiarize themselves with them. Next, creating tasks for formative assessment and learning activities that students can access as they work on progressively difficult assignments to develop their skills. Finally, the students will be asked to demonstrate the mastery of new knowledge by summative assessments, for instance. The whole planning process is a basic model

of scaffolding instruction.

When designing, teachers keep prioritizing communicative language learning in mind. The goal is to get students to communicate successfully in the target language by chatting, sharing ideas, and interacting meaningfully with the target language rather than just teaching them grammar rules.

Artifact D

The artifact chosen is a unit plan designed by my study group during the Teaching English as A Foreign Language class. It contains three lesson designs based on the World-Readiness standards and they respectively are a simplified lesson plan, a material-adapted lesson plan, and an original lesson plan. The unit design is informed by a need analysis conducted at the beginning step.

The purpose of the unit plan is to apply the four-strand teaching principles (Macalister and I.S.P.Nation, 2010) which respectively are meaning-focused input, language-focused learning, meaning-focused output, and comprehensible input. Another aim is to get familiarize me with the process of designing a curriculum. For example, choosing a theme, a material, the essential questions, objectives, and so on.

This artifact exemplifies my philosophy of teaching and the TESOL domain. In our lesson plans, we integrated a series of class activities regarding grammar and vocabulary, because our target students learn English mainly for the need of passing the exams. But our lesson objectives were not limited to teaching the forms of English, but combined with content regarding topics students are most interested in discussing. This aligned with the emerging principled CLT method,

which involved an attempt to extend the systematic treatment of language issues traditionally restricted to sentence-bound rules to the explicit development of other knowledge areas and skills necessary for efficient communication. For example, we designed an activity in the first lesson to ask students to introduce the animals they are familiar with the most to their partners. What's more, we designed plenty of other discussion activities to enable our target students to have sufficient time in class to practice strategies for getting meanings across effectively in communication using their second language.

What's more, we integrated translation and translanguaging in the lessons which took care of students' funds of knowledge in terms of their primary language. According to Swain and Watanabe (2012), sociocultural theorists argue that L1 has a place in the second language classroom because it is a cognitive tool essential to make sense of the L2 learning process. Villamil and de Guerrero (2000) found that the learners used their L1 to make meaning of the text, solve language-related problems, generate ideas, gain control of the task, and maintain dialogue as they engaged in peer revision of their L2 learning. When being asked to do the translation activity, students are encouraged to put L2 learning into practice to support their understanding of the English grammar concepts.

In addition, we practiced the TATE model (Anderson, 2020) in our lessons as scaffolding, which contains text, analysis, task, and exploration. First, we gave students a certain article to read and do intensive reading to learn vocabulary, grammar, and understanding together. Then we gave them several relevant tasks to strengthen their language abilities. And we also helped them review

all the knowledge at the end of each class. According to Nassaji & Fotos (2011), when designing grammar tasks in a communicative context, there are 3 types of structured-based tasks. So, we designed a grammar exercise of the present passive voice to require students to use the target form. Communicating with partners about grammar also raised their consciousness about grammar structures.

Finally, differentiation was also embodied in the lesson plans. For example, the differentiated assignments after self-reflection generate realistic, meaningful, and measurable content and language objectives and assessments that were appropriate for all students. These assignments were available for students at different understanding stages to practice and review the lesson in the most efficient way while allowing the teacher to assess their performances in order to adjust the lesson in future contexts.

The bulk part of planning is the content that will be taught to the students. Content design will be discussed in the next TESOL Domain.

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 courser is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.

The teacher's ability to transform content knowledge into forms that are pedagogically effective and yet adaptable to the variety of student abilities and backgrounds is the key to differentiating the knowledge base of teaching at the intersection of content and pedagogy.

In my teaching philosophy, CLT, scaffolding, and drawing upon students' funds of knowledge should be all applied during the designing of content knowledge classes. The artifact that I found for this TESOL domain clearly demonstrates the importance and effectiveness of my philosophy when designing a lesson plan.

Artifact E

The artifact is a lesson plan designed for middle school intermediate ELLs in Chinese public schools. The content objectives and language objectives were separated while designing. Lesson planning is a crucial component of instructional design. Teachers can organize and present course material, develop learning objectives, and plan and prepare learning activities and resources using lesson plans. Additionally, it describes the kinds of informal and formal assessment techniques teachers can employ in their classes.

The lesson design aligns with my teaching philosophy in three ways. First of all, the lesson touches upon the tenets of Communicative Language Teaching. The lesson can help students: 1). achieve grammatical competence by learning and practicing present continuous passive voice; 2). achieve discourse competence through top-down processing by analyzing and comprehending the text and coming up with their own solutions about the topic in the last speaking activity; 3). achieve sociocultural competence by imagining themselves as responsible citizen and professionals which

is not only the role of a student to think and talk about the solutions for wildlife protection; 4).

achieve strategic competence by answering questions after reading to summarize the main idea of

the text, recognizing grammatical use in the text and practicing it in later activities, and

comprehensively and critically thinking about the environmental problem in order to come up with

solutions.

Secondly, the lesson affirms students' cultural and linguistic strengths. The topic of the lesson

is Wildlife Protection. As teachers, we aim to leverage students' cultural and linguistic strengths

and build on their awareness of protecting the environment. In terms of cultural strengths, the

lesson talks about a specific species that belongs to China--Tibetan antelope. By introducing the

habitat of the animal, students will be able to learn about different aspects of Tibet and be informed

about the diversity and uniqueness of northwestern Chinese culture. In terms of linguistic strengths,

we emphasize fostering students' knowledge not only by introducing key vocabulary and grammar

points but also by providing them with thought-provoking questions that can scaffold their higher-

order thinking. Our activities include various questions that guide students to practice applying

these basic but essential elements to daily communication.

Last but not least, the lesson scaffolds tasks to help learners achieve goals. First, to draw

attention to students' prior knowledge and experience and find out what students already know, or

remind them of what they have learned before, we design the vocabulary match activity. This helps

us to build on students' common-sense knowledge of curriculum content and move on to the new

content smoothly. Second, we select tasks purposely and carefully from the original book and

design other tasks creatively to enable students to move step-by-step toward a more in-depth understanding of challenging content.

To summarize, PKA – Curriculum covers TESOL domains – planning and content which are illustrated by a curriculum design and a lesson plan above. The next PKA will be demonstrated through the final step of when learning occurs – assessing whether the knowledge is understood and can be put into practice.

Professional Knowledge Area 4: Assessment

This professional knowledge concerns Assessment which, in the case of ESL assessment, refers to a method to measure the proficiency of the second language learned. As a wonderful diagnostic tool to help teachers determine whether they need to revise objectives and instruction plans or tailor learning materials that suit the students, assessments are a great approach to support English learners' continued development and flourishing in learning. Assessment in my previous teaching contexts has always been regarded as the final purpose of teaching and learning which serves assessment of learning. However, it also serves as other purposes which will be discusses below.

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.

To my understanding of the definition of this TESOL domain, there are two important points. First of all, students and teachers are both included in the assessment process. Assessment can be carried out between teachers and students, students themselves which are called self-assessment, and students with other students which is peer assessment. One of the advantages of self and peer assessment discussed by Brown (2016) is that it develops intrinsic motivation. Secondly, there are multiple dimensions of assessments-assessment for learning, assessment of learning (Cheng & Curtis, 2017), and assessment as learning. The first kind of assessment serves as a tool for teachers to keep track of students' learning progress and process and decide how to revise the instruction accordingly. Assessment of learning refers to the evaluations after learning has taken place to see if learning has actually occurred. They are employed to make claims on a student's level of learning at a specific period. The last kind of assessment contributes to helping students learn. It promotes students to create attainable objectives for themselves and objectively monitor their progress, as well as critical thinking and problem-solving skills. They can also support students' participation in the learning process. In my previous teaching experience in China, the first two kinds of assessments were the most common ones. Teachers designed after-class assessments as formative assessments everyday for students to keep on track with the knowledge they learned during the day and summative assessments once a week to see if progress was made.

The domain of assessment connects with my teaching philosophy in three ways. Primarily, assessments are similar to surveys when they could touch upon students' funds of knowledge. They are student-centered tools to provide teachers with precise references to carry out instruction based on students' schema. Second of all, assessments allow the teacher to better scaffold. Hammond and Gibbons (2005) assert that scaffolding frequently openly draws on students' prior knowledge and experiences. Assessments' results on students' funds of knowledge help teachers obtain information and scaffold correspondingly. Last but not least, since the intricacy and interconnectedness of oral and written English skills are all highlighted in communicative language teaching, assessments are efficient instruments to estimate students' oral and writing proficiency.

Artifact F

The artifact I choose for the TESOL Domain Assessment is a paper I worked on in the Educational Linguists and Second Language Acquisition class during the first semester. I worked with an English Language Learner, Daisy, who is also my friend from China, and collected her speaking and writing samples to assess her Second Language Proficiency.

The paper contains five parts: first, the introduction to the learner which introduces the ELL's educational background. Second, Daisy's language abilities in terms of pragmatics, phonology, grammar, and semantics. It is a detailed analysis of her oral and written English proficiency based on the above four aspects. Third, the assessment of Daisy's current stage of SLA. This part provides a comprehensive and detailed assessment of Daisy's stage of SLA in terms of her pragmatics,

phonology, grammar, and semantics by using the SOLOM matrix. It also discusses the factors

noticed that have been influencing her English learning. Forth, instructional plan. According to the

analysis and assessment, I came up with a customized instructional plan to better meet Daisy's

learning needs. Finally, a reflection covers my takeaways from the experience of the whole process

of working with the ELL.

This artifact is closely related to the TESOL domain and my teaching philosophy in three ways.

First of all, in order to support the learner's ongoing intellectual and language growth, the

artifact represents the understanding of the value of information on learning and performance and

is able to gather and interpret it. The process of collecting the data from time-to-time records

Daisy's language development. Afterward, her oral and written English was assessed from micro

perspectives. Taking the bulk of this paper, for example, her proficiency was evaluated from the

aspects of pragmatics, phonology, grammar, and semantics in terms of her advantages and rooms

for improvement by directly quoting the examples from the samples collected.

Moreover, tailored instruction based on the evaluations of her language use was provided

which demonstrates the idea of the domain that teachers provide students constructive feedback

based on their performances and draw upon students' funds of knowledge. I designed a game called

"Irrelevance Competition" to practice pragmatics since she needs to improve her relevance. As for

grammar and semantics, in order to ensure that she could fully understand the instruction and

would be able to apply it appropriately in the future, I used multimedia, such as songs, as well as

practice exercises for her to complete on her own. During the process of collecting the spoken data,

I created an open and safe environment for Daisy to share her funds of knowledge with me. I made sure that the context of our conversations was respectful and receptive. Only when I show understanding and interest in her previous experiences, was she willing to share more. Getting to know Daisy's interests, strengths, and talents allows me to foster and build upon the strengths she has during the instruction planning. For example, the design of showing her TV shows and movie clips to help her improve pronunciation and tell the differences between the Australian accent and the American accent is based on her passion for English media.

Last but not least, scaffolding was taken into consideration in communicative language teaching. Students can progress step-by-step toward a deeper comprehension of difficult topics with the help of effective scaffolding. Therefore, during our conversations, I tried to promote the dialogue by putting forward more questions and comments and sharing my connections and understanding. To extend and vary the sample, I started with easier questions and level up the difficulty and variety of topics gradually. I gave constant positive and active feedback when she was talking. I showed interest and attention while she was sharing by responding with physical gestures and affirmative language, and helping her finish the sentences when she forgot certain words. As a result, the whole conversation demonstrates the techniques of communicative language conversation and scaffolding. The game I designed for small group work is that she and another student will have conversations- one asks a question and the other answers. They will take turns answering each other's questions and record and transcribe the dialogues. At last, the two students will identify the degrees of relevance in a transcript of dialogue. In contrast to their

capability to memorize dialogs or perform well on discrete-point grammatical knowledge tests, this communicative language teaching method in a classroom enables students to communicate with other speakers and make meanings.

One thing that needs to be improved is that I would like to send my feedback to Daisy and show her my instructions. Only if I could witness her improvements by implementing my instruction, could I revise my teaching plans to provide more efficient instructions.

In general, the artifact chosen for PKA-Assessment and TESOL domain-Assessment integrated my teaching philosophy that Daisy's funds of knowledge were covered in scaffolded communicative language learning.

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.

In this section, the implications of my previous teaching experiences connecting with my teaching philosophies and future applications in my teaching as a prospective teacher will be discussed.

Implications from My Learning and Practice (TESOL Domain 8)

Scaffolding, funds of knowledge, and communicative language teaching are my teaching philosophies discussed above. In this part, I will illustrate the application of the theories in my previous teaching.

What I have learned and applied.

As is mentioned in TESOL Domain 8, "Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals", I become more aware of the importance of knowing the students' community and schema first before I start the teaching process. For example, during the fall 2022 semester, I provided tutoring for a Mexican English Language Learner to help her with her English Language Arts. At the first tutoring session, I conducted an interest investigation and a background knowledge check. I bonded with her by getting to know her family structure, the language her family speaks, her passions, and her life outside school. This first tutoring session provided me with information about my student's funds of knowledge so that I could apply them in later classes. For example, I found out that she is passionate about all kinds of sports, painting, and pets so I intentionally chose texts that cover these topics for her.

I also applied scaffolding during my practicum. In one of the lessons, I showed students how to introduce a city by telling its location, surrounding areas, and descriptions. I applied the "I do, we do, you do" strategy to navigate the students through the learning process. By the end of the class, most of the students were able to describe a city that they chose using the languages learned.

Last but not least, communicative language learning is the main pedagogy applied throughout

the whole teaching and learning process. When designing a lesson, I intentionally include as much authentic language expressed in a communicative way as possible for my students to practice and use what they learned. For example, I choose to do role-play as a class activity to engage all the students to work in small and big groups to practice oral language without overthinking whether the language is grammatically correct or not. On other occasions, I have them practice by recording short videos, interviewing others, and so on to achieve communicative language learning. For example, in Artifact E, I designed the post-reading activity as students discussing in small groups to come up with an approach to protect animals. This activity allows them to practice the grammar they learned while have the freedom to practice oral language as much as possible in a less stressful context with their peers.

Difficulties and challenges faced during practice.

One of the difficulties I faced during practicum is that fully getting to know students' funds of knowledge takes a lot of time and effort. Teachers need to build a connection with the students during the classes and outside of the classes. For example, in my practicum site, there was a student who would constantly misbehave during class and interrupt the teacher and his classmates. When I gave the lesson talking about their hometown, I got to know that he stayed in New York for years before he came to Nashville and he is fluent in English. Yet, he was still placed in the beginner's EL class. During one class discussion, I was grouped with him while I was the observer of the class since no one was willing to group with him. He shared me with his dissatisfaction with his being in the English class which is lower than his true English level and he already knows

everything that has been taught here. It was not at that moment that it occurred to me that part of the reason why he misbehaves all the time is that the contents taught could not get his attention because they are too easy for him. This experience makes me realize the importance of getting to know each student's schema and language proficiency before designing the lessons and putting differentiation strategies based on their different proficiency level in order to engage every student. I could also relate this difficulty to my teaching experience in China. I taught two classes in a middle school with 40+ students in each class. A large number of students took me more than two weeks to get a chance to talk to each of the students separately and know them better. As a result, in teaching contexts like China, teachers have more pressure and responsibility in paying equal attention to every student.

Another difficulty was the strategy of grouping students, which can also be a result of not knowing students' previous knowledge. Without knowing well of students' funds of knowledge, it is hard to decide how to put which student to which group to better meet their learning needs. The first-time teaching at my practicum site, I grouped students with those who sit close to each other and it turned out that some groups contain all students with higher ELP, and others contain lower ELP students. Thus, when being told to get back to the whole class discussion after the small group discussion, students who were with higher ELP teammates even had better performance than they were before the small group discussion which leads to a bigger gap between them and the students with lower ELP. Therefore, after that class, my mentor teacher provided me with information about each student's English level and showed me the strategic way to group them next time which is to

mix students up and keep the balance. This directly connects to my teaching philosophy of scaffolding. Scaffolding not only exists between teacher and students, but also between students themselves. One of the benefits of grouping students with different ELPs together is that they can learn from each other. For fast learners, giving tutoring while discussing with lower-level students could help them gain a better understanding and leave deeper memory of the knowledge. As for slower learners, learning from their peers brings less pressure and they could pay more attention and learn at their own pace during discussions.

The last challenge that I faced during observing classes is how to match students' English language level with their cognitive level. I have seen a teacher showing senior high school students Sponge Bob and the students lost interest during watching. Including multimedia in class is an excellent way to draw students' attention and make the lesson less intense. However, the materials should be carefully chosen with matching students' cognitive levels kept in mind. Taking myself as an example, if I were a high school ESL teacher, when choosing visual helps to assist my teaching, I would choose things that could draw upon students' passions and keep up with the hot news that is happening around the world such as sports games.

Future Considerations (TESOL Domain 8)

After listing all the challenges and difficulties I have faced and the successful application of my teaching philosophies, I should keep enriching my knowledge on the relationship between second language teaching and learning as TESOL Domain 8 required.

How do I apply different types of assessment in the Chinses teaching context?

It is well-known in China that the final purpose of learning is getting good grades on school entrance examinations. The single form of assessment in China is summative assessment. However, after my two-year studying at Peabody College, I realized that there are all different types of assessment to serve the teaching and learning process for various purposes. I need to learn to adjust my teaching plan and take full advantage of the knowledge I have learned in the Chinese educational context.

How to build a close relationship between teachers, students, and parents?

Building a close and collaborative relationship between teachers, students, and parents is essential to creating a positive and effective learning environment. In the future, I need to acquire the skill of creating open communication. Communication is key to building strong relationships. Encourage open and frequent communication between teachers, students, and parents. For example, I could include regular progress reports, parent-teacher conferences, and opportunities for students to share their learning with their parents through school newsletters. Learning to build mutual trust and respect with parents is also important. I will learn the strategies to encourage everyone to listen to each other's perspectives and ideas and to treat each other with kindness and respect.

This capstone records my experiences, my own interpretation of knowledge learned, and my self-reflections. In my future teaching, I will keep exploring the relevant field to expand my knowledge by attending global educational meetings, following educational blogs, reading

updated literature on education, and learning from veteran teachers. Educational events may feature opportunities for professional development, such as workshops, training sessions, or networking events. These opportunities can help me develop new skills and knowledge, as well as connect with other educators in my field. Veteran teachers have years of experience managing classrooms and handling challenging situations. They can offer valuable insights into effective classroom management strategies that have worked for them over the years. Moreover, veteran teachers have had the opportunity to try a variety of teaching strategies and techniques over the course of their careers. They can share their experiences and offer advice on which methods are most effective for different subjects and age groups.

Last but not least, I will also continue reflecting on my teaching and students' learning to meet their needs such as creating a reflective journal in which I could record my experiences teaching, including successes and challenges, and my thoughts and feelings about them.

References

Anderson. (2020) The TATE model: a curriculum design framework for language teaching

Brown, H. D. (2016). *Language assessment principles and classroom practices*. Longman.

Cheng, L., & Curtis, A. (. (2017). *Assessment in the language classroom: Teachers supporting student learning*. Palgrave; MacMillan.

Cohn-Vargas, B. (2015, October 21). *Creating an identity-safe classroom*. Edutopia. Retrieved December 27, 2022, from https://www.edutopia.org/blog/creating-an-identity-safe-classroom-becki-cohn-vargas-dorothy-steele

De Guerrero, M. C. G., & villamil, O. S. (2000). activating the ZPD mutual scafforlding in L2 peer revision. The Modern Language Journal, 84, 51-68. - references - scientific research publishing. (n.d.). Retrieved January 5, 2023, from https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/ReferencesPapers.aspx?ReferenceID=1988323

De Jong, E. J. (2011). *Foundations for multilingualism in education: From principles to practice*. Caslon Pub.

González, N., Moll, L., and Amanti, C. (2005). Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms. New Jersey: Lawrence Erlbaum Associates, Publishers

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

I.S.P. Nation John Macalister. (2010). Language Curriculum Design.

Kurdish Nashville. Visit Nashville TN. (2022, September 27). Retrieved February 24, 2023, from https://www.visitmusiccity.com/welcome/kurdish#:~:text=Nashville's%20Kurdish%20community%20is%20the,population%20of%20more%20than%2015%2C000.

Lin, T., & He, Y. (2019). Does bilingual instruction impact students' academic performance in content-based learning? evidence from business school students attending bilingual and L1 courses. Sustainability, 11(1), 263. https://doi.org/10.3390/su11010263

Nassaji & Fotos. (2011) Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context

Savignon, S. J. (1972). *CLT for the 21st Century-Savignon - lenguasvivas.org*. Retrieved September 14, 2022, from http://www.lenguasvivas.org/campus/files/0_47/CLT%20for%20the%2021st%20century-Savignon.pdf

Swain & Watanabe. (2012) Languaging: Collaborative dialogue as a source of second language learning

WIDA focus on differentiation PART 1

Appendix

Artifact A

Community Literacy Investigation – Paper #1

The field trip to another part of Nashville broadened my horizons. While I was on the road looking out the window of the car, I felt like I have come to a different country. The Mexican food trucks, advertising boards in foreign languages, different-looking pedestrians and drivers from native people and so on compose an exotic picture.

The first stop of our trip was Fall-Hamilton Enhanced Option School. What impressed me the most was the English class. I went through the books on the bookshelf in the classroom and found many books written in
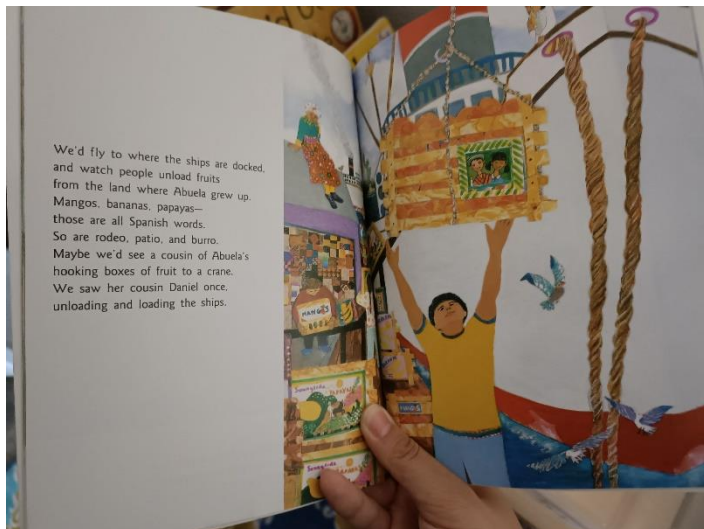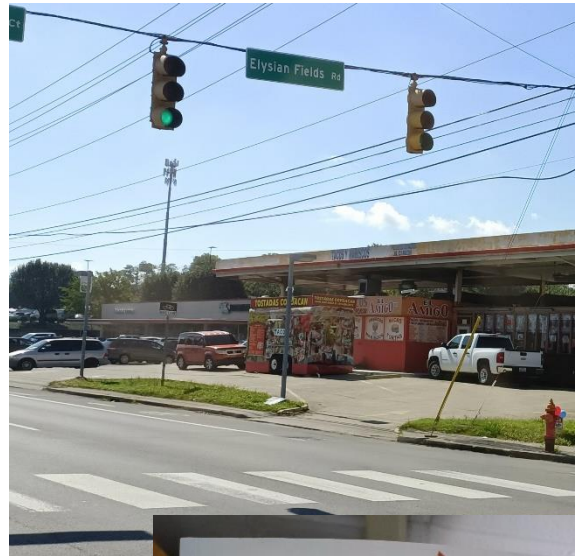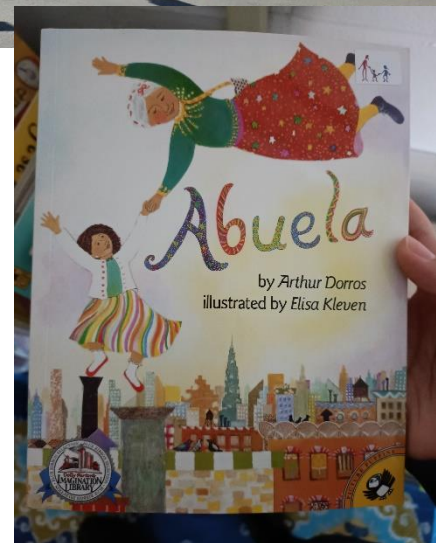
other languages like Spanish along with English. As far as I know, Tennessee is one of the English-only states in the

United States. In Tennessee, English has been adopted as the only Official and Legal language since 1984 (NSTATE) which means that students are all taught in English in schools. Therefore, I am surprised to see how students' own culture and language are being valued in this elementary school. This little access to a cross-cultural learning experience can help immigrant students increase the understanding of their own cultures. It also enhances students' awareness of the norms, values, and behaviors in their own culture so that they can tell and communicate cultural differences with sensitivity and confidence which also helps them adjust to their new cultural environment. ("Cross-cultural Learning", 2019).

The second stop was Casa Azafrán Community Center. This is a non-profit center working especially for Hispanic immigrants from the area. When we were there, I asked about the services they provide which include health, educational, financial services and so on. Based on my own experience of studying abroad, I believe that these comprehensive and thoughtful services are really helpful for immigrants because when they come to a foreign country, feeling a sense of security and belonging is very important. Even though we didn't get a chance to go into the building and see it ourselves, we were told that all signs in the building are written in three languages, Spanish, Arabic and English which provides great convenience for immigrants.

The next stop was Newroz Market which sells international foods. The moment I stepped into the store, I couldn't help but notice that all the decorations, products they sell and staff there are all different from normal markets. I remembered that a Turkish classmate was coming with us on

the trip and when she found the Turkish Delight in this store, she was so excited and introduced it to me happily. I could tell from her tone that she was proud when she found and bought the traditional food from her country to us and let us try it. This situation makes me realize that when immigrants go shopping to a store like this and find something that originates from their own country, they would feel beamish and have a sense of belonging. What's more, when seeing the staffs in the store coming from their hometown, they would have cordial feelings and bond themselves to this new environment. According to the research (Wang & Lo, 2007), not only do international stores help immigrants emotionally and their daily life, but they also boom the economics in the United States. The results show that ethnic affinity has a stronger influence on immigrants' shopping choices than economic rationality. Grocery shopping is the most ordinary and natural activity of immigrants, which has social and cultural significance. The social use of ethnic shopping space shows that immigrants are not only consumers of ethnic shopping places, but also producers of the unique ethnic shopping environment. As a result, international markets are win-win places both for immigrants and the states.

After coming out of the market, a flyer caught my eyes. It advertises a Kurdish Language Class given by Nashville State Community College. According to the statistics (Sawyer, 2017),

Nashville has more Kurdish residents than any other city in the U.S. Since Tennessee is an English-only state, the decrease in usage of heritage languages like Kurdish and the use of them being limited are inevitable. Therefore, having an opportunity to have access to their own language and culture would help preserve their native culture and improve their learning ability. Heritage Languages in Foreign Language Learning is not uncommon in the United States right now. For example, the Alliance for the Advancement of Heritage Languages supports the language development of speakers of heritage languages in the United States. There are organizations and individuals funding and providing resources to promote the progression of heritage languages. Their goal is to educate citizens who will be able to become multilinguals. Besides, the National Heritage Language Resource Center provides workshops for heritage language teachers as well. It conducts various studies on the learning and teaching of traditional languages. In addition, the center also creates learning materials for its learners in each heritage language (Day Translations, 2019). The reason why I consider learning children's heritage language is important is that it connects to part of their identity which cannot be replaced. As educators, we should realize and value the importance of students maintaining their cultural and language heritage. Not only does

it help students learn L2 and other fields of study, but also enriches the school community and the society as a whole.

The last stop was Plaza Mariachi Food & Cultural Center. The environment and the mood remind me of the commodity market back in China. However, the goods are totally different. The first things that I saw were these Hispanic traditional clothes. I have never seen anyone wear those before. As a result, I could make a conclusion that this plaza is one of the few places where Hispanics can really find their native culture. What I also notice is that compared to

many other Mexican restaurants in the United States, there is more Spanish on the menu than English. In my opinion, this represents that in this place, Hispanics are the host. English on this menu only serves as a translation to "foreigners" who even though living in their own country but not Hispanic. Last but not the least, it is not hard to find that many children are working in the stalls with their families. As a prospective teacher, I noticed that this living environment shapes

students' fund of knowledge. When they come to school every day, they bring their fund of knowledge and cultural background with them. For teachers, it is not enough to notice the cultural differences between each individual. More importantly, they need to find ways to connect the mainstream culture with other cultures. In order to achieve this, teachers need to put effort into getting to know every student and their family thoroughly. For example, visiting the places where students spend most of their time after school, regular home visits, encouraging students to share their culture in class, and so on could all help teachers achieve a better understanding of each student. Besides, adding other cultural elements in teaching materials could also arouse students' interests in learning.

Just like Suárez-Orozco (2017) said, schools should promote alignments of teaching methods, content and assessment, as well as collaborative efforts to raise student achievement levels and reduce barriers to educational equity. As for educators, addressing the following factors is important. First, trying their best to understand the children and communities they were serving. Plaza Mariachi is exactly an example of it. Second, treating every student with respect. Teachers should not see every student as a child but as a unique individual. They have their own specialties, personalities and stories. Third, satisfying the educational and socio-emotional needs of the whole child. Teaching knowledge to students is not the only purpose of education. Rather, cultivating students into valuable people should be the original intention. Therefore, teachers have much more duties than we usually thought they would have.

In summary, the field trip enables me to put the educational theories into practice by letting

me witness immigrant students' growth environments directly. It makes me realize that it is the educators' responsibility to make sure that every Ell is growing up in a healthy environment where their own culture is respected.

Questions:

- How do schools respond to the phenomenon that children are more likely to lose their heritage language competence after entering school and beginning English learning?

- How can families help teachers with students' literacy skills development at home?

References

Cross-cultural Learning - Interlink International Institutes: Learning through Innovative Approaches. INTERLINK International Institutes | Learning through innovative approaches. (2019, December 26). Retrieved October 10, 2021, from https://interlink.edu/cross-cultural-learning/.

Day Translations. (2019, August 30). *Importance of heritage languages in Foreign Language Learning*. Day Translations Blog. Retrieved October 11, 2021, from https://www.daytranslations.com/blog/heritage-in-language-learning/.

NSTATE, L. L. C. (n.d.). *Tennessee official and legal language*. Tennessee Official and Legal Language, English, from NETSTATE.COM. Retrieved October 10, 2021, from https://www.netstate.com/states/symb/languages/tn_english.htm.

Sawyer, A. M. (2017, June 23). *Who are the Kurds, and why are they in Nashville?* The Tennessean. Retrieved October 11, 2021, from https://www.tennessean.com/story/news/local/2017/06/23/who-kurds-and-why-they-nashville/97706968/.

Suárez-Orozco, C. (2017). The diverse immigrant student experience: What does it mean for teaching? *Educational Studies*, *53*(5), 522–534. https://doi.org/10.1080/00131946.2017.1355796

Wang, L., & Lo, L. (2007). Immigrant grocery-shopping behavior: Ethnic identity versus accessibility. *Environment and Planning A: Economy and Space*, *39*(3), 684–699. https://doi.org/10.1068/a3833

Why it is important for children to learn and maintain their first or native language. (2017, December 31). Language Kids World. Retrieved October 11, 2021, from https://languagekids.com/why-it-is-important-for-children-to-learn-and-maintain-their-first-or-native-language/.

Artifact B

Assessment Series Part 1: Interview/Background

Introduction to the English language learner

The English language learner I interviewed is my best friend from high school, Daisy. She is from China and Mandarin is her first language which identifies her as an English Language Learner. She has been learning English for 20 years. She is a very introverted person and not good at expressing herself orally. The conversations she and I had took place in a zoom meeting. In order to better understand her English learning needs and development, a survey was also conducted before the interview.

Personal and educational history

Daisy went to kindergarten, elementary school, and middle and high school in Beijing, China which is also her hometown. She had access to English before she went to kindergarten. She watched an English educational cartoon specially designed for preschool students. It includes English songs such as a song made by all the vocabularies made by color, daily conversations, and scenes. There was no assessment in the cartoon so she was learning English for fun before she went to kindergarten.

When she was three years old, she started her three-year kindergarten journey. The format of English learning was word cards and workbooks in that period. During English class, the teacher would show the students some word cards and design games accordingly. After class, they needed to finish the exercises with the new words learned in their workbooks. There were no tests during

that period, so the homework was the only assessment they had.

After turning six years old, she went to a public elementary school. In China, public schools make up the majority of the school system. There were more than ten subjects taught in her school and the main subjects were Mandarin, maths, and English. In English classes, the teacher used only textbooks as the teaching material. Each unit of the textbook was composed of a text, form-focused grammar knowledge, new vocabularies, exercises of the words and grammar, and extended reading. There was one test after each unit taught, the middle test, and the final test in the form of multiple-choice questions of listening and reading assessments. In each class, the teacher would also do dictation of the new vocabulary. Students were required to spell the words correctly after the teacher read aloud either the Chinese meaning of the words or the English words themselves.

After school, she also had extra tutoring in Cambridge English. She needed to take level examinations to get certificates. The class was taken once a week from second grade to fourth grade with two examinations. Speaking, listening, reading, and writing was tested all at the same time which was different from the public-school tests.

The last English test she had in elementary school was the middle school entrance examination. Listening, reading, and writing was assessed by this standardized test.

Based on her excellent middle school entrance exam result, she was accepted by a top-ranked school in Beijing and studied for six years there for middle and high school. In her secondary education, there were two tracks that she could choose, learning science or learning arts. She chose

science because she was doing a better job at physics, chemistry, and biology than at geography, history, and politics. Besides the science classes, Mandarin, English, and maths were still the required courses. She needed to take monthly examinations, midterm examinations, and final examinations of all these subjects every semester. In secondary education, English class focused more on linguistic knowledge including grammar, academic vocabulary, and phonology. "I don't think the English knowledge I learned when I was in middle and high school was very practical. I admit that grammatical knowledge was necessary to be learned because it is part of a language, but I don't like the way we learned it. It was too focused on the form and structure, and so do the tests." Daisy said, "The only way to test whether we have understood the grammar was multiple-choice questions asking us to pick the right form of verbs for example."

When she reached her senior year of high school, she took her first speaking test held by public school education and she was not prepared for it at all. "It was part of the college entrance examination but the score doesn't really influence my college choice as long as I don't choose English-related majors." She didn't take the speaking test seriously. The last exam in high school was the Gaokao. She took the exam but decided to study abroad after the score was out. "My whole study life was preparing myself for the Gaokao. However, I decided to study abroad so the result of it to me means nothing. It was such a waste." I could tell that the preparation for Gaokao didn't meet her needs of studying abroad.

Daisy stayed in Beijing before she was 18 and almost all of her classmates in each period were from Beijing too. Therefore, the learning environment was not diverse geographically.

A great change in her academic life has taken place when she prepared to study abroad in Australia. She took the IELTS test two times and didn't achieve an admission score so she went to the Academic English Preparation Program at Australian National University. "My academic English was not improved until I studied there." Daisy took an academic writing class and she claimed that it was very helpful for her to learn how to write academic papers and prepare for her undergraduate study at ANU. "The assessment I took in this program was similar to IELTS, but it was more targeted. It especially emphasized academic English. For instance, I remember there was a writing test asking my opinions on illegal ivory trades."

Current educational context

Daisy is now a senior getting her Bachelor of Science degree majoring in Statistics and minoring in Maths at Australian National University. She is no longer learning English in classes but the exposure to an English-speaking country improved her English language proficiency. Besides learning English, Daisy is also taking a Korean language class which proves her interest in learning languages. Right now, she is a volunteer in an English Group in college and her duties are helping newcomers practice oral English by preparing a wide range of topics for the students to choose to talk about. During this process, she could assess others' oral language proficiency and avoid the common mistakes consciously made by others. Based on the survey result, the needs Daisy has been having for learning English are able to better understand English media, studying abroad, and meeting the tests' standards. After she came to Australia, she finally realized that the knowledge she learned when she was in school was not only for passing the exams but also for

preparing her for this experience. As a result, even though her English learning needs have been changing as time goes by, the ultimate purpose which is barrier-free communication with English speakers was met.

Initial evaluation and discussion

From the phonological perspective, she has some obvious strengths in English pronunciation. During the interview, I could tell her placement of stress in almost all the words is correct. Moreover, she distinguishes different nasal sounds correctly. Besides, her speaking speed is relatively slow and due to her clear articulation, I could understand her perfectly. Morphologically, she could use derivational morphemes and free morphemes correctly most of the time. Nevertheless, she always misused the inflectional morphemes by missing -s to change the singular into the plural and to change the first person into the third. In terms of Daisy's syntactic ability, her level would be high intermediate despite some lack of variety of linking devices. She also provided me with one of the writings she did when she took the ANU language program writing assessment. Based on my initial analysis, the adequacy of word choice was appropriate and the breadth and depth of her vocabulary are relatively good but need improvement. The content knowledge she had to meet her needs of finishing this paper considering the problem critically. For instance, when analyzing the problem of illegal ivory trades, she was able to express her opinions on the aspects of the influence on society, economic impact, and human development which were thoughtful and considerate. Her pragmatic skills appeared well in the conversations partly due to her long exposure to the English-spoken environment. We could have the

conversation going very smoothly using the proper manner of speaking in the same situational and social context.

From my perspective, according to Daisy's description of the assessments, she has taken during her school years before college, her English study needs were not entirely met. Classroom instruction and assessment are supposed to be congruent with the cultural value systems of the surrounding communities and reflect their funds of knowledge" (Gottlieb & Heritage, 2016). If the assessments were more student-centered by touching upon students' prior knowledge and putting more emphasis on the topic of society in a more culturally responsive and practical way with a less form-focused knowledge test, Daisy's learning needs would be satisfied better since according to her responses of the survey and the interview, her needs are inclined to personally international development.

Moreover, most of the assessments she has taken before college were standardized tests and were used to control access to educational opportunities. She needed to meet a standard on the tests of language for academic purposes just as McNamara (2007) mentioned. The problem with the tests is that the test construct is not meaningful in the living context.

However, on the other hand, the format of the assessments met Daisy's needs of being able to have normal performance in the tests and get objective results of how much she had learned. Chinese students like her have been in a traditional educational system for their whole study life. Therefore, traditional test formats helped her handle the coming assessments and function well in them. (Brown & Abeywickrama, 2016).

References

Brown, H. D. (2016). *Language assessment principles and classroom practices*. Longman.

Gottlieb, M., & Heritage, M. (2016). *Assessing English language learners: Bridges to educational equity: Connecting academic language proficiency to student achievement*. Corwin.

McNamara, T. F., & Roever, C. (2007). *Language testing: The social turn*. Blackwell.

Appendix B-1:

English Learner Questionnaire

We would like to ask you to help us by answering the following questions in a survey conducted by the School of English Studies of the University of Nottingham, UK, to better understand the thoughts and beliefs of learners of English in China. This questionnaire is not a test so there are no "right" or "wrong" answers and you do not even have to write your name on it. We are interested in your personal opinion. The results of this survey will be used only for research purposes so please give your answers sincerely, as only this will ensure the success of this project. If you decide in the end that you would prefer not to participate in this survey, you will be free to opt out without any consequence. Thank you very much for your help!

Part I

In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 6. Please do not leave out any items.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

(*Example*) If you slightly disagree with the following statement, write this:

I like skiing very much.   1   2   ③   4   5   6

极不赞同　不赞同　个大赞同　基本赞同　赞同　非常赞同

1. Learning English is important to me because I would like to travel internationally.	1 2 3 4 **5** 6
2. I like English films.	1 2 **3** 4 5 6
3. My parents/family believe that I must study English to be an educated person.	1 2 3 4 **5** 6
4. Studying English is important to me in order to gain the approval of the society.	1 2 3 4 **5** 6
5. Studying English can be important to me because I think I'll need it for further studies.	1 2 3 4 **5** 6
6. I always look forward to English classes.	1 2 3 **4** 5 6
7. I think learning English is important in order to learn more about the culture and art of its speakers.	1 2 3 **4** 5 6
8. Studying English is important to me because I am planning to study abroad.	1 2 3 4 **5** 6
9. I can imagine myself speaking English in the future with foreign friends at parties.	1 **2** 3 4 5 6
10. I have to study English, because, otherwise, I think my parents will be disappointed with me.	1 **2** 3 4 5 6
11. Studying English is important to me because without English I won't be able to travel a lot.	1 2 3 **4** 5 6
12. Studying English is important to me in order to gain the approval of my peers.	1 2 **3** 4 5 6
13. Studying English is important to me because other people will respect me more if I have a knowledge of English.	1 2 **3** 4 5 6
14. I like TV programmes made in English-speaking countries.	1 2 **3** 4 5 6
15. I study English because close friends of mine think it is important.	1 2 3 **4** 5 6
16. Studying English is important to me in order to gain the approval of my family.	1 2 **3** 4 5 6
17. I like to travel to English-speaking countries.	1 2 3 **4** 5 6
18. I can imagine myself in the future giving an English speech successfully to the public in the future.	1 **2** 3 4 5 6

	较不赞同	不赞同	个大赞同	基本赞同	赞同	非常赞同

	1	2	3	4	5	6
19. Studying English is important to me, because I would feel ashamed if I got bad grades in English.	1	2	**3**	4	5	6
20. I really like the actual process of learning English.	1	2	3	**4**	5	6
21. Studying English is important to me in order to achieve a personally important goal (e.g., to get a degree or scholarship).	1	2	3	4	**5**	6
22. I will study English harder when thinking of not becoming a successful user of English in the future.	1	2	**3**	4	5	6
23. Studying English is important to me in order to gain the approval of my teachers.	1	2	**3**	4	5	6
24. Studying English is important to me because my life will change if I acquire good command of English.	1	2	**3**	4	5	6
25. My dreams of how I want to use English in the future are the same as those of my parents'.	1	2	3	**4**	5	6
26. I really like the music of English-speaking countries (e.g., pop music).	1	2	**3**	4	5	6
27. I find learning English really interesting.	1	2	3	**4**	5	6
28. I can imagine a situation where I am doing business with foreigners by speaking English.	1	2	**3**	4	5	6
29. I study English because with English I can enjoy travelling abroad.	1	2	3	**4**	5	6
30. Studying English is necessary for me because I don't want to get a poor score mark or a fail mark in English proficiency tests (NMET, CET, MET, IELTS,…).	1	2	3	**4**	5	6
31. I think time passes faster while studying English.	1	2	**3**	4	5	6
32. I consider learning English important because the people I respect think that I should do it.	1	2	3	**4**	5	6
33. I can imagine that in the future in a café with light music, a foreign friend and I will be chatting in English casually over a cup of coffee.	1	2	3	**4**	5	6
34. When thinking of not becoming a successful user of English in the future, I feel scared.	1	2	**3**	4	5	6
35. I can feel a lot of pressure from my parents when I'm learning English.	1	2	**3**	4	5	6
36. Learning English is important to me because I plan to travel to English-speaking countries in the future.	1	2	3	**4**	5	6
37. I like English-language magazines, newspapers, and books.	1	2	**3**	4	5	6
38. I really enjoy learning English.	1	2	3	**4**	5	6
39. I have to learn English because I don't want to fail the English course.	1	2	3	**4**	5	6
40. I can imagine myself in the future having a discussion with foreign friends in English.	1	2	3	**4**	5	6
41. Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	**5**	6
42. My image of how I want to use English in the future is mainly influenced by my parents.	1	2	**3**	4	5	6

Thank you very much so far. You are doing fine. Now you are more than half way through. Would you mind doing some more items? You are helping us so much, which we appreciate so much！

Part II

These are new questions but please answer them the same way as you did before.

	1	2	3	4	5	6
43. When the teacher tells me the instructions I understand better.	1	2	3	**4**	5	6
44. I am prepared to expend a lot of effort in learning English.	1	2	**3**	4	5	6

	1	2	3	4	5	6
45. When I'm imagining myself using English skillfully in the future, I can usually have both specific mental pictures and vivid sounds of the situations.	1	2	**3**	4	5	6
46. I use colour coding (e.g. highlighter pen) to help me as I learn.	1	2	**3**	4	5	6

	极非不 赞常赞 同赞同 同	不 赞 同	不 太 同 意	基 本 赞 同

	1	2	3	4	5	6
47. I can usually have several vivid mental pictures and/or sounds of situations when I'm imagining myself using English skillfully in the future.	1	2	3	**4**	5	6
48. I remember things I have heard in class better than things I have read.	1	2	3	4	**5**	6
49. I would like to spend lots of time studying English.	1	2	**3**	4	5	6
50. If I wish, I can imagine how I could successfully use English in the future so vividly that the images and/or sounds hold my attention as a good movie or story does.	1	2	**3**	4	5	6
51. I learn better by reading what the teacher writes on the chalkboard.	1	2	**3**	4	5	6
52. I learn better in class when the teacher gives a lecture.	1	2	3	4	**5**	6
53. I would like to concentrate on studying English more than any other topic.	1	2	**3**	4	5	6
54. Charts, diagrams, and maps help me understand what someone says.	1	2	3	4	**5**	6
55. When I listen to a teacher, I imagine pictures, numbers or words.	1	2	3	4	**5**	6
56. When imagining how I could use English fluently in the future, I usually have a vivid mental picture of the scene.	1	2	**3**	4	5	6
57. I like for someone to give me the instructions out loud.	1	2	3	4	**5**	6
58. Even if I failed in my English learning, I would still learn English very hard.	1	2	**3**	4	5	6
59. I highlight the text in different colours when I study English.	1	2	**3**	4	5	6
60. I remember things better if I discuss them with someone.	1	2	3	**4**	5	6
61. English would be still important to me in the future even if I failed in my English course.	1	2	3	**4**	5	6
62. My dreams of myself using English successfully in the future are sometimes so vivid I feel as though I actually experience the situations.	1	2	**3**	4	5	6

Do you sometimes imagine yourself using English in the future when you have learnt it?
If yes, please answer the next few questions. If not, please go to **Part III**.

	1	2	3	4	5	6
63. Sometimes images of myself using English successfully in the future come to me without the slightest effort.	1	2	3	**4**	5	6
64. My image or dream of myself using English has changed over the past year.	1	2	3	**4**	5	6
65. I find it easy to "play" imagined scenes and/or conversations in my mind.	1	2	3	**4**	5	6
66. My image or dream of myself using English used to be simple, but it has now become more specific.	1	2	**3**	4	5	6
67. It is easy for me to imagine how I could successfully use English in the future.	1	2	**3**	4	5	6
68. My image or dream of myself using English has now become more vivid than it used to be.	1	2	**3**	4	5	6
69. I think I have a natural ability to visualize myself using English successfully in the future.	1	2	**3**	4	5	6
70. In the past I couldn't imagine of myself using English in the future, but now I do imagine it.	1	2	**3**	4	5	6
71. I have always found it easy to visualize imagined situations.	1	2	**3**	4	5	6
72. I used to have rich imaginations of myself using English in the future, but now I don't.	1	2	3	4	5	6
73. My Image of myself using English has become less vivid.	1	2	3	**4**	5	6

Part III

Please provide the following information by ticking (✔) in the box or writing your response in the space to help us to better interpret your previous answers.

● □ Male   ☑Female

● ☑Chinese   □ □Non-Chinese (Please specify: _____)

● Your age (in years): **24**____

● *Have you ever had or do you have now a native English-speaking teacher?*

□ ☑Yes   □ □No

● *Have you spent a longer period (at least a total of three months) in English-speaking countries (e.g., travelling, studying)?*

☑Yes   □ □No

● *What is your current employment status?*

│ │ □Secondary school student

☑□College/university student (If you tick here, please answer the question below.)

□ □Other (Please specify: _____)

    Are you majoring in English?

□ □Yes   ☑No

By submitting this questionnaire I agree that my answers, which I have given voluntarily, can be used anonymously for research purposes.

Thank you again for your cooperation!

Interview questions:

1. What was your first access to English?
2. When did you first start to learn English?
3. Did your parents help you learn English at home when you were little?
4. Could you tell me about your educational experience?
5. Are you interested in other languages?
6. Do you know what your English learning needs are? What are they?
7. Have you encountered any difficulties/obstacles when learning English?
8. What kinds of assessments have you taken in and out of school?
9. How would you describe your personality? How do you think that might influence your Englis learning?
10. What are your favorite forms of tests?
11. What do you remember the teacher has done, or in your English learning, that helped you improve your English the most?
12. What are your favorite ways to learn English?
13. How has studying in Australia been helping you with your English language proficiency?
14. What are your thoughts on standardized tests?

Artifact C

School Investigation – Paper #3

Glencliff High School is the one I visited and during the visit, I was very honored to observe two English classes and talk with an EL teacher and an EL director. In the following paragraphs, the introduction to the school site, how students are served at the classrooms and school-wide levels, and research-based recommendations will be illustrated.

According to the director and U.S. News, there are in total 1161 students enrolled in Glencliff High School. Among them, the minority enrollment is 81.3%. 53.9% Hispanic, 21.4% Black, 5.5% Asian, and 0.5% two or more races are the students' race distribution. There are 80% are non-English language background students in this school. About 580 students are active English learners and more than 50% of them are level one students which means that they are newcomers to the United States. Glencliff high school is very diverse since it has students speaking 14 languages who are from 28 different countries.

With the rapid growth of the SIFE population, the school now provides its students with two kinds of service models. First, sheltered English and math classes are provided for lower-level students. It is also called the sheltered PLT Model. This aims to help students who have very low English proficiency to learn English and math at their own pace. The second one is asking certified EL teachers to teach all other matter subject areas to SIFE students. This type of model will help SIFE students get access to matter subjects and keep them following up on the progress of the mainstream as much as possible.

There was a huge contrast between the two English classes that I observed. The first class I observed was taught by a new EL teacher. In her class, there were more than 20 students among whom there was only one student doesn't speak Spanish. Those students are all in their 10th grade and have low-level proficiency in L2. The teacher used bilingual instruction on her first page of the slide which says "put your phone away and take out your hand out" in both Spanish and English. Then, when students watched the Sponge Bob video the teacher showed them, I see the teacher turned the subtitle into Spanish. Despite the fact that the teacher used some Spanish in her class, I would still define her class as English-only compared to the next class I observed. Except for the subtitle and the first page of instruction, there was no Spanish used at all. The problems of using English only in class are prominent. First, the economy of time. Using English to explain a grammar point or an instruction costs more time than using a bilingual approach (Buckley, 2021). What's more, the teacher loses students' interest and attention. Based on my observation, when the teacher explained all the requirements in English and ignored students' questions asked in their first language, students did not pay attention anymore and just focused on what they partly understood. Losing interest in class makes students hard to keep up with their study which can lead to being more fallen behind.

The other English class was taught by a more experienced teacher. She had ten students in one class who are also level 1 students and all speak Spanish. The teacher divided her class into two parts. Five students were circling her learning while the other five practicing at the other part of the classroom. In this way, she could approach small classroom teaching. A small classroom not

only provides opportunities for students to receive feedback on their learning but also encourages them towards self-directed and independent learning (Small Group Teaching, n.d.). What's more, the teacher's respect for students' heritage language is worth learning. For example, in the class, when students answered questions in Spanish, the teacher first gave feedback on their answers and guided the students to answer again in English. The translation process was entirely done by students themselves. In this way, the students not only knew that they have fully understood the knowledge by answering correctly but also learned how to express themselves in English. During class, when the students didn't get the instruction, the teacher would tell from each one of their facial expressions and try to explain it again in Spanish. According to Schweers (1999), boosting awareness of the similarities and contrasts between the L1 and the L2 can help students acquire a second language. The appropriate use of L2 in the English classroom also reinforces the importance of students' primary language as a medium of communication and cultural expression. Furthermore, including Spanish in English classrooms has made learning English appear less of a danger to their native tongue. They see how the two languages may coexist firsthand. Finally, employing Spanish fosters good attitudes about the English language learning process and, even better, encourages students to learn more English.

On the school-wide level, two recommendations can be given.

First of all, training non-EL teachers of other subjects. It is mentioned by the EL director that other subjects' teachers don't necessarily have EL certificate degrees so they lack the background knowledge of teaching EL students. As a result, they sometimes struggle with providing

accommodations to lower-level students and face instructional challenges. According to researches, getting teachers who teach other subjects the professional development of ESL has two benefits. First, teachers become more sensitive to cultural influences. Studying the many cultures and belief systems that your ELLs may bring to the classroom can help create a depth of knowledge and understanding that will allow teachers to appreciate all of the distinctions among the students. Second, teachers teaching ability can be improved. They will become a better teacher if they learn how to modify lessons to allow ELLs to acquire the same grade-level content as their peers.

Secondly, increase engagement with immigrant parents. Due to parents' identity and limited time, schools should come up with more ways to increase the engagement with students' parents. Rosenberg (2021) pointed out that schools should engage more with parents by knowing their rights, finding cultural connectors, learning their context, and giving them their own space. If parents choose not to show up at schools due to some reason, schools could always find other ways to connect, such as via online meetings, text, social media, and so on. Getting parents more involved can help schools provide better resources for their kids.

All in all, after the school visit, I found that EI students benefit a lot from some of the school's policies and help from the teachers. Nevertheless, there is still a huge area for improvement which needs the students, the parents, the schools, and the society to work together to make schools a better place for ELLs.

Questions:

1. As for the first English teacher mentioned above, what should she improve when teaching

ELLs?

2. What strategies can the schools use to make undocumented parents feel safer and more comfortable to get more involved in students' studies?

References

Buckley, D. (2021, September 27). *The Pros and cons of English only in the classroom*. Man Writes. Retrieved November 16, 2021, from https://manwrites.com/the-pros-and-cons-of-english-only-in-the-classroom/.

Glencliff High School in Nashville, TN - US News Best high ... (n.d.). Retrieved November 15, 2021, from https://www.usnews.com/education/best-high-schools/tennessee/districts/davidson-county/glencliff-high-school-18150.

Rosenberg, M. (2021, November 17). *Engage families to support immigrant students > the immigrant learning center*. The Immigrant Learning Center. Retrieved November 18, 2021, from https://www.ilctr.org/engage-families-to-support-immigrant-students/.

Schweers. (1999). *Using L1 in the L2 classroom. English Teaching Forum, 37(2), 6–9, 13.*

Small group teaching. UNSW Teaching Staff Gateway. (n.d.). Retrieved November 16, 2021, from https://www.teaching.unsw.edu.au/small-group-teaching.

What are the advantages of an ESL degree or certification? Graduate Programs for Educators. (2021, November 16). Retrieved November 17, 2021, from https://www.graduateprogram.org/2019/11/what-are-the-advantages-of-an-esl-degree-or-certification/.

Artifact D

Final Unit Plan

Chenxi Dai, Qingyi Gan, Yumeng Zhang

How The Unit Design Is Informed by Research Principles

First of all, some teaching principles are adopted (Macalister and I.S.P.Nation, 2020). Primarily, getting students to be motivated is our principle when choosing the theme of the unit. Animal protection is a very popular topic nowadays and many students find animals cute and fun. Learning about wildlife animals arouses students' curiosity and empathy. Besides, four strands are taken into consideration. Meaning-focused input is included in the listening and reading activities. Language-focused learning is mainly illustrated by the focus on pronunciation and passive voice activities. Meaning-focused output and fluency activities can be practiced through group discussions, the group works on the posters and listening and reading comprehension exercises. Third of all, there will be abundant comprehensible input. Substantial quantities of interesting comprehensible receptive activity in both listening and reading will be provided for students when designing the class activities. Last but not least, when designing activities, the variety of output in both speaking and writing is put into priority. The learners will be pushed to produce the language in both speaking and writing over a range of discourse types, such as filling blanks, sharing in pairs, sharing with the whole class, group work of making posters, and so on.

In addition, the establishment of our unit plan proposal mostly follows the framework

provided by Clementi and Terrill in *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design.* The first step is to choose a set of standards that aligns with our teaching goal. And we choose World-Readiness standards which value 5Cs in the process of language learning. The next step is to pick a theme that reflects the broad content areas for learners to actively explore and participate within. After that, we carefully discuss and generate the topics and essential questions to narrow the focus of the theme. Then, we come out with the unit and lesson goals according to the key language functions for our students to achieve. Finally, though this is not in the framework, we try to design engaging and meaningful classroom activities to equip learners with better communicative competence.

References

I.S.P. Nation John Macalister. (2010). Language Curriculum Design.

Cutshall, S. (n.d.). *More than a decade of standards ... - badges.actfl.org*. Retrieved February 19, 2022, from https://badges.actfl.org/sites/default/files/publications/standards/Communication.pdf

Donna Clementi, Laura Terrill. (2017). The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design

Context of The Unit

-Ages of learners: 15 years old

-Learners' languages background info: Chinese students who speak Mandarin as their first

language; intermediate/upper intermediate ELLs

-Location and type of institution: Bejing, China; public high school

-Number of lessons in the unit: 3

-Length and frequency of class meetings: one hour; 3 times per week

-Class mode: Fully in-person

-Students' needs: Pay attention to protecting wildlife; pronounce polysyllabic words

correctly; use the present continuous passive voice in academic writing

-Lessons' sequence: #1 The listening and speaking lesson, will be completed by the final unit

plan.

#2 The lesson plan with material adaptation

#3 The original lesson plan

-Resource: Texbook:

https://pdf.zlibcdn.com/dtoken/a731d7248b2d99112322508468b452c9/%E6%99%AE%E9%80

%9A%E9%AB%98%E4%B8%AD%E6%95%99%E7%A7%91%E4%B9%A6_%E8%8B%B1%

E8%AF%AD_%E5%BF%85%E4%BF%AE_%E7%AC%AC%E4%BA%8C%E5%86%8C_(%

E4%BA%BA%E6%B0%91%E6%95%99%E8%82%B2%E5%87%BA%E7%89%88%E7%A4

%BE%E8%AF%BE%E7%A8%8B%E6%95%99%E6%9D%90%E7%A0%94%E7%A9%B6%E

6%89%80)_(z-lib.org).pdf

How This Unit Is Informed by A Needs Analysis

First of all, this unit's theme is wildlife protection. As a student and a citizen living in the 21st century, paying attention to the environment is one of the biggest responsibilities. As the impact that human activities have on the environment around us is becoming more and more important, students have the need to raise their awareness of environmental and wildlife protection as well as the need to undertake the social responsibility to protect the earth.

Secondly, from the perspective of language use, the need to pronounce polysyllabic words correctly is necessary. Since the targeted students are ELLs and they are going to use English in their daily life or on language tests, pronunciation can't be ignored when being taught. Polysyllabic words are very common in English and the stress of each word may be different. Therefore, the pronunciation focus is also informed by students' basic language needs.

Last but not least, the ability to use the present continuous passive voice is needed for high school ELLs. It is known that in academic English, passive voice is more frequently used and is more formal. When encountering tests of writing, using passive voice can not only enrich the ways

of expression but also meet the standards of academic writing. Moreover, based on what they have already known about present continuous tense, it is easier for them to learn how to use the tense in the passive voice at the same time. As a result, designing the lesson for the present continuous passive voice is based on the student's academic needs and learning pace.

Potential Essential Questions and Themes for The Unit

EQ: How is wildlife important to human beings?

Themes: Environmental protection; wildlife animals' rescue and protection

Unit Goals

By the end of the unit, students will be able to do:

1. Comprehend and memorize the vocabulary about wildlife protection/protecting wild animals.

2. Memorize the pronunciation and stress of key polysyllabic words in the texts.

3. Use the present continuous passive voice correctly, such as when wild animals are being hunted.

4. Come up with ways to care for wildlife, such as participating in donations or advocacy.

5. Write a passage about an endangered animal.

#1 Simplified Lesson Plan

Chenxi Dai, Qingyi Gan, Yumeng Zhang

Background information:

-Age of learners: 15 years old

-Learners' languages background info: Chinese students who speak Mandarin as their first language; intermediate/upper intermediate ELLs

-Location and type of institution: Beijing, China; public high school

-Lesson duration: 80 minutes

-Class mode: fully in-person

Teaching objectives:

Language objectives:

By the end of the lesson, students will be able to:

1. understand the meaning of the keywords and pronounce them correctly.
2. extract certain information from listening materials.
3. improve their communication skills by discussing topics about animals.

Content objectives:

By the end of the lesson, students will be able to:

1. realize the concerning situation of wildlife animals.

Teaching contents:

Unit 2 Wildlife Protection

Key vocabulary:

plain, observe, beauty, remind, shooting, profit, attack, recover, remove, intend, threat, exist, hunter, illegally, reserve, harmony

Teaching procedures:

Step 1: Warm-up Activity (15 minutes)

Students will watch a video clip introducing different species of wild animals, and then write down as many animals' names as possible. Next, they will circle the endangered animals on their list. Finally, they will choose one animal that they know the best and introduce it to their partner in terms of its habitat, food, and other characteristics.

(Justification: Showing the video is helpful for students to be familiar with the topic and

the subject of the lesson. And videos could draw their attention and interest in the class.)

Step 2: Vocabulary Learning (15 minutes)

The teacher leads students to read and learn the meaning of the keywords and asks students to take notes.

Example: plain (n.) /pleɪn/: a large area of   flat land with few trees

(Justification: By using synonym/visual tools, teachers can scaffold the students better, and students will be able to remember words' meaning and pronunciation at the same time, which makes them learn more efficiently.)

**Step 3: Vocabulary Practice (15 minutes)**

Students will review the words they just learned by playing a concentration memory game.

(Justification: This hand-on activity is fun and engaging since there will be a winner of the game, students may try harder to memorize and understand the words in order to win, and thus deepen their memory of the vocabulary in the activity.)

Step 4: Pronunciation Learning (14 minutes)

Work in pairs. Read the words aloud to each other, and put them into the correct groups. And ● stand for stressed syllables, and ● for unstressed syllables.

● ● _____, _____, _____, _____, _____, _____,
_____,

● _____, _____

● ● _____, _____, _____, _____

● ● ● _____

● ● ● ● _____

● ● ● _____
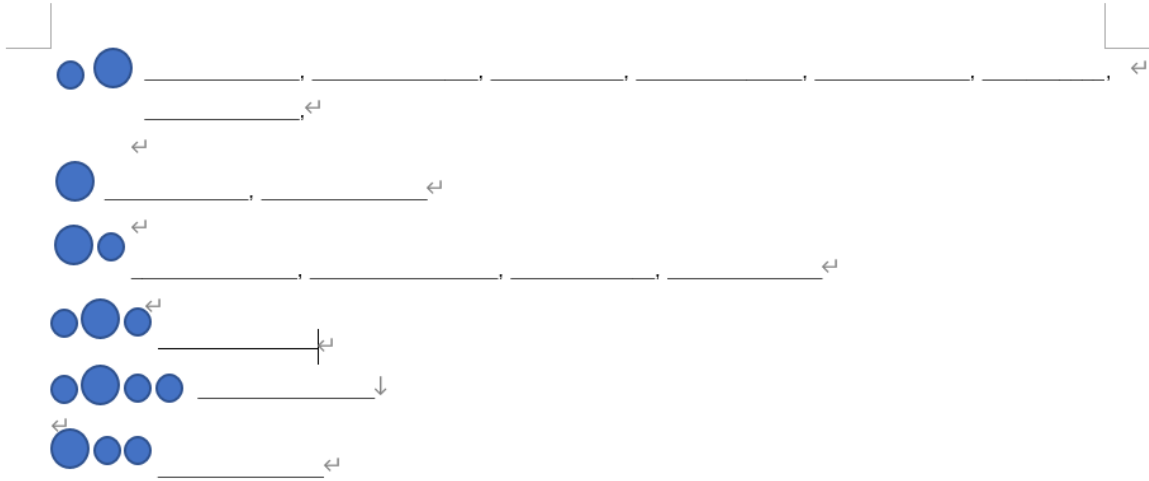
Then check answers with another pair. Listen and repeat.

(Justification: Instead of just pronouncing the words, this game could add more fun to this learning process. And working in pairs enhances their cooperation ability.)

Step 5: Listening Practice (10 minutes)

(Justification: The two short practices won't be hard and take much lesson time. But they would practice students' listening and vocabulary skills to meet our lesson language objectives.

🎧 2 **Listen to the first part and fill in the blanks.**

Our planet's _____ is dying out at an alarming rate. Between 150 and 200 species are becoming extinct every day. This **mass extinction** is caused by hunting, **habitat** _____, and pollution. We must make people **aware** of the problem and help _____ the endangered wildlife before it's too late!

What on Earth Are We Doing to Our Planet?

🎧 3 **Listen to the second part and answer the questions.**

1 How many elephants are killed on **average** every day? _____

2 What did Prince William say about China?
   A China has made a lot of progress.
   B China can become a global leader in wildlife protection.
   C China preserves its natural habitats well.

Step 6: Pairs Discussion (10 minutes)

(Justification: According to Swain and Watanabe, when the learners engaged in collaborative patterns of interaction, they were more likely to achieve higher posttest scores regardless of their partner's proficiency level.)

5 **In pairs, discuss the questions, role-play the example, and then talk about one of the animals in the photos below.**

1 What do you know about the animals in the photos?
2 What is being done to help them?

EXAMPLE

A: I'm **concerned** about the African elephants. What do you know about them?

B: Well, I know that they're being hunted and their habitat is getting smaller, so they're in danger of extinction. Elephants need large **living** spaces, so it's difficult for them to **adapt** to the changes.

A: That's terrible. What **measures** are being taken to help them?

B: The **authorities** are under **pressure** to build elephant parks and tell people not to buy elephant products.

blue **whale**   panda   African elephants

Step 7: Summary (1 minute)

The teacher summarizes today's knowledge by going through the lesson objectives with students and assessing how much they have achieved.

(Justification: According to DiCamilla and Anton, repetition functioned to create and maintain learners' shared perspective of the task and mediated the co-construction of linguistic knowledge.)

#2 Lesson Plan with Material Adaptation

Chenxi Dai, Qingyi Gan, Yumeng Zhang

Background information:

-Age of learners: 15 years old

-Learners' languages background info: Chinese students who speak Mandarin as their first

language; intermediate/upper intermediate ELLs

-Location and type of institution: Beijing, China; public high school

-Lesson duration: 80 minutes

-Class mode: fully in-person

Teaching objectives:

Language objectives:

By the end of the lesson, students will be able to:

1. memorize the structure of the present continuous passive voice
2. correctly use present continuous passive voice in appropriate contexts.

Content objectives:

By the end of the lesson, students will be able to:

1. find specific information to answer questions after reading the text.

2. realize and analyze the importance of protecting wildlife animals and our environment.

Teaching contents:

Unit 2 Wildlife Protection

Key vocabulary:

plain, observe, beauty, remind, shooting, profit, attack, recover, remove, intend, threat, exist, hunter, illegally, reserve, harmony

The implementation of Briton& Holten's *into, through, beyond the* framework

The *into* stage of the lesson contains step1: pre-reading; and we design to have a warm-up activity, which is demonstrated by a video clip. This visualization activity aims to have students gain an entry into the topic and interest in this lesson. Also, there's a matching game as vocabulary previews to leverage students' prior knowledge and better prepare for the new content materials they are about to encounter.

The *through* stage of the lesson covers step2: while-reading; and our activities focus on reading text and grammar knowledge. The first two times of reading help students exercise reading skills as well as gain a deep understanding of the text and expand their knowledge base with new facts. And the third time of reading leads to grammar learning and then practicing new language skills.

The *beyond* stage of the lesson is step3: post-reading; and students will do a role-play discussion to further demonstrate their comprehension by creatively applying their new knowledge to personal experience. This helps them to develop both conceptual and linguistic mastery and provides a forum for their communicative language practice.

Teaching procedures:

Step 1: Pre-reading (15 minutes)

Warming-up: Getting to know Tibetan antelope (3 minutes):

1.   The teacher shows a video clip (https://youtu.be/TnxyZTkhGEE) talking about Tibetan antelope.

2.   The teacher asks students what they think about this video and their takeaways after watching the video.

(**Justification:** The purpose of showing the video clip is for students to familiarize the topic and the subject of the lesson. Videos sometimes draw students' attention and arouse their interests more

easily.)

Matching Game (12 minutes):

1. The teacher shows the key vocabularies and their definition of them randomly for students to match

(The order of definitions would be mixed)

plain   a flat expanse of land that generally does not change much in elevation, and is primarily
             treeless.
observe   the active acquisition of information from a primary source
beauty   a characteristic of a person, animal or place that provides a experience of pleasure or
satisfaction
remind   to help sb remember s.t.
shooting   the act or process of firing a gun
profit   the money that you make in business or by selling things
attack   begin to injure
recover   get over an illness or shock
remove   to take s.t./sb away from a place
intend   to have a plan, result or purpose in your mind when you do s.t.
threat   the possibility of trouble, danger or disaster
exist   to be real; to be present in a place or situation
hunter   killing or trapping any living organism
illegally   something that is prohibited or not authorized by law
reserve   to keep s.t. for sb/s.t.
harmony   a state of peaceful existence and agreement

2. The teacher checks the answers with the whole class.

(**Justification:** Matching game helps students review the ~~new~~ vocabularies directly in order to help them read the article later.) (Students have already learned the vocabularies in the previous lesson.)

Step 2: While-reading (40 minutes)

1st reading (10 minutes)

1. The teacher lets students work in pairs to read out loud the whole article (p.16) and discuss what the main idea of the whole passage is.

2. The teacher asks students to share with the whole class and summarizes the answers.

(**Justification:** Reading and summarizing the main idea in pairs will help the students know better about the whole article.)

2ⁿᵈ reading (15 minutes)

Activity 1 (9 minutes)

1. The teacher asks the students to read the text again and answer the questions by using Question Cards in pairs.

Why did the writer visit Tibet?↵

↵

↵

↵

↵

How do you know?↵
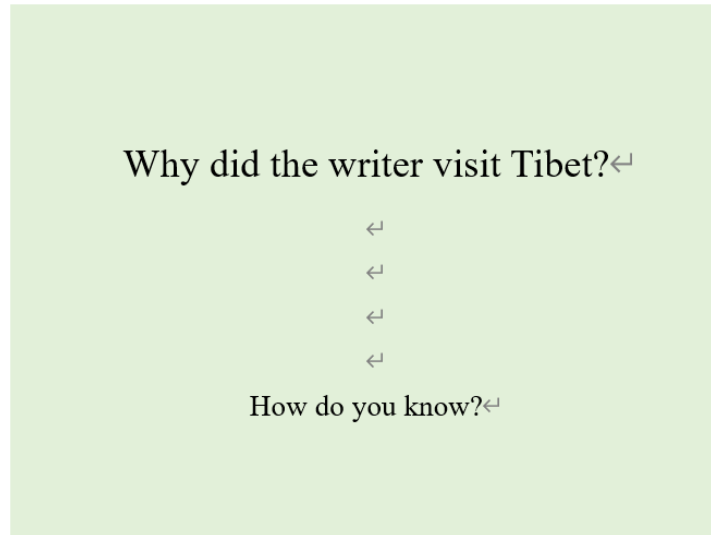
Questions on the cards:

①. Why did the writer visit Tibet?

②. What happened to the Tibetan antelope in the 1980s and 1990s?

③. What did people do to help protect the Tibetan antelope?

④. How does the writer feel about modern life?

2. The teacher chooses some groups to share their work.

 (**Justification:** Answering specific questions can help students have a deeper understanding of the passage and improve their ability to extract certain information from a passage.)

Activity 2 (8 minutes)

CAPSTONE PORTFOLIO

1. The teacher shows a cloze (p.17) for students to practice new vocabularies again by filling the blanks with the correct forms of the words given.

4 Learn about elephants by reading and completing the passage with the correct forms of the words.

hunter	illegally	reserve	attack
exist	plain	harmony	threat

Herds of elephants used to live on the _____ of Africa and in the forests of Asia. But today, they face a serious _____ from _____. These large animals are being killed _____ for their body parts that are considered valuable. In order to save them, some countries have created _____ where they can live in peace and safety. However, the _____ on them will continue as long as interest in buying elephant products _____. To achieve _____ between humans and animals, the world must protect these beautiful **creatures**.

2. The teacher checks the answer with the students.

(**Justification:** Reading and completing the passage with the correct forms of the new words can help students review again and learn more about endangered wildlife animals.)

3rd reading (8 minutes)

Activity 3

1. The teacher shows students sample sentences of present continuous passive voice and lets them find the structure of this grammar use. The teacher can provide students with a hint to look at the different forms of verbs in the sentences. (p.18)

Sample sentences:

1. They are being hunted, illegally, for their valuable fur. (From the text)
2. Much is being done to protect wildlife. (From the text)
3. What measures are being taken to help wildlife animals?
4. The children are being taken care of by teachers.
5. The question is being discussed at the meeting now.
6. The sports meeting is being held in our school.

2. The teacher shows students the past particles of verbs for students to refer to when finding the structure of the present continuous passive voice.

动词原形	过去式	过去分词	中文意思
eat	ate	eaten	吃
fall	fell	fallen	落下
give	gave	given	给
take	took	taken	拿
grow	grew	grown	生长
know	knew	known	知道
see	saw	seen	看见
drive	drove	driven	驾驶
throw	threw	thrown	抛,扔
blow	blew	blown	吹
draw	drew	drawn	拉,绘画
show	showed	shown	展示
write	wrote	written	写
ride	rode	ridden	骑

(2) 在动词原形后加-n或-en构成过去分词.

3. The teacher clarifies why present continuous passive voice is necessary and when it should be used.

(**Justification:** Letting students find out the grammatical pattern by themselves can help them better understand the usage of it and leave a deeper impression in their minds; the teacher explaining the usage answers students' questions about why they are learning this grammar.)\

Activity 4 (5 minutes)

Students work in pairs to translate the sentences on the worksheet.   (We added this group activity between "Teaching presenting" and "Students practicing")

1. Many interesting experiments are being carried out these days.

_____ .

2. A new railway is being built in this city.

_____ .

3. The flowers are being watered by me.

_____ .

4. We are being showed how to operate this machine.

_____ .

5. The funds are being raised to protect wild animal.

_____ .

6. The sports meeting is being held in our school.

_____ .

(Justification: The collaborative translation activity was inspired by Goodwin & Jimenez (2015) TRANSLATE. It helps students reinforce the understanding of the grammar concept by integrating their first language and helps the teacher assess students' performance and level of understanding.**)**

Exercises (11 minutes)

1. The teacher lets students finish exercises 2 and 3 in the textbook.

2 **Choose the suitable verb forms to complete the sentences.**

  1 I'm (working / being worked) at home today because my office is (painted / being painted).
  2 The alarming report is (written / being written). It will be finished soon.
  3 What part of the city is (attacked / being attacked) now?
  4 Right now, the **deer** are (watched / being watched) over by many volunteers.
  5 Who is (hunting / being hunted) the **kangaroos**? Where are they (hunted / being hunted)?
  6 It is reported that living spaces for wildlife are (**reduced** / being reduced) **due** to the cutting of trees.

3 **Liu Tao would like to express his concern over the wetland in his hometown. Help him finish the passage with the present continuous passive voice of the verbs in brackets.**

In the wetland of my hometown, there are many different kinds of animals, including wild birds, fish, snakes, **insects** and so on. When I was in primary school, I often went there with my friends to watch the birds and study them. That was an interesting place for all of us. But things have begun to change in recent years. Small birds _____ (catch) with **nets**. Wild ducks _____ (sell) at food markets. Fish and snakes _____ (kill) for food in restaurants. And even worse, the wetland _____ (destroy). Some parts _____ (cover) with new houses. You can see rubbish everywhere. The wetland _____ (pollute) seriously every day. I am very worried about it. What can we do?

2. The teacher checks the answer with the students.

(Justification: These two tasks are the production of the new grammar just learned. Students get to both practice the form and understand the necessity of present continuous passive voice.)

Step3 Post-reading (13 minutes)

1. Students work in groups of four to discuss what they can do to protect wildlife animals as different people with different professions. Each student is required to use at least once the present continuous passive voice in their conversation.

   For example, student one can choose to be a lawyer and enact a law to force actions on protecting wildlife.

2. The teacher asks students to share their discussion with the whole class and give comments.

(**Justification:** This "beyond" exercise helps students apply the grammar knowledge they have gained and use language creatively to express themselves on the topic.**)**

Summary (1 minute)

The teacher summarizes today's knowledge by going through the lesson objectives with students and assessing how much they have achieved.

(**Justification:** Help students review the language and content knowledge learned.)

Optional activities:

Activity 1:

After the first reading, the teacher can talk about the literary form of this article. Whether its purpose is to persuade, inform or entertain? (5 minutes)

(**Justification:** Starting to know the formats of articles can build students' awareness of how to read certain articles and how to write in the future.)

Activity 2:

After finishing the two grammar exercises in the textbook, the teacher can ask students to make up their own sentences by using the present continuous passive voice. The teacher can find GIFs online as references for students to describe. (5 minutes)

(**Justification:** Composing sentences is a harder practice of grammar. Students will be able to fully memorize the structure and put them into real-life practices.)

Explain how and why the adaptations were made to the original sources

First, we adapt the beginning activity of the class. The original source asks students to look at the pictures below, and guess what the text is about. Instead, we give students a video of Tibetan antelope. The rationale behind the adaptation is that we think the video clip is more interesting for students, and thus can better engage them to learn. Also, a video clip can provide much more information than pictures. This will allow students to have a general understanding of the topic they are going to learn.

Then we create the second activity: the Matching Game. This is an activity to check whether students have previewed all the new words as requested. The keywords are extracted from the reading text on page 16 and the elephant exercise on page 17. After the students finish the activity, the teacher will reveal the answers to the whole class. The reason that we ask students to conduct this activity right before they start to read the text is to remind them of the meanings of new vocabulary so that they can understand the text more easily.

Next, we tell students to work in pairs to read the paragraphs together. When they are reading, the teacher will ask them to underline the keywords that are related to the gist of the passage as well as the difficult words and sentences that confuse them. The adaptation is we group students in this activity so that they can work collaboratively to find the gist of the text. By doing this, the difficulty of the task is greatly reduced as they are allowed to help each other during the thinking process. Also, we can navigate the learning difficulties for students since they mark down the exact language usage, and then we can explain to them and help them comprehend the text better.

After that, we add a question card activity to guide students to think about the questions related to the text. Instead of just letting them read the questions listed in the textbook, students are allowed to select cards and then answer the question on the card they get. By utilizing cards, the teacher adds more fun to the activity and students can visualize the questions and are more willing to participate. Additionally, we delete one of the original questions about national protection because this is not a question that requires critical thinking, as all they need to do is to use Google to search the names of the places. Also, we invite students to share their thoughts about the answer without giving them close answers because we focus on facilitating students to practice higher-order thinking, and their ability to express their opinions during communication.

We also delete the #3 activity on page17 because the 'literal and implied meaning is not our key point in this lesson.

However, we include the #4 activity on page17 because it helps students review again and learn more about endangered wildlife animals.

And we delete the #5 activity on page17 since it is a thorough discussion and is more likely to be discussed after reading instead of in the middle of reading.

As for #1 on page18, we add more sentences to it because we should provide students with more samples so that they could find the grammar more easily. And we also provide a clarified speech about why present continuous passive voice is necessary to be used sometimes and when it should be used in order to have students have a clear concept of this grammar.

Then we keep the #2 and #3 because we think these are two appropriate exercises for students

to practice what they've just learned about the new grammar.

In the end, we keep the last discussion but change it to a role-playing game, which adds more fun to this activity and further develops students' thoughts and expressions in a beyond stage.

#3 Original Lesson Plan

Chenxi Dai, Qingyi Gan, Yumeng Zhang

Background information:

-Age of learners: 15 years old

-Learners' languages background info: Chinese students who speak Mandarin as their first language; intermediate/upper intermediate ELLs

-Location and type of institution: Beijing, China; public high school

-Lesson duration: 80 minutes

-Class mode: fully in-person

Teaching objectives:

Language objectives:

By the end of the lesson, students will be able to:

1. Write an essay about protecting wildlife animals with a clear structure and meaningful content.
2. Correctly use present continuous passive voice in the essay.

Content objectives:

By the end of the lesson, students will be able to:

CAPSTONE PORTFOLIO

1. summarize the main idea and the structure of the given passage.

2. realize and analyze the importance of protecting wildlife animals and our environment.

Teaching contents:

Unit 2 Wildlife Protection

Teaching procedures:

Step 1: Warming-up: Grammar Preview (12 minutes):

1. The teacher lets students work in groups of four and make up sentences using the present continuous passive voice learned in the last lesson. Each student will draw lots to decide what the theme of their sentence will be. The teacher gives an example first.

Example sentence: Due to global warming, our earth is being destroyed little by little.

Themes: family, self, environment, school life, latest news

2. Each group decides their best sentence made and shares it with the whole class after group discussion.

(**Justification:** The purpose of the warm-up activity is to help students review the present continuous passive voice they have learned last time by making up sentences of certain topics and addressing their prior knowledge and personal experience at the same time.)

Step 2: Model Essay Reading

1ˢᵗ reading (13 minutes)

Model Essay

Pandas originally live in the southwest part of China. Currently, they can be found in zoos in many other places of the world as it has become a popular species with their mild characteristic and cute look.

In the past, however, they were one of the endangered species. Several reasons might lead to the concerning situation. First, they can only survive by feeding on a unique kind of bamboo, which was no longer accessible for them as easily as before since their natural habitats were constrained by increasing human activities amid the expansion of suburban areas. In general, the lack of sufficient food and living space is making the situation more difficult for pandas. Second, pandas only give birth to one baby at a time. Their birth rate is comparatively low in terms of wild animals since many of them cannot make it to maturity because of diseases, accidents, and predators.

In order to reverse the situation, Chinese people decided to initiate action in the following ways. First, new national parks are being established to guarantee enough living areas for pandas. Second, more bamboo forests are being planted so that pandas have plenty of food to live on. Third, professional methods to look after newly born panda babies are being developed in order to heighten their chances of survival.

1. The teacher lets students work in pairs to read out loud the model essay and answer the questions given by the teacher:

#1: Where does this animal live?

#2: What does this animal feed on?

#3: Why is it in danger?

#4: What can we do to protect it?

2. The teacher checks the answers.

(**Justification:** Reading with questions in mind helps students extract certain information from the text in order to better understand the passage.)

2nd reading (7 minutes)

1. The teacher asks the students to reread the text again and match the headings with the paragraphs.

Read the passage and match the headings with the paragraphs
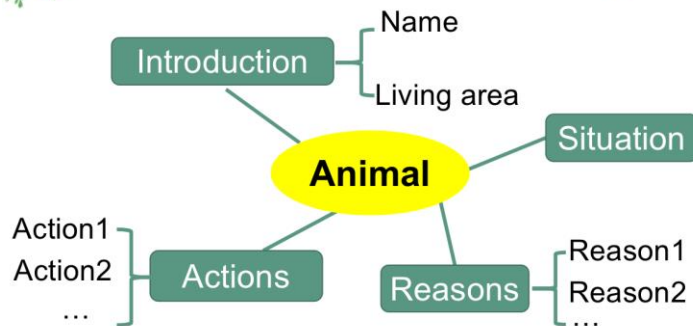Paragraph 1   The places where pandas live
Paragraph 2   The factors that endanger pandas
Paragraph 3   The dedications to save pandas

(**Justification:** Matching each paragraph with its heading helps students summarize each paragraph's main idea and prepare them for paragraph structure analysis in later tasks.)

Structure Analyzing (18 minutes)

1. The teacher introduces an essay structure to students.

Introduction: The introduction gives readers information about the animal's basic information.

Situation: The situation part introduces the external danger the animal is facing.

Reasons: The internal nature that aggravates the problem of population decrease.

Actions: What actions can be taken to protect the animal?

(We added specific contents each part should cover after showing students the bubble map and made clear the sequence of each part.)

2.   The teacher asks students to use the structure to analyze the model essay by filling up the information in the bubble map like above.

(**Justification:** By introducing an essay model, the teacher can give students a basic idea of what an essay should look like, and learn more about endangered wildlife animals. Finding the structure

of the model essay and filling the contents into the structure helps fully understand and memorize the structure and put them into practice later.)

Writing Preparation (5 minutes)

1. The teacher provides students with three pictures of information about endangered animals on a worksheet for students to refer to when writing.

	Habitat: tropical rain forests, bamboo forests and broad areas in southern Asia
	Situation & reasons: 1. living areas are destroyed 2. has long pregnancies
Name: Indian elephant **Food:** bamboo, leaves	**Actions:** ? ? ?

	Habitat: high mountains and dense forests in southwest China
	Situation & reasons: 1. living areas are destroyed 2. has long pregnancies
Name: golden monkey **Food:** fruits, sprouts	**Actions:** ? ? ?

	Habitat: tropical areas of the Pacific ocean and the Altantic ocean
	Situation & reasons: 1. over hunting for its shell 2. eggs are eaten by predators
Name: hawksbill turtle **Food:** jellyfishes, shrimps	**Actions:** ? ? ?

2. The teacher provides students with a word bank for students to use on a worksheet and explains how it works.

Word Bank for Body

First Point	Second/Third… Point	Last Point
To begin with, …	Furthermore, …	Finally, …
For starters, …	Moreover, …	Last but not least, …
Primarily, …	In addition, …	Lastly, …
Firstly, …	Additionally, …	At the end, …
First of all, …	Secondly/Thirdly, …	At last, …
To start with, …	Next, …	Ultimately, …
First and foremost, …	Second/Third of all, …	Last of all, …

3. The teacher provides students with a rubric for students self-evaluation and shows it to them while writing.

Writing Skills	Language Use
Use rich information	Use the right tenses
Introduce the animal with lots of details	Use good sentence structures
Organize the ideas in a clear way	Use correct spellings and punctuations

sample

(Justification: Writing is one of the most difficult parts for students when learning English. And students often do not know what and how to write. So the info pictures give them relevant writing content and the word bank helps them to write academically and logically. And the rubric guides them to assess themselves.**)**

Writing (23 minutes)

1. The teacher let students write an essay using the *present continuous passive voice* at least once.

(Justification: This writing activity provides content information, structure examples, word bank and rubrics for students to refer to make the writing process less complicated while content-rich.)

Summary (1 minute)

The teacher summarizes today's knowledge by going through the lesson objectives with students and assessing how much they have achieved by using the self-reflection form.

The teacher will assess students' performance referring to their self-reflection form after class.

> **Self-Reflection**
>
> I understand the structure of present continuous passive voice and be
>
> able to use it correctly. I learn the urgency of wildlife protection and the
>
> importance of protecting environment.
>
> 0   1   2   3   4   5
>
> No   Some   Yes
>
> I am a _____ because_____.

(Justification: Help students review the language and content knowledge learned and assess their own performance.)

Assignment (1 minute)

If the students grade themselves from 0 to 3, they should finish the exercise "Using words and expressions" 1-3 on Page 67&68, and the exercise "Using structures"1-4 on Page 68&69.

If the students grade themselves from 4 to 5, they should finish the exercise "Using words and expressions" 1-4 on Page 67&68, and the exercise "Using structures"1-5 on Page 68&69.

(Justification: Differentiated assignments are designed for the teacher to assess students and for students to practice the knowledge they learned today based on their own learning speed and understanding of the lesson.**)**

How is this lesson of the unit informed by the needs analysis?

第6题：What kind of class activities do you prefer in a English class? 你更愿意参加哪些英语课堂活动	
选项⇕	小计⇕
Group discussion. 小组讨论。	11
Watching video clips. 观看视频。	16
Answering teacher's questions. 回答问题。	3
Tackling drills. 做题。	5
本题有效填写人次	18

第7题：What topics would you like to learn in a English class? 你感兴趣的英语课主题是？ [多选题]

选项⇕	小计⇕
Environmental issues. 环境保护。	5
Technology. 科技。	7
Art. 艺术。	12
History. 历史。	7
Health. 健康。	6
Traveling. 旅游。	9
Classic literature. 古典文学。	4
Pop culture. 流行文化。	14
本题有效填写人次	18

第8题：What do you think is the most urgent issue nowadays? 你认为目前最值得讨论的话题是？ [单选题]

选项⇕	小计⇕
Environmental protection. 环境保护。	5
Internet security. 网络安全。	2
Life quality. 生活质量。	4
Justice and equality. 社会公平。	1
International relationships. 国际关系。	6
Public health. 公共卫生。	0
本题有效填写人次	18

第1题：What motivates you to learn English? 你学习英语的原因是什么？ [填空题]
查看详细信息

第2题：Do you use English outside the classroom? 你在学校之外有机会使用英语吗？ [单选题]

选项⇕	小计⇕
Yes. 有。	14
No. 没有。	4
本题有效填写人次	18

第3题：Do you think English class is helpful and why? 你觉得上英语课帮助大吗？ 为什么？ [填空题]
查看详细信息

第4题：Do you think learning English is fun and why? 你觉得学习英语的过程是否有趣？ 为什么？ [填空题]
查看详细信息

第5题：What do you think are difficult when learning English skills? 以下哪些方面对你来说是英语学习的难点

选项⇕	小计⇕
Listening. 听。	7
Speaking. 说。	7
Reading. 读。	3
Writing. 写。	10
Grammar. 语法。	10
Pronunciation. 发音。	6
Spelling. 拼写。	5
Vocabulary. 词汇。	10
本题有效填写人次	18

We decided to teach a writing lesson according to question 3 in our need analysis, which is "What do you think are difficult when learning English skills?" Most students voted for writing and grammar. As grammar is integrated into all four domains of English skills, we think it's essential to align the lesson plan with our students' needs and design a writing class with specific grammar knowledge. Specifically, students will be able to learn how to use present continuous passive voice to describe various efforts made to protect wildlife in their writing task.

Artifact E

Lesson Plan with Rationale

Chenxi Dai, Qingyi Gan, Yumeng Zhang

Background information:

-Age of learners: 15 years old

-Learners' languages background info: Chinese students who speak Mandarin as their first language; intermediate/upper intermediate ELLs

-Location and type of institution: Beijing, China; public high school

-Lesson duration: one hour

-Class mode: fully in-person

Teaching objectives:

Language objectives:

By the end of the lesson, students will be able to:

    4.   correctly use present continuous passive voice in appropriate contexts.

Content objectives:

By the end of the lesson, students will be able to:

  1. come up with methods of protecting wildlife animals and our environment.

Teaching contents:

Unit 2 Wildlife Protection

Key vocabulary:

plain, observe, beauty, remind, shooting, profit, attack, recover, remove, intend, threat, exist, hunter, illegally, reserve, harmony

Teaching procedures:

Step 1: Pre-reading (5 minutes)

Warming-up: Getting to know Tibetan antelope (3 minutes):

1. The teacher shows a video clip (https://youtu.be/TnxyZTkhGEE) talking about Tibetan antelope.

2. The teacher asks students what they know about antelopes after watching the video.

(**Justification:** The purpose of showing the video clip is for students to familiarize the topic and the subject of the lesson. Videos always draw students' attention and arouse their interests more easily.)

Matching Game (2 minutes):

1. The teacher shows the key vocabularies and the definition of them randomly for students to match

(The order of definitions would be mixed)

plain   a flat expanse of land that generally does not change much in elevation, and is primarily treeless.
observe   the active acquisition of information from a primary source
beauty   a characteristic of a person, animal or place that provides a experience of pleasure or satisfaction
remind   to help sb remember sth
shooting   the act or process of firing a gun
profit   the money that you make in business or by selling things
attack   begin to injure
recover   get over an illness or shock
remove   to take sth/sb away from a place
intend   to have a plan, result or purpose in your mind when you do sth
threat   the possibility of trouble, danger or disaster
exist   to be real; to be present in a place or situation
hunter   killing or trapping any living organism
illegally   something that is prohibited or not authorized by law
reserve   to keep sth for sb/sth

harmony   a state of peaceful existence and agreement

2. The teacher checks the answers with the whole class.

(**Justification:** Matching game helps students review the new vocabularies directly in order to help them read the article later.)

Step 2: While-reading (40 minutes)

1st reading (8 minutes)

1. The teacher lets students work in pairs to read out loud the whole article and underline the words and sentences that they don't understand.

2. The teacher answers students' questions about the article.

(**Justification:** Reading and asking questions about the paragraphs in pairs will help the students know better about the main idea of each paragraph and the whole article.)

2nd reading (15 minutes)

Activity 1 (8 minutes)

1. The teacher asks the students to read the text again and answer the questions by using Question Cards in pairs. One student answers and the other checks the answer in the back of the card.

Why did the writer visit Tibet?↵

↵

↵

↵

↵

How do you know?↵
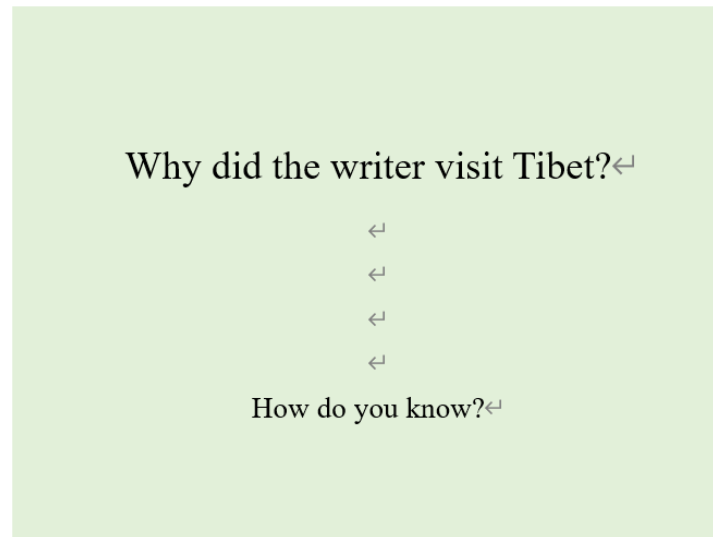
Questions on the cards: (The answer will be provided at the back of the card)

①. Why did the writer visit Tibet?

②. What happened to the Tibetan antelope in the 1980s and 1990s?

③. What did people do to help protect the Tibetan antelope?

④. How does the writer feel about modern life?

(**Justification:** Answering specific questions can help students have a deeper understanding of the passage and improve their ability to extract certain information from a passage.)

Activity 2 (7 minutes)

1. The teacher shows a cloze for students to practice new vocabularies again by filling the blanks with the correct forms of the words given.

4 **Learn about elephants by reading and completing the passage with the correct forms of the words.**

hunter	illegally	reserve	attack
exist	plain	harmony	threat

Herds of elephants used to live on the _____ of Africa and in the forests of Asia. But today, they face a serious _____ from _____. These large animals are being killed _____ for their body parts that are considered valuable. In order to save them, some countries have created _____ where they can live in peace and safety. However, the _____ on them will continue as long as interest in buying elephant products _____. To achieve _____ between humans and animals, the world must protect these beautiful **creatures**.

3. The teacher checks the answer with students.

(**Justification:** Reading and completing the passage with the correct forms of the new words can help students review again and learn more about endangered wildlife animals.)

3rd reading (7 minutes)

Activity 3

1. The teacher shows students sample sentences of present continuous passive voice and lets them find the structure of this grammar use.

Sample sentences:

7. They are being hunted, illegally, for their valuable fur. (From the text)
8. Much is being done to protect wildlife. (From the text)
9. What measures are being taken to help wildlife animals?
10. The children are being taken care of by teachers.
11. The question is being discussed at the meeting now.
12. The sports meeting is being held in our school.

2. The teacher clarifies why present continuous passive voice is necessary to be used sometimes and when it should be used.

CAPSTONE PORTFOLIO

(**Justification:** Letting students find out the grammatical pattern by themselves can help them better understand the usage of it and leave a deeper impression in their minds; the teacher explaining the usage answers students' questions about why they are learning this grammar.)

Exercises (10 minutes)

1. The teacher let students finish exercises 2 and 3 in the textbook.

2 Choose the suitable verb forms to complete the sentences.

1 I'm (working / being worked) at home today because my office is (painted / being painted).
2 The alarming report is (written / being written). It will be finished soon.
3 What part of the city is (attacked / being attacked) now?
4 Right now, the **deer** are (watched / being watched) over by many volunteers.
5 Who is (hunting / being hunted) the **kangaroos**? Where are they (hunted / being hunted)?
6 It is reported that living spaces for wildlife are (**reduced** / being reduced) **due** to the cutting of trees.

3 Liu Tao would like to express his concern over the wetland in his hometown. Help him finish the passage with the present continuous passive voice of the verbs in brackets.

In the wetland of my hometown, there are many different kinds of animals, including wild birds, fish, snakes, **insects** and so on. When I was in primary school, I often went there with my friends to watch the birds and study them. That was an interesting place for all of us. But things have begun to change in recent years. Small birds _____ (catch) with **nets**. Wild ducks _____ (sell) at food markets. Fish and snakes _____ (kill) for food in restaurants. And even worse, the wetland _____ (destroy). Some parts _____ (cover) with new houses. You can see rubbish everywhere. The wetland _____ (pollute) seriously every day. I am very worried about it. What can we do?

3. The teacher checks the answer with students.

(**Justification:** These two tasks are the production of the new grammar just learned. Students get to both practice the form and understand the necessity of present continuous passive voice.)

Step3 Post-reading (14 minutes)

3. Students work in groups of four to discuss what they can do to protect wildlife animals as different people with different professions. Each student is required to use at least once the present continuous passive voice in their conversation.

For example, student one can choose to be a lawyer and enact a law to force actions on protecting wildlife.

4. The teacher asks students to share their discussion with the whole class and give comments.

(**Justification:** This "beyond" exercise helps students apply the grammar knowledge they have gained and use language creatively to express themselves on the topic.**)**

Summary (1 minute)

Summarizes today's knowledge

(**Justification:** Help students review the language and content knowledge learned.)

Optional activities:

Activity 1:

After the first reading, the teacher can talk about the literary form of this article. Whether its purpose is to persuade, inform or entertain? (5 minutes)

(**Justification:** Starting to know the formats of articles can build students' awareness on how to read certain articles and how to write in the future.)

Activity 2:

After finishing the two grammar exercises in the textbook, the teacher can ask students to make up their own sentences by using the present continuous passive voice. The teacher can find GIFs online as references for students to describe. (5 minutes)

(**Justification:** Composing sentences is a harder practice of grammar. Students will be able to fully memorize the structure and put them into real-life practices.)

Artifact F

Educational Linguistics/Second Language Acquisition Final Case Study

Yumeng Zhang

Peabody College, Vanderbilt University

EDUC 3750-01 LingLang Acq ELL Tchrs

Dr. Molly Collins

12/9/2021

Introduction to the learner

The English language learner I worked with this semester is my best friend from high school. Daisy is the pseudonym. Mandarin is her first language. She is 23 years old and has been learning English for 20 years since kindergarten. Daisy is now a junior student at The Australian National University majoring in Statistics. As a result, her English learning context after she entered college is an English-speaking country with Australian accents. Before that, Chinese schools, English TV shows, and movies are her main learning contexts. English has always been her best subject since she went to school. However, English education in China is test-based so the grades cannot entirely represent her English proficiency. Besides, she is a very introverted person so she is not good at expressing herself orally.

Daisy's language abilities in pragmatics, phonology, grammar, and semantics

The following paragraphs will talk about pragmatics, phonology, grammar and semantics analysis in sequence.

Pragmatics analysis

The conversation for pragmatics analysis was to get to know Daisy's English learning experience, her current life, her English proficiency and hear her use of English. The context was a one-on-one informal conversation via zoom meeting.

Daisy did well in many ways in pragmatics. First of all, she and I had the conversation in the situational context and social context. For example, when I asked her whether there are a lot of international students in her class, I was based on the conversation we had had when she told me

she was going to study in Australia. What's more, in the conversations, I said many times "You know what I'm saying." or "I'm sure you know what I mean." This is because we were in the social context in which we are best friends. I assumed that we were close enough to understand each other without extra explanation. To summarize, in regards to our relationship and topics chosen, the dialogues adhered to the situational and social contexts.

Secondly, she followed Grice's maxims. When I asked her if she has any friends that have already been to the newly-opened Universal Studios in Beijing, she answered me very clearly that she has seen lots of her friends posting the studios' pictures on social media. She not only answered my question but also answered it by providing more information. This followed the maxim of quantity. In the meantime, she answered the question by using the evidence of her friends' photos so she also followed the maxim of quality. Later, I asked her about the price of the Universal Studio compared with Disneyland. She said that they are almost the same and told me the price of one cup of beverage. She adhered to Grice's maxim of relevance. In addition, her answers with the exact examples and evidence made her clearer and avoided obscurity and ambiguity. She was able to answer my questions by first giving me a yes or a no and then telling me the reasons in order which means she followed the maxim of manner.

Finally, other pragmatics skills appeared well in the conversations. First of all, politeness. We started the conversation with greetings and ended it with a polite request and said sorry when we didn't get each other. Thus, politeness and pragmatics' examples of how the conversation is repaired can be found in the conversations. Moreover, some speech acts existed. At the end of our

conversation, she said "Could you pause it for a second?" This question is a polite request. She asked me a question as questioning when she said "How was the cake?" It is interesting to notice that even though the sentences all ended up with question marks, their speech acts were different. Anaphora was also one of the most frequent techniques used in the conversation. For instance, Megatron, a Transformer's robot character, all refer to the same thing we talked about. What's more, "Here" could be regarded as a use of deixis. It better showed me the manicure she referred to. From the perspective of discourse analysis, she put hedges into practice. "I'm not sure how to…". The vagueness of her speech was a representation of hedges

Nevertheless, there are areas for improvement. Firstly, her answer to my questions was a manifestation of lacking the maxim of relation. For instance, when I asked her how could she forget to eat the mooncake, her answer was "During the dinner. So, I. When I came back home, I eat it alone." Her answer was completely off-topic of my question. There were also examples in which she and I were not in the same situational context. Situational context is the general knowledge that a person has of the world (Franco & Galvis, 2013) and general knowledge has been defined as "culturally valued knowledge communicated by a range of non-specialist media"(Basic General Knowledge, n.d.). When I asked her if she will have a vacation on Thanksgiving Day. She didn't know on what date Thanksgiving Holiday is. The reason for lacking this general knowledge is that in China and Australia where she studies, people don't celebrate Thanksgiving. If she were in the United States or Canada, it would be her culturally valued knowledge. As a result, we were not in the same situational context when we had the conversation.

Phonology analysis

The purpose of the conversation before phonology analysis was to get to know Daisy's current life and study plan, hear her English pronunciation and her fluency in English. The context was a one-on-one informal conversation via zoom meeting.

She has some obvious strengths in English pronunciation. The placement of stress of almost all the words is correct. Taking the word "celebrities" for example, when pronouncing it, she automatically changed the stress onto "l" instead of "c" as to how the verb sounds. Moreover, she distinguishes different nasal sounds correctly. For example, /ŋ/ and /n/ are clearly different in her pronunciation. Besides, her speaking speed is relatively slow and due to her clear articulation, I could understand her perfectly.

As for the areas where development is needed, the place of articulation should be considered a priority. For example, /θ/ and /ð/ are dental. She should put her tongue tip behind her upper teeth. For instance, she should pay attention to pronouncing the words "anything", "month", "those" and so on. As for /v/ and /w/, one is bilabials and the other is labiodentals (Yule, 2020). Like the word "novel" in the conversation, /v/ should be bilabials.

Secondly, one of the most common mistakes is the pronunciation of the word "the". She mixed the rule of pronouncing "the". No matter in British accent or American accent, this word can only sound like /ði:/ before a vowel sound or for emphasis (Shrives, n.d.).

Moreover, she needs to get rid of the influence of Mandarin on her vowel pronunciations. For instance, putting /r/ in "famous" and "delicious" naturally is because she speaks Mandarin with a

Beijing accent in which /r/ is widely used. Adding /ə/ at the end of some words is also because of her habit when speaking Mandarin. In Mandarin, the word 的(/də/) is extremely commonly used. So, Daisy put a vowel sound after a consonant a lot unconsciously.

Finally, she lacked coherence and fluency. According to IELTS Speaking Assessment (2015), coherence refers to the logical organization of ideas by using appropriate linking words, parallel structures, and signposts. Fluency refers to the ability to talk without pauses, without repeating things, and without getting stuck and confused. In my opinion, she did a better job on coherence than fluency, but both of them need improvement. There was plenty of repetition of words in the conversations. For example, "I didn't, I didn't, I didn't…" During the whole conversation, there were many pauses as well and sometimes she couldn't finish a whole sentence by not changing away to redescribe it. For instance, the sentence: "Yes. It will end on November. And I will… I will have my last final exam on November…Eh…November eleventh." Besides, her intonation and rhythm also need improvement at the sentence level. When she said sentences, there was no rise or fall and most of her intonations were declarative.

Grammar (morphology and syntax) analysis

The purpose of the conversation before grammar analysis was to get to know Daisy's current study life and summer vacation plan, and analyze her morphological and syntactic ability in English. The conversations were mainly small talks about and they were casual and informal. Besides, I also obtained a prewritten sample. The writing sample is the draft of her presentation whose topic is The Negative Influence of Electronic Devices on Communication. It was presented

in her Business Communication class so it is relatively a formal writing sample. After she passed

her final weeks after the time we had the conversation, I also required an informal writing sample

whose topic is writing a short passage about what she was going to do if she had a million dollars.

Morphologically, she can use derivational morphemes and free morphemes correctly most of

the time. For example, she had the morphological awareness to automatically nominalize words

"engage" and "prefer" into "engagement" and "preference".   Besides, she used pronouns and

morphemes that can stand by themselves as single words (Yule, 2020) completely correctly. What's

more, the MLU of her writing is so much higher than her oral English that I can see that her writing

proficiency is better than her oral. Nevertheless, she always misused the inflectional morphemes

by missing -s to change the singular into the plural and to change the first person into the third.

For instance, she should have added -s to "friend" and "manager" after she said the phrase "one

of". In the formal writing sample, "reduce" should be "reduces" because the subject "it" is a third

person. She also always forgot to add articles. In the speaking sample, "We will still be awake and

which we could have conversation.", she didn't put the definite article before "conversation". In

the sentence "I don't have preference for any major", there should be an indefinite article before

"preference". In the formal written sample, she didn't add a definite article in front of "digital" in

sentence "Because of the use of digital screen…" and an indefinite article before irregular in the

sentence "Depression is one of the mental health risks associated with irregularity in sleep".

In terms of Daisy's syntactic ability, the extent to which the EL shows evidence of standard

usage is excellent. She already has a full understanding of how sentences are composed and she

could speak and write them correctly. However, as for the extent of linking devices, she still needs

to improve it in her oral English because she barely used the linking devices except "and" and

"but". Through analyzing her syntactic ability in her speaking and writing samples, I noticed some

common mistakes. For example, she used "although" and "but" in one sentence at the same time.

This mistake is highly influenced by her L1 because, in mandarin, people add "but" after

"although". It is a set phrase. Besides, she sometimes misused the prepositions. For example, she

should have used "on" instead of "at" before the date; "in" instead of "at" before the city, and

added "with" after "interfere". When it comes to negation, she said "I think he might not". Besides

the wrong tense used, she made a mistake because of the influence of her L1 as well. In English,

if people want to express the negation in their own opinion, they put "not" before "think". For

example, people say "I don't think that is a dog" instead of "I think that is not a dog". On the

contrary, in Mandarin, people put the negation on the exact item they disagree with which means

the second expression in the example makes more sense. As a result, what she was trying to say

was that she doesn't think he is a reporter or a journalist. Nonetheless, her strength is that she could

use various connectives efficiently in her writing. For instance, she used ordinal numerals and

different prepositions to show cause and effect, such as "because of" and "thus". Many complex

clauses can be found as well. She used "It (be) Adj + Infinitive Clauses" such as "It's even hader

to study my compulsory courses", and complex sentences in her writing by combining a dependent

clause with an independent clause and a comparative clause in her writing. If she could improve

the usages of the articles, the fixed collocations of preposition and verb, and diversify the use of

conjunctions of her oral English, she'd have a better syntactic ability.

To sum up, in both her oral and written English, morphologically, her strength is having a clear awareness of using free and derivational morphemes correctly. Plus, in her writing, she could also lengthen her MLU to express more meanings by using sentences with more variety. What needs to be improved in both her oral English and writing is that she should pay more attention to the inflectional morphemes. Remembering to change the plural form of the noun and the correct conjugation of comparative adjectives will help her improve her grammar. Syntactically, her strength in oral English is that she could compose sentences with the correct word order. As for her writing, she could compose more complex sentences with a variety of connectives and clauses. Similarly, her areas needed for improvement are also the same in both speaking and writing. She should distinguish the definite and indefinite articles more clearly and add them properly before nouns.

Semantics analysis

The conversations I pick was from the phonology analysis from line 47 to 97 in the transcript. They were casual conversations about activities in her recent life, her relatives, and her favorite weather.

Generally speaking, general everyday vocabulary was included the most in her speech. First of all, the adequacy of word choice is appropriate. Except for the phrase "serious duration" which she used to describe her uncle's state of illness and "preparing the presentation" for her academic study, and "communication" when she meant to talk to people, other words were all informal and

casual. For instance, "staying at home", "celebrate birthday", "windy and cloudy" are all informal words. The words she applied to our conversations which were also natural and unofficial.

Secondly, the word knowledge was simple and solid-meaning. All the words she used only have solid meanings. Some of the words are compounds. For example, "birthday" is the day of birth. Others are nominalization. For instance, "presentation" is transformed from "present". Hyponymy, conversion, and polysemy can also be found. Flower and rose is an example of a pair of hyponymies. "Novel" can either be used as a noun or an adjective. "body" from "body condition" referred to his uncle's physical condition instead of the middle part of an object.

As for the words as tools, the breadth and depth of her words are relatively good but need improvement. She was already familiar with the communicative functions and syntactic patterns of English. As a result, she could use words with similar meanings as Mandarin. For example, when she used "most serious duration" to describe her uncle's disease, she knew how to describe it in Mandarin so she completely translated it. If she was thinking in English as a native speaker, she would use "terminal" to say the stage of cancer instead of "most serious duration". She used the words directly translated from Mandarin as tools to find a way to give me the information she didn't know how to describe in English. Nevertheless, the breadth of her words was not wide because the words she used were normally the same without substitution. For instance, "small shop", "food shop", "communication" and so on are very basic words with multiple ways to paraphrase. She could have used "stores", "grocery stores" and "talk to" to widen the breadth of words. The depth of her words also has room for improvement. For example, "wish him a healthy

and happy life" could be changed to "wish him to get well soon" given the circumstances. However, she used a lot of collocations and she could tell polysemous meanings mentioned above which proves that she had certain depth in her words.

There were in total 257 words and 128 different words. So, her lexical density was 49.81%. The number of sentences was 25. The average number of words per sentence was 10.3 and the Gunning Fog readability index was 9.40 (High school freshmen 4 years). As it is shown in the statistics, her lexical diversity is at a medium level.

According to Nagy & Townsend (2012), academic words are often abstract and their dictionary entries tend to have multiple explanations. Even though the conversations were informal and casual, the EL still exhibited some features of academic language in her speech. From the perspective of abstractness, some of the words she chose were very academic. For example, "prepare presentation", "online communication" and "body situation" are words that tend to be used more by scholars or professionals. Concerning morphological complexity, except for the nominalizations, I can also find adjectivization such as "windy", "cloudy", and "traditional". Last but not least, she was very good at using sets of phrases. For example, "stay at", "come across", "take pictures", "run away" and "show up".

Daisy has four semantics strengths. First, the adequacy of her word choice is quite appropriate to the scenario. She could tell the formal and informal words and chose which to use in the conversations. Second of all, she could use the words as tools to communicate even though sometimes she was unfamiliar with the authentic English expression. By knowing the

communicative functions and syntactic patterns of English, she could translate Mandarin words to English words to clarify herself. Thirdly, her lexical density was not too low. She used different words about half of the time which was good enough for a 257-word conversation. Finally, she used some academic words in her speech which made her sound more native-like and fluent instead of formal. Nonetheless, she has improvement needs. Primarily, she needs to improve the breadth and depth of her speech. Since she didn't use too many synonyms to replace the same words in the conversations, she had less lexical diversity. Moreover, she also needs to expand her vocabulary breadth and depth and use them as native speakers. Although she found a way to use translated words as tools to communicate with me, I would understand her better and more easily if she could use more various standard English expressions.

Assessment of Daisy's current stage of SLA

I would assess Daisy's stage of second language acquisition in terms of her pragmatics, phonology, grammar, and semantics by using the SOLOM matrix. I would give her comprehension 3' because I could understand most of what is said at slower-than-normal speed with repetition. In our conversations, she was a very slow talker. Even though she also speaks Mandarin very slowly but still faster than her oral English. She repeated herself a lot such as "I, I didn't, I didn't, I..." Fluency 3'. She was frequently interrupted by searching for words and expressions without forcing into silence. For example, I noticed lots of repetition of words in the conversations such as "So I just briefly, briefly, celebrate, celebrate my birthday by..." During the whole conversation, there were many pauses as well and sometimes she couldn't finish a whole sentence by not

changing away to redescribe it. For instance, the sentence: "But its assignments and homework just like lack of… a connect. Lack of… I think I'm lack of some research and connection with these." Vocabulary 4' with respect to semantics skill. She occasionally used inappropriate terms and have to rephrase ideas because of lexical inadequacies. Taking the example from above, she could have said "its assignment and homework are not based on what my knowledge bank has about the researches and connections with them" or other expressions without rephrasing ideas too much. Pronunciation 4'. Since our first language is all Mandarin, I could tell some of her pronunciation mistakes were influenced by L1 such as putting the vowel sound /ə/ after a consonant at the end of the word. However, most of her pronunciations are standard. I would grade Daisy's grammar 4 points on both her speaking and writing based on the SOLOM matrix on behalf of her grammar skill. She occasionally made grammar mistakes that didn't obscure the meanings like when she forgot to change the tenses, plural forms, and so on. I could still understand her.

There are lots of factors that may influence her SLA. The three major factors are her first language, her learning context, and her personality. For instance, Daisy put lots of commonly used sounds in Mandarin such as /r/ and /ə/ in her English pronunciation which negatively influenced her. Besides, I could also notice both British and American accents in her speech because when we were in school in China, our teachers all used the American accent. Since she has been studying in Australia for three years, she pronounced some of the words in a British accent based on what she heard in her current learning context. What's more, because sometimes the grammar of Mandarin does not correspond to the grammar of English, and yet she still uses her L1 as a reference, she

was inclined to adopt some forms she had had on hand in L1 to other structures that fit in or appear similar to them, such as "I think he might not". Moreover, interlingual is another factor. Tense and articles were two commonly made errors in her oral and written English, as the grammar of Mandarin does not provide its users to indicate special events of the time and indefinite articles like "the". Daisy's word selection, such as "serious duration" and missing articles demonstrated a significant transfer of the first language into the second language (Zaid et al., 2017). Plus, since she is a very introverted and cautious person, she doesn't express herself very well orally and she speaks very slowly to make sure that she doesn't say anything wrong. Sometimes she could be so nervous talking in English that she may lose Grice's maxim of relevance. According to Wang (2000), extroverted people have an advantage in dictation. As a result, her personality also plays a big role in her spoken English.

Instructional plan

Takimoto's research (2011) incorporated some fundamental concepts from contemporary SLA literature, such as repetition, practice, and frequency, to provide fresh insights into pragmatics. The common SLA frameworks of noticing and explicit instruction, input processing, and skill acquisition and practice were found to be beneficial in improving pragmatic competence, just as they were for grammar and lexis. Therefore, I would instruct Daisy to play a game in class to practice pragmatics. Since she needs to improve the relevance, I will design a game called irrelevance competition. She and another student will have conversations- one asks a question and the other answers. I will have the two students identify the degrees of relevance in a transcript of

dialogue. After the game, I would summarize what she just learned about relevance through the game with her. In this way, not only can she personally experience what it is like not to be responded with relevance but also conclude the characteristics of relevance to make a deeper impression. According to A. P. (2016), teachers should familiarize their learners with both American and British English and learners should be able to understand both varieties of pronunciation which is totally applicable to Daisy's situation. I will first show her video clips from TV shows or movies from both British and America with the words she mixed the accents included in them. Then I will talk about the differences in accents. I will also ask her to repeat the words after the video in the accent she commonly used which is the American accent. At last, I will let her practice all the words she used to say wrongly to make a story or sentences to read them out loud as output. This method can also apply to practicing fluency, rhythm, and intonation. As for the place of articulation, I will bring a vivid mouth model to class to let her see the tongues placements, monitor her when she practices, and correct her in time. With the presence of native-like samples, product and practice processes, she will improve her phonological ability. As for grammar and semantics, first, I will show her a song whose lyrics include grammar knowledge such as prepositions and articles which she was not good at, or lexical knowledge such as synonyms and polysemy I am going to focus on. I can also use daily conversations in this part. I will make a form of the lyrics and leave the knowledge terms as blanks for her to fill in while listening, and then check the answers with her. This task-based grammar teaching requires me to come up with communicative situations or lexical usages which can guide her into using a specific

grammatical structure or vocabulary (Susanne, 2017). Then I will ask her to discuss what she noticed from the answers and guess what she is going to learn. This is problem-based learning which is an approach that allows students to learn on their own time. It is founded on the idea that learning is more about building knowledge than it is about acquiring it. It involves confronting students with problems from practice which stimulates learning (Karthikeyan, Venkatraj & G, 2009). Finally, I will ask her to use what she just learned to make sentences or do role play as practice. In this way, she could warm up when listening to the music, get the full idea of the knowledge from my instruction, and practice on her own to make sure that she fully understands what she just learned and be able to use it correctly in the future.

Reflection

I have learned a lot from this case study. First of all, I learned that what we used to divide English into four parts- listening, speaking, reading and writing is not enough. Before this case study, when people ask me how do you think of English, I would say it's all about listening, speaking, reading, and writing as a macro grouping. As long as students can develop these four elements, they can acquire the language. Now I know that there's more than these. In every element, there is a variety of linguistic knowledge. This case study showed me how to regard English from a micro perspective. For example, students need at least morphology, syntax, and semantics knowledge to read and write and phonology knowledge to listen and speak.

Secondly, the other takeaway is all the tools for assessment and analysis. In my opinion, MLU and TTR are such good ways to examine students' English proficiency word by word and sentence

by sentence. SOLOM is a general and macro way to assess students' overall level in grammar, vocabulary, comprehension, fluency, and pronunciation.

This case study provides me inspiration for my future teaching. Since my future teaching context is China and more and more schools have canceled the English exams to unburden the students, SOLOM, MLU, and TTR are good tools for me to monitor my students' progress without letting them take exams.

Moreover, I now have a more detailed way to analyze my students and design my curriculum based on the result. Just like what we did in the case study, we first analyze the EL from the perspective of phonology, grammar, semantics, and pragmatics. Furthermore, we have to be more specific such as analyzing the use of intonation, vowels and consonants, nominalization, articles, linking devices, vocabularies' breadth, and depth, Grice's maxims, and contexts, and so on. All of this linguistic knowledge enables me to give my students feedback from every little detail. Then we figure out the strengths and needs of the EL. At last, we come up with class activities and targeted instructions to design the lessons in order to better help the EL. The case study makes me realize that teaching English is not only imparting knowledge but providing students with individualized teaching plans to help them acquire a language little by little.

In a nutshell, the case study gives me a better understanding of English and language and it inspires me to be a better teacher in the future.

References

Basic general knowledge quiz questions and answers. (n.d.). Retrieved December 5, 2021, from https://www.allindiaexams.in/general-knowledge-questions-answers/basic-gk-quiz.

Franco, C. P., & Galvis, H. A. (2013, June 4). *The role of situational context and linguistic ... - scielo*. Retrieved December 5, 2021, from http://www.scielo.org.co/pdf/calj/v15n1/v15n1a6.pdf.

Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, *1*(1), 1-6.

IELTS speaking: Assessment: Fluency and coherence. IELTS in Taiwan and Around the World. (2015, December 10). Retrieved October 13, 2021, from https://ieltsintaiwan.wordpress.com/2015/04/21/ielts-speaking-assessment-fluency-and-coherence/.

Karthikeyan, Venkatraj, & Baskaran, G. (2009). Using Problem Based Learning Technique in Teaching English Grammar. Language in India, 9(10).

Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, *47*(1), 91–108. https://doi.org/10.1002/rrq.011

Niemeier, Susanne. 2017. Task-based grammar teaching of English. Tübingen: Narr Francke Attempto, 264 pp. (2018). *English and American Studies in German*, *8*(1), 60–60. https://doi.org/10.1515/east-2018-0048

Shrives, C. (n.d.). The or thee (pronunciation). The or Thee Pronunciation? Retrieved October 13, 2021, from https://www.grammar-monster.com/easily_confused/the_or_thee_pronunciation.htm.

Taguchi, N. (2011). Teaching pragmatics: Trends and issues. *Annual Review of Applied Linguistics*, *31*, 289–310. https://doi.org/10.1017/s0267190511000018

Xuemei, W. (2000). The Influence of Personality on English Learning [J]. *Foreign Language Education*, *4*(003).

Yule, G. (2020). The study of language. Cambridge University Press.

Zaid, S. B., Rashid, R. A., Azmi, N. J., & Yusri, S. S. (2017). Factors affecting the morphological errors in young ESL learners writing. *International Journal of Academic Research in Progressive Education and Development*,

6(3). https://doi.org/10.6007/ijarped/v6-i3/3165