Capstone ELL Portfolio

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Abstract

This capstone portfolio demonstrates my professional knowledge and practices of serving English language learners (ELL) in international settings. In this portfolio, there are three major sections. In the first section, I will present my philosophy of teaching to state my beliefs of teaching English language learners based upon the theoretical framework that informs my instructional decisions and practices. In the second section, I will provide artifacts in my graduate studies to demonstrate my understanding of the qualities and practices of an effective ELL teacher according to the eight domains of standards for ESL/EFL teachers, including planning, instructing, assessing, identity and context, language proficiency, learning, content, and commitment and professionalism. Each domain consists of my own interpretation of its standard along with one to two artifacts as evidence of my understanding and competence. In the third section, I will offer the implications for future teaching in which I present my reflection of the collection of my work, my visions of applying theories to practices, and questions and directions for my continuous professional development.

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Teaching Philosophy

"English language learners (ELLs) carry a wide range of knowledge to the classroom (Herrera, Perez, & Escamilla, 2010)." Herrera et al.'s (2010) vision of applying multiple learning sources to English language learning and teaching has guided me to value every source of knowledge that maximizes ELLs' potential. More specifically, as an English language teacher who will teach at the secondary level in China, I will provide students with a safe, rich and cooperative learning environment, not only scaffolding for their language development but also preparing them for the 21st century academically and socially. Overall, my teaching philosophy is influenced by Vygotsky's (1978) sociocultural theory, concluding that social interactions contribute to cognitive and language development (Lightbrown & Spada, 2013, p. 118). My decision-making has gradually developed through Brandl's (2008) communicative language teaching, de Jong's (2012) holistic view of bilingualism, Moll's (1992) funds of knowledge, Jiménez's (2010) transnational literacies and a series of research and theories that view language as a valuable resource.

As one of the most influential proponents of the sociocultural theory, Vygotsky (1978) views that "language develops primarily through social interactions (cited in Lightbrown & Spada, 2013, p. 25)". He defines zone of proximal development (ZPD) as the distance between the potential development in which every child can achieve with and without help. Further, to "perform at a higher level", children are in need of an interactive environment (Lightbrown & Spada, 2013, p. 118). In other words, learners are able to co-construct knowledge with "scaffolding, that is, a kind of supportive structure that helps them make the most of knowledge they have and also to acquire new knowledge" (Lightbrown & Spada, 2013, p. 25). Moreover, knowledge acquisition is intricately associated with language development because thoughts are

embedded in speech through social interactions.

Vygotsky's (1978) sociocultural theory is further supported by Brandl's (2008) communicative language teaching in which teachers "promote learning by doing" (Brandl, 2008, p.12). By expressing themselves in real communicative tasks, students are able to practice and internalize language skills. Student-centered instructions, instead of teacher-centered, enable language learners to engage in higher-demanding activities. Brandl's "learning-by-doing" method is aligned to Herrea's (2010) interactive approach, which highly respects learners' interaction with peers and more competent learners, including teachers (Herrera, Perez, & Escamilla, 2010).

Informed by Vygotsky, Brandl and Herrera, I value productive interactions in the classroom. Instead of controlling the discourse in the classroom, I will empower my students to engage in various communications actively in the classroom. I will create a platform in class where they can express them vividly and creatively. To achieve the goal, I plan to begin with giving my students chances to speak out how they feel as ELLs and what difficulties they have met. I will also design a series of high-demanding interactive tasks (e.g. discussions, debates and simulations) that motivate them to express and negotiate meaning.

Because individuals learn through socially meaningful activities, I believe Brandl's (2008) communicative language teaching makes it possible to teach ELLs in real-life situations. Brandl (2008) claims that teachers should expose students to a wide range of authentic materials that connect the learning in the classroom and the need in the real world (Brandl, 2008, p.13). Similarly, Herrera recognizes the importance of authentic resources that allow students to perform beyond the assumed level (Herrera, Perez, & Escamilla, 2010). The merits of teaching for real-life purposes are also shown in vocabulary acquisition that students are generally more

successful at English vocabulary acquisition, comprehension and content knowledge learning when they learn to identify word meanings in context (August & Hakuta, 1997; Herrera & Murry, 2005).

As the sociocultural theory points out, individuals can develop at a higher level with scaffolding. Many scholars regard "scaffolding" as the key to learners' language and academic success and advocate various approaches (Brandl. 2008; Herrera, Perez, & Escamilla, 2010; de Jong, 2012). Apart from authentic purposes and materials, Brandl (2008) encourages the use of visual aids in scaffolding, such as a variety of hands-on approaches. He further recommends the use of different genres of text and multimedia materials as scaffolding, ranging from the use of visuals, audios and videos to technology and the Internet, to make associations with real-world purposes and with students' out-of-school literacy (Brandl, 2008).

Therefore, I will teach my ELLs the purpose of learning in different areas by connecting them to real-life applications. I will also provide them with authentic materials and tasks to prepare them for their future professions through the use of multiliteracies and technology. For example, I will use personal statements to teach writing personal narratives, set up a blog page to practice character traits, or use online sources to practice vocabulary.

Informed by Vygotsky's (1978) sociocultural theory, I am aware of learning sources from the communities outside the classroom. I will scaffold ELLs' learning through the practice of Gay's (2000) culturally responsive teaching. According to Gay (2000), to make learning more meaningful and effective, teachers should connect cultural backgrounds and prior experiences of my culturally and linguistically diverse (CLD) students to their learning. This understanding develops through de Jong's (2012) holistic view of bilingualism and Moll's (1992) funds of knowledge. According to de Jong (2012), social interactions provide learners with various

contexts to "develop their languages according to differential needs for the two languages and/or the different social functions of these languages". (de Jong, 2012, p.49). She introduces the term of communicative repertoire, which "exemplifies the distributive nature of bilingualism, that is, language knowledge depends on the contexts in which each language has been learned" (cited in de Jong, 2012). For instance, learners' use of language at home is different from academic language used in school. Besides, Moll, Amanti, Neff and Gonalez introduce "funds of knowledge", the knowledge and techniques that CLD students have to function in the home or native-language environment (Moll, Amanti, Neff and Gonzalez, 1992).

From Gay, de Jong and Moll, I recognize the importance of respecting and connecting CLD students' cultural and linguistic resources to the classroom settings. Because my potential students all speak Chinese as their first language, it is necessary to bridge the gap between what students value at home or in their community, and what they find it challenging to learn in school. I should understand their background knowledge and modify my curriculum by incorporating funds of knowledge into my curriculum. I will modify my course content according to my Chinese students' backgrounds. Festivals, food, family traditions and other cultural events can all be my topics that initiate students' oral, reading, listening and written practices. I will also touch on global issues because most of my potential students learn English to study abroad or purse a more successful career in a global setting.

To become more familiar with my students' backgrounds, I will create portfolios that include student and family interviews, so I can better learn their literacy experiences and other information that are beneficial for their academic and social accomplishment. According to Vygotsky (1978), the continuous development of individual learners makes it necessary to track their developmental changes from time to time (Lightbrown & Spada, 2013). Thus, this portfolio

also tracks my students' growth for a longer period of time, which also allows them to see the progress. In addition, one of my assignments will be to encourage them to read books of any genre at school and at home. I ask them to write reports in any language they feel comfortable with, e.g. English or drawing, so they can practice understanding of both languages within rich content. Through ongoing assessments in authentic tasks, I will identify their learning needs and provide ongoing feedback to further the achievement.

Moreover, Jimenez's (2010) community literacies have provided me with insights of culturally responsive teaching. I will bring cultural artifacts in communities as culturally relevant texts to connect ELLs' background knowledge to their learning in the classroom (Jimenez and Rose, 2010). The merits of culturally responsive materials are supported in the sociocultural dimension in Thomas' and Collier's prism model in the belief that students construct meaning more successfully through building on their background knowledge according to learners' cognitive and sociocultural development (Herrera, Perez, & Escamilla, 2010).

In conclusion, in my classroom, I will build a cooperative learning environment by designing a wide range of projects. They motivate my ELLs to practice and try out different strategies with adequate support, while they are not overwhelmed by academic and social pressure. To achieve this goal, I will focus on teaching one step at a time and modeling constantly before their trials. I will also embed various authentic materials in content and language learning that relate to their personal life, especially when it comes to vocabulary and grammar learning. I will employ visual aids (e.g. graphic organizers and artifacts), fieldtrips and activities to teach students. The use of multimedia resources will be the core of my English language classes to enhance the language and cognitive development. As the language used online is not the same as academic language, it is critical to introduce online resources to help

students learn and practice different thinking strategies. On the one hand, students are given more chances to discuss their learning more analytically according to the materials they encounter in everyday life.

I believe I should constantly better myself in my teaching career. I ensure the learning process is challenging enough to foster critical thinking, creativity, leadership and other 21st-century skills. I don't serve as a speech maker; instead, I am the teacher who inspires students to think and speak. Only by constantly modifying my instruction regarding students, parents, communities, technology and schools, I will be a true supporter for my students.

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Domain: Planning

Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

Teachers consider various aspects in teaching and learning (e.g. student social and cultural background, prior knowledge and experience, etc.), and modify their plans according to the information for the achievement of academic and language objectives.

Artifact A: 3-Genre (Mini-Unit) Lesson Plans

The series of lesson plans were part of assignments of the course Reading and Learning with Print and New Media in the spring semester of 2014. Originally designed to teach middle-school students in English language arts, this unit plan aimed to help them develop multiple reading strategies through a wide range of genres, including fiction, movie, online literacy and other new media and technology. Meanwhile, these lessons were designed to relate to students' social and cultural backgrounds and to create opportunities to discuss multiple issues according to their background knowledge and new learning experience. My understanding of planning as an important domain of teaching English language learners is incorporated in the series of lesson plans (Artifact A).

It is important not to overwhelm **learners** by having specific **learning** objectives academically and linguistically in one period. The first lesson offers an example by allowing students to focus on two major reading strategies – making predications and connections. Furthermore, in my planning, I make sure that **learners** can achieve their **learning** goals within adequate scaffolding. Particularly, **learners** practice particular **learning** strategies through multiple modalities. For example, in the second lesson, **learners** will analyze character traits

according to a movie clip from Despicable Me 2, and organize their thoughts through graphic organizers and Wordle. As I understand this unit plan was designed to teach six graders who speak Chinese as their first language or who experience diverse cultures at home, movies and graphic organizers are approaches of allowing **learning** to be conducted visually. In this way, English language **learners** are able to fully express themselves and practice their comprehension skills with the help of comprehensible input. Moreover, each lesson plan has a section of student support, which allows me to consider scaffolding strategies when **learners** meet difficulties in the **learning** process. In lesson 1, I plan to pair learners to read aloud if they have difficulties in silent reading.

My understanding of modification for English language learners also manifests in the form of a supportive and interactive **learning environment**. In my planning, I model and think aloud the process before I assign my learners activities. Meanwhile, I am aware of the importance of group work that allows my learners to share their ideas aloud and lower their affective filters. In lesson 1, I model the thinking process of making connections and emphasized the good connection, and asked learners in pair to share, examine and revise their connections after individual work.

For a teacher of English language learners, it is important to modify **curriculum** to meet **learners**' needs. This unit reflects my understanding of curricular modification through my choice of text. I choose Millicent Min, Girl Genius by Lisa Yee for two reasons. First, the genre of fiction is easier to arouse learners' interest and to incorporate more complex reading and comprehension strategies in instruction. Second, as the fiction mainly talks about the life of a Chinese-American girl, it offers opportunities for learners to engage in a more culturally relevant **curriculum** that relates their personal knowledge to the discussion of family, friends and

different cultures. Moreover, the **curriculum** can only achieve learning objectives more successfully if I provide multiple learning approaches. For example, lesson 1 provides students with several approaches of making connections as a reading strategy, including the use of the poster to explain different types of connections, of double-entry, and discussion and reflection of their own predictions.

I understand that the **assessment** of learning should be conducted through an ongoing process by different approaches. By applying various **assessments** continuously, an ELL teacher is able to follow whether **learners** have achieved learning goals and what they need to improve. This is especially effective for learners who have less advanced English abilities because different **assessment** tools and methods enable individual **learners** to express their comprehension skills without language barriers. For example, I design a pre-**assessment** in lesson 1 to assess my learners' prior knowledge of the predicting strategy by reading pictures. I also design a sharing activity within graphic organizers that allowed me to assess students' practice of making connection during class. At the end of the class, an exit slip is designed to assess students what they have learned about making connections. As a matter of fact, each lesson provides informal **assessments** during the whole class period, so I can follow my learners' learning progress constantly.

3-Genre Lesson (Mini-Unit) Plans

Millicent Min, Girl Genius

ENED 3400   Reading & Learning with Print & New Media

By Hanyi Tan

Lesson introduction and Rationale

The central text of this series of lessons is a fiction - *Millicent Min, Girl Genius* – written by Lisa Yee. It is a story of a genius Chinese-American girl Millicent Min, who learn to play volleyball, tutor her enemy, and try to make friends in a summer. The fiction's character development is excellent and relationships between families and friends are well-written.

Because this fiction is easy for middle school students to enjoy, it will be an excellent text to teach students multiple reading strategies, including making connections, predictions, inferences, summaries, etc. Since the author creates such vivid characters, character analysis would be a perfect topic for students to enhance reading comprehension of literature. Besides, since this fiction is attractive for middle school students to read, I plan to integrate more technologies in this mini-lesson; so students can learn online literacy within various genres. Thus, I also integrate the movie *Despicable Me 2* to teach students to analyze character traits, and to read in a website context by discussing parenting/relationships to family members.

This mini unit is designed into three 100-minute sessions in a reflection of metacognitive awareness and reading interest. My purpose of this mini unit is to encourage students of intermediate reading level to be interested in what they read and begin thinking more about various issues in the text more deeply.

Millicent Min, Girl Genius Lesson 1

Estimated Time: 100 minutes
Grade: 6
Subject: English Language Arts
Organization of Student Learning: individual → class → individual → pair → class → pair → individual
Instructional Context (Rationale):

This lesson plan will mainly focus on two reading strategies – making predictions and connections. Students will have the opportunity to make predictions of the fiction *Millicent Min, Girl Genius* based on Millicent Min's resume and the book cover. Furthermore, the lesson continues with teaching students to make connections by using the Double-Entry Journal. In addition, there will be repeated opportunities of teachers' modeling and students' practicing. One main goal of this lesson is to teach students to practice the Double-Entry Journal and to use the connection skills constantly in future independent reading. This lesson is based on both the non-print text (*Despicable Me 2*) and the print text (*Millicent Min, Girl Genius*).

OBJECTIVES:	STANDARD:	ASSESSMENT
Students will start to learn characters and plots of *Millicent Min, Girl Genius* by using the reasume, book cover and selected text, particularly with application of comprehension strategies of making predictions and connections.	CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	MACROBUTTON HTMLDire Formative MACROBUTTON HTMLDire Summative - As a class, students will make and examine predictions of the fiction by discussing specific questions. - Students will read pp.4-22 as homework/assignments and practice making connections by using the Double-Entry Journal.
Students will analyze how making connections enhances their reading comprehension of *Millicent Min, Girl Genius*.	CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	MACROBUTTON HTMLDire Formative MACROBUTTON HTMLDire Summative - Students will create a written reflection that explains one example in the text specifically how they make connections and how the connections

	CCSS.ELA-LITERACY.SL.6.1 A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	enhance their reading comprehension.

Instructional Strategies and Learning Tasks (Procedures & Timelines)

TIME	STUDENT ACTIONS	TEACHER ACTIONS
10 minutes	*Pre-Reading Activity:* - Students will read a resume page. - While reading, they will respond to the following questions independently: What is the person's name in this resume? What does the person look like? If the person is your classmate, how would you get along with the person? What other comments do you have about the person?	*Pre-Reading Activity:* - Pass out copies of a resume page of Millicent Min. - Ask students to read a resume page. - While reading, ask students to think about the questions: What is the person's name in this resume? What does the person look like? If the person is your classmate, how would you get along with the person? What other comments do you have about the person? - Walk around, observe students in independent work, answer questions
10 minutes	*Pre-Reading Activity:* - As a class, students will share their ideas from the resume task.	*Pre-Reading Activity:* - Ask students to share their response to these questions and comment on their peers' answers (whether they have the same feelings or have different ideas).
2 minutes	*Pre-Reading Activity:* - Students will learn the title of the book *Millicent Min, Girl Genius*, and see the cover on the overhead projector. - As a class, students will discuss the question: Do we need to alter resume	*Pre-Reading Activity:* - Introduce the book *Millicent Min, Girl Genius*, and tell students that this novel is about Millicent Min, a girl of genius. - Show the book cover on the overhead projector. Ask students to respond to the question:

	predictions based on the "new" information we have learned by seeing the cover?	Do we need to alter resume predictions based on the "new" information we have learned by seeing the cover?
15 minutes	***Making Connections:*** - Students will have copies of first three chapters of *Millicent Min, Girl Genius*(pp.1-22) and of the Double-Entry Journal. - Students will learn how to use the Double-Entry Journal. - Students will observe the modeling.	***Making Connections:*** - Pass out copies of first three chapters (pp.1-22) of *Millicent Min, Girl Genius* and of the worksheet of Double-Entry Journal. Explain to students that good readers make different kinds of connections to readings. Explain to students that they will make connections to the story and characters by using the Double-Entry Journal. - On the white board, display *Making Connections Poster*. Explain to students that there are three types of connections – text to self, text to world, and text to text. Explain each type. - On the projector, display a blank copy of the Double-Entry Journal and demonstrate how to use this technique. Explain to students that they should choose and write down a quote from the text they can react to and the page number in the first column. Then they should write their connections in the second column. - On the projector, display the first two paragraphs and model the process by using the Double-Entry Journal.
10 minutes	***Making Connections:*** - Students will read the first three pages of the first chapter silently and fill out the Double-Entry Journal (making and defining connections).	***Making Connections:*** - Ask students to read the first three pages of the first chapter of the novel silently. Ask students to make connections to the text and write them down on the Double-Entry Journal. In the second column, ask students to start every sentence with "This is like …" or "This reminds me

		of …", and then categorize their connections. - Observe students in independent work. (If students have difficulty making connections, help them by using their background knowledge.)
5 minutes	***Making Connections:*** - Students will share their connections aloud with their partners.	***Making Connections:*** - Pair students to share their connections aloud. - Observe students engage in pair-share activity.
10 minutes	***Making Connections:*** - As a class, students will share their connections aloud by explaining: What did you quote from the text? What connections did you make? Did it help you understand your reading? How? How did taking to your partner help?	***Making Connections:*** - As a class, invite volunteers to share some of their connections. Ask them to explain: What did you quote from the text? What connections did you make? Did it help you understand your reading? Why or why not? How did taking to your partner help? - Record their response on the blank copy of the Double-Entry Journal on the overhead projector and other comments on white board.
15 minutes	***Making Connections:*** - Students will learn what kinds of connections are good for their comprehension.	***Making Connections:*** - Explain to students that only good connections helps reading comprehension. - On the projector, show students with two examples of connections: Quote: "Unfortunately, this label seems to precede me wherever I go." Strong connections: This reminds of my experience of being called something I didn't like by my peers. I was not happy about that. I can imagine Millie's sadness. Weak connections: Millie thinks it is unfortunate. So do I. - Model the thinking process again by using one paragraph.

		Emphasize the good connections.
5 minutes	**Making Connections:** - As a class, students will examine and revise the previous connections on the projector.	**Making Connections:** - Invite volunteers to examine and revise the previous connections on the projector.
7 minutes	**Making Connections:** - Students will examine and revise their previous connections with their partners.	**Making Connections:** - In the same pairs, ask students to examine their connections and revise their weak connections.
10 minutes	**Closure:** - Exit Tickets: Students will write a reflection that addresses the following issue: Choose one connection and explain specifically - why it is a strong connection and how it helped your understanding of your reading.	**Making Connections:** - Exit Tickets: Ask students to write a reflection that addresses the following issue: - Choose one connection and explain specifically - why it is a strong connection and how it helped your understanding of your reading.
Homework/Assignment: - Read pp. 4-22. - Practice making connections by using the Double-Entry Journal.		

Student Supports
- Strategies and Scaffolds in this Lesson:

Making Predictions: In this lesson, students will practice their prediction skills as a pre-reading activity in the whole class. The pre-reading activity also includes examining and revising the predictions as new information appears.

Making Connections: In this lesson, students will mainly practice connection skills, know three types of connections, and understand strong connections.

Scaffolds: This lesson scaffolds students by predicting the fiction based on the resume and book cover, and by providing the Double-Entry Journal as practicing their connection skills.
- Student Misconceptions and Possible Alternatives

Students may have difficulty understanding text-to-world. Provide specific examples that connect to their personal experience.
- Additional Supports:

If ELLs and some struggling readers have difficulty reading the text silently, I would pair students and ask them to read aloud. One good reader will be paired with them, so these struggling readers can receive support from peer collaboration.

Materials and Resources:
- Teacher: The text - *Millicent Min, Girl Genius*; Copy of the resume page of Millicent Min from *Millicent Min, Girl Genius*; the worksheet of the Double-Entry Journal; Copy of *Making Connections Poster*; White Board; Dry Erase Markers; Overhead Projector.
- Students: the worksheet of the Double-Entry Journal; Copy of first three chapters (pp.1-22) of *Millicent Min, Girl Genius*; Pencil/Pen.

Double-Entry Journals

Name: _____   Date: _____

Direct quote and page number   It is like …/ This reminds me of …

1.   1.

2.   2.

3.   3.

4.   4.

5.   5.

6.   6.

7.   7.
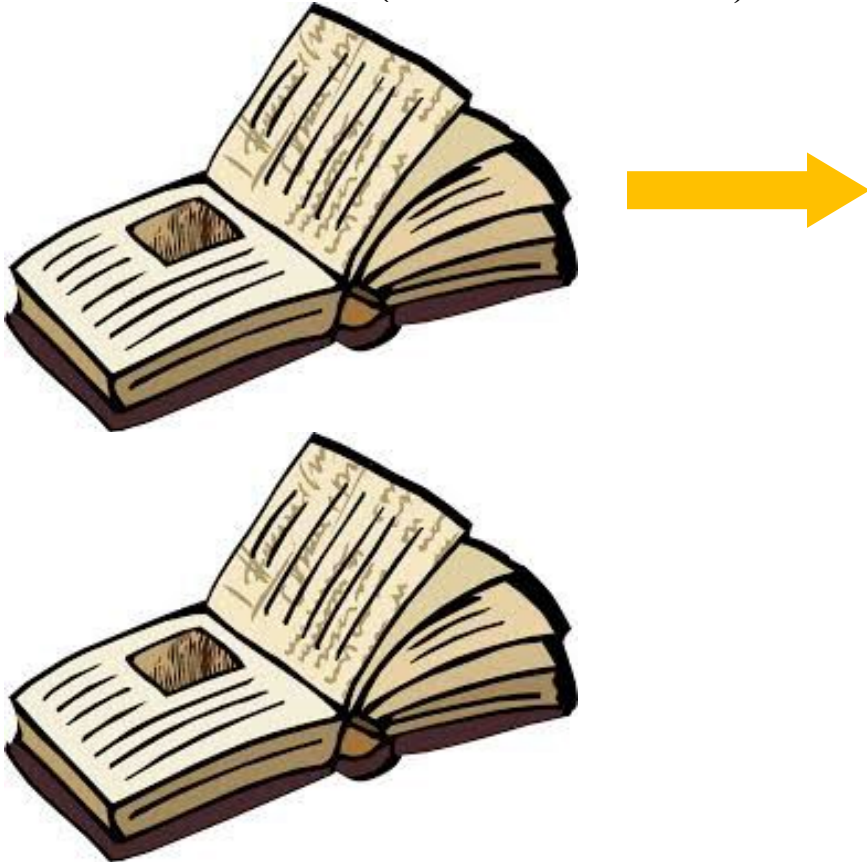
Making Connections Poster

Text to self: Connections between the text and the reader's experiences and memories.

Text to world: Connections that readers make between the text and what he knows about the world (facts and information).

Text to text: Connections the reader makes between two or more types of texts.

Millicent Min, Girl Genius Lesson 2

Estimated Time: 100 minutes
Grade: 6
Subject: English Language Arts
Organization of Student Learning: class → individual → class → group → class → group → individual

Instructional Context (Rationale):

    This lesson plan will mainly teach students to analyze character traits. Students will learn the knowledge of character traits. Then they will have the opportunity to access to a movie – *Despicable Me 2* – and analyze character traits. Furthermore, the lesson continues with more practice based on the central text – Millicent Min, Girl Genius, specifically pp.1-22 that they read as homework/assignments. In addition, students will be supported with lots of discussion and reading logs of character traits. One main goal of this lesson is to teach students to analyze character traits in different genres. Students will also have the opportunity to produce a writing that shows a character's traits.

OBJECTIVES:	STANDARD:	ASSESSMENT
Students will apply the understanding of character traits by describing character traits and supporting within characters' action in the text.	CCSS.ELA-LITERACY.RL.6.11 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA- LITERACY.SL. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	MACROBUTTON HTMLDire Formative MACROBUTTON HTMLDire Summative - Students will discuss in groups and as a class to analyze character traits in the movie and the text.
Students will create written production of how character traits contribute to understanding of the story.	CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	MACROBUTTON HTMLDire Formative MACROBUTTON HTMLDire Summative - Students will write a paragraph to address the importance of learning character traits as a reader.
Students will learn vocabulary of character traits.	CCSS.ELA-LITERACY.L.6.4 Use context (e.g., the overall meaning of a sentence or	MACROBUTTON HTMLDire Formative MACROBUTTON HTMLDire Summative

	paragraph; a word's position or function in a sentence) as a clue of the meaning of a word or phrase.	- Students will connect evidence to character traits, thus understanding these words based on text information.

Instructional Strategies and Learning Tasks (Procedures & Timelines)

TIME	STUDENT ACTIONS	TEACHER ACTIONS
10 minutes	*Pre-Reading Activity:* - As a class, students will learn the definition of character traits and list some traits they know. - As a class, students will discuss whether the listed words are traits.	*Pre-Reading Activity* - Explain to students that we have learned the story of Millicent Min in the former lesson and we will analyze characters' traits in *Millicent Min, Girl Genius*. Explain to students that a character trait is the way a person or a character in a book act and a character trait must be an adjective. - Ask students to list all character traits they know. On a white board, record all of their response. - Ask students to discuss if there are some adjectives that only show emotions rather than traits.
10 minutes	*Pre-Reading Activity:* - Students will have the handout of Adjectives of Character Traits Sheet. - Students will analyze 2 of their personal traits with their partners.	*Pre-Reading Activity:* - Pass out handouts Adjectives of Character Traits Sheet. Identify and explain new words. - Model a self-analysis by using words on the handout. Use sentences like "I am persistent because I have kept jogging for 4 years". - Pair students to tell their partners 2 traits and analyze them.
15 minutes	**Identifying Character Traits:** - Students will observe teacher's modeling of analyzing character traits by using Character Traits Chart 1. - Students will watch video clips of *Despicable Me 2*. - Students will learn how to use Wordle.	**Identifying Character Traits:** - Explain to students that they will go deeper to analyze characters and provide evidence that helps them infer and make conclusions about character's traits based on what the characters think, see, say, feel and do. - On the white board, display

		Character Traits Chart 1. - Show video clips of *Despicable Me 2*. - Model analyzing Gru's character traits by using the Character Traits Chart. - Model how to use Wordle.
20 minutes	**Identifying Character Traits:** - In small groups of 4 students, discuss character traits of Agnes and Minions by using Character Traits Chart 1. - Students will create a Wordle to show the 10 personal traits that best describe them and provide some reasons. -	**Identifying Character Traits:** - In small groups of 4 students, ask them to analyze Agnes' and Minions' by using Character Traits Chart 1. - Ask students to make a Wordle by placing all traits of a character. - Observe students' work in small groups; walk around; answer questions
8 minutes	**Identifying Character Traits:** - 2 volunteers will share their group charts and Wordle as a class.	**Identifying Character Traits:** - Ask 2 volunteers to share their group discussion, Wordle and charts aloud as a class.
7 minutes	**Connecting to *Millicent Min, Girl Genius*:** - Students will observe the thinking process again.	**Connecting to *Millicent Min, Girl Genius*:** - Tell students that we will now analyze character traits in the novel. - Pass out Character Traits Chart 2. - On the white board, display a blank poster of Character Traits Chart 2. - Model the thinking process again by using Character Traits Chart 2 based on pp.1-22.
20 minutes	**Connecting to *Millicent Min, Girl Genius*:** - In small groups of 4 students, students will discuss character traits of Millicent Min based on pp.1-22, and fill out the Character Traits Chart 2.	**Connecting to *Millicent Min, Girl Genius*:** - In small groups of 4 students, ask them to analyze Millicent Min's character traits based on pp.1-22 by using Character Traits Chart 2.
10 minutes	**Closure:** - Exit tickets: Each student will write a paragraph to address two questions: What is the one thing you have	**Closure:** - Exit tickets: Ask each student to write a paragraph to address two questions: What is the one thing you have

	learned about character traits today? Why is it important to learn character traits as a reader?	learned about character traits today? Why is it important to learn character traits as a reader?
Homework/Assignment: - Choosing two remaining characters and fill out Character Traits Chart 2. - Writing a short diary (2 – 3 paragraphs) from the perspective of the one of two characters you choose. Remember to show character traits in the diary. Read pp.23-37. Continue practicing and revising Character Traits Chart 2.		

Student Supports
- Strategies and Scaffolds in this Lesson:

Making Connections: In this lesson, students will continue to practice connection skills while specifically connecting to characters.

Making inferences: In this lesson, students will have the opportunity to practice making inference while identifying character traits.

Scaffolds: If students have difficulty analyzing Minions, help students focus on Minions's facial expressions and body languages. If students have trouble distinguishing character traits, sample some words, explain the differences, and have small distinguishing activities.
- Student Misconceptions and Possible Alternatives

If students have difficulty distinguishing traits and emotions, add a mini lesson.
- Additional Supports:

If ELLs are majority of the class, change to a cartoon movie that is popular in China (e.g. *Plesant Goat and Big Big Wolf*).

Materials and Resources:
- Teacher: The text - *Millicent Min, Girl Genius*; Video clips of *Despicable Me 2*; Copy of the worksheet of Character Traits Chart 1 & 2; Copy of Adjectives of Character Traits Sheet; White Board; Dry Erase Markers; Overhead Projector; Access to computers and the Internet.
- Students: Copy of the worksheet of Character Traits Chart 1 & 2; Copy of Adjectives of Character Traits Sheet; Copy of pp.1-37 of *Millicent Min, Girl Genius*; Pencil/Pen, Access to computers and the Internet.

Character Traits Chart 1

Name: _____   Date: _____

Character:

I SAY

I SEE

I FEEL

I THINK

Character Traits
_____ (Character's Name) is:

I DO

Character Traits Chart 2

Name: _____   Date: _____

Character's Name: _____

Traits	Actions (Sees, Says, Feels, Thinks, Does) in the Text (page number)	Similar or Different to Self

Millicent Min, Girl Genius Lesson 3

Estimated Time: 100 minutes
Grade: 6
Subject: English Language Arts
Organization of Student Learning: individual → class → pair → class → individual
Instructional Context (Rationale):

This lesson plan will extend to teaching online literacy. It involves more creative and independent work. The topic is related to parenting in the text. This lesson will give students an opportunity to explore the Tiger Mother's website to search for relative information and make connections to self. Students will make a presentation about their findings and write an e-mail as a reader to express their opinions of reading.

OBJECTIVES:	STANDARD:	ASSESSMENT
Students will understand, summarize and think about Amy Chua's ideas of raising children by exploring the website.	CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS. ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. CCSS. ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	MACROBUTTON HTMLDire Formative MACROBUTTON HTMLDire Summative Students will make oral presentations about their findings as a class. Students will summarize Amy's ideas of raising children and present related sources (videos, excerpts, author's family pictures, Facebook) on the website.
Students will apply their understanding of Amy Chua's parenting ideas to create a series of written production.	CCSS. ELA-LITERACY.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. CCSS. ELA-LITERACY.W.6.9	MACROBUTTON HTMLDire Formative MACROBUTTON HTMLDire Summative Students will write e-mails to Amy Chua to express their feelings of her raising children. Students will write a dairy to

	Draw evidence from literary or informational texts to support analysis, reflection, and research.	express feelings of Amy Chua's ways of raising children from the perspective of Millicent Min.

Instructional Strategies and Learning Tasks (Procedures & Timelines)

TIME	STUDENT ACTIONS	TEACHER ACTIONS
5 minutes	***Pre-Reading Activity:*** - Students will free-write a paragraph to illustrate what they know, feel and think about Millie's mother.	***Pre-Reading Activity:*** - Review the previous reading. Ask students to free-write what they know, feel and think about Millie's mother (one paragraph).
10 minutes	***Battle Hymm of the Tiger Mother*:** - As a class, students will make predictions of *Battle Hymm of the Tiger Mother* and discuss the following questions: What is the book's title? What do you know from the book title and cover? Does the title express a point of view? What do you want to learn from the book? What do you think you will read about?	***Battle Hymm of the Tiger Mother*:** - Tell students that they will learn how another mother teaches her children. - On the projector, display the book title and cover of *Battle Hymm of the Tiger Mother*. - As a class, ask students to discuss the following questions: What is the book's title? What do you know from the book title and cover? Does the title express a point of view? What do you want to learn from the book? What do you think you will read about? - Record students' answers on the white board.
10 minutes	***Battle Hymm of the Tiger Mother*:** - As a class, students will brainstorm possible related sources they can look for on the website.	***Battle Hymm of the Tiger Mother*:** - Pair students. Explain to students that they will explore the author's website (http://amychua.com/). - Emphasize that the reading purpose is to find out Amy Chua's attitudes to raising children. - While exploring, ask students to address the following questions: Introduce Amy Chua (personal information, family members, characteristics, etc.) How did she educate her children? Explain the events or other pieces

		of evidence you cite and the way you find the information online. What is her general view of raising children? Cite evidence online and explain the way that you find it. Is it the same as your prediction? What information has changed your prediction? - Explain to students that they should try to find words that are most related to their topics instead of other ideas. Ask students to find at least 5 sources to support their ideas. Ask students to think aloud while searching. - Explaining specific search makes it effective to locate your results. Ask students to brainstorm possible related sources they can look for on the website. - Model the searching process by emphasizing on locating key words for searching.
40 minutes	**Battle Hymm of the Tiger Mother:** - Students will explore the website (http://amychua.com/) and address the following questions: Introduce Amy Chua (personal information, family members, characteristics, etc.) How did she educate her children? Explain the events or other pieces of evidence you cite and the way you find the information online. What is her general view of raising children? Cite evidence online and explain the way that you find it. Is it the same as your prediction? What information has changed your prediction?	**Battle Hymm of the Tiger Mother:** - Pair students to search the website and discuss the addressed questions. - Walk around, observe students' work; answer questions
15 minutes	**Battle Hymm of the Tiger Mother:** - Volunteers will present their findings as a class.	**Battle Hymm of the Tiger Mother:** - As a class, invite volunteers to make an oral presentation of their ideas. - Emphasize that students should

		explain how they find the information and how the information can support their answers to questions. - If students mix their personal feelings, emphasize that they should first summarize the author's point of view and help them identify the differences.
10 minutes	***Battle Hymm of the Tiger Mother:*** - As a class, students will share their personal feelings about the author's point of view.	***Battle Hymm of the Tiger Mother:*** - As a class, invite volunteers to make connections to self: How would you feel if your mother were Amy Chua?
	Closure: - Ask each student to write an email to Amy Chua. Express their ideas of her ideas of teaching children.	***Closure:*** - Ask each student to write an email to Amy Chua by expressing their ideas of her attitudes to raising children. Emphasize that students should use information they find on the website and express their thoughts. Emphasize that they need to consider they are writing to the author.
Homework/Assignment: Ask students to re-read pp.1-37. Write a dairy to express feelings of Amy Chua's ways of raising children from the perspective of Millicent Min. Emphasize students that they should consider Millie's character traits.		

Student Supports
- Strategies and Scaffolds in this Lesson:
   Making Predictions, Connections, & Inferences: In this lesson, students will continue practicing these reading strategies within an online text.
   Scaffolds: If students have difficulty making presentations, provide an extra graphic organizer and share aloud the graphic organizer instead.
- Student Misconceptions and Possible Alternatives
   If students have difficulty distinguishing traits and emotions, add a mini lesson.
- Additional Supports:
   If ELLs are majority of the class, ask students to search in Chinese search engine. However, modeling needs modification that addresses specifically how to choose key words to increase searching efficiency.

Materials and Resources:
- Teacher: The text - *Millicent Min, Girl Genius*; White Board; Dry Erase Markers; Overhead Projector; Access to computers and the Internet.

- Students: Copy of pp.1-37 of *Millicent Min, Girl Genius*; Pencil/Pen, Access to computers and the Internet.

Domain: Instructing

Standard 2: Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

Teachers create interactive learning environments to be effective and helpful enough for learners to be motivated to achieve learning goals.

Artifact B: Moving to a New Place Lesson Plan

This was an assignment of the course Teaching Second Language Literacy in the spring of 2014. I designed this lesson to teach Chinese-speaking English language learners who might experience moving to a new environment. The text, in the year of the Boar and Jackie Robinson by Bette Bao Lord, tells a story of a young girl who left China for a new life in Brooklyn, New York City. This lesson plan provides an example of my understanding of culturally relevant instruction. As I also tried out the introductory activity in front of my peers, it offers me an opportunity to reflect upon my instruction whether it was supportive enough to arouse learners' interest and achieve learning goals.

Artifact C: Writing a Friendly Letter Lesson Plan

This lesson plan was assigned in the practicum of Methods and Materials for ELL Education in the spring of 2015. It asked me to plan a SIOP lesson for literacy to teach in my practicum classroom at McMurray Middle school in Nashville. In the ELL pull-out classroom, there were 27 sixth-graders who spoke 8 different first languages. The previous state test placed all of them at level-1 English proficiency. On a Tuesday morning, I taught the lesson of writing a friendly letter for an hour and 20 minutes. The lesson proves that I take multiple theoretical factors of culturally relevant instruction into account.

To make instruction more meaningful to **learners**, it is important to achieve **learning** objectives for real-life purposes. Therefore, it is necessary to become familiar with **learners**' social and cultural backgrounds to learn what they need to learn. For example, the reason why I chose writing letters (Artifact C) is that many of my students were refugees who had a lot of friends and family members still living in other countries. Plus, the Internet was not as accessible as expected. Thus, writing letters not only serve as **learning** as writing a new genre, but also a real-life purpose to communicate with **learners**' families and friends.

Furthermore, the cultural connection also enables learners to enjoy a supportive and interactive **learning environment**. Moreover, I applied many scaffolding strategies, such as visual aids, in instruction. When teaching Moving to a New Place (Artifact B), the vocabulary of Chinese Zodiac is provided by Chinese, English, and represented animals, so learners could learn words through more than one way. In the Writing a Friendly Letter lesson (Artifact C), I created a cut-and-glue game to engage them in learning the format of letters. In the classroom, **learners** were all engaged in the activities and willing to help their peers. I also asked **learners** to do choral reading with the text for the purpose of exposing my learners to a rich language **learning environment**.

The design of **curriculum** was more beneficial to **learners** when it concerns their individually valued prior knowledge and personal experience. For example, the intention of connecting to learners' personal experiences was achieved by choosing the text that allowed learners to share their personal experience of moving to a new country or a new place, as was shown in the introductory activity (Artifact B). In the other lesson (Artifact C), I chose a children's book that characters from fairy tales write letters to their friends, because students just finished a unit of fairy tales. Moreover, it intrigued learners' interest to learn more about the text

in depth.

Authentic **assessment** measures should be incorporated as a part of instruction. Multiple approaches were provided to assess learners' specific language and content knowledge. For example, the prediction of vocabulary was conducted orally as a pre-**assessment**. The **assessments** of comparison and contrast went on during the instructional process, for example, the activity of the online Venn diagram, group discussions using vocabulary of comparison and contrast and also the writing as the exit ticket.

Lesson Name: Moving to a New Place
Lesson Introduction and Rationale:

The core text of this lesson is *In the Year of the Boar and Jackie Robinson* by Bette Bao Lord. It tells a story of a young girl - Shirley Temple Wong. She leaves China for a new life with her parents in Brooklyn, New York City. She is the only one who doesn't know how to speak English in her new school, having to face discrimination and prejudice while fitting into a new society. This text provides an opportunity for Chinese ELLs to make a personal connection with Shirley because they probably share similar immigrant experiences. The story happens in 1947, when Jackie Robinson breaks the baseball color line. Therefore, the text helps students to learn how to maintain home country's cultural identities while accepting new ones, and understand how to face discrimination. In this lesson, I will start teaching the fiction, which initiates students' interests in reading the fiction and better prepare for understanding more complicated issues.

Estimated Time: 3 50-minute sessions
Grade/Subject: 6th grade/ English Language Arts
Organization of Student Learning:
Instruction Context (Rationale):

Chinese ELLs (at or above intermediate level) are the majority of the class. Ideally, the class includes no more than 16 students. In this lesson, students will learn new vocabulary, practice reading comprehension strategies (e.g. make predictions, etc.), and learn to compare and contrast. This lesson is based on Chapter 1 and 2.

Objectives:
Content Objectives:
SWBAT understand the meaning of Chinese Zodiac.
SWRAT know Jackie Robinson and his major achievements.
SWBAT compare and contrast Chungking and Brooklyn.
Language Objectives:
SWBAT apply the comprehension strategy of making predictions.
SWBAT learn key vocabulary in Chapter 1 and 2.
SWBAT produce oral and written work of comparison and contrast in Chungking and Brooklyn, and what they read from Chapter 1-4 and what they predicted.
SWBAT participate in discussions of vocabulary prediction activities and present their results orally.
Instructional Strategies and Learning Tasks
Session One – Building Background Knowledge
Introductory Activities
1. (10 minutes) As a class, begin the session by discussing the following questions:
Have you moved to a new place (e.g. a city, a school, etc.)?
Did you miss your old places?
Did you have any difficulties in the new place (e.g. no friends, new languages, etc.)?
What did you do to fit in the new place?
After the discussion, tell students that we will read a story of a young Chinese girl – Shirley Temple Wong - who moves to Brooklyn, New York City in 1947 and faces many challenges.
Lesson Activities
2. (5 minutes) On the projector, present the title of the book. As a class, assess students' prior knowledge by discussing the following questions:

What is the meaning of the year of the Boar?

Who is Jackie Robinson? Is he famous? What is he famous for?

3. (15 minutes) Provide further background knowledge, based on students' prior knowledge. If students have little knowledge of the year of the Boar, explain to students the meaning of the Chinese Zodiac. The Chinese Zodiac, popular in China and other East Asian countries, is a 12-year cycle. Each year is represented by an animal. On the projector, present pictures of 12 animals and their Chinese and English names. Ask the whole class to read them aloud in Chinese and English. Explain to students that the story happens in 1947, which is the year of the Boar. If students have little knowledge of Jackie Robinson, play an excerpt of *The Jackie Robinson Story* (http://www.youtube.com/watch?v=gNm-UlJmKUg). As a class, invite volunteers to answer the above questions (Who is Jackie Robinson? Is he famous? What is he famous for?).

4. (5 minutes) As a class, ask students to make predictions based on their prior and background knowledge:

What challenges might Shirley face in Brooklyn?

Will Shirley be successful in overcoming her challenges?

What is the connection between the year of the Boar and Jackie Robinson?

On a blank poster, record students' predictions.

5. (15 minutes) Closure: Before reading, pass out copies of *Vocabulary Worksheet* from Chapter 1 and 2 (see Appendix 1). First, ask students to individually read the new words in the first column and write their guesses of these words' meanings in the second column. Second, in small groups of 4 students, ask them to discuss their guesses and modify them.

(5-minute break)

Session Two – Learning Key Vocabulary
Introductory Activities
1. (8 minutes) Ask one member of each group to share their predictions of key vocabulary (each students share 5 words' guesses).
Lesson Activities
2. (25 minutes) Ask students to read Chapter 1 and 2 while listening to the audiobook (http://www.audiobooks.com/audiobook/in-the-year-of-the-boar-and-jackie-robinson/133175). During reading, ask students to find the words in the text and mark them. After listening to the audiobook, ask students to modify their guesses of meaning based on what they read and write them in the third column.
3. (5 minutes) After the reading, in the same group, students discuss their modified meanings and write them in the fourth column.
4. (7 minutes) As a class, direct students to write the correct definition based on the meaning in the fifth column.
5. (5 minutes) Closure: As a class, ask another student of each group to reflect on the differences among several guesses and final definitions.

(5-minute break)

Session Three – Compare & Contrast
Introductory Activities

1. (5 minutes) In a small group of 4, ask students to search locations and pictures of Chungking, China and Brooklyn, New York City. Provide online access and related links (e.g. http://www.scsca.org/, http://www.brooklyn.net/, https://www.google.com/maps/preview, etc.).
2. (5 minutes) As a class, invite volunteers to share their findings.
Tell students that there are some similarities and many differences between Shirley's home in Chungking, China and Brooklyn, New York.
   Lesson Activities
3. (5 minutes) Introduce the online Venn diagram (http://www.readwritethink.org/files/resources/interactives/venn_diagrams/). Explain to students what Venn diagram is and how to use it. (5 minutes)
4. (23 minutes) In a small group of 4, ask students to compare and contrast Chungking and Brooklyn. On the projector, provide a list that students can consider: landscape, vehicles, home life, structures, activities, attitudes, people, manners, family, etc. In small groups, ask students: Compare and contrast Chungking and Brooklyn by using the online Venn diagram.
Pass out student copies of *Compare & Contrast* (see Appendix 2). After finishing the diagram, ask students to practice the similarities and differences by using the words and structures on *Compare & Contrast*.
5. (12 minutes) As a class, ask one member of each group to share their online diagram by summarizing one similarity and two differences, using the worksheet of *Compare & Contrast*.
6. Closure: Ask each students to write a paragraph of comparison and contrast of Chungking and Brooklyn, including one similarity and three differences (write at least one difference that is presented by other groups). (10 minutes)
Homework/Assignments:
Ask students to read Chapter 3-4. Ask students to (1) use the Vocabulary Worksheet to learn vocabulary (If necessary, provide printed or online dictionaries.); and (2) write a paragraph of comparison and contrast of what you learn from Chapter 1-4 and your initial predictions.

Materials and Resources
Teacher: book of *In the Year of the Boar and Jackie Robinson* by Bette Bao Lord; the worksheet of *Vocabulary Worksheet*; the worksheet of *Compare and Contrast*; online materials listed in *Instructional Strategies and Learning Tasks*; access to computers and the Internet; markers; a white board; a blank poster; an overhead projector
Students: student copies of *In the Year of the Boar and Jackie Robinson* by Bette Bao Lord; student copies of *Vocabulary Worksheet*; student copies of *Compare and Contrast*; online materials listed in *Instructional Strategies and Learning Tasks*
; access to computers and the Internet; pens/pencils

Hanyi Tan's Lesson Plan for Literacy

Date: Feb 10, 2015   Grade/Class/Subject: 6/ELL level1/
                                  Literacy

Unit/Theme: Writing friendly letters   Standards: CCSS.   ELA
                                  Literacy.W.6.4, 6.5, L6.3B

Content objective (s): Students will explain the meaning and purposes of friendly letters. Students will identify/show parts of friendly letters.

Language objective (s): Students will draft a friendly letter with an appropriate format.

Key Vocabulary	Supplementary Materials
Identify	Picture book
Friendly letters	Graphic organizer
Heading	Poster
Greeting/Salutation	Exit ticket
Body	
Closing	
Signature	

SIOP Features

Preparation	Scaffolding	Group Options
☒ Adaptation of content	☒ Modeling	☒ Whole class
☒ Links to background	☒ Guided practice	☒ Small groups
☐ Links to past learning	☒ Independent practice	☒ Partners
☒ Strategies incorporated	☒ Comprehensible Input	☒ Independent

Integration of Processes	Application	Assessment
☒ Reading	☒ Hands-on	☒ Individual
☒ Writing	☒ Meaningful	☒ Group
☒ Speaking	☒ Linked to objectives	☒ Written
☒ Listening	☒ Promotes engagement	☐ Oral

Min	Lesson Sequence
9:00-9:02	1. Content/language objectives: As a whole class, ask students to read aloud content/language objectives (write them on the white board). Explain the meaning of identify.
	2. Writing prompt: Choose one person you know well, and something they want the person know, e.g. something you did in the school, thank you for something that the person did to you, etc. Model first.
9:02-9:05	As individuals, ask students to brainstorm and write down some ideas.
9:05-9:08	As a whole class, invite 3-4 students to share. List people and things on the white board.
9:08-9:10	3. Introduce letters and share out:

	As a whole class, invite volunteers to share if they have received or read any letters. Connect to their background knowledge of contacting with family members abroad.
9:10-9:15	4. In pairs, ask students to read a book Dear Peter Rabbit that contains several letters. Read at least two friendly letters (pair reading). Discuss the following questions: - What are the purpose of the letters? - How do you know who is writing and receiving the letter? - Share 1-2 details in the letters. - What do you notice are the things in common in the letters?
9:15-9:18	5. Share Out: As a whole class, invite one in each group to share some ideas.
9:18-9:23	6. Introduction to vocabulary - As a whole class, identify different parts of letters on a body poster by connecting to the questions discussed. - As a whole class, ask students to provide examples from their reading. List them on the poster.
9:23-9:28	7. Class discussion: What is the feeling or attitude of the letter? - Model first. - In pairs, choose one letter to read again and find some evidence. - Then share out as a class. - Introduce key vocabulary friendly letters.
9:28-9:33	8. Individual activity As individuals, put parts of a friendly letter together and use crayons to color different parts.
9:33-9:35	As a whole class, share out.
9:35-9:45	9. Distribute the graphic organizer of a friendly letter. As individuals, ask students to use their writing prompts to draft a friendly letter. Model first.
9:45-9:50	10. Exit Ticket: - Pair students to share their letters and check the format. - On exit ticket, answer four questions: On your partner's letter, Who is receiving the letter? What is the purpose of his/her letter? What do you like about his/her letter? (name at least one thing)
	Reflections:

Domain: Assessing

Standard 3: Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic 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.

Teachers should and can collect the information of learners and apply it to learning for achieving language and academic purposes. Teachers are able to track learner development and modify planning and instruction through an ongoing process. According to changes, teachers modify their assessing approaches and provide learners with helpful feedback for further development.

Artifact D: Case Study of a Non-Native English Speaker

This case study of an English language learner was conducted in the course of Second Language Acquisition in the Classroom in the fall of 2013. During the project, I was able to collect the information of my learner's personal and family background, assess her oral and written language abilities, analyze them based on second language acquisition theories, and provide instructional plans for her language and learning development. Although the learner was a five-year-old female, the case study reflected my understanding of authentic assessments that can be modified and applied to adult learners, as well as middle-school learners (as I intend to teach in the future). As assessments are means of tracking individual learner's academic and language development, ELL teachers should design multiple assessments throughout the learning

process, provides ELLs with feedback, and modify corresponding instructional strategies.

Assessing is an important part for English language **learners** in following their **learning** and literacy development and modify instruction according to the results. It requires ELL teachers to design and modify assessments and analyze their results according to **learners'** personal backgrounds. In this case study, for example, the **learner** was five years old, which required me to consider the age-appropriate assessments. Plus, she communicated with her parents and sister a lot orally in her first language – Arabic. Thus, many data that were collected were her drawings with her written expressions during our conversations. **Learning** was understood and improved as assessments helped my understanding of her language development. For example, as a pre-school child, she developed her phonetic awareness as she was able to spell words phonetically although she had not learned spelling yet. At the same time, **learners'** first language exerts influence on the learning process as my learner pronounced nasals /ŋ/ (sing, thing, wing) as /ŋg/, a result of the possible overuse of the phoneme /g/ which doesn't exist in Arabic. The home language environment influenced her learning of English as a second language, which provided me with much invaluable knowledge of the learner's social background and its influence on her unique language development.

The **learning environment** is granted if assessing is integrated in instructional activities. For example, drawing and telling stories as means of assessments that not only benefited her **learning** in non-written activities, but also created a less stressful **learning environment**.

It is critical to modify the **curriculum** according to the assessing results. For example, as I realized she was more willing to read aloud, I designed assessments through reading picture books aloud. These assessments helped me analyze her understanding of content knowledge, especially the one which was not expressed in written language. For example, because she didn't

have the concept of panda, she generalized it as a bear. This was a result of her cognitive development. It allowed me to adapt the **curriculum** to develop her content knowledge of a panda and her vocabulary knowledge. Moreover, effective **curriculum** is interrelated to a supportive **learning environment**. One modification of **curriculum** planning was to create more opportunities for my learner to engage in games, which were more interactive and to learner's interest. The other was to encourage my learner to read books in both Arabic and English to benefit her **learning** as a bilingual **learner**.

The authentic **assessment** enables ELL teachers to assess learners' language and content knowledge, design a more effective **curriculum** plan for her future learning according to her motivation, strengths and needs. Reading aloud, games, and drawing therefore would be important in her future learning and assessing approaches.

Case Study of a Non-Native English Speaker

By Hanyi Tan

On September 7, 2013, I met Veni (see Appendix B, Picture 9). She smiled at me and said "hello" shyly. She was cute with blonde hair, wearing in school uniform. In three months, I witnessed how she developed linguistically. In this paper, I will tell you Veni's initial linguistic background and her amazing linguistic development in three months. I will also tell you the factors that formed her unique language use and give you my thoughts how I can support her and my future ELLs to learn linguistically.

The Learner and What is Acquired

Introduction to the Learner

My learner is a five-year-old female Veni. She was born in Nashville, Tennessee, but her family is from Egypt; therefore, she speaks English and Arabic. She also speaks the Coptic, which is the language used by native Christians from Egypt; however, she only speaks Coptic when she and her family are in the church. She now attends kindergarten at St. Clement, a Coptic orthodox Christian academy in Nashville. All of her classmates are from Egypt except one Caucasian boy. She has been learning English for about a year, after starting at St. Clement.

Veni learns English because she is attending St. Clement that only teaches children English in the kindergarten. Older students will learn Arabic after they got into the elementary level. At home, her parents teach her how to speak Arabic by speaking Arabic with her. She speaks English and Arabic with her little sister. They usually start to speak English at first; however, when she does not know how to say something in English, she will turn to speak Arabic to her little sister. At school, unless other classmates talk to her in Arabic, she will keep speaking English (A. Carmack, personal communication, September 13, 2013). During our

communication, I found she loved to read and draw.

Description of the Learner's Oral and Written Language Abilities

Veni performs well in pronunciations. She did not have an Arabic accent when she spoke English. Veni is good at speaking simple sentences with an "NP + VP" constituent. It is impressive that she knows how to use nouns, verbs, adjectives, adverbs and pronouns correctly in oral English. She starts to speak some complex sentences which include "because" and "so". In the case of writing, she likes to draw pictures at first and then write something (see Appendix, Picture 1-8). It is amazing that she has developed her skills from combining several words to writing sentences. What is more amazing is that some of her sentences show few grammatical errors, as exemplified in the statement: "Me AND maRy WA to tHe FoRm WAtH WitH maria (Me and Mary went to the farm with Maria) (see Appendix B, Picture 5).

Her vocabulary is at the Tier 1 level. This is expected, as she is 5 years old and just beginning to learn English. For example, she does not know the words "panda" and "flavor". She was smart to use the word "thing" when she did not have the vocabulary of nouns, as exemplified in line 63, 65, 104 and 114. She was clever to use similar strategies when using verbs. On September, 13, 2013, she was describing a boy who was bullying his classmates. She spoke a sentence "Then he said he didn't … that boy." (see Appendix A, line 25). Although she missed the verb, I was glad to notice she knew there should be a verb in a sentence because she made a stop between the words "didn't" and "that". Later, I found she started to use the word "do" to represent for all the verbs even when she knew the right verbs, as exemplified in the line 188, 200, 207 and 310 (see Appendix A). She said, "I'm doing the grass" when she was drawing, though she also said, "I wanna draw something".

As I witnessed her larger development in phonetics/ phonology and morphology/

morphophonology, I will focus on these two areas in more detail in the following part.

Phonetics and Phonology

Veni pronounces consonants and vowels well, and uses contractions orally all the time; however, there were several errors, most of which were related to consonants. First, she made errors in fricative consonants /s/. For example, once she was reading a book. The boy in the book always teased his classmates, so no one liked him. Nobody in the book wanted to sit with him in the school cafeteria. The boy then wanted to apologize to them after seeing what his classmates felt on some notes. Veni pronounced the word "sit" as /s̠ɪt/ and saw as /s̠ɔ:/ as if she wanted to emphasize how lonely and later how sorry the boy was (see Appendix A, line 23 and line 31). /s̠/ is an emphatic consonant "that are produced with the root of the tongue retracted toward the pharyngeal wall" (Arabic Phonetic Inventory, Date Unknown, p. 2); however, I only found such mistakes at my initial visit. Second, she pronounced bilabial consonant /p/ as /b/ and labiodental consonant /f/ as /b/. For example, on November 16, 2013, she was telling me her fieldtrip to a farm. I asked her what animals she saw. She pronounced the word "pigs" as /bigs/. She pronounced the word the word "farm" as /ba:n/ or /ba:/. I felt that she wanted to emphasize where she went and what she saw. These three examples show that she made these kinds of errors when the consonants were at the initial of a word. Third, she tended to overuse the plosive velar consonant /g/. For example, she pronounced the word "crown" as /gron/ and the word "keep" as /gip/ by substituting velar sound /k/ to /g/. A similar example is that she pronounced the word "duck" as /dʌg/. Veni sometimes pronounced nasals such as /ŋ/ (sing, thing, wing) and /m/ (drums) as /ŋg/ or /ŋk/. None of these errors happened consistently through our conversation.

Although she insists she has not learned how to read or write, her writing was fascinating as a five-year-old child. Her writing conventions show that she does not have the concept of

capitalization and punctuation. For example, she wrote "rainbow star" as "RiMbo StnR" (see Appendix B, Picture 3). She also wrote "I Love Ivy FRum Veni Ivy" (see Appendix B, Picture 4). She does not know that a written sentence should end up with a period. She does not yet fully realize under what circumstances words or letters should be capitalized; however, her spelling correspondence reflects how she thinks phonologically.

I also found that she has developed the ability to segment phonemes in a word in English within three months. Before the fall break, she did not know to "segment that one sound into parts" (Fromkin and Hyams, 2009, p. 190). On October 4, 2013, I asked her how to spell the word "school", she did not know (see Appendix A, from line 183 to line 185). On November 7, 2013, I asked her how to spell the word "grass" when she was drawing a picture of a sun and a rainbow and grass. She tried to spell it by trying to separate the word into /g/, /r/, /ɒɪ/, /n/ and /s/ (see Appendix A, from line 324 to line 341). Although she made phonetic errors, she demonstrated phoneme/grapheme correspondence knowledge and new awareness that a word's spelling is related to its pronunciation. On that day, she drew a picture of her fieldtrip to a farm. She wrote the words "went to" as "WA to" (see Appendix B, Picture 5). Because she read the words without any breaks, she also wrote in a way that missed the end of a word's sound.

Morphology and Morphophonology

Veni is not familiar with the terms of "nouns", "verbs", "adjectives", "adverbs" or "pronouns"; however, when she speaks, she can use them properly in simple sentences. It means that she does not have metalinguistic knowledge about these terms yet. It is understandable considering her age (five years old).

With regard to plurals, I find she always adds "-s" when making an English noun plural. She knows to pronounce [s] after voiceless consonants. For example, she pronounced the words

"notes", "footprints" and "boats" correctly (see Appendix A, line 31, 51 and 177). She knows to pronounce [z] after voiced consonants and vowels. For example, she pronounced the words "hands" and "friends" correctly (see Appendix A, line 21 and 25). She also knows to pronouns [əz] after sibilants. For example, she made a correct pronunciation of the word "horses" (see Appendix A, line 155); however, she is not familiar with the plural rule of irregular nouns. For example, once she was trying to tell me the boy David in a book was teasing all of his classmates. she did not know the word "people" was actually the plural of "person", so she also added "-s" when making the word "person" plural as "peoples" in oral English. She said "each others" instead of "each other". She also made the word "deer" plural as "deers" when she told me the animals she had seen in the farm. She did not know "teeth" was the plural of "tooth".

With regard to verbs, Veni knows verb tenses, such as past tense and present tense, as exemplified in the statement: "He's trying to save that horse so nobody could get it because he wants to get really fast"; however, this statement also shows that she did not always use verbs and agreement appropriately. She did not make the mistakes consistently, as exemplified from line 114 to 119. This example also demonstrates that she mixed present tense and past tense when describing the actions. Furthermore, she does not know some irregular forms of past tense verbs. For example, she said, "And then he sleeped (slept) with him." "He's mad because that boy hurted (hurt) him." She sometimes forgot to make the verb agree with the subject according to number and person, as exemplified in line 25, 44, and 45. She sometimes missed auxiliaries to precede the verb in a sentence, as exemplified in line 66 and 272.

Veni made these two kinds of errors during three months; however, these errors did not happen consistently. It seems that the numbers of her errors did not increase or decrease.

Analysis & Interpretation

Assessment of the Learner's Current Stage

At my initial visit, Veni was at the stage of productive use. She spoke English fluently to describe what was happening in storybooks, as exemplified from line 39 to 46 (see Appendix A). She also consistently used her nonverbal behavior (e.g. smiling, nodding and shaking her head).

Regarding grammatical morphemes, Veni has a higher accuracy of progressive –ing than of auxiliaries and articles. Her use of auxiliaries and articles is more correct than irregular forms of past tense verbs, and third person singular –s. She uses irregular past tense verbs more correctly than regular past –ed and third person singular –s. It is consistent with Krashen's (1982) second grammatical morpheme acquisition sequence (Lightbrown and Spada, 2013).

Regarding negation, she has reached the stage 4. She has learned to modify "do" based on tense, person and number (Lightbrown and Spada, 2013), as exemplified in line 29 and 113 (see Appendix A).

Regarding questions, I don't have much evidence of her use of questions. I think the main reason is that I did not create too many opportunities to engage Veni in producing them; however, on November 7, 2013, she was trying to spell the word "grass" (see Appendix A, from line 324 to 340). In the conversation, she spoke questions of single words, of no inversion or fronting, and of fronting; therefore, she demonstrated her ability to produce questions from Stage 1 to Stage 3 at the same time. It was the only conversation that she produced questions. She also asked one question in Stage 4, as shown in line 476 (see Appendix A); however, her examples of questions are limited that I cannot determine she has reached Stage 5 (Lightbrown and Spada, 2013).

Regarding possessive determiners, Veni is at the stage of post-emergence (Lightbrown and Spada, 2013). She acknowledged the gender differences of possessor; she has not reached the end stage of post-emergence because she made mistakes when the referent had gender; however,

she usually realized the problem quickly and self-corrected by saying, "He's … She's trying to help him."

Regarding relative clauses, I don't have much evidence because Veni usually uses simple sentences; thus, I cannot determine what stage she is in.

Regarding reference to past, Veni is in the stage that she overgeneralizes the –ed at the end of verbs when making them past tense, as exemplified in the statements, "And then he sleeped (slept) with him." and "He's mad because that boy hurted (hurt) him."

Discussion of an SLA Theoretical Framework

Because Veni is 5 years old and has started to learn English, Arabic and Coptic, She is a simultaneous trilingual. Veni shows many strong pieces of evidence against some people's thoughts that children cannot master two or more languages (Lightbrown and Spada, 2013). She shows a relatively high communicative competence of speaking English. According to Ms. Carmack, Veni's Arabic is better than English. I do not have evidence of her speaking Coptic. I believe Veni's English acquisition is influenced by her native language –Arabic, cognitive processes and sociocultural activities. Veni's errors in pronunciations was a result of her Arabic transfer. For example, when she pronounced fricative consonant /s/, she tended to pronounce it as /s̲/. This is a sound that does not exist in English. I believe her Arabic influenced her pronunciation of /s/ that she overgeneralized every sound of /s/ by making it emphatic; however, because she tried to make stories, it was also possible that she tried to make the stories more dramatic by overemphasizing the initial sounds. The second example is that she substituted plosive consonant /p/ to /b/. The sound /p/ is not found in Arabic phonetics. Veni probably substituted it into the closest sound /b/.

From the examples shown in the section "phonetics/phonology", it also demonstrates that

Veni tended to have higher possibilities of errors in the beginning or ending consonants, although she did made errors in medial consonants (see Appendix A, line 114). It was consistent with the research results that Arabic-speaking children tended to pronounce the medial consonants more correctly than the beginning or ending ones (Arabic Phonetic Inventory, Date Unknown).

I cannot explain her errors in plurals and possessive determiners based on her first language. Arabic has regular plurals by adding a suffix after a singular word and also irregular plurals with diverse rules. It also differentiates gender when referring to subject and object pronouns (Arabic Online, Date Unknown). I think she might not reach the final developmental stage of her first language acquisition, so she cannot apply metalinguistic awareness to her second language acquisition. Because I have no knowledge of Arabic, it is difficult for me to delve more deeply into how much her Arabic affects her English. If I can gain the phonetic, phonological, syntactical and other linguistic knowledge of Arabic, I would possibly see her development more comprehensively. I would possibly analyze the relationship of vocabulary acquisition between her L1 and L2.

As I mentioned in the previous section, Veni sometimes pronounced nasals such as /ŋ/ (sing, thing, wing) as /ŋg/. This phenomena is interesting because Arabic does not have the phoneme /g/ (Arabic Phonetic Inventory, Date Unknown); however, she has not learned how to read. When I gave her a storybook, she could not recognize the words on the pages, but when I read to her, she understood the words; therefore, there was limited possibility that she pronounced the words according to written spellings. I cannot tell how she produced such additional sounds. One possible explanation is that some Arabic speakers in her life who learned to read English may overuse the sound /g/, which has influenced Veni's pronunciations.

If this explanation can be proved, it also demonstrates that conversations in daily life affect

Veni's English acquisition. She internalized the knowledge in social interaction by imitating what others say and creating her own linguistic rules (Lightbrown and Spada, 2013); but it does not mean that she co-constructed the knowledge of language use in native speakers. Instead, she could also co-construct the language knowledge that was correct in her community; however, interaction is an important approach for her to acquire oral English. Because her home language is Arabic, her development of English heavily depends on her interaction with classroom teachers and her peers. She did not have metalinguistic knowledge of "nouns", "verbs" and others, but she still learned to use them through imitation (Lightbrown and Spada, 2013).   I think peer interaction has a large impact on her because it puts more emphasis on meaning negotiation (Lightbrown and Spada, 2013); however, in the case of Veni, I did not have a chance seeing her behavior in the class. I need to collect more samples of her interaction with her peers to prove my thoughts.

I do believe cognitive factors play a larger role in Veni's second language acquisition. I do not have evidence of her code switching. It is probably because she was aware of differences between languages. She knew that to interact with me in Arabic would not work because I only spoke English to her. In addition, her stages of language development are related to her cognitive development. For example, it seems that she has not developed the understanding of time. In the example from line 452 to 456, she was confused when I asked when she went to her fieldtrip. In the example from line 150 to 158, she was trying to describe pictures in the book *Mulan*. The example demonstrates she did not use adverbs such as "yesterday" when describing the past actions. She did not use past verb tense consistently when telling a story, as exemplified from. She may not notice she had to use past tense verbs when describing actions that occurred in the past.

The cognitive perspective can also explain her errors in irregular plurals and past tense verbs. Because she did not know their rules, she overgeneralized the rule by putting "-s" after singular nouns and by putting "-ed" after present tense verbs.

Her vocabulary acquisition is also correlated to her cognitive development. On November 7, 2013, she was reading a storybook (see Appendix A, from line 252 to 294). There was a picture of a panda in the book. She overgeneralized it by saying, "it was a bear". Even after I told her what a panda was different from a bear, she ignored me and kept saying, "It was a bear". I think she had her internal schedule to acquire vocabulary that sometimes modified input may have limited impact (Lightbrown and Spada, 2013). It will be easier for her to learn the word "panda" after she develops the concept of a panda and distinguish a bear from a panda.

Furthermore, she has not yet fully acknowledged the relationship between sounds and symbols. She wrote in one of her writing samples the name of her class teacher "Ms. Carmack" (see Appendix B Picture 8). She wrote her teacher's name without correct spelling; however, Ms. Carmack's name is put on her classroom's door, which means she can see it every day; however, she still failed to know the correct spelling. Once she was describing pictures in a book, there was a school bus in a picture with the word "school" on it. I asked Veni whether she knew the spelling of "school". She said, "No" (see Appendix A, from line 183 to 185). These two examples demonstrate that her lack of cognitive knowledge of sounds and spelling impeded her English acquisition. Unless she noticed the language feature, it was more difficult for her to acquire it, which is consistent with the noticing theory (Lightbrown and Spada, 2013).

Implication

Description of a Specific Instructional Plan

I will focus my instructional plan for Veni on reading instruction. On the one hand, if she

learns to read, it will help her increase her metalinguistic awareness (Lightbrown and Spada, 2013). On the other hand, reading will boost her vocabulary acquisition because it better her knowledge of sounds and symbols. In addition to reading, my instruction in vocabulary will also involve diverse activities. I think it would be more possible for her to know the word "panda" if she could see a real panda instead of pictures on books; therefore, to let her acquire more vocabulary, I will bring artifacts in the classroom and to take her out to fieldtrips so that she can touch, see and feel more new objects in the real world.

I will ensure that she will have abundant opportunities to interact with her teachers and peers. I will use games as an approach of instruction. On the one hand, Veni loves to play games, which gives her a relaxed learning environment. On the other hand, I found she produced more conversations to describe games and their rules. This helps her meaning negotiation because she needs to explain and let others understand.

I will also encourage her to draw and write as she always did. This helps me know her phonetic development because of her writing conventions. Additionally, I will start to teach her writing, starting from basic concepts such as capitalization and punctuation.

It will take longer time for me to teach her irregular plurals and past tense verbs. I think I will tell the whole class the concept of subcategory knowledge of plurals and past tense verbs. I will ask them to practice through story making. For example, I may let them introduce to each other their experiences of the fieldtrip. In this way, Veni can gain the knowledge from the instruction, but also reinforce the concept by listening to her peers' speech.

In the future, I will increase activities that involve more in meaning negotiation to see her development in producing questions. If her ability has not reached the final stage, I will increase time for more group activities that include meaning negotiation and genuine questions.

Critical Reflection on What You Have Learned

I think it is important to lessen learners' anxiety. When I first talked with Veni, she remained silence most of the time; gradually, she began to produce more over time. After the fall break, I noticed that she produced more English and spoke more loudly. This growing confidence shows the impact of learner characteristics. She was also more productive when she was involved in her favorite activities such as reading and drawing. I learn from this project that I cannot help my ELLs to learn if I don't build a relationship with my students that they feel connected. For younger children, patience is required. It is important to give them more time to accept your existence in their language development. To lower their anxiety, I should create more activities that they are interested. I also think it important to choose appropriate reading materials. I found that Veni was a little uncomfortable with storybooks with too many words. She kept saying, "I don't know how to read." I think it is beneficial to challenge young learners; but to what extent is also a question I should consider seriously. Children have the concept of reading that they need to understand words; however, they may be upset not understanding those words, which lower their motivation to learn. At school library, I found few picture books with no words. If storybooks with no words can lower young ELLs' anxiety to learn English, I would rather start from picture books within no words, and teach them to read at the same time in other ways.

For younger children, it is complicated to teach them because their cognitive awareness is not so developed that they have limited concepts of the world. I do believe that sometimes rules or language forms should be taught. Children cannot be expected to learn everything by themselves. That is why classroom instruction matters. It matters more because they can learn so much in a shorter time. If I can tell them the connection of the new objects and language, they can learn much faster.

During this project, I also find it important to learn the difference of developmental sequences and characteristics between native speakers and English language learners. For young children like Veni, it is difficult to tell whether her English acquisition is similar as native speakers'. I think there is some overlap in their language development. Because they are exposed to English context at an earlier age, they show language development of native speakers and also second language learners. It is more difficult to distinguish what factors affect her language acquisition because of her first language. To know the language development of first language learners helps define the unique learning characteristics of second language learners.

On the other hand, I think it necessary to learn leaners' first languages. Learners' English acquisition is a result of L1 transfer (Lightbrown and Spada, 2013). Because I don't speak Arabic, I find it more difficult to determine whether her errors are influenced by her native language. To gain the knowledge of learners' native languages also help distinguish the characteristics of language use.

I learned from this project that different types of discourses in the classroom settings are necessary. I found little evidence of Veni's producing questions. One reason is that most of the time I let her describe pictures in books or her own drawing; thus, the limited types of activities restricted her possibility to produce various discourses. In the future, I should remind myself of the importance of activities within more types of discourses. Some discourses are particularly reflected in certain types of instruction. Student-student interaction and teacher-student interaction should all be taken into account because they have different focus on corrective feedback, genuine questions, errors and other use (Lightbrown and Spada, 2013).

Implications for My Future Work with ELLs

In the future, I need to be more familiar with the current reading materials that young

children use. On November 13, 2013, I had a conversation with Veni about her favorite books (see Appendix A, from line 498 to 511). I spent a lot of time understanding she was talking about *Junie B. Jones* because it was the first time I heard the series of books. I could not continue the conversation easily because I did not know the content in *Junie B. Jones*. As a future ELL teacher, I should choose reading materials carefully and read them first. It is more important for me as an international student because my background knowledge in this area is as limited as young ELLs. If I want to choose books that have meaningful resources to learn, I need to be familiar with them first.

Additionally, I will also try to put more emphasis on literacy that is based on learners' background. English learners are influenced by their L1 transfer; thus, I think it better to make the relationship more positive. Materials that resonate them can be a better option to initiate their discussion and increase their learning interest.

For young learners, I think games are always a meaningful activities. Peer interaction always occur in games, which help young ELLs to use language. In the case of Veni, she also learns to explain rules of games, which is an important point in acquiring English; however, I also need to learn children's games in different cultural contexts. On November 16, 2013, she was explaining one of her favorite games "duck, duck, goose". It took me a while to understand her because I had a similar game in my childhood but the game's name was totally different (it is called "throwing the handkerchief"). I need to consider the cultural differences when engaging children in different language activities.

Free writing, as what Veni did in her drawing, is also one activity I will encourage my future young learners to have. Children loves to draw. To transfer their cognitive knowledge to written language is a way to help their language use. Besides, it is also easier for me to detect

what stages they are in through checking their free writing. It also gives invaluable information of their language characteristics and errors in the truest state.

I will also pay more attention to young learners' non-verbal communication in teaching. Especially when an ELL's personality is not so outgoing and he/ she is at the beginning of English acquisition, non-verbal signs show how he/ she understands others' meanings. I will also help them externalize their non-verbal behavior that they gain more communicative skills.

Vocabulary acquisition will also be my focus. Vocabulary acquisition can be an important role in children's English acquisition (Snow and Kim, 2007). Before that, I think I will let them notice the concepts of terms like nouns, verbs and others. I won't ask them to remember these terms, but I think it necessary to explain to them that nouns can be objects, people and things. In this way, they can better construct their knowledge by connecting their life experience with vocabulary. During the instruction, I will also learn my learners' prior knowledge and their vocabulary knowledge of their first language. I will try to connect them so that they can take advantage of metalinguistic awareness.

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Domain: Identity and Context

Standard 4: 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 information and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

Teachers identify and recognize the importance of learners' social and cultural backgrounds that affect their identity and learning. Teachers are able to apply the knowledge to planning, instructing and assessing.

Artifact E: The Chinese-Origin Community Literacy

This is a part of the practicum of the class Foundations for Teaching English Language Learners in the fall semester of 2013. During the visit to a local international grocery store, I collected multiple artifacts, chatted with customers, and gained much information about language, social, cultural and other practices in the community. I also developed my understanding of supporting my English language learners' academic and social achievement through connecting transnational literacies to instruction as part of scaffolding strategies.

Artifact F: Interview and Experience at the Tusculum Elementary School

As a part of the practicum of the Foundations class, I visited the Tusculum Elementary School where 66.8% of students are identified as ELLs. During the visit, I interviewed three key players in the school and observed a first-grade reading class, all of which increased my understanding of adaptation of planning, instructing and assessing for a diverse **learning environment**.

Both artifacts remind me of the importance of being familiar with learners' identity and

social and cultural contexts, e.g. cultural and linguistic features, economic backgrounds, religious beliefs and social networks, and of connecting the knowledge of context to affirm learner identity in and out of the classroom. The prerequisite of understanding the unique identity and context is to get rid of the assumptions of **learners**. For example, as shown in the community literacy project (Artifact E), I found the common religious belief of Chinese-origin community in Nashville, was Christian, which was different from my initial assumption as Chinese people in the mainland tend to believe Buddhism. This consequently helped me understand how to improve **learning** by creating a more respectful **learning environment**. As the investigation of community literacy was conducted near the Chinese Mid-Autumn Festival, the grocery store sold mooncakes – traditional food celebrated for this particular holiday. The understanding of learners' unique cultural backgrounds thus helped build a more culturally caring **learning environment**. **Learners** can feel the welcome and relaxed **learning environment** by discussing the cultural implications of the food and history-related events of the festival to improve their linguistic and content **learning**. Another example was the culturally-related posters and items decorated in the Tusculum Elementary School.

It is critical to modify **curriculum** to be more culturally responsive based on learner identities and learning context. During my observation of the first-grade classroom where there were 15 learners speaking 5 languages, the teacher adapted group activities that create sufficient and equal opportunities for ELLs to talk with their peers speaking the same home language and native speakers. This was a scaffolding strategy that allowed **learners** to expose to the English language learning environment and to practice their comprehension by using their first language. Moreover, **curriculum** tends to succeed if **learners** are expected with higher standards. The teacher, for instance, emphasized every learner's participation in group activities.

To make the **curriculum** more effective to learners, it is also necessary to consider identity and context in **assessment** measures. Despite the English-only policy in the school, the **assessment** materials can be found in the local community, which allows **learners** to provide their understanding of certain subjects built upon their background knowledge.

The Chinese-origin Community Literacy

"In the end all things will be known." This is a Chinese prophecy written only in English in a fortune cookie. I received it in Hibachi Grill & Supreme Buffet – a local restaurant for Chinese and Japanese buffet – for lunch after finishing the field trip. I was surprised to see it because I assumed the prophecy would be written in Chinese instead of English. I realized I could not be familiar with these community literacies without actual investigation. It is necessary to learn more about the local Chinese community literacy if teachers want to "help students learn about language diversities in their communities" (Jiménez, Smith and Teague, 2009, p. 16).

In this article, I will first describe the local community of Chinese-origin residents according to the investigation field trip. I went to K&S, a local international grocery store that serves Asians and Latinos. I also talked to a Chinese customer, and collected newspaper from the community. The information includes their cultural and linguistic features, economic backgrounds, religious beliefs and social networks. I will also provide my opinions about how the information matters to ELL teachers and refer to difficulties that I met in the investigation field trip and their possible solutions. Finally, I will design some further activities that enable teachers to acquire more concrete knowledge of local communities.

Key Findings of the Local Chinese-origin Community

The Chinese community "promotes awareness of language varieties" (de Jong, 2011, p. 15). For example, on a local Chinese-language newspaper, a news report is written in both Chinese and English (see Figure 1). However, other community members have gradually been more assimilated to the mainstream of the U.S. society that they use English as the majority language. One of the examples is the online menu of Chinatown Restaurant (see Figure 2), which is only written in English.

There are various approaches that Chinese communicate with each other. First, the Chinese-origin community contains many organizations. Because students, scholars and their families constitute a large portion of this community, most of them join in Vanderbilt University Chinese Students and Scholars Association (VUCSSA). Furthermore, there are many Chinese-American cultural organizations, such as Greater Nashville Chinese Association (GNCA), Nashville Chinese School (NCS), Chinese Arts Alliance of Nashville (CAAN) and Nashville Chinese Cultural Club (NCCC). They hold enormous culture-related programs and events, such as Lion and Dragon Dance, Chinese Dance, Chinese language classes, calligraphy, etc (see Figure 3 and Figure 4 as examples) (About CAAN, Date Unknown; About Nashville, Date Unknown; About NCCC, Date Unknown). Moreover, Tennessee Chinese Chamber of Commerce (TCCC) is a platform for international business between the U.S. and China. Finally, many people join in the Nashville Chinese Baptist Church (NCBC), in spite of the fact that Chinese tend to believe in Buddhism (see Figure 5 as an example).

Second, apart from these organizations, the main communicative way that the Chinese community uses is the Internet rather than posts or road signs. For example, I found a board covered with posted advertisements when visiting K&S, which is the most popular grocery store among community members. However, there was only one small post in the corner (see Figure 6) that was surrounded by other advertisements written in Spanish.

Connecting Investigation to Classroom Activities

First, teachers can use the materials that they collect from community literacy. Transnational literacy enables teachers to "become more familiar with their students' cultural and linguistic backgrounds" (Jiménez, et al., 2009, p. 18). Teachers then can "engage students more completely in their learning" (Jiménez, et al., 2009, p. 18). For instance, when I visited K&S, I saw the food

products, called "Egg Yolk Moon Cakes" (see Figure 7). This food is related to the upcoming Chinese Mid-Autumn Festival (the 15th day of the 8th lunar month). As a teacher, I will buy some moon cakes for English learners from China. At the class, I will let them enjoy the cakes, and ask them, "I really like the food. Do you like it? I heard the food is for a festival. What is it? How do you celebrate it?" Besides, I will encourage them to write down the cultural implications of the food and history-related events of the festival.

The second example is that on the cover of a local Chinese language newspaper (Tennessee Chinese News), there is a different form of date, apart from the date of the solar calendar (08/23/2013) and the weekday (Friday) (see Figure 1). Moreover, the Chinese characters are the complex form, which is different from the simplified version used in mainland China (also see Figure 1). It is important for me to notice the difference because I cannot have stereotypes that immigrant communities here are the same as their home countries. Instead, I should observe students' "social, cultural, economic and political lived realities" (Jiménez, et al., 2009, p. 18). Thus, for my future classes, I will provide students with the newspaper and ask students what the date means and how it counts. Moreover, I will encourage them to talk about different forms of Chinese characters. For further writing practices, I will encourage students to research into historical events about how the complex Chinese characters were formed and how it turned into the simplified one. For younger children, I will employ filmstrip stories (Igoa, 1995). Nevertheless, if teachers do not come from China, they can hand out some Chinese newspaper and American one like New York Times, and ask students, "Hey, I have these pieces of newspaper. Can you find some differences?" Students then can talk and write about their findings.

Second, community literacy enables teachers to connect with students and their families by

using funds of knowledge. Based on them, schools and parents can build mutual trust to help

students learn English (Allen, 2007; Moll, Amanti, Neff and Gonzales, 1992). For example,

Figure 8 reveals a post of activities for the Mid-Autumn Festival. For future classes, I will invite

students and their parents to schools to have these activities for celebration. We will buy prizes

together and participate in these traditional activities, such as chess, mahjong and paper cutting

in the classroom settings. These activities allow parents to understand how school activities help

their children learn and witness how much progress their children have earned. Another way of

engaging families is to join the activities of the Moon Festival taken place in Granny White Park,

for the purpose of building a sound relationship with parents and their children.

Third, students can better learn English with their "prior knowledge" (Jiménez, et al., 2009,

p. 20). As Townsend and Fu (1998) wrote, it is important for English learners to choose their

topics and talk to their peers, even though they do not come from the same background. In the

tour, I found many sauces that are different from American ones (see Figure 9). As a teacher, I

will set up a cookery course that involves these dishes and sauces. I will invite Chinese students

to act as cooks who teach other classmates how to cook dishes with these sauces and introduce

the ingredients. After the class, I will encourage students to set up Facebook accounts to share

recipes. Furthermore, the sauces' brand in Figure 9 is called Lee Kum Kee, which has a series of

video clips of cooking classes in English on YouTube. I will then initiate discussion about

differences between English used in those videos and the one students use online.

The Barriers to Learning about the Community and Further Investigation Activities

The visit gave us a great opportunity to acknowledge what has happened in local

communities, but I did encounter barriers when trying to find related information. When I

investigated in grocery stores and other places of communities, I found the social situations in

the local Chinese community are different from China. For example, despite the fact that I also come from China, I could find different social practices and routines here from what I used to, such as the religious belief and the use of Chinese characters. This shows that changes have taken place during the process of Chinese who try to be acculturated to the mainstream of the nation. I need to be more familiar with these changes so that I will not misunderstand the local community. Second, the field trip enabled me to get in touch with artifacts that adults use, but with fewer ones related to children. When teaching in the elementary, middle and high schools, I may still have troubles understanding my young students.

I have to admit this visit, though invaluable, may be too short for me to completely grasp the information of the local Chinese or other communities. For further information, I think there are three ways to become more familiar with local communities. First, teachers can participate in one of these cultural clubs and organizations, among which there are English learners. Second, I can connect with one particular student from this background and follow him in his daily life for further studies. For example, I can go shopping with the student and his family to observe what shops they like, what products they choose and other implications in their daily interactions. Additionally, I need to look for children-based literacy such as storybooks. Third, I need to look for more language-based notes and posts in the local community to find if there are linguistic differences between Chinese and English, which can be used as translation practices in the classroom.

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Interview and Experience at the Tusculum Elementary School

"We have such a large population of ELLs. We have students who speak more than 25 different languages. But our students did meet the EL requirement for the state benchmarks last year." said by Donna Gill, the assistant principal of the Tusculum Elementary School. As a public school in MNPS, Nashville, Tusculum consists of 649 students from Kindergarten to the fourth grade within diverse backgrounds. Students are from Nepal, Mexico, Iraq, Iran and other countries. According to the 2011-2012 data of MNPS (2012-2013 School Improvement Plan Information Form Tusculum Elementary School, date unknown), the largest three ethnic groups in the school are Hispanic (42.1%), White (22.4%) and Asian (19.9%). Among them, 66.8% of them are counted for Limited English Proficiency (LEP). Economically, students at Tusculum are generally from poor families. In 2011-2012, 96.8% of students are eligible for free or reduced price lunch participation (2012-2013 School Improvement Plan Information Form Tusculum Elementary School, date unknown). How could a school within such diverse population provide effective ELL services to promote students' English proficiency and academic achievement?

I interviewed three key players in the school – Casaundra Ivey (teacher of the newcomer program), Donna Gill (assistant principal) and Susan McGinnis (consulting teacher). I also visited a reading class for first graders instructed by Katlin Amspaugh (an ELL certified teacher who has taught kindergarten and first graders for 6 years). In this paper, I will talk about the school policies and practices that support ELLs and their parents in school daily life. I will also describe my observation in Katlin's reading class. I will examine these issues with ELL theories, trying to figure out how schools and teachers can serve a diverse student population effectively and how I can apply these strategies to my future teaching. Finally, I will draw upon the challenges that the school encounters and provide my opinions about the further improvement.

Welcome School Policies and Supportive Programs

School policies and practices play an important role in formal and informal daily life of language minority students (de Jong, 2011). Tusculum has created a welcome school environment to support ELLs and their parents culturally and academically.

From the pluralist discourses, Tusculum makes cultural differences visible and respected (de Jong, 2011). Tusculum has a series of culturally responsive practices such as "All About Me" and culture nights. The "All about me" offers ELLs an opportunity to create boards that display their home countries, their communities, and their cultural heritage (D. Gill, personal communication, October 25, 2013). I think these activities encourage students to maintain and value their own culture, which gives them an equal voice in the school (de Jong, 2011). In addition, in the hallway, I saw a world map that pinpointed students' home countries, which is an effective approach to affirm their identities (see Figure 1). I also saw a poster in the classroom showing that students from different backgrounds studied together (see Figure 2). I believe this is an important symbol that informally tells all the students they have equal rights to learn in the school without rejecting cultural differences.

Apart from activities for students, Tusculum invites parents to become a part of the system. It sets up the Parent Resource Center to provide culturally responsive activities by holding a meeting once a month to invite families to do presentations about their own culture by showing their outfits, music, food, etc. It helps parents to participate in school practices to "know the classmates that their children communicate with every day" (D. Gill, personal communication, October 25, 2013). The Parent Resource Center also helps parents to learn English and understand school policies and practices. I think the center is a reflection of integration that respects parent participation (de Jong, 2011). Furthermore, to respect different linguistic

representation, the school also offers translators. A full-time translator who speaks Spanish is responsible for translating correspondence to Hispanic parents and also for translating in parent meetings. The district also provides translators who speak other languages. They visit the school every morning to check if any translating service is needed (D. Gill, personal communication, October 25, 2013). It assures parents' right to know what happens in the school.

I am also impressed that teachers at Tusculum all have ELL certifications. Teacher quality is beneficial for ELLs' academic success because ELLs at Tusculum can receive ELL services all days in the classroom. The programs and services are not effective without high-qualified teachers. During the interview, Donna put an emphasis on daily practices. She believed, "we are giving all ELLs sufficient instruction at grade level because teachers are all ELL certified" (D. Gill, personal communication, 2013). Casaundra and Susan agreed. Thus, ELLs are more likely to receive adequate in-class language support within content-based instruction (de Jong, 2011). Besides, it avoids ELLs from pull-out programs, which means ELLs are no longer segregated at the school level (de Jong, 2011; Valdés, 1998). It reflects the school's attitude that it places ELLs into the mainstream that they have equal chances to engage with curriculum, as the principle of Structuring for Integration stresses (de Jong, 2011). Furthermore, as ELLs and native speakers learn in the same class, they can receive grade-level appropriate instruction without discrimination that teachers won't water down the curriculum (Nieto and Bode, 2008).

Teaching in the Classroom

Within supportive school policies, teachers at Tusculum implement meaningful instruction to ELLs. However, with students speaking 25 different languages, it is not easy to implement bilingual or multilingual education or dual language programs at Tusculum. For example, Katlin's first-grade reading class had 20 students, among whom there were 15 ELLs speaking

more than 5 languages (K. Amspaugh, personal communication, October 25, 2013). Moreover, as Tennessee now implements its English-only policy (L. Pray, personal communication, September 25, 2013), it is more difficult to shift teaching "from monolingual to multilingual approaches and perspectives" (de Jong, 2011, p. 243). It is hard to implement instruction or provide materials of other languages in the curriculum. However, from what I interviewed and experienced, I still learned a lot to support ELLs.

First, I will provide academic support for ELLs in the classroom. On the one hand, it is especially effective to group students from one language background. They can communicate with each other in their native language to clarify the instruction in class (C. Ivey, personal communication, October 25, 2013). This practice makes sense because ELLs who share the same native language are more likely to exchange meaning of what others (including teachers and classmates) said and increase their language use (de Jong, 2011). "Careful grouping can benefit bilingual learners by providing a culturally and linguistically responsive learning environment where their learning can be scaffolded and challenged appropriately" (de Jong, 2011, p 226). On the other hand, it is also necessary to give enough opportunities for ELLs to interact with native speakers. In this way, they can really adapt themselves into the mainstream classroom. I noticed in Katlin's reading class that she invited a boy who was a fluent native speaker to come up to read some words aloud on the board. She specifically emphasized that students should listen to their peers because they could learn from how their friends read. Clearly, she wanted to set an example to let her students know that the boy had a good pronunciation that other classmates should imitate. This instruction helped ELLs improve their pronunciation because native speakers are important models that can scaffold ELLs' English learning (de Jong, cited from Christian; Howard, Sugarman, Christian, Lindholm-Leary and Rogers; Lantolf, 2011). In my

future teaching, I will try to balance the communication of ELLs between native speakers and their peers who speak the same first language.

Second, it is crucial to hold a high expectation of ELLs (de Jong, 2011; Gay, 2010). In the reading class, Katlin first had a review session. She invited her students to sit together on the carpet during the activities. The classroom arrangement made the physical distance shorter between her and her students, which gave them a warmer environment than simply sitting in their chairs. It also helped a lot because students would feel closer to their teacher emotionally. Closer relationship with teachers and a caring classroom increase discourses between students and teachers, thus increasing student communication and improving student literacy development (Hadaway and Young, cited from Krashen and Terrell, 2001). But more importantly, Katlin stressed her students' participation. During the review, she designed several activities to review some words what they had learned before. Before the activity began, she repeated, "I want to hear EVERYONE participating." She asked her students to participate in the activities, look at these words, read them and think about them. It was an important instruction that Katlin showed her high expectation of her students by requiring every student to try to practice these words. Katlin and her students then reviewed the words together at the first time by singing a song. The song went as "What do you see? I see 'said', looking at me. 'Said'; 'said.'" I will learn from Katlin to lead my students to read aloud words together before individual work. In this way, I can give ELLs an example instead of assuming that they know everything. After the group review, she invited several students to come up to read them aloud in front of the class. A boy came to the front voluntarily but really had trouble reading the words aloud. Katlin waited for a few moments, then read the words herself and let the student repeat after her. It was important that Katlin insisted on asking the boy to finish the activities instead of ignoring his problems.

The high expectation is more likely to avoid ELLS from school failures (Nieto and Bode, 2008).

I will also use singing and games, like what Katlin did. I believe if children are not so nervous

about using a new language but rather focused on what they like such as songs and games, it

would give them more chances to acquire vocabulary unconsciously. I will encourage them to

read aloud, which is effective to promote their confidence and oral fluency.

Third, it is important to teach ELLs to speak the social language to make them have an

easier life in schools (Cummins, 2000; de Jong, 2013; Valdés, 1998). Susan mentioned the

difficulty of students' learning social language. As ELLs come to the U.S. for only a few months,

they have to learn social differences apart from academic knowledge (S. McGinnis, personal

communication, October 25, 2013). From the assimilationist discourses, societal language is an

important indicator that ELLs are actually placed in "the political, economic, and cultural

mainstream" (de Jong, 2011, p. 242). Casaundra Ivey mentioned that she used "morning meeting

time" to teach children to say "good morning" to each other and shake hands. Moreover, she

created a series of activities to encourage her students to talk to each other. As I am an ELL

myself, I really appreciate the increased communication because ELLs rarely have chances

practicing oral English outside classroom settings. Moreover, I need increasingly complex social

language to interact with other peers, engage in thinking and discussions in the classroom, speak

to my professors and connect to people in my professional life. The social language is more than

daily greetings, but the greetings are the basic step that ELLs start to move forward.

Fourth, ELL teachers should modify their instruction regarding their students' backgrounds.

It is especially important to make more modification when it relates to vocabulary (C. Ivey,

personal communication, October 25, 2013). ELLs often perform less successfully than their

American peers in reading achievement (Risko and Walker-Dahlhouse, 2012). An ELL teacher

should be aware that their students may lack some background knowledge that hinders their vocabulary acquisition, especially in the reading instruction (Risko and Walker-Dahlhouse, 2012).

Causaundra mentioned that one effective strategy is to use visual aids, including pictures and hands-on. For example, according to Casaundra, she took her students to a pumpkin fieldtrip for Halloween. This was a great example for students to learn American culture because they did not know Halloween. She brought the pumpkin to let children feel and touch it, so they learned the new word "pumpkin". I agree to use physical objects to teach because I, as an ELL, have no idea about some social words, like food and kitchenware. If I can see and fell it, I will have the cognitive awareness of the concept and know the words more easily.

In the reading class, I also saw many supportive visual aids. Katlin constantly tried to employ them to let her ELLs connect words with pictures. They were effective for elementary school students, which made classroom activities livelier. After the review, she started her second part – nouns. She started to review what they had learned - the concept of nouns by asking "what could a noun be?" Student put up their hands voluntarily. A students said, "It could be a person". She then asked, "Can you give me an example?" and "What kind of a person?" The student said, "All of us." The teacher repeated, "All of us. That is a good example." Then this communication went on by reviewing that a noun could be an animal, a place and a thing. Katlin asked for an example for each category. When talking about the place, a student said that the example could be McDonald's. Then the teacher said, "Right. Who likes McDonald's?" All the students put up their hand really excitedly. Katlin tried to blend in some common knowledge to reinforce ELLs the concept of nouns. After reviewing the concept of nouns, Katlin placed a poster with the four definitions (a person, an animal, a place and a thing) with pictures (see Figure 3). Then she began

an activity to reinforce the concept. She asked her students to draw pictures that represented for these four ideas on stickers and later put on the board together. She emphasized that students shouldn't draw the same pictures on the poster. The pictures they drew should be something new, which was another evidence she really expected students' creativity. I think it is grade-level appropriate because first-grade ELLs would have less first-language support. I will use such activities because students are not just receiving information from me, but really trying to think what nouns mean in their daily life. Furthermore, the activity really forced students to be creative. Nevertheless, there is not much evidence in the class showing culturally and linguistically responsive teaching. If I were teaching the reading class, one possible approach I would employ is to encourage students to draw pictures that represent for their cultures and explain to others what these pictures mean to them. In this way, they can learn both nouns and also have more speaking practices that involve cultural implications.

The Challenges that Face the Tusculum and Further Improvement

Within all meaningful practices and attitudes that support ELLs and the community, the Tusculum still faces many challenges. First, language is the biggest challenge. As students speak up to 7 languages in a classroom, it seems impossible to directly apply minority language in class. English-only instruction seems to be the only approach because English is the only common and target language. Moreover, the language leads to another challenge – assessments. In order to monitor the outcomes, the district assesses ELLs' proficiency level annually. Tusculum has tried hard to arrive at the standard to ensure its funding sources. However, it is hard to reach the goal as it takes 3 years for students to acquire the social language and up to 7 years to acquire academic language (D. Gill, personal communication, October 25, 2013). Particularly, the local assessment becomes harder at the third-to-fourth-grade level. It would be harder for children to

exit the ELL program if they come to the school at the third or fourth grade with no English knowledge. Even though it is unrealistic for students to accomplish the goal in a short time, teachers should ensure students' growth as well as meeting the EL requirement. It is always great to see ELLs' rapid academic progress; however, the school still finds it hard to reach to the assessment goal because ELLs may still not reach the level of native speakers (C. Ivey, personal communication, October 25, 2013). ELLs need more than one year to reach the same achievement for the same one-year growth of native speakers (de Jong, cited from Cummins, 2011).

The school finds it more difficult to boost ELLs' English proficiency and academic growth if their parents receive little or no education (C. Ivey, personal communication, October 25, 2013). Less educated parents usually find it difficult to engage in their children's academic success (Delgado-Gaitan, 1991). However, it is important to invite parents to participate in their children's academic growth (Delgado-Gaitan, 1991). Teachers at Tusculum are concerned that parents struggle at helping their children even if they are dedicated. Donna said optimistically, "Parents at Tusculum are always thoughtful and cooperative." They are usually enthusiastic about their children's education, but they often find it hard to help their children if they don't learn English well (C. Ivey, personal communication, October 25, 2013). For example, teachers often ask students to read with parents. According to Casaundra, parents would love to join in the literacy night, but they find themselves confused with these readings because they do not speak English. Nevertheless, some parents still appreciate such opportunities of reading with their children as they can learn pronunciation and vocabulary with their children through these books. In my opinion, Tusculum can't just give up empowering parents. One possible solution is that Tusculum can encourage students to read books that aren't only written in English.

Spanish-speaking students can read Spanish books with parents. Students can then write reports in English so they can increase their language repertoire. Parent involvement is more than reading English books with their children. The Parent Resource Center can teach parents to help their children with their homework. Tusculum can employ funds of knowledge. It will build mutual trust between parents and the school (Allen, 2007; Moll, Amanti, Neff and Gonzales, 1992). For example, because Tusculum has activities like culture nights, students can interview their parents or community members to learn their home countries and culture. Besides, as Tusculum holds 3 parent meetings annually and has correspondence to parents, it can encourage parents to provide their expectations to their children and the school and inform them how it helps their children to develop linguistically and academically.

Finally, local policies make programs more difficult to take effect. Besides little support for bilingual instruction, other TN ESL policies are not helpful. Tusculum has the Newcomer EL Program that prepares ELLs who have moved to the U.S. recently with little or no English proficiency socially and linguistically. After they exit from the program for a year, the school will place them into grade-level classes regarding their grade level. A one-year program is not necessarily enough to prepare students for English proficiency and essential educational needs (de Jong, 2011), but the district makes the policy that one year is enough. Donna expressed her worries about some ELLs who come to school at the fourth grade. If they have not learnt English before, they have to go through the newcomer program for one year. It means that they have to move to middle school after finishing the program. It is not helpful because they don't receive enough content-based education, which makes their middle-school life worse. What's worse, Tusculum will probably lose the Parent Resource Center because the MNPS has decided to cancel funding of community centers in all public schools (L. Pray, personal communication,

November 13, 2013). I hope this policy won't be implemented because the Parent Resource Center is crucial to involve parents and the community to scaffold for ELLs. If this center is closed, it is not fair for parents to be distant from their children's academic daily life.

Conclusion

The trip to Tusculum taught me important practices at the school and teacher level, despite restrictive district policies. As a future ELL teacher, I know that I will keep facing difficulties; but I will always try hard to support ELLs constantly, being culturally and linguistically responsive and modifying my teaching.

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Domain: Language Proficiency

Standard 5: Teachers demonstrate proficiency in social, business/workplace and academic English. Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a native speaker with some higher education.

Teachers are able to use near native-speaker English proficiency to communicate in social, business and academic contexts.

Artifact G: Teaching Philosophy and CV

The teaching philosophy and CV were both created as part of the assignment of Foreign Language Learning and Teaching in the fall of 2014. The assignment was to design my own web pages on Vanderbilt's website as a pre-service ELL teacher. It demonstrates my understanding of English language learning and teaching and using professional knowledge in social, business and academic fields.

As an English language learner, I myself am proficient in four modalities of English language, including speaking, listening, reading and writing. I was able to participate actively in various courses in my graduate study, cooperate with my peers for discussions, projects and presentations, use the knowledge to tutor students at the Bailey Magnet STEM School, and instruct ELLs at McMurray Middle School.

The teaching philosophy and CV not only demonstrate my professional knowledge as an ELL teacher, but also my language proficiency. For example, my CV demonstrated my understanding of business writing in the United States and of digital writing online. It also demonstrated my ability of teaching ELLs at several schools. Furthermore, by referencing what I read in a variety of articles and papers, I wrote down my reflection of how and when **learners**

and **learning** are better supported in the teaching philosophy. I reflected upon my personal language learning experience for creating a more welcome and supportive **learning environment** for my learners. Combined with what I listened and discussed in the classroom, I was able to apply what I learned from multiple linguistic theories, such as Brandl's communicative language teaching methods, to my own understanding of culturally relevant **curriculum**, that is, to challenge my **learners** and ensure the **learning** that meets the needs of the 21st-century skills. My continuous modification of **curriculum** according to my individual learners goes along with authentic **assessment** materials, which required me to create more real-life situations in the classroom. The interactive **learning environment** encouraged learners to learn language with real purposes, which also proved my language proficiency in instruction.

Teaching Philosophy

As a future English teacher, the core of my teaching philosophy is, "To value every source that supports my students to maximize their potential". The goal of my teaching is beyond helping my students succeed in their language exams. Instead, I prepare them for the 21st century academically and socially, so they can achieve success in their future professional life.

To fulfill my goal, I will give my students culturally and linguistically responsive instruction. As I will teach in China, my students enjoy unique culturally and linguistically diverse backgrounds, which serve as invaluable sources for learning. Thus, I will gain insights into my students' prior knowledge, their interests, and even their family backgrounds, etc. For example, as I value parent involvement, I will contact my students' parents on a regular basis. I will encourage parents to share their expectations of their children and of me as their children's English teacher. In addition, I will update them on the progress their children are making and the difficulties they have encountered, and I will encourage them to develop solutions together.

Furthermore, I will modify my course materials according to my Chinese students' backgrounds. Festivals, food, family traditions and other cultural events can all be my topics that initiate students' oral communication. As I do so, I will touch on global issues because Chinese students learn English to purse a more successful career in a global setting. I will make my course content meet their needs, so they can be more motivated to speak and learn in the classroom. For example, when I tutored a student in Shanghai, it occurred to me that she was familiar with the business field. After talking to her and her parents, I realized that she aimed to attend a business school. This insight inspired me to help her apply her knowledge of business operation to her learning of persuasive writing. Within my help, she learned to use a wide range of business terms and business knowledge as evidence in persuasive writing.

As I am an English language learner and also a future English language teacher, the double identities teach me to avoid my students from those awkward moments of my English acquisition. I don't act as an expert; instead, I model my learning development and show students strategies that helped me to become better. I will also create a caring classroom environment that students will not have high anxiety to express their feelings and ideas. I will create more opportunities for small-group discussions, so they can more often engage in the negotiation for meaning. I will give them more wait time, so my students can have more time to organize what they want to speak; however, I will not say, "OK. I will leave you here." I will insist on my students speaking out their ideas.

The 21st century has witnessed how fast technology has changed people's life. My classroom will be scaffolded by technology, so students participate in multimodal literacies. I will help my students learn to be literate, and also be digital literate. I also ensure that the learning process is challenging enough to foster critical thinking, creativity, leadership and other 21st-century skills.

I believe that I should better myself in my teaching career. It is important to modify my teaching continuously as the 21st century has constantly changed. Professional development is therefore an important part of my teaching career. I will keep up with the newest academic development in the field of TESOL through conference participation and reading the current scholarship in the field. I will have conversations with ESL specialists and other star teachers to learn how they teach my students of English. Only by constantly modifying my instruction with the help of students, parents, schools and policies, I will be a true supporter for my students.

Hanyi Tan

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Education

Vanderbilt University – Peabody College, Nashville, TN, USA
Master of Education, Expected May 2015
Major: English Language Learners

Shanghai University of International Business and Economics, Shanghai, China
Bachelor of Management, July 2013
Major: Business Administration (International Business Administration)

Shanghai International Studies University, Shanghai, China
Bachelor of Arts, July 2013
Major: English

University of California, Riverside, Riverside, CA, USA
Summer 2010 & Summer 2011
Programs: English for International Business & Improving Oral Fluency

Teaching Experience

Teacher, Junior Achievement
Nashville, TN, USA; October 2014 – November 2014
- Taught "JA Our Community Program" (2nd grade) at Eakin Elementary School

Reading Tutor, Bailey STEM Magnet Middle School
Nashville, TN, USA; January 2014 – April 2014
- Tutored Students in a Reading Workshop

Teacher of English Writing, New Oriental Education & Technology Group Inc.
Shanghai, China; May 2012 – Aug 2013, June 2014 – August 2014
- Taught TOEFL writing in VIP Department (part-time)

Service to the Profession

Translator, Peabody College, Vanderbilt University
Nashville, TN, USA; October 2014 – November 2014
- Translated to 50 Chinese Principles for the Educational Leadership Learning Exchange Program

Relevant Professional Experience

Marketing Intern, Dept of Importing ELT Books, Oxford University Press (Shanghai) Ltd.
Shanghai, China; Feb 2013 –May 2013
- Catalogued ELT books & Established customer database
- Arranged exhibition of new book launch
- Translated related materials

Languages

Mandarin Chinese: native speaker
English: near-native speaker

Domain: Learning

Standard 6: 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.

Teachers are able to understand and apply the knowledge of language development and learning strategies in and out of the classroom to language learning.

Artifact H: The Literacy Inventory

As an assignment of the course Teaching Literature and Media to Adolescents, I conducted an interview of a high-school Chinese female student who studied in Shanghai, China about her literacy practices. This literacy inventory described her reading and writing experiences of both Chinese and English language, reflected on her literacy consumption, and provided recommendations for her future learning.

Learning provides important information for ELL teachers about what and how learners experience language practices in and out of school. It is critical to apply the information to instructional practices for scaffolding for the learning process of learners of all ages. Therefore, although the literacy inventory targeted on a high school student, it is still applicable to the adult standard. However, it is also key to recognize unique factors that influence how learners learn a language across different ages. The literacy inventory provided examples of my understanding of what and how learners at secondary level practice language through multiple approaches in specific contexts and what strategies can best support her as a language learner.

Different **learners** acquire English as a foreign language through very different processes. For example, the student relied her written communication on more than just writing essays or

finishing homework. Particularly, in her daily life out of school, a series of her writing practices included drawing, text and voice messages, writing mini-stories and journals on paper, by cell phone, through apps and online websites. Her reading experiences again proved such a variety as she read more classics in Chinese, but listened to American popular songs and watched many TV shows and movies online in English. It is a chance to expose her more often to a **learning environment** that practices her listening skills. Her **learning** could be related more to her daily life if **learning** materials are developed into more modern genres and modalities. At the same time, teachers should recognize the influence of L1 on L2 acquisition. For example, the student chose to read American classics in Chinese translated versions, because she believed them to be comprehensive more easily. Given her reading and writing habits, it is more reasonable to develop **curriculum** within more digital and other non-traditional **learning** activities.

The **learning environment** affects how **learners** view language acquisition and how motivated they are to acquire the language. Learning in an international school, the student I interviewed had more chances than her Chinese peers to learn English with instructors of native speakers. However, she didn't have enough exposure to the authentic **learning environment** out of school. It is thus important to develop her interest in experience English practices on her own.

The **curriculum** influences **learners**' motivation and **learning** efficiency. The student's learning habits and reading interests were largely affected by her English language arts' teacher's design of activities in **curriculum**. For example, her reading of Of Mice and Men was a self-motivated extension of the reading text in school because her teacher designed a poster-creation activity in which she felt interested. Identifying students' interests in implementation of **curriculum** thus helps teachers to create more effective instruction.

Authentic **assessments** should consider multiple facets of learning, covering as many

subsystems of language as possible. For example, as my learner experienced many untraditional writing activities, it is more logical to assess her language and content knowledge through the use of interactive activities and technology. Furthermore, because she felt more comfortable comprehending knowledge in Chinese, **assessments** of the content knowledge can be conducted in Chinese if she performed at a low level in content areas in the future.

Hanyi Tan

ENED 3370 Teaching Literature and Media to Adolescents

December 1, 2014

The Literacy Inventory

"I rarely read or write." Grace, a Chinese 11th grader, viewed herself as a reader and a writer. As a matter of fact, she experienced much richer literature practices than she believed. These days, students have changed their ways of interacting with multiple sources of text. So has teaching. To reexamine and prepare for these changes, there is a need to "understand the social and literacy practices that learners bring into the classroom (Albers and Harste, 2007, p.8)". Therefore, this literacy inventory aims to describe Grace's reading and writing experiences of both Chinese and English language in and out of school, and reflect upon the relationships among various literacy consumption. Building upon her experiences, I will also offer recommendations for scaffolding her further interactions with literacy as "a profoundly social and cultural process" (Appleman, 2009, p.6).

It is necessary to introduce Grace's school settings to distinguish its uniqueness and difference from general public education in the U.S, which contributes to her unique literacy experiences. She currently studies in a small private international school (around 50 students each grade) that admits students from the first to the twelfth grade. It is one of the international schools in Shanghai that prepares students to study abroad in the future, mostly in English-speaking countries, such as the United States, Canada, Britain, Australia, New Zealand, etc. Thus, all subjects are taught in English except Chinese literature arts. Most students are from middle- or upper-middle-class families. So is Grace. She has studied in this school since the

second semester of the 9th grade. Before that, she studied at a normal public school in Shanghai.

Being an international school that is not administered by the local government, it uses the IB English curriculum that covers three required topics – social relationships, communication media, and global issues – and two optional topics among 5 choices – customs and traditions, science and technology, leisure, cultural diversity and health (Shanghai Pinghe Bilingual School, 2014). There is no tracking in the 11th grade. The English syllabus highly focuses its assessments on writing. Specifically, "on a 100% scale, listening and speaking together counts for 30%; reading only takes up 25% while writing has been given a very generous 45%" (Shanghai Pinghe Bilingual School, 2014). The reasoning behind the percentages is that Chinese students are weakest in writing among four language skills. The overarching principles of the English curriculum are to raise students' linguistic development and cultural awareness (Shanghai Pinghe Bilingual School, 2014). Grace's English teacher, an American native speaker, speaks only English in the 26-student class. This means that she has a richer learning environment than her peers in other public schools in Shanghai, which enables her to spend more time learning English with the help of teachers.

This semester her English teacher covered a few types of reading, including classic novels, advertisements, short stories, and some informational text from the textbook. What impressed Grace the most was a chapter of *Of Mice and Men* by John Steinbeck because she thought the text was not too long and easy to follow its main ideas. The English teacher asked students to read text aloud in the classroom and as assignments, followed by group discussions. The final product was to make a poster that students in small groups were required to draw and analyze a character in the text. Grace liked the final task because she was good at painting. In her leisure time, she liked to grab a piece of paper and draw whatever she wanted. It was evident in her

daily life her writing practices consisted of a lot of drawing that expressed her thoughts in non-written languages. Her preference for drawing came from her love for Japanese comics books. Her favorite one was *Monkey King* by Katsuya Terada, a Japanese comic adapted from the classic Chinese novel *The Journey to the West*, despite of the fact that she did not like the original version.

Besides drawing, Grace's writing practices after school were mainly based on short messages. She rarely created blogs, but she occasionally created mini-stories or diaries offline. More frequently, she preferred to send texts to her friends through cell phones, mobile Apps, and social network. As a matter of fact, this interview was conducted through a popular mobile communication tool *WeChat*, which genuinely reflected her ways of daily communications with her families and friends. She created really short messages (usually less than 20 Chinese characters or less than 10 English words) to convey her meaning. These messages were mostly short phrases that were comprehensible, but not complete sentences. Unless I asked further questions, she would not answer in greater detail. If she wanted to explain something in detail, she preferred to use voice messages because speaking was faster than writing. Plus, it was interesting to notice her use of languages in this interview that she mixed Chinese and English in her oral and written messages.   I recognize that she constantly switched through different languages and forms of communication.

Grace's after-school practices of multilitercies constantly reflected this pattern. Regarding more traditional types of reading, she finished two fictions *Of Mice and Men* by John Steinbeck and *Haunted* by Chuck Palahniuk, both of which were translated into Chinese. After the project of *Of Mice and Men*, she was so impressed that she decided to purchase and finish the fiction, even though the English teacher didn't assign his students to read the whole book. It again

reminds me of the influence of teacher instruction on students. Instead of reading the English version, she decided to read both books in the Chinese translated version. Her reasoning of such a choice was associated with the influence of languages upon her reading comprehension. Appreciating the value of literature written by authors from any countries in the world, she admitted that she was better at negotiating the meaning and keeping the books' details in mind that were translated in her first language. Therefore, to support her future literacy practices, it becomes a key issue to balance her exposure to English as a second language and her critical thinking as preparation for her college studies. Considering that she was trying to read the English version, it is probably a good idea to ask her to take more risks in reading and writing. This is indeed beneficial for her literacy development that her motivation allows her potential to reach a higher level if she can have access to more challenging tasks (Mills, 2010). However, she rarely read a book more than once, which could affect her interaction with literature more critically.

When it comes to digital literacy, Grace more often used the Internet as a source of information than just as relaxation through social network. In spite of the fact that she preferred to read paperback books, her choices of reading and her access to these books depended largely on online bookstores, such as Amazon, Taobao (the biggest online shopping website in China) and Dangdang (a popular online bookstore in China), apart from recommendations from her teachers (mainly the Chinese and English teacher) and her classmates. More often she read comments and ratings on online bookstores and bought those books she planned to read through these websites. Thus, it showed that her consuming habits contributed to her literacy customs. This practice somehow restricted her range of reading due to the fact that not all books were available online. According to her, "Sometimes I don't have the chance to read the book I want

because they are not available in online stores. And I don't want to go to bookstores just to buy the book." It seemed that offline sources, such as physical bookstores and libraries, were not regarded as accessible ways of literary materials. She would rather give up reading a book if it was impossible for purchase online.

Her favorite genres of literacy were consistent through different formats of media. Her favorite genres of fiction included modern realistic fiction, fantasy, comics, outdoor adventures and horror and thrillers, while her favorite non-fiction included biology, human body and hobbies and collection. For example, she loved *Haunted* by Chuck Palahniuk, a modern realistic fiction that examines conflicted issues in the modern society. However, another of her favorite book was *Musong* (English meaning: Seeing off) by Long Yingtai, a book that consisted of 73 short prose with motifs of families and friends. This book can serve as a beginning point to extend her future reading experiences beyond narrative pieces. Her major online activities reflected similar patterns that she preferred topics such as horror. Spending much time online watching American TV series in Chinese subtitles, she enjoyed *Breaking Bad* and *American Horror Story*, which fit her favorite type of literacy - horror and thrillers. Moreover, she preferred to watch mystery movies and listen to "not-so-popular popular songs", such as *My Favorite Faded Fantasy* by Damien Rice. Her ways of choosing books, movies and songs were also consistent that she would listen to others' recommendations, search for other pieces of work by the same authors, directors or singers, and read comments and ratings on the most popular online review websites or famous bloggers from social network. As a result, she actually experienced quite a complicated evaluation process by weighing multiple variables for decisions of which books, TV shows, movies, and songs to choose.

At the end of the interview, I asked Grace to evaluate herself as a reader and a writer. She

was honest about not being exposed to many pieces of literature, probably because she only

categorized those classic literature as real literature. She described herself as a reader who had

less patience in reading longer text, which fit her patterns of book choices. For example, *Haunted*

and *Musong* were both made up of short tales. Plus, she stressed the importance of choosing

what to read and write on her own. If she was forced to read a book, she would never fall in love

with it no matter how good the book was. This is critical in teacher instruction and my future

recommendations because students should not become "victims of text". Instead, to be involved

in aesthetic development of literature, they "must be agents of text" whether the literature is

digital or printed (Albers and Harste, 2007, p.7). Generally, she believed books were more

interesting if they were vividly presented. More specifically, she was able to come up with

images like movies and follow and remember the content for a longer time. In addition, she liked

the literature written by authors who made points directly and clearly.

According to her reading and writing experiences, I think that she was good at using

different tools to have access to information and knowledge related to digital and non-digital

literacy. Three key points should be recognized in her literacy patterns. First, her understanding

of literature was closely connected with her understanding of languages. I recommend her to

develop vocabulary through reading in English, so the increased vocabulary may better support

her through reading.

Additionally, Grace was motivated to become an experienced reader and writer.

Considering her motivation, I recommend her to start to read comments, reviews or other short

narratives in English on and off line, so she can practice reading in English every day and then

try to read longer and more complicated English literature. In addition, she could extend her

reading choices to a wider range of text. A good place to start is to read more poems or short

prose, because the text is not too long and her previous experiences of these two types were quite pleasant. I will encourage to continue her previous actions of extending her learning experiences in the classroom to relative reading materials out of school. Moreover, I will encourage her to read more non-fiction, because she plans to go to college in the US. She has to practice her comprehension skills reading papers in different fields of study. An option is that she can watch scientific or historical documentaries first, learn some basic concepts, and then take some risks to read some scientific or natural magazines. But this could be difficult to achieve without adult support. I will invite her parents in her daily practices who are fluent in English. I think I will also encourage her to talk with her parents about what she read and write every day, so she can have authentic audience to share her experiences.

Regarding her writing practices, she was able to convey her meaning clearly, although she needs to practice more often. She can begin to write short book reviews while reading, so she can be engaged with more writing strategies and become more familiar with the writing process in different formats of media. Another option is that she can do the activity of making posters, like the one that she did for *Of the Mice and Men*. To better motivate her during these practices, I suggest she keep a portfolio to track her reading and writing experiences, record her thoughts, and witness her own growth. Blogs can be an appropriate place to keep her portfolio and share her ideas. However, if she is reluctant to publicize her work, she could totally keep them anonymous or write journals instead.

Overall, I think Grace should have the freedom to choose the multilitercies to consume. At the same time, it is necessary to confirm her current literacy practices and provide advice that builds upon her previous experiences. I believe she will become much more competent reader and writer if she continuously practices her strategies in and out of school.

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Domain: Content

Standard 7: Teachers understand the language learning is the 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.

Teachers understand that learners learn more effectively if they acquire language for real-life purposes and that language learning is incorporated in content areas. Teachers are able to design their lessons to teach learners to acquire content and language knowledge.

Artifact I: 3-day Lesson Plan

I designed this three-day lesson plan for the course of Teaching Writing and Multimedia Composition. This unit was designed to teach 9th graders in an international school in Shanghai, China, all of whom speak Chinese as their first language. One of the major goals was to teach student to learn persuasive writing techniques by using real-life materials, because I aimed to connect these writing skills to real-life situations and applications. This unit plan thus showed examples of my understanding of the role of content in English language learning and teaching.

English language learners are to achieve their learning most effectively if they are placed in an authentic communicative learning environment. As an ELL teacher, I therefore hold the responsibility for teaching my learners to apply their language knowledge to communicate socially and academically. Although the TESOL standards regard the importance of the content from the perspective of adult learners, they are also applicable to teenage **learners** because

language **learning** can be better scaffolded and more effective in communicative **learning** environment.

In this lesson plan, **learners** are able to recognize purposes of persuasive writing in real life, so it is easier for **learners** to become motivated and for **learning** to become meaningful. For example, in the first-day lesson plan, I chose commercials as the material to introduce persuasive skills in that learners are given opportunities to analyze how persuasive techniques help commercials become more convincing.

In addition, a supportive language **learning environment** helps learners to achieve learning if language **learning** is placed in various contexts. In each-day lesson plan, I have one specific grammar topic that is embedded in literary materials, which helps **learners** to realize how grammar achieves its meaning in real life. This also creates a less stressful **learning environment** because focusing one grammar topic at a time tends not to overwhelm younger **learners**. One specific example is the teaching of sensory adjectives in day two. By analyzing the effect of description of objects in commercials, **learners** are easier to apply the use of sensory adjectives as a grammar focus in a rich language **learning environment** beyond memorizing grammar rules.

As for the **curriculum**, it is necessary to take multimodal content into account because writing skills in the 21st century require both traditional and digital ones. At the meantime, according to communicative language teaching and learning methods, authentic **assessments** are to predict whether **learners** can apply the knowledge in real-life tasks. As is shown in this lesson plan, creating a storyboard of commercials is a major instructional activity as well as an assessment. This not only offers students an opportunity to create something authentic for communication in daily life, but also an alternative to assess their persuasive skills without too

many vocabulary requirements.

Hanyi Tan
Lesson #1, Introducing Commercials as Persuasive Writing
Date: Day of Week, Date, Time

Instructional Context
What do I know about my students that will inform this lesson?
The potential class that I will teach includes around 20 9th graders, all of whom are Chinese. They attend an international school in Shanghai, China and plan to go abroad (mainly US) to study in high school or college. Thus the middle school uses the Common Core State Standards.
How does this lesson connect with and build on the previous lesson(s)?
Students have learned basic elements and techniques in persuasive writing. This lesson serves as an introduction of a three-day unit that focuses on learning commercials as a sub-genre of persuasive writing. This first lesson asks students to recognize the applications of the persuasive techniques they have learnt in commercials, specifically focusing on the use of cause-and-effect relationships.
How do you expect to build on this lesson in subsequent lessons?
This lesson introduces commercials as persuasive writing, asks students to analyze the persuasive techniques used in commercials, and focus on the practice of cause and effect. This lesson will also introduce the final project of creating a commercial. Subsequent lessons will allow students to demonstrate their understanding of more persuasive techniques to support their commercials and synthesize their understanding of commercials to their own creation. Today's final task is the pre-writing for their final project - to create your own commercials.

Standards Addressed
Common Core State Standards/Local Standards
o CCSS.ELA-Literacy.W.9-10.1A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. o CCSS.ELA-LITERACY.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives	
Objective	Assessment
o Students will identify at least three persuasive techniques that are used in commercials.	List of persuasive techniques
o Students will analyze commercials according to at least three persuasive techniques.	Discussion of the DIRECTV's commercial, the *Cause-and-Effect Relationships* graphic organizer

o Students will demonstrate their understanding of cause-and-effect relationships.	Discussion of cause and effect, the *Cause-and-Effect Relationships* graphic organizer, exit ticket, the Pre-writing: Create My Own Commercial graphic organizer

Academic Language Demand/Language Function

Language Function	Support/Scaffold
o Analyze commercials according to a series of persuasive techniques.	Discussions of persuasive techniques and cause and effect
o Argue	
o Describe	
o Evaluate	
o Explain	
o Interpret	
o Justify	
o Synthesize	

Instructional Strategies and Learning Tasks (Procedures & Timelines)

Time	Instructional Strategies/Learning Tasks	Purpose
:00 - :05 :05 – :08	Writing Prompt: Write what techniques you use when you try to persuade your parents to buy something that you really want. Invite three to four volunteers to share different methods of persuasion as a whole class. List a few techniques on the white board. Note if some techniques they bring up are used in commercials. Include them on the list. Tell students that they will learn commercials – a format of advertisement that companies often use. Explain to students that commercials persuade people because advertisers or companies want to convince customers to buy products.	Allow students to connect their persuasive skills in daily life with their upcoming learning of commercials as persuasive writing. This is also a 5-minute writing routine in every class.
:08 - :09	As a whole class, watch DIRECTV's commercial	Allow students to be exposed to an authentic

	(https://www.youtube.com/watch?v=xHs8OlXBFVs) (0:00-1:03).	visual text in real life.
:09 – :19 :19 - :23	In groups of four, ask students to discuss the following questions that display on the PPT. - What is the product? (Goals: to review the commercial.) - Retell the commercial. (Goals: to describe the commercial's organization.) - What is the purpose of the commercial? (Goals: to identify the purpose of commercials in general.) - What groups of people are targeted by the commercial? (Goals: to identify the audience in persuasive writing.) - What makes the commercial appealing? Or not? (Goals: to draw upon specific examples to identify techniques used in commercials. At this point, students are expected to start to notice how effects or attentions are created, and later connect them to terms.) - Would you buy the product? Why or why not? (Goals: to start to realize the connection between the purpose of commercials and their persuasive techniques.) Ask one student in each group to share as a whole class. List the answers of basic elements of commercials and what makes commercials appealing on the white board. Note if any answers are connected to customers, colors, images, sounds, music, artwork, titles, slogans, repetition, humor, etc. Answers may include: to use the service, to buy the product, to make it fun, funny background voices, Students may use specific examples. Link them to terms at this point.	Allow students to identify basic elements of commercials, including the purpose, the audience, the organization, and supporting details/ evidence. Allow students to draw conclusions from the discussion.
:23 - :24 : 24 - :27	Explain to students that companies construct their commercials very carefully. They want to convince customers to buy products by making commercials appealing. The ways companies use are the similar as what students learn in persuasive writing when they use various	Allow students to make associations with persuasive techniques in commercials and in persuasive writing. Allow students to use

	techniques to target a particular audience. Directions: Brainstorm some techniques (at least three) that students have learned in persuasive writing and connect to examples in the previous commercial. Students can refer to the list of what makes commercials appealing. Model one example. Model: We have learned several persuasive techniques this semester. Last week, we learned repetition to create the rhythm. I found the commercial used "when" repeatedly to create parallel structures to magnify the disastrous outcomes of not using DIRECTV's cable service. There are many other persuasive techniques used in this commercial. Now brainstorm three to four persuasive techniques in the commercial together. Think about what you have learned before. List a few on the white board. (Hopefully, students will mention cause and effect. If not, ask students: Why was the man in the commercial hit when he paid too much for the cable fee? How does it relate to the commercial's purpose?) (If it takes longer than expected, spend the rest of the class time to review all the persuasive techniques that students have learned, and then proceed to making connections. Use cause-and-effect relationships as an extra class later.) Explain to students that commercials use many different persuasive techniques. Today they are going to focus on cause-and-effect relationships - one of the ways to convince customers of the importance of products.	evidence in commercials to support their claims. Allow students to touch on cause-and-effect relationships as the focus of grammar.
:27 - :28 :28 - :34	Distribute the *Cause-and-Effect Relationships* graphic organizer. Watch the commercials again. Ask students to fill in the graphic organizer by identifying specific examples of causes and effects and different ways to achieve them in the commercial (model one before the class).	Allow students to focus on cause-and-effect relationships as an element of grammar.

	Model: On the graphic organizer, I give you an example. The man didn't use the DIRECTV's service, so he was unhappy about not being able to watch the TV. The commercial used the man's facial expressions to show the unhappiness caused by the unsuccessful cable service. Now you will identify some other examples and list on the graphic organizer. Leave the last two columns blank. We will discuss it later. Share as a whole class (2-3 examples). Explain to students that commercials use visuals, audios, language and other ways to demonstrate the cause-and-effect relationships.	
:34 - :39 : 39 - :40	Ask students in small groups of four to explore one more commercials on the Internet. (If students can't have access to the Internet, distribute a few magazines in small groups and analyze the printed advertisements.) Identify and analyze one more example or detail. Exit ticket: add at least one more example of cause and effect on the graphic organizer. If the new examples use similar methods as the DIRECTV's, add them on the fourth column. Close the lesson by telling students that they are going to create their own commercial in small groups of four. Tell them that they must include at least one cause-and-effect relationship and one of the other techniques in their final project. Assignment: Distribute the *Pre-writing: Create My Own Commercial* graphic organizer. Ask students to work in small groups after class and fill in the graphic organizer. Tell them to bring and prepare to share it in the next class.	Allow students to practice their understanding of cause and effect.

Student Supports

☐ The *Cause-and-Effect Relationships* graphic organizer
☐ The *Pre-writing: Create My Own Commercial* graphic organizer

Materials and Resources

Handouts & PowerPoints
☐ The *Cause-and-Effect Relationships* graphic organizer

☐ The *Pre-writing: Create My Own Commercial* graphic organizer
☐ PPT

Materials needed in class
☐ The series of commercials of DIRECTV
☐ Markers for board
☐ Computers, screens and online access
☐ PPT
☐ Copies of the *Cause-and-Effect Relationships* graphic organizer
☐ Copies of the *Pre-writing: Create My Own Commercial* graphic organizer

Reflection

o What worked and for whom? Why?
o What didn't work and for whom? Why?
o What are instructional next steps based on the data from this plan?

Cause-and-Effect Relationships

Name: _____ Date: _____

Examples of Causes in the commercial	Examples of Effects in the commercial	What methods did the commercial use to reflect the relationships?	Have I ever seen other examples that use similar methods in the commercial?	Example of this method in the *Create My Own Commercial* project
The man didn't use the DIRECTV's cable service.	The man was unhappy about being unable to watch the TV.	• Cause-and-effect sentences • Images - facial expressions	In M&M peanut butter cup's commercial, the boy smiled after eating the peanut butter cup. It uses images of happiness to display the cause and effect.	The mom only used three dollars to buy a meal in a fast food restaurant. I used images of three dollars as statistical evidence to prove my product is cheap.

Pre-writing: Create My Own Commercial

Name: _____ Date: _____

Topic: I   want   to   persuade   (audience)
_____   to
_____
(purpose).

Brainstorm Narration here (the actual text, including words and sentences, that you use that accompanies with the commercial)	Brainstorm some images that you use (e.g. locations, characters, etc.)	Brainstorm design here (e.g. background color, font style, special effects, etc.)	Brainstorm audios here (music and sound effects)	Organize My Thoughts here
				Least appealing _____ _____ _____ _____
				Most appealing _____ _____ _____ _____

Hanyi Tan
Lesson #2, Adding Sensory Adjectives to Commercials
Date: Day of Week, Date, Time

Instructional Context
What do I know about my students that will inform this lesson?
The potential class that I will teach includes around 20 9th graders, all of whom are Chinese. They attend an international school in Shanghai, China and plan to go abroad (mainly US) to study in high school or college. Thus the middle school uses the Common Core State Standards.
How does this lesson connect with and build on the previous lesson(s)?
Students have identified and analyzed the use of cause-and-effect relationships in commercials and started to work on their own creation of commercials. This lesson allows students to continue working on the project through the use of persuasive techniques, specially focusing on the use of sensory adjectives.
How do you expect to build on this lesson in subsequent lessons?
The subsequent lesson will allow students to demonstrate their understanding of commercials and synthesize their understanding to persuasive writing. Today's final tasks is to revise their pieces of work by using at least two sensory adjectives.

Standards Addressed
Common Core State Standards/Local Standards
o CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.   o CCSS.ELA-LITERACY.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives	
Objective	Assessment
o Students will use sensory adjectives to describe known objects.	Revision of the writing prompt
o Students will create their commercials using sensory adjectives.	Discussion of revising students' project
o Students will write a paragraph explaining how sensory adjectives affect the writing's meaning.	Exit ticket

Academic Language Demand/Language Function	
Language Function	Support/Scaffold
o Analyze	
o Argue	

o Describe	
o Evaluate	
o Explain	
o Interpret	
o Justify	
o Synthesize students' understanding of sensory adjectives to their own commercials.	List of sensory adjectives, revision of the writing prompt, discussion of adding sensory adjectives in the project

Instructional Strategies and Learning Tasks (Procedures & Timelines)		
Time	Instructional Strategies/Learning Tasks	Purpose
: 00 - :05	Writing Prompt: Describe your favorite food. - What does it look like? What color is it? - How does it smell? - How do you feel when you touch it? - What sounds come out when you eat it? - How does it taste?	Allow students to write quickly and start to think about using images (specifically five senses) in writing. This is also a 5-miunte writing routine in every class.
: 05 - :10 :10 - : 13	Tell students that they are going to have a game. In small groups of four, share their writing prompts without telling what food it is. After one describe the food, ask members in your group to guess what it is. Invite one to two volunteers to share their writing prompts and ask students to guess.	Allow students to start to realize the effects of images in adding details.
: 13 - : 20	Explain to students that the more images that you add to the description of food, the easier others are to know what food you are talking about. Explain to students that good writers add sensory adjectives that allow readers to use all five senses - to smell, taste, touch, feel and hear. Display the definition of sensory adjectives on the PPT (Sensory adjectives: adjectives that allow someone to hear, feel, taste, smell, or see things in a story, song, poem or other types of text.) As a whole class, ask students to come up with	Allow students to make associations with images and sensory adjectives.

|		
	two lists: - A list of adjectives of food that are too broad (e.g. Good, bad, yummy, hard, noisy, etc.) - A list of sensory adjectives that describe food (e.g. aromatic, musty, crunching, crystalline, shimmering, soaked, silky, vinegary, etc.) (As an alternative, students can search for some pictures of food on the Internet, and try to use sensory adjectives to describe them. Or watch a fast food commercial to see how images correspond to words. e.g. https://www.youtube.com/watch?v=7h9Bh1g8BNM) List them (around 10 for each list) on the white board.	
: 20 - :25 : 25 - :30	Ask students to revise their writing prompts individually. Ask students to focus on adjectives that are too broad to display specific and vivid images. Think about sensory adjectives that have five senses. Find if they can use these adjectives in their pieces of work. Share with a neighbor and comment on each other's work.	Allow students to demonstrate their understanding of sensory adjectives by revising their writing prompts and by commenting on others' work.
: 30 - : 35	Explain to students that they need to read closely their own creation of commercials to see if they have used adjectives to add specific images to attract customers. Ask students to take out their assignments. In small groups, ask students to identify some words that are difficult to come up with images or too broad (e.g. so good, wonderful, etc.). Then, ask students to add more adjectives according to their images. Tell students that they have to add them in the final project. During the discussion, listen to students' pre-writing and revising ideas and offer opinions.	Allow students to synthesize their understanding of sensory adjectives to their own commercials.
:35 - :40	Exit ticket: write a short paragraph to what sensory adjectives they have used to substitute for the original ones and explain why they made such changes.	Allow students to demonstrate their understanding of revision and adjectives

	Close the class by distributing the Storyboard of Create My Own Commercial. Ask students to finish it based on their pre-writing. Remind students that they have to use at least one cause-and-effect relationship and two senses of sensory adjectives. Assignment: finish *the Storyboard of Create My Own Commercial*.	

Student Supports

☐ Two lists of sensory adjectives that are too broad and specific.

Materials and Resources

Handouts & PowerPoints
☐ PPT
☐ The *Storyboard of Create My Own Commercial*

Materials needed in class
☐ Markers for board
☐ Computers, screens and online access
☐ Copies of the *Storyboard of Create My Own Commercial*

Reflection

o What worked and for whom? Why?
o What didn't work and for whom? Why?
o What are instructional next steps based on the data from this plan?

The Storyboard of Create My Own Commercial

Name: _____ Date: _____

Topic: I   want   to   persuade   (audience)
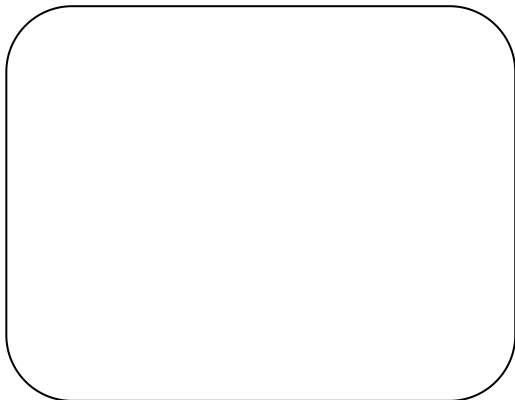
_____ to

_____ (purpose).

Each box represents a scene in the commercial. In the box, draw images (locations, characters, etc.) and design (background colors, font style, special effects, etc.) that you want to include in the commercial. In the left lines, add narration (the actual text that accompany the scene), and audios (music and sound effects)
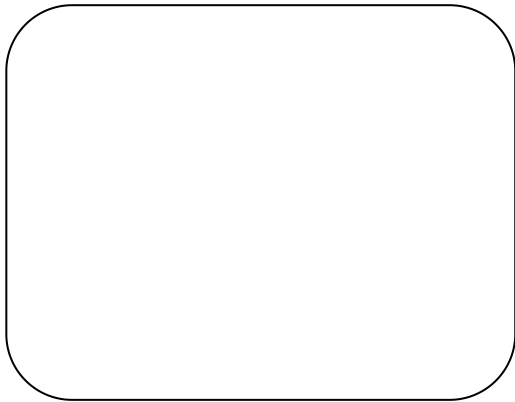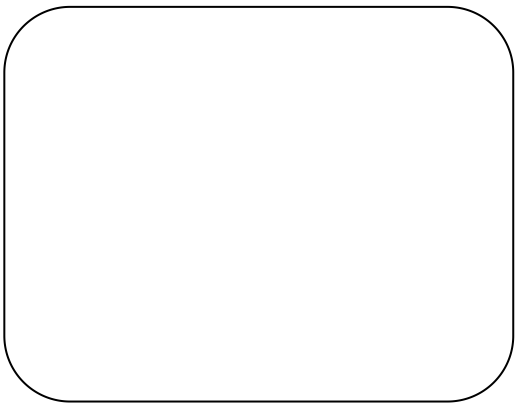
Hanyi Tan
Lesson #3, Lesson Title: What is a Commercial Slogan?
Date: Day of Week, Date, Time

Instructional Context
What do I know about my students that will inform this lesson?
The potential class that I will teach includes around 20 9th graders, all of whom are Chinese. They attend an international school in Shanghai, China and plan to go abroad (mainly US) to study in high school or college. Thus the middle school uses the Common Core State Standards.
How does this lesson connect with and build on the previous lesson(s)?
This lesson serves as the last one of the unit, allowing students to continue to revise and edit their project with a slogan to add more effects.
How do you expect to build on this lesson in subsequent lessons?
This lesson will allow students to associate what they have learned in commercials with their future learning of persuasive writing.

Standards Addressed
Common Core State Standards/Local Standards
o CCSS.ELA-LITERACY.W.9-10.1D: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   o CCSS.ELA-LITERACY.W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Objectives	
Objective	Assessment
o Students will demonstrate their understanding of commercial slogans.	Discussion of features of commercial slogans
o Students will create a commercial slogan for the final project.	Design of commercial slogans, exit ticket
o Students will write a paragraph to justify the use of commercial slogans.	Exit ticket

Academic Language Demand/Language Function	
Language Function	Support/Scaffold
o Analyze	
o Argue	
o Describe	
o Evaluate	

o Explain	
o Interpret	
o Justify the use of commercial slogans that advertisers use and students create.	List of commercial slogans, Checklist, mini-lesson of literary devices
o Synthesize	

Instructional Strategies and Learning Tasks (Procedures & Timelines)		
Time	Instructional Strategies/Learning Tasks	Purpose
:00 - :05	Writing prompt: - What have you achieved in the storyboard? - What problems or questions do you have? - What are other things that you need to work on?	Allow students to think about their current steps in the project. This is also a 5-minute writing routine in every class.
:05 - :07	Introduce commercial slogans by displaying it definitions and a few famous commercial slogans (that include some grammatical errors) on the PPT (e.g.: McDonald's - I'm Lovin' it, Apple - Think Different, Disneyland – The happiest place on earth, Subway - Eat Fresh, Nike – Just Do it, Volkswagen - Think Small, Adidas – Impossible is Nothing, KP Peanut – Pure Snacking. Pure Snacktivity, Ritz - Nothing Fitz like a Ritz).	Introduce the topic of this lesson – commercial slogans.
:07 – :15	Invite volunteers to come up with more slogans they like or not. (As an alternative, they can search for a few online and discuss what they like and what they don't.) List a few more on the PPT. As a whole class, discuss the features of these slogans. Students are expected to have answers like "short", "easy to remember", "rhythms", "rhymes", "match the purpose", "clear", "make the audience believe the commercial is telling the truth", "funny", etc. Distribute the *Checklist of Features of Commercial Slogans* handout. Explain to students that they will need to use the checklist when they	Allow students to analyze the features of commercial slogans.

	create their slogan for their commercials later.	
:15 - :17	As a whole class, ask students to identify some of the grammatical use that is different from standard English according to the commercial slogans on the PPT slide. (e.g. McDonald's - I'm Lovin' it, Apple - Think Different, Subway - Eat Fresh, Volkswagen - Think Small, Adidas – Impossible is Nothing, KP Peanut – Pure Snacking. Pure Snacktivity, Ritz - Nothing Fitz like a Ritz, etc.)	Allow students to identify some grammatical phenomenon.
: 17 - :25 : 25 - :28	In small groups of four, assign each group one commercial slogan. Ask students to discuss the differences and whether they make sense or not, and what effects they have achieved. Share as a whole class. Note if students make connections with rhymes and rhythms We'll Leave the Light on for Ya!, coined words - Pure Snacking. Pure Snacktivity, colloquial language – I'm Lovin' it, attention – Impossible is Nothing, puns – Nothing Fitz like a Ritz. If students are not familiar with these literary devices, add a mini-lesson before the discussion.	Allow students to study errors.
: 28 - : 35	Explain to students that they need to design a commercial slogan for their product now. Ask students to discuss in small groups and check the features of commercial slogans on the checklist. The grammatical use can differ from standard English, but students need to know why they make such changes. Share as a whole class.	Allow students to design slogans and justify possible grammatical errors.
: 35 - :40	Exit ticket: Choose one of the following questions to address the issue. - What slogans have your group designed? What has made it appealing and fit the product? - If the grammatical use of your slogan differs from Standard English, write something to convince the rest of the class of the necessity	Allow students to make associations with slogans and commercials.

	(including the use of Standard English, and the reasons why you changed it). Assignment: revise the storyboard. Add the slogan in the commercial. Distribute the *Revising Checklist*. Share them in the next class.	

Student Supports

- ☐ List what you are using to support student learning/organization.
- ☐ List of commercial slogans
- ☐ *Checklist of Features of Commercial Slogans*
- ☐ *Revising Checklist*

Materials and Resources

Handouts & PowerPoints
- ☐ PPT
- ☐ *Checklist of Features of Commercial Slogans*
- ☐ *Revising Checklist*

Materials needed in class
- ☐ Copies of *Checklist of Features of Commercial Slogans*
- ☐ Copies of *Revising Checklist*

Reflection

- o What worked and for whom? Why?
- o What didn't work and for whom? Why?
- o What are instructional next steps based on the data from this plan?

Checklist of Features of Commercial Slogans

Good commercial slogans are appealing to customers:

- Memorable:

    o Commercial slogans have strong meanings and relate to the audience.

    o E.g. Impossible is Nothing. – Nike

- Rhymes and Rhythms:

    o Reading slogans is like singing a song. Slogans may use other literary devices to make slogans like songs.

    o E.g. We'll leave the light on for Ya! – Motel 6

- Short:

    o Create slogans with as few words as possible.

    o E.g. I'm Lovin' it. – McDonald's

- Clarity:

    o They send a clear message of key benefits to the audience.

    o E.g. Think Different. – Apple

- Humor:

    o It is easier to remember slogans with a sense of humor.

    o E.g. Pure Snacking. Pure Snacktivity. – KP Peanut

- Association:

    o It connects to the audience through emotions.

    o E.g. We'll leave the light on for Ya! – Motel 6

Revising Checklist

- Define the audience.

- Define the purpose.

- Have a clear product.

- Have a clear organization.

- Include at least one cause-and effect relationship.

- Include at least two sensory adjectives using two senses.

- Include a strong commercial slogan.

- Include at least one persuasive techniques other than cause and effect.

Domain: Commitment and Professionalism

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

Teachers continue their professional development to understand language teaching and teaching, and the communities beyond the classroom. Teachers apply the developing understanding to teaching to become more experienced and effective teachers.

Artifact J: Reflections

I wrote these five reflections for the course Foreign Language Teaching and Learning. One reflection was based on my experiences of TEFLA 2014 Conference and the other four were my thoughts based upon reading materials and class discussions. As a pre-service ELL teacher, it is necessary to constantly follow and reflect upon the latest development of English language learning and teaching based upon individual learners in the school and broader settings. It provides me with a foundation for my modification of my instruction in the classroom to better help my learners. These reflections provide examples of my continuous awareness of professional development.

Artifact K: Exploring Language Policies Affecting ELLs in Nashville, Tennessee

This paper was written as an assignment in the practicum of the Foundations class. In this paper, I described English language policies in Nashville, analyze its influence on ELLs' learning, and offered my vision of supportive language policies. Although I will teach ELLs

in international settings, this paper proves that I recognize the influence outside the classroom, such as policies, on classroom instructions and ELL learning.

It is important to understand my **learners** and their **learning** needs and interests in a more communicative **learning environment**. As is shown in the reflection of grammar and language teaching and of TFLTA 2014 conference (Artifact J), I discussed teaching methods and research on the topic of grammar instruction based on reading materials and my visit to the conference. As one of the sessions of the conference was focused upon PACE Method, it provided me with a great opportunity to connect what I learned in class with the presenter's applications in the classroom. I was aware that **leaners** are easier to achieve their **learning** goals if they realize the purpose of grammatical use in daily communication. Therefore, it required teachers to provide a rich language **learning environment** with a variety of scaffolding strategies and resources, such as visuals and multiliteracies. Furthermore, successful **curriculum** involves learners' interests. For example, I connected learning motivation to the choice of text – a song, as was mentioned in the presentation.

However, the **learning environment** are constantly influenced by the broader communities, such as learners' economic background and educational policies. In the exploring paper (Artifact K), I concerned about the influence of English-only policy on the implementation of bilingual education. Understanding the limits, I can still modify the **curriculum** by using culturally relevant literature to connect learners' social and cultural background to support their **learning**.

Moreover, the impact of **assessment** goes beyond the classroom, as it is often connected to social and political issues. For example, in the reflection of assessments (Artifact J), I

reflected upon the potential influence of the English learning standards in Shanghai on daily instruction in the classroom. It proves my constant **learning** of the relationship between educational policies and English language teaching and learning.

Reflection of Introducing Vocabulary

"Having knowledge of vocabulary involves a variety of other sub skills." Brandl (2008) justifies the employment of multimedia resources in vocabulary instruction. I am very interested in vocabulary instruction because of my own English learning experiences. Vocabulary is associated with every modality - reading, listening, speaking and writing - and with every discipline - math, science, social studies, history, etc. Sometimes I was frustrated to translate my thoughts without a proper English phrase that I could come up with. Till now, even though I have been acquainted with a wide range of vocabulary related to teaching, e.g. critical literacy theories, communicative language teaching, I can easily be stumbled at other technical words, like General Relativity, which now not only appear in physics textbooks, but also in Christopher Nolan's famous movie *Interstellar*. The development of technology has blurred the lines of disciplines and formats of presentation. Therefore, it is now more necessary to apply multimedia resources into vocabulary instruction because various contexts provide students with authentic materials to learn and remember academically and socially.

Brandl (2008) introduces enhancing vocabulary input through multimedia instruction, which reminds me of the other class I took this semester at Peabody - Teaching Literature in Secondary Schools. In the class, my professor talked about the use of multimodal text to scaffold for students' learning of vocabulary, which I think can be well adapted into foreign language teaching. There are two activities that are particularly related to the issue here. The first activity is to ask students to create podcasts when they meet some key new words in a printed or visual text. They have the new word, and then they need to explain it in plain English (not copy abstract definitions from some dictionaries), provide examples (find

literature that contains the word and also create their own) and provide related pictures, audios or videos. Students need to make PowerPoint or podcasts to publish their work and share with the class. Another activity is to ask students to create three-minute videos to illustrate their understanding of vocabulary. For example, the word "beg". In the video, one student can repeatedly say "please" while bending himself before his friend who held his favorite basketball.

The merits of these two activities are to provide students with a variety of approaches to have exposure to new words and phrases in various contexts (e.g. Classic literature, news website, personal life, cultural issues, etc.); and these tasks are authentic enough to touch on literacy on and off line. Students are able to demonstrate their understanding of vocabulary; at the same time, the visuals give more power to students who are easier to remember these words for a longer period of time (Brandl, 2008).

I am particularly interested in the video activity. Students are more motivated to work on this task because it is a great opportunity to act out their understanding. Moreover, students are able to transfer their knowledge of L1 or daily life to L2, which is especially helpful for words that are either more abstract or not available in their native language. This activity can even tap into the lens of culture, if a certain word's meaning varies through different languages.

Therefore, when teachers talk about language learning, they constantly make associations with the use of language in real life. For the video activity, students are able to use their knowledge of the first language or just knowledge of daily life to illustrate a word in the target language which is good to transfer L1 to L2. Plus, it would be great for some words

that don't exist in L1, because students have other approaches to understand the meaning

without completely relying on mere translation.

Reflection of Grammar and Language Learning

"... Teaching grammar as part of the writing process." This is an important take-away from a course of teaching writing that I took this semester. I realize some principles of grammar instruction is widely recognized in the linguistic and educational field. Thus, the reflection here aims to synthesize what I have learned in the teaching writing class to Brandl's (2008) grammar instruction in his communicative language teaching. I hope I will further my thinking of English language teaching, specifically grammar instruction, through concluding the common features among different teaching methods.

I am not surprised to see the one common guideline that both methods emphasize is the meaningful principle, that is, to teach grammar in a meaningful way. According to Brandl, students need to learn grammar forms embedded in authentic and rich input beyond merely memorizing rigid structures (Brandl, 2008). More specifically, Brandl claimed students should understand the meaning of input and also study how grammar issues function in the input. In the writing class, I learned that it is critical to teach students to recognize the purpose of learning grammar. The meaning here is beyond applying the correct rules (surely it is the first baby step for second language learners), but play with grammar to enhance expression, for example, in writing. For instance, the use of adjectives allows you to not only describe words or qualify a noun or a noun phrase, but also add images and details in your own writing. The idea is consistent with Brandl's that the proficient use of grammar goes beyond grammatical correctness in isolated practice, for example, filling in some worksheets. More basically, writing to communicate is the reason why students need to learn language to

exchange ideas through written languages.

According to the meaningful principle, one key word is variety. Brandl introduced the merits of various contexts, that is, to raise students' awareness of certain grammatical functions, and to allow students to learn the language to communicate with others according to different situations in real life. Variety is realized through types and genres in teaching grammar in writing. For example, a learner can use adjectives to describe his characters more vividly in narration, and also to make his position much stronger in persuasive writing. There are multiple meanings and functions of a grammatical issue, and its features usually vary in different genres and situations. Both methods remind me of the necessity to teach grammar in various contexts, through which language learners are able to recognize the strength of using grammar in different applications.

Last but not least, I want to touch on Brandl's idea of teaching one thing at a time. It is helpful for students, especially beginning learners, not to be overwhelmed by multiple rules or topics. This is aligned to the teaching method I learned in the writing class regarding grammar and feedback. I can teach my students grammar or give them feedback based on one critical issue, so they are easier to focus on improving this issue. Furthermore, my writing class suggests that I should start with gathering data regarding common errors that my students have previously made. Then I am able to teach these grammar issues first, so my students can learn the grammar that they really need to learn.

In conclusion, I am convinced that to better teach grammar, I need to provide my students with a rich and authentic environment that students learn the grammar they need and understand the reasons of learning grammar. It is a way that they can use grammar when

using language in real life, but also a way to play with a language that reflects its culture.

Reflection of Feedback and Error Correction in Language

Till now, I still remember the feedback that one of my English teachers gave me. I handed in a piece of writing assignment, and then received it after my teacher graded it. On the paper, I saw several circles and different types of lines under some words and sentences without any written explanations or specific feedback. I was confused. I wondered about what these circles and underlines meant. Unfortunately, I was not one of those motivated learners who asked their teachers what they needed to improve regarding their homework. For a long time, I made the same mistakes without realizing the correct use. Now as a pre-service teacher of English, I recognize the importance of giving feedback and error correction. Brandl's guidelines of feedback and error correction further my understanding of how different approaches contribute to different outcomes.

The first issue is Brandl's concern about "when and when not to correct". It is not a wise decision to offer feedback of all mistakes at the same time. I think there are two reasons that underlie this guideline. On the one hand, students are more easily overwhelmed by comments that appear everywhere. In other words, their affective filter will probably rise because such feedback gives students the impression that they are not successful in language learning. This is especially harmful for beginning learners who urgently need success without being constantly aware of their failures. On the other hand, it is impossible for students to track their growth of language learning with a longer period of time if they receive more error correction than they can handle. Thus, my idea is to focus one thing at a time, that is, point out one error in students' work that they need to learn immediately. The criteria of deciding what errors to correct can vary according to the frequency of errors or the importance of the

correct use. For instance, if the objective of recent classes is based on the use of past tense, and one student constantly talks about his past experience in present tense, I will probably use recast or other guided feedback.

Moreover, I am concerned about providing my students with positive feedback. Success is what learners need in their language learning. This is to confirm what they have achieved, but also to notice what they need to improve. Furthermore, feedback determines whether they become motivated to take risks in the future learning process. Therefore, types of feedback are related to students' motivation and subsequent learning efficiency and effectiveness. The key of feedback, I think, is to take the language issues and students' learning conditions into account.

Last but not least, feedback is necessary for language teachers as well. It is impossible for me to point out all the errors at once, which will be overwhelming workload. Plus, I need feedback to track my students' progress and modify my instruction according to their response. Feedback thus should accompany the ongoing instructional process. I will use oral feedback to allow students to receive quick feedback to notice their learning; in the meantime, written feedback helps me model my students' thinking, so they better understand what examples in their work are effective and what errors they should work on recently.

Reflection of TFLTA 2014 Conference

I attended three sessions at the TFLTA conferences. Here I am going to reflect only upon the conference *PACE Yourself: Contextualized Grammar Lessons for the Classroom* for several reasons. First, the presenter, who is a high-school Spanish teacher, teaches students of the similar grade level as I intend to. Second, I am very interested in teaching grammar meaningfully in a communicative teaching method, which is the core of the presentation. Third, I want to see examples of real language teaching practice in K-12 education, along with some progress and difficulties. Last but not least, Brandl (2008) also introduces the PACE model in *Chapter 4 Grammar and Language Learning*, so I want to see its real applications.

The presenter started with a brief introduction of the history of grammar instruction, and then introduced the PACE Method. According to her speech, P stood for Presentation. In this stage, she gave students comprehensible input in various contexts, such as songs, stories, poems, articles, etc. She further emphasized the use of visual aids when presenting the input. The presenter mentioned the necessity and difficulty of searching for materials from real-life situations. In the second stage - Attention, she allowed her students to pay attention to the specific grammar topic. She believed it was necessary to use worksheets as scaffolding for students' learning, especially for younger students who hadn't fully developed their cognitive abilities. Basically, in her class, students discussed and realized the pattern of the grammar issue though various activities (e.g. fill-in-the-blank, pull-out structure, etc.). Then Co-construction – the third stage – allowed her students to use abstraction within specific grammatical rules through group work. The abstraction was presented explicitly, either on the

white board or through other visual methods. The last stage was Extension, in which she extended her teaching to a variety of practice activities, so students were able to internalize rules.

I am concerned about the presenter's experiences of choosing authentic materials for instruction as well as applying communicative language teaching in grammar instruction. I wonder about the standards when it comes to the choice of authentic materials that usually contain more unfamiliar words, phrases and grammatical issues than the targeted grammar. It is critical to choose materials that are not only comprehensible but also pushing students to the higher level. I think, as the presenter indicated, that it is helpful to add pictures, videos or songs because it helps beginning learners to comprehend the whole text (especially when they haven't gained much vocabulary knowledge) and also realize the use of grammar in real-life materials. The discussion and group work also makes the lessons student-centered, shifting from a traditional teacher-centered classroom. Furthermore, I agree with the presenter's idea regarding the balance between explicit grammar instruction and communicative language teaching. Authentic materials are the key to such a balance because students are not only able to practice grammar in structured practice, but also apply it in meaningful and constructive communication.

The major take-away from this conference, I think, is to teach grammar in various contexts through both structured and extended practice. Students need to know why they use grammar topics in real life and then practice them in situated activities and real-life tasks. Plus, I really like the presenter's idea about using songs as the mentor text, because it bridges the gap between students' personal life and the learning of the target language.

However, what could possibly go wrong? The presentation was consistent with the theories and the lesson sample in Chapter 4. I understand what the PACE model is, how it works, but I want to learn more about the possible difficulties that language teachers will meet in the real classroom and their alternatives or even solutions. I can imagine that I can use the model in my future class, but I want to learn more to modify the instruction from the model and to prepare for unexpected situations in the classroom. Besides, I wonder how the use of PACE in middle or high school is different from teaching in college level.

Reflection of Assessment and Language Learning

By Hanyi Tan

"Good teaching and testing are, or ought to be, nearly indistinguishable." According to Brandl (2008), assessments build upon language instructions in the classroom and become internalized into a part of teaching. However, my English learning experiences informed me of the difficulty in achieving such a goal. For a long time, I learned to learn English that targeted at the performance on assessments, rather than the objective of using the target language in my future professional life. Unfortunately, many of these assessments were not aligned with real-world tasks. I think this is a problem that many language learners face these days. They can easily pass challenging exams, but cannot use language in real life. This is especially true for oral skills if students have too many paper-and-pen tests. And this is exactly against what communicative language teaching aims to.

Now as a future English teacher, I realize how such testing is apart from how students are expected to learn a foreign language. Take the dictation as an example. In my district, dictation is still regarded as one of the key standards of English learning. According to listening standards, middle school students are required to dictate a passage of at least 100 words with at least 90% correctness. This standard, to some extent, does harm to students' development of listening abilities because it lacks the evaluation of comprehension skills (Brandl, 2008). It doesn't evaluate grammatical use, either. Students can easily dictate words according to their phonetic awareness without realizing grammatical phenomenon. Therefore, I prefer proficiency--based assessments that evaluate students in various simulated contexts connected to real-life situations. On the one hand, these assessments provides students with a

chance to use what they have learned in events that are most likely to happen in real life; one

the other hand, they help modify teachers' instructions to monitor the process and the

outcome (Brandl, 2008). I believe the key of assessments is to use them in an ongoing

process, so teachers and students can share the same language of what they have achieved

and what they need to work on in the future.

However, I still hold several questions about how to accomplish such a good assessment.

The examples of performance-based assessments given by Brandl (2008) are mostly involved

with social language, e.g. taking a message; but I wonder how such assessments should

consider academic language. When I was preparing for the GRE math test, the questions were

not difficult as long as I could understand the math vocabulary in English. I wonder how

much good testing interacts with other disciplines, such as math, science, social studies, etc.

Plus, I am rather interested in designing informative assessments than formative and

summative ones. They occur more frequently though teaching and thus are more invisible.

They seem to help students who conduct such assessments in a less anxious environment.

Furthermore, I wonder how much power teachers really have in their design of assessments. I

often see many teachers use a test required by the department or other authorities. I wonder

informal assessments may be a better approach to assess what students have learned and can

be designed to be aligned to the goal of a more formative or required testing.

Last but not least, I am interested in feedback and comments that teachers give to

students after assessments. Giving a score won't help students much because they don't know

how to improve. Instead of simple scores or saying well-done, performance-based

assessments provides teachers with opportunities to target specific skills that students have

accomplished or need further work. At the same time, students won't be overwhelmed if they have too many mistakes. Teachers can help students to work on one at a time after assessments.

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Exploring Language Policies Affecting ELLs in Nashville, Tennessee

At the Immigration Attorney Panel, Professor Stella Flores showed her disappointment about current language policies in the United States. "I think understanding what makes a good policy work is important. But I also think it important to think about why we implement policies that have no research evidence to support their effectiveness. What does that mean?" (Stella Flores, personal communication, September 25, 2013) Language policies today require improvement because they don't improve ELLs' academic achievement (August, Goldenberg & Rueda, 2010; Garcia, 2005). Therefore, as a future ELL teacher, I need to interpret laws to face the challenges of teaching them and involve more in improving policies.

In this paper, I will first describe critical laws that affect ELLs in Nashville, Tennessee. I will also explain what they mean to me as a future ELL teacher. Finally, I will offer my opinion of how they can be modified and what laws and regulations should be added.

My Views of Laws and Regulations that Govern Schools in Nashville and Tennessee

There are four major court cases concerning ELLs. They are Meyer v. Nebraska (1954), Lau v. Nichols (1974), Plyer v. Doe (1982) and Castaneda v. Pickard (1981) (de Jong, 2011). These cases all play an important role in promoting equal education for minority students. In addition, Meyer v. Nebraska and Lau v. Nichols recognize that implementing instruction in other languages is a right for students in English and academic learning. I think they make ELLs feel that they belong to the U.S. without losing their native languages.

However, some of laws and regulations are controversial and shortchange concerning English learners. In other words, not all of them are really helpful for ELLs to gain

educational outcomes.

The No Child Left Behind Act (NCLB) is the federal law that takes place of the Bilingual Education Act (1968-2000). Its general aim is to improve ELLs' English proficiency and grade-level expected achievement. However, unlike Bilingual Education Act (BEA), NCLB eliminates the word "bilingual" or "developmental". It also declares its ultimate goal is to teach students to "enter all-English instruction settings" (de Jong, 2011, p. 136).

I think it tells states and schools that it is more appropriate to employ immersion English programs with English-only instruction. For example, Tennessee has implemented its English-only instruction (Lisa Pray, personal communication, September 25, 2013; T.C.A 4-1-404, 1993). It mainly shifts its direction to assimilationist discourse and views language as a problem. It ignores linguistic richness that ELLs bring to the classroom (Garcia, 2005). Its tone is that ELLs' native languages have no power in their academic achievement. Education is about equity and excellence (Garcia, 2005). If ELLs can only receive English instruction, there is no equiy (Garcia, cited from Lau v. Nichols, 2005). I think NCLB should consider these court cases when it reauthorizes in the future. Plus, powerful discourses change identity that is socially structured (Schmidt, 2001). Under NCLB, the pressure of avoiding native languages makes students live in an insecure environment that they are more likely to lose "bilingual confidence" (August et. al, 2010). As an ELL teacher, I cannot work toward creating a secure environment in my class wherein classmates would not have the courage of speaking out who they are. If it were safe for immigrant students to share these experiences, we would all be richer.

If schools employ English-only programs influenced by NCLB, I will not be able to

adopt students' native languages as instruction. NCLB clearly says that all curriculum should be based on research (Tennessee ESL Program Policy, 2008). However, there is no research that claims full immersion is more effective than bilingual programs (Stella Flores, personal communication, September 25, 2013). Admittedly, I can work creatively under NCLB. I can modify my teaching methods "with legal context that students are still being well educated" (Stella Flores, personal communication, September 25, 2013). In other words, I need to work around restrictive laws to sneak in bilingual student language and culture. For example, I would decorate classrooms with ELLs' cultural components, modify topics related to their backgrounds and employ visual aids. Nevertheless, it would be more effective if I have the freedom to treat language as a resource and incorporate multicultural and multilinguistic instruction into curriculum. From the "cognitive" and "transfer" theory, students are able to apply what they learn from one language to another and use both languages productively (August et. al, 2010). Furthermore, compared with programs that are only focused on one language, bilingualism enables students to foster "metalinguistic awareness" (August et. al, 2010). All of these proves that to involve bilingual education actually will accomplish the goal of NCLB – improvement of ELLs' English proficiency. Therefore, I think NCLB should reuse the work "bilingual" to encourage states and schools to embrace bilingual programs.

Second, NCLB requires all educational services to be responsible for the above goals. It builds adequate yearly progress (AYP) to measure whether schools have reached the goals. It also requires states to build annual measurable achievement objectives (AMAOs) to measure students' English proficiency (de Jong, 2011). One the one hand, it calls more positive attention of schools and districts to teaching ELLs. However, if schools don't meet AYP for

two years, they will be fined (Lisa Pray, personal communication, September 25, 2013). As a teacher, I would be at least worried that my school is not able to operate if students don't pass the AYP. I will struggle not to focus on test-based teaching approaches. Moreover, the standards are test-based on reading skills, which forces me to focus more on assessment of ELLs than full linguistic and content objectives. I have to spend more time teaching reading than teaching language as a whole. Therefore, the government should reform the policies on how to assess students' English proficiency and how to fund based on students' levels.

Tennessee also formulates its ESL policy. It sets up the standards to define ELLs, program categories and length through K-12 education, and also staff ratios. It also involves parents' participation with language support if they don't understand English well. Parental rights allow parents to involve in children's academic development. Students are also more likely to use funds of knowledge as parents communicate with them more often on learning. TN ESL Policy only claims that parents should be informed of their children's ELL programs. However, it does not involve parents in any program model or further participation. It shows that the policy does not pay enough attention to parental participation.

Modifications and Additions of Laws and Regulations

As NCLB and TN ESL Program Policy have shortages in improving ELLs' education, I think they all need some modifications on financial support, assessment and parental participation.

First, NCLB should change the funding and assessment systems. NCLB now does not offer funds to bilingual programs. I think it should change back to what BEA implemented. BEA provided financial support to bilingual education (de Jong, 2011). Under new NCLB,

schools can receive funds based on how much they have helped students achieve progress. Moreover, it should stop the fine based on assessments. NCLB should also increase funding for teacher education. For example, if graduates with ELL certifications go to public schools to teach ELLs for three years, they can receive federal and state scholarships during their undergraduate studies. Furthermore, the assessments should not be conducted all in English. For academic outcomes, NCLB should assess ELLs in both languages. For example, questions should be shown in dual languages.

Second, Tennessee should change its ESL policy. First, it now requires "instruction in the public schools and colleges shall be conducted in English unless the nature of the course would require otherwise" (Lisa Pray, cited from Code 4-1-404, September 25, 2013). The law does not clarify whether an ELL program is an exception that can use other languages. Therefore, TN should give up English-only instruction, and announce that there is no required languages for instruction. Moreover, TN should have additional regulations about parental participation. There are now 9 service delivery models, but none of them clearly shows parental involvement. The models should add something like parent-student-teacher panels. In addition, TN should enact a regulation of who has the right to enact policies related to ELLs. Policy makers who enact language policies need to consult people who are really involved in these practices (Schmidt, 2001). However, TN ESL Policy has no regulations of who should have voices during policy making. My advice is that there should be some rulings that when a school provides an ELL program, parents and students should have the right to decide with teachers about how the program should operate.

Conclusion

This paper mainly concentrates on the No Child Left Behind Act (NCLB) and TN ESL Program Policy. They should focus more on ELLs' equity and academic achievement. I think they should be modified in several aspects. First, NCLB should reuse the phrase "bilingual education" and provide federal funds to bilingual programs and teacher education. Second, the assessments should be taken in both students' native languages and English. Third, TN ESL Program policy should cancel English-only instruction and reinforce parental participation.

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Implications for Future Teaching

I will continue my professional development as a responsive ELL teacher as I will continue to reflect upon a series of language teaching and learning theories and influence to my future teaching career. My learning experiences in the U.S. have provided me with in-depth understanding of supporting English language learners in international settings.

I am always hoping to teach Chinese-speaking learners at the secondary level to learn English as a foreign language in China. In my ideal classroom, my students will achieve their long-term learning goals, that is, to improve their English proficiency to pursue their further studies abroad or/and communicate in their professional life in a more supportive and interesting learning environment. As English becomes a major language for business communication around the globe, I aim to help my students to practice English for real communicative purposes beyond passing exams or achieving high scores. Plus, as an English language learner myself, I will try my best to develop a learning environment that motivates my learners to learn without my experiences of "dead" teaching and learning of drills. Instead of studying for assessments, all of my students will highly engage in communication and all kinds of activities while they learn the knowledge that meets their needs, related to their personal lives and beats the tests. They will spend adequate time thinking about, practicing and reflecting upon what they have learned on their own pace. Meanwhile, they feel free to share in the class. After class, they are willing to acquire English on their own by applying what they have learned in class. Most importantly, they hold high expectation for themselves in coursework and their future. On the walls of my classroom, there will be posters and visual displays that explain vocabulary, grammar, learning strategies and other curricula.

However, I will encounter many challenges. To begin with, a common classroom in China usually holds a larger size that contains 30-50 students. It means it is more difficult to meet individual needs and differentiate instructions. Because English is taught as a foreign language subject, students may have less exposure to a rich English-speaking environment. In addition, many of my potential students will study abroad, so cultural difference will be one of their major issues that requires me to prepare them in my classroom. Another major issue is that they are in need of content-area language knowledge for preparation of college studies. It becomes more difficult to motivate them to acquire English beyond memorizing and practicing multiple choices, considering that standardized tests are dominant in students' academic life. Last but not least, I am aware that not much research was conducted whether and how useful instructional strategies will be applied effectively to my future teaching settings.

Although Chinese-speaking ELLs and their learning context may not share the same characteristics with the U.S., the theories and practices in my two-year learning experience have offered me insights of understanding individual learners as well as the community beyond the classroom. Each of my learners has a unique social and cultural background that I need to become familiar in my instruction to affirm their identity. From Artifact A, I find it helps when I choose culturally relevant literature for instruction. To do that, I will gather information as I build a close relationship with my students. Meanwhile, I plan to compare and contrast literature in different cultures so that I can help my students raise the cultural awareness. Because Chinese culture values education, I will definitely invite parents in their children's learning. I will also do home visits to become familiar with student background. To

motivate their learning, it is important to create a welcome and authentic learning environment in which they are able to understand the purpose of acquiring English and have many chances of practicing it. The lessons will also serve as a way to teach and motivate my learners to use resources for self-learning after school. As Chinese learners have suffered too many negative impact from competitive large-scale assessments, my teaching responsibility is to integrate my assessments as a part of instruction for the purpose of understanding learners' strengths and needs. For example, I will create project-based activities, which is similar as what is shown in Artifact I. Learning goals will be clear but not overwhelming. Teaching English as a foreign language, grammar is one major focus in the local standards. As I reflected in Artifact J, it is especially important to integrate grammar topics in contexts with scaffolding, so my students will acquire the language instead of reciting grammatical rules. I will seek help from my coworkers who are dedicated to students' growth as a team.

In a word, I believe in my future professional life, there is much to learn and improve. Reflecting upon my teaching philosophy and review of artifacts, I realize that I aim to become a culturally responsive teacher who help ELLs to become socially, linguistically, academically and professionally successful. However, my question remains how I should modify my instruction according to the theories I have learned and the community I will be placed in. Furthermore, as my future learners have fewer opportunities to experience the English language environment except the English lessons in the classroom, there is the question about helping learners practice English in rich language environments. I will continuously improve my understanding of English teaching and learning theories and improve my teaching with the cooperation of my students, their parents and my colleagues.