English Language Learners Capstone Portfolio

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Abstract

The following document includes a collection of Artifacts that demonstrate my ability to meet the needs of English Language Learners. I prove my knowledge of language acquisition and appropriate language teaching by providing theories and research in the field of second language acquisition, and discussing how the artifacts connect to modern techniques in teaching English Language Learners. I begin by providing my Teaching Philosophy which presents broad theories and moves to more specific theories on second language acquisition and then finally recent scholarly research. This creates a basis for what I believe good teaching looks like, specifically with English Language Learners. Then, I state the five domains of TESOL standards (Language, Culture, Planning, Implementing, and Managing Instruction, Assessment, and Professionalism), provide my interpretation of those standards, and cite two artifacts that demonstrate my ability to utilize those standards in teaching. I do this with the curriculum, assessment, environment, and the learner and learning in mind. Finally, I conclude the paper by giving more concrete examples of what my teaching will look like in the future and how I plan to continue my educational experience in order to stay informed of current theories and methods of second language acquisition.

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Educational Philosophy

Educational Theory

John Dewey initiated the conversation on the modern concept of teaching and revolutionized all preceding thoughts on education. His focus is communicatively driven, which is proven his explanation of the purpose of education. He states, "Not only is social life identical with communication, but all communication (and hence all genuine social life) is educative" (Dewey, 1916). Dewey frequently explains his idea of social-driven education by giving the reader a simplistic metaphor of an early and tribal community (Dewey, 1916). According to Dewey, the skills and knowledge a person gains does not die with an individual, but is passed on to the next generation through education and training. Dewey states, "If the members who compose a society lived on continuously, they might educate the new-born members, but it would be a task directed by personal interest rather than social need" (Dewey, 1916). Dewey claims "that we know nothing when we are born, but focuses on the social aspects of carrying on knowledge from generation to generation to continue the social experiences of a group of people" (Clark, 2015b, p. 4; see p. 138; Dewey, 1916).

To Dewey, education's purpose is the "socialization of individuals for the continuation of society" (Clark, 2015b, p. 5; see p. 139). But how does one interpret Dewey's view as more than the simple transfer of information, known as the Banking Model? Dewey's conversation on education is built upon his philosophical predecessors such as Socrates. According to Biesta and Stengel, "for Socrates, teaching is always also learning" (Biesta and Stengel). Dewey also advocates a similar position when he encourages teachers to "participate in the activity," because then, "the teacher is a learner and the learner is – without knowing it – a teacher" (Dewey, 1916). Friere builds on this idea by saying, "both are simultaneously teachers and students" (Friere,

1968). To a be a teacher is to also be a student. To teach is to learn, and to learn is to teach. Without being open to learning new things, a teacher will become ineffective to students. Without enabling students with the power to teach their own expertise, students will fail to learn new things.

Socrates, Rousseau, Dewey, Friere, and Ranciere all emphasize the relationship between the student and the teacher. They each placing importance on creating a student centered rather than teacher centered classroom by making students and teachers social equals (Biesta & Stengel). Noddings asks for more out of the student-teacher relationship by adding the aspect of caring to that relationship. In this way, the teacher cares so much about the needs of the student, that the teacher's purpose is to serve the educational needs of the student. Teachers exist to serve the student and the best interests of the education of that student. This does not mean that students control the classroom or make all decisions, but it does mean that teachers must create classrooms with the student in mind.

Noddings facilitates a student-centered classroom through the act of caring "—without which, there is no teaching" (Biesta and Stengel). One point that Noddings makes is that, "Caring is neither affection nor warmth; it is neither a feeling nor an attitude. Nor is it a set of specific behaviors assigned to teachers or students" (Biesta and Stengel). Caring is not supposed to be interpreted as a warm hug from the teacher at the classroom door or motherly displays of affection. Instead, caring is the purpose, or the overarching, underlying motive, of the teacher. This focuses on knowing about the student and connects to Nodding's thoughts about caring. Caring is "not a feeling or an attitude; it is a pattern of relation" (Biesta and Stengel). Therefore, caring is "an ongoing, continuous relationship between the teacher and the student" (Clark, 2015b, p. 6-7; see p. 140-41).

Language Acquisition Theory

According to Vygotsky, "language is seen as the means by which humans achieve the goals of social living" (Ellis, 1994, p. 519). Another way to put this is that Vygotsky and other sociocultural theorists are "seeing language as a cultural tool that has been developed and refined in the service of social action and interaction" (Ellis, 1994, p. 519). This easily connects back to Dewey's view of learning as social. Sociocultural theory seeks to find how language derives from "the social activity that is embedded in the cultural values of particular communities" (Ellis, 1994, p. 524). Sociocultural theory also claims that "learning is not something that goes on exclusively inside the head of the learner but also in the world the learner inhabits" (Ellis, 1994, p. 524). In many ways Dewey and Vygotsky intersect in their views of the importance of social interactions in education. Language is thus dialogue driven, and classrooms should therefore seek to have opportunity for dialogue and genuine communication (Ellis, 1994, p. 526).

Another big impact that Vygotsky has on the study of language development is the Zone of Proximal Development (Ellis, 1994, p. 531). This concept is characterized by three levels of functioning: what a student can comfortably do independently, what a student can do with help from a teacher, and what a student is unable to do with or without help (Ellis, 1994, p. 532). An important concept of Zone of Proximal Development is that the teacher is encouraged to use scaffolding to enhance a student's language ability. The teacher is an important scaffolding tool that enables a student to accomplish more and increase the bubble of what they can do independently. In some ways, this connects to Nodding's interpretation of the student/teacher relationship which depicts the teacher as the servant or tool of the student.

One of the first stages of language acquisition, according to Krashen, is the Silent Period (Krashen, 1985, p. 9). Krashen claims that a few months of silence in a new and unfamiliar linguistic environment is completely normal in youth (Krashen, 1985, p. 9). Noddings would say that to be a truly caring teacher would be to enable a student to navigate that Silent Period without intense pressure to produce. This period would not be dominated by a Dewey-like mentality that communication is necessary to learning. Instead, it would focus more on making the student comfortable enough to be able to produce language some time in the future.

One major inhibitor of language acquisition is exemplified in Krashen's Affective Filter Hypothesis. Krashen states that input is not all that is necessary for language acquisition (Krashen, 1985, p. 3). The learner has to be "open" to the language and the Affective Filter is a block that prevents input from reaching the student (Krashen, 1985, p. 3). The Affective Filter has many causes and could be because the student is "unmotivated, lacking in self-confidence, anxious, when he is 'on the defensive', when he considers the language class to be a place where his weaknesses will be revealed" (Krashen, 1985, p. 3). To make students open to new language, the Affective Filter must be lowered. This is where Nodding's version of caring again comes into play. The teacher must create a classroom where students feel motivated, confident, and safe.

Studies

According to de Jong, "making the home and school cultural practices more congruent positively affect[s] student achievement" (de Jong, 2011, p. 120). Some students experience a silent period during the first weeks or months in a new place, especially refuges, who are forced to live in a different region with an unfamiliar culture. The abruptness of these changes can be eased if teachers allow students' cultures to penetrate classroom culture. Allen describes a man who engaged in "'culturally relevant teaching'—he learned the culture before trying to teach it"

(Allen, 2007, p. 42). To succeed at learning the culture, Jimenez advocates "spend[ing] time in the communities where their students live" (Jimenez, 2009, p. 21). Spending just a few hours exploring an area can cause a teacher to be much more informed about the daily experiences of the students.

Teachers of ELL students must be prepared and knowledgeable about students in their classroom in order to create lessons that appeal to them. Teachers can also use background knowledge of students in order to incorporate students' knowledge and expertise into the lesson. Calling on the "Funds of Knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992, p. 132-141) of the students would be one of the best places to start as a teacher to make sure English Language Learners are receiving the best education possible. Utilizing the "Funds of Knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992, p. 132-141) in the curriculum can also make a student feel welcome and culturally valued. This connects back to the philosophies of Socrates, Dewey, and Friere that propose placing the student in the role of teacher. Making the student an expert at something can empower that student and enable them to learn more. Students can share and even teach their culture and language to the rest of the class (de Jong, 2011, p. 208-9).

Students can also utilize community literacies to translate from one language to another, and the teacher can emphasize the value of this practice, since students might already translate for others in everyday life (Martinez, Orellana, Pacheco, & Carbone, 2008, p. 2-10). Jimenez states that "bringing transnational and community literacies into the classroom makes it possible to build upon students' prior knowledge" in the efforts to better serve them (Jimenez, Smith, & Teague, 2009, p. 18; Martinez, Orellana, Pacheco, & Carbone, 2008, p. 3). Beginning with familiar topics, sources, and vocabulary that relates to their lived experiences is a great way to move towards difficult and unfamiliar content and language. This would be an effective way to

minimize the Affective Filter through gradual scaffolding. Jimenez also states, "minority students are more likely to make progress in school when teachers understand and incorporate their home and community literacy practices" (Jimenez, Smith, & Teague, 2009, p. 18).

Practices such as these "help teachers better understand their ELLs and foster meaningful relationships with and among students from linguistically and culturally diverse backgrounds" (Jimenez, Smith, & Teague, 2009, p. 25). According to Risko and Walker-Dalhouse, "literacy needs to be connected to the lives of students and provide opportunities for social engagement" (Risko & Walker-Dalhouse, 2012, p. 23). Not only do these classroom practices allow a strengthened teacher/student relationship, like Noddings wants teachers to create, they also allow "students from a variety of backgrounds to learn more about one another" (Jimenez, Smith, & Teague, 2009, p. 18). This corresponds to how Dewey and Vygotsky advocate a social method of learning.

Reflection

My own version of an ideal classroom includes large amounts of communication, both verbal and written. Like natural conversations, my ideal classroom is not dominated by one individual, but includes the thoughtful utterances of many individuals. Through teaching, I am also constantly learning how to teach more effectively more about the cultural identities and linguistic needs of my students. My classroom must have a safe classroom atmosphere that encourages conversation in more than just the target language. Diversity and multilingualism are celebrated aspects of the classroom.

I plan to collaborate with the parents of the students. Performing a home visit is an even better way to get to know where students are coming from because one not only sees the community in which the student resides, but also gets a taste for the home life of a student and

possible sources of Funds of Knowledge. It is the teacher's responsibility to encourage parents to become actively involved in the education of the child, especially when parents may hold different cultural concepts of their role in the learning process.

My philosophy of teaching is based on several different philosophers, theories of SLA, and research on ELLs. I take inspiration from Socrates who says that teaching is learning. I am constantly learning from my students as well as learning with them. Dewey aligns with my idea of a classroom with high levels of student-talk. That a classroom is designed to be student-centered classroom is evident when the students are main contributors during discussions. Noddings suggests that my performance as a teacher must concern the personal interests and learning styles of each student. Students learn better when lessons are tailored to their language and content needs.

TESOL Domains and Standards

Domain 1: Language

    1a. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ELL students acquire and use English and listening, speaking, reading, and writing for social and academic purposes.

    1.b. Candidates understand and apply concepts, theories, research and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings (TESOL/NCATE Program Standards, 2003).

    Teachers should model language in a way that is appropriate for **learners** to imitate. Teachers should also be able to listen, read, and present authentic English literacies, creating a **learning environment** rich in language. This knowledge of appropriate language should also influence the **curriculum** so as to include a wide variety of texts. A teacher does not have to be a native speaker to teach a language, but must be capable enough in the language in order to guide **learners** at all levels toward a better grasp of the language. This means **learners** should be encouraged to listen, speak, read, and write the English language in a language-rich **environment** for a variety of different reasons and with genuine tasks in mind. The teacher should also be knowledgeable enough to give proper **assessments** of a **learner's** language abilities. These decisions, on both the macro (**curriculum** planning) and micro (daily modeling of appropriate language) levels of teaching, should be influenced by various research, theories, and tested tools of language acquisition.

    The first example of my understanding of language and application of theory comes from the Case Study that I completed on one of my peers. This paper analyzes the language abilities of an individual English Language Learner. A big part of the paper is connecting theory to real-life

application by providing a **curriculum** plan for language **learning** for the future. I will draw

mostly from the "SLA Theoretical Framework" (Clark, 2015a, p. 12;) section to prove

my knowledge of language **learning**.

In this section, I define the **learner's** past language education experiences as influenced

by Behaviorism (Lightbown and Spada, 2006), Hyme's Communicative Competence (Hymes,

2011), and Krashen's Linguistic Framework (Krashen, 1985). I then say that Behaviorist

techniques are unsuitable for this **learner**. I take this knowledge of her past education and the

base of SLA theory, and use it to create a new plan for her future language education. This new

plan is based on Ellis's Socio-Cultural Theory (Ellis, 1994). Towards the end, I dictate what I

have learned from this exercise; "The various theories of SLA have become real to me because

of the experience that this case study has given me. I learned what different theories look like in

practice by examining the experiences of Chloe" (Clark, 2015a, p. 21-22;).

Another example of my knowledge of language **learning** is demonstrated by my analysis

of a language **learner** at Overton High School (). This paper is the **assessment** of a

learner's language abilities. I create a hypothetical plan for her future **learning**. I utilize various

techniques to assess her English language proficiency, and what little background information I

have on her L1 proficiency and education, and I utilize theory to create my plan.

The most important **assessments** of Mariana's language proficiency in cultivating a plan

are the ones that I did while interviewing and assessing her, though her standardized test scores

and in-class assignments were also used. I rated Mariana's language abilities using the SOLOM

scale, a Running Record, a writing sample from class, and a Self Assessment form that was

completed as an interview. I go into great depth of her writing and speaking abilities, talking

about how her L1 (Spanish) has been influencing her acquisition of her L2 (English). In her

writing, the syntax is often influenced by typical Spanish sentence structure. Her speaking abilities are influenced by a heavy Spanish accent, but there is additional L1 influence. Mariana's vowels tend to get mixed up and she frequently places an "e" in front of words beginning in "s". The plan that I create for her incorporates all of the various **assessments** that I gathered on her language abilities and creates a series of prescribed **assessments** for the future to adequately monitor her language development and keep her on track.

Domain 2: Culture

2.a. Candidates know, understand, and use the major concepts, principles, theories and research related to the nature and role of culture and language development and academic achievement that support individual students learning.

2.b. Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement (TESOL/NCATE Program Standards, 2003).

Celebrating diversity within the classroom is a great way to connect with a **learner**. Teachers can do this by connecting with the students' communities and bringing their culture and heritage into the classroom. This can be done in many ways, including having guest speakers or gathering literature from the community and incorporating it into the **curriculum**. Incorporating culturally relevant literature in this way sends the message to **learners** that all literature, especially their own, is important and valuable. Additionally, **assessments** should reflect that such literature has importance.

I will use the practicum experiences paper from *Foundations for Teaching English Language Learners* to demonstrate my proficiency in the effects of the community and the culture on the student. For this standard, I will be drawing on the "Exploration" section in which

I describe our exploration of Nolensville, an immigrant community in Nashville (Clark, 2014a, p. 2; see p. 110). I also describe how to utilize community literacies like the ones we gathered in the classroom and why this is an important practice. This section contains a wealth of information about culture and how a teacher can manipulate knowledge of that culture to the benefit of the **learners**.

An important factor presented in the paper is that of Community Literacies, which enables teachers to build on the prior knowledge of the **learners** (Jimenez, 2009, p. 18). Bringing in actual literature from the community is a way to show how important all language is, including the **learners'** L1. I also point out that, "minority students are more likely to make progress in school when teachers understand and incorporate their home and community literacy practices" (Jimenez, 2009, p. 18).

An important concept that this paper highlights is "Funds of Knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992, p. 132-141), which is the practice of treating specific skills or knowledge as important and valued within the context of the classroom, therefore celebrating that knowledge that individuals possess. **Learners** feel empowered if they feel as if they have some specific knowledge or skill that others want to learn more about. A healthy classroom **environment** allows **learners** to share that knowledge with others and places the title of specialist on every student in one area or another.

By observing flyers hung in Nolensville, we were able to preview various potential areas of specialty that **learners** in our classrooms might have. For instance, some of these advertisements were hand written and gave a name and number of someone who could work carpentry or construction type projects. Having vocational awareness of a neighborhood can enable teachers to tap into the lived experiences of students. By acknowledging that knowledge

like this is important, we can create a classroom that is respectful of people from different

cultural, social, and economic backgrounds. In the paper, I demonstrate that not only do practices

such as these "allow a strengthened teacher/student relationship, it also allows 'students from a

variety of backgrounds to learn more about one another' (Jimenez, 2009, p. 18)" (Clark, 2014a,

p. 5; see p. 112).

I will also use my Teaching Philosophy from *Foundations for Teaching English

Language Learners* (see p. 127). This philosophy picks up where the practicum paper stops by

talking about application of these concepts. My teaching philosophy is more direct in how I will

personally apply these standards in the future.

This philosophy of teaching also draws on the concept of "Funds of Knowledge" (Moll,

Amanti, Neff, & Gonzalez, 1992, p. 132-141). This paper stresses the importance on bringing

culture into the classroom because, "Recognizing that there are cultural differences and making a

classroom that enables those differences to occur makes adjustments not as hard for students"

(Clark, 2014b, p. 3; see p. 129). Some culturally and linguistically diverse **learners** come from

various countries for various reasons, and adjusting to a different culture can be difficult.

However, this paper suggests that utilizing "Funds of Knowledge" (Moll, Amanti, Neff, &

Gonzalez, 1992, p. 132-141) to build a classroom can foster positive interactions and

conversations. It does so by making concrete suggestions such as utilizing community literacies

and encouraging code-switching. Naming translating as a valuable practice is also import

because it is something students probably already do on a daily basis. The philosophy also

suggests making the classroom more comfortable by having literature in the L1 readily available

and also by **learning** some words and phrases of the **learners**. Anything that makes a student

more comfortable in a new **environment** can potentially lower the Affective Filter (Krashen,

1985, p. 3-4) and cause language **learning** to happen.

Domain 3: Planning, Implementing, and Managing Instruction.

    3.a. Candidates know, understand, and apply concepts, research and best practices to

plan classroom instruction in the support of learning environment for ELL students.

Candidates serve as effective English language models, as they plan for multilevel

classrooms with learners from diverse backgrounds using standards–based ESL and

content curriculum.

    3.b. Candidates know, manage, and implement a variety of standard–based teaching

strategies and techniques for developing and integrating English listening, speaking,

reading, and writing and for accessing the core curriculum. Candidates support ELL

students in accessing the core curriculum as they learn language and academic contact

content together.

    3.c. Candidates are familiar with a wide range of standards – based materials, resources,

and technologies, choose, and adapt, and use them in effective ESL and content teaching

(TESOL/NCATE Program Standards, 2003).

    Good teachers are able to plan a **curriculum** and a series of **assessments** with individual

learner goals in mind. The teacher should be able to utilize broader standards and objectives to

create a lesson that pushes **learners** towards achievable language acquisition goals. They

research and apply new and tested instruction methods. Teachers are able to be good models of

the English language. They alter their instruction so accommodate a variety of **learners** from a

variety of different backgrounds and they are there to support the **learners**. They utilize ESL

standards daily and display student standards in the **learning environment**, which drives a

curriculum. Any single lesson integrates all four modes of language including listening, speaking, reading, and writing.

One example artifact is a lesson that I created and implemented in my practicum setting at Haywood Elementary for a 2nd grade classroom (see p. 132). This classroom is a culturally and linguistically diverse population. There are several different first languages spoken among the **learners** and several different cultures and ethnicities represented. This lesson was written as a whole group lesson that takes into account the levels of all **learners** in the classroom.

This lesson has both ELL language objectives and content objectives for the reading segment. The lesson begins with a short informational video on West Africa, utilizing technology to hook the **learners**. The text, *Why Mosquitos Buzz in People's Ears*, was given to me by the cooperating teacher as an appropriate text for this grade level and in the lesson the book is read aloud to the **learners**. I used this text to create a graphic organizer that **learners** completed in groups three or four. Also, this lesson enables **learners** the opportunities to read, write, speak, and listen to the English language. Students read the vocabulary words on the PowerPoint, listen to the video and the story, speak to each other to process the story in pairs and in small groups, and then they write in their journals at the end of the lesson.

This lesson demonstrates proficiency on all three points of this standard, and corresponds with 3.a by incorporating a diverse group of **learners**. A variety of different strategies were utilized to transmit information and to engage **learners** in communication, connecting with 3.b. The lesson also uses technology to engage **learners**, connecting with 3.c of this standard. It also connects with 3.c because it covers all four processes of language: reading, writing, speaking, and listening.

A second example of my proficiency is another lesson that I implemented for the same classroom, this time for a small group reading lesson (see p. 134). Even with only four **learners** in the small group, there was immense diversity of language ability among the **learners**. None of the **learners** in the small group shared the same native language, so making connections to the first languages was difficult to achieve. There was still differentiation written into the lesson that gives extra help to **learners** who need it. There was one student that also had intellectual disabilities in addition to a language deficiency that needed small blocks to represent the words that he was writing. This connects to 3.a of this standard.

This lesson also utilized all four of the processes of language. The **learners** listened to the teacher read the example sentences. The **learners** would also read the words that the teacher had read. The **learners** themselves would speak to the teacher and write the sentences that they created. This connects to 3.b of the standard.

The text that was used is titled *Chalk* and was a text that the **learners** had been slowly reading over time and were therefore familiar with. In fact, this book had no words and the **learners** themselves were encouraged to write sentences on each page that they thought corresponded with the pictures and with the telling of the story. The utilization of this age appropriate text corresponds with 3.c of the instruction standard.

Domain 4: Assessment

4.a. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political social and psychological factors) in assessment, IQ, and special education testing (included gifted and talented); the importance of standards, and the difference between language proficiency and other types of assessment (e.g. a standardized achievement tests of overall mastery), as they affect ELL student learning.

4.b. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ELL students.

4.c. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction (TESOL/NCATE Program Standards, 2003).

Being aware of a **learner's** abilities should alter all aspects of teaching. Teachers should be able to utilize **assessments** to inform **curriculum** planning and in-class decisions. **Assessments** should be formative and summative, formal and informal, and should include a variety of different **assessments** such as teacher observation, student portfolios, teacher-student interviews, listening quizzes, and oral exams. Using a variety of different **assessments** can create a more holistic **assessment** of a student and should be used to alter teaching based on individual and class-wide performance. **Assessments** themselves should include constructive feedback for **learners**, for instance, stating two positives and one negative of a student's work. Teachers can also compare and contrast language **assessments** and non-language **assessments** and use that comparison to adjust instruction.

The first artifact demonstrating my understanding of **assessment** comes from the *Analysis of Teaching* final. This final combines theory, observation, and an interview in the effort to create a tool for observing teachers. The result is an observation protocol that reflects my own teaching philosophy. For this standard, I will draw mostly from the "Relation: Caring Through the Intentions of Noticing" section (Clark, 2105b; see p. 140). This theory-based section synthesizes the act of noticing, as defined by a study by Sherin, Jacobs, and Philipp (Sherin, Jacobs, & Philipp, 2011), with the purpose of caring, as defined by Noddings (Biesta and Stengel).

To Noddings, "Caring is neither affection nor warmth; it is neither a feeling nor an attitude. Nor is it a set of specific behaviors assigned to teachers or students" (Biesta and Stengel). Caring is therefore not an action conducted by a teacher, but a purpose that the teacher keeps with them that influences actions. I make the claim in this paper that "One cannot *care* for the student if one does not *notice* the student" (Clark, 2015b, p. 7; see p. 141). Noticing is "a potentially intentional rather than haphazard act" (Mason, 2011). Noticing is the intentional action of the teacher.

Noticing is a broad observation of a student's attitudes, background, interests, and needs. Noticing could be defined as a very intentional form of teacher observation, which is a type of **assessment**. Noticing and **assessment** are therefore very much the same thing in practice. Not only is noticing easily correlated with teacher observations, but it also corresponds to taking **assessments** and acknowledging the **learners'** ongoing performance. It is through noticing evidence of student progression that teachers alter individual and classroom plans, both in short and long term.

My second example of my demonstration of knowledge of language **learning** is with my Student Analysis for the course *Assessment of English Language Learners* (see p. 69), which I also mentioned under the Language Domain. This paper assesses a public school student's placement in the system by analyzing her social and academic **environment** and her language abilities and creating a plan for the future for the entire upcoming school year. Unlike the previous artifact under the Assessment Domain, which is highly theoretical, this example demonstrates my actual **assessment** of a student and creation of a tangible plan.

I used a rubric to assess the student's **environment** and a Sociocultural Checklist to analyze the cultural factors influencing her adaptation into new **environments**. I look at her

standardized test scores in English as well as her previous history as documented by the school. I also utilized an interview to fill out a self-**assessment** form, taking notes throughout the interview. Then I assessed her language abilities with a writing sample, a SOLOM, and a Running Record.

Finally, I utilized all the information that I gathered to create a year-long **curriculum** plan to monitor and assess her progression in the L2. This project demonstrates my ability to assess both language ability and social adjustment, and use that information to prescribe adjustments to the student's education. I create a year-long calendar, scheduling various forms of **assessment**, of the student and her **environment**, both formal and informal. I suggest utilizing the same rubrics and checklists in order to document some progress, or lack thereof, and also an implementation of a system to catalog those **assessments** for this student and the others in her class.

Domain 5: Professionalism

5.a. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

5.b. Candidates serve as professional resources for ELL students, and build partnerships with students' families.

5.c. Candidates collaborate with and are prepared to serve as resources to all staff, including paraprofessionals, to improve learning for all ELL students (TESOL/NCATE Program Standards, 2003).

Teaching is a collaborative practice that requires teachers to be in communication with one another and to put into practice the understanding of language **learning** and teaching. Teachers should create community with other professionals and contribute to the greater

academic understanding of what it means to teach and learn a language. It is important that teachers can create a **curriculum**, an **assessment**, or a **learning environment** collaboratively. Teacher collaboration improves the curriculum by offering multiple perspectives on **learners**, **environment**, and teaching methods.

I will again use the practicum experiences paper from *Foundations for Teaching English Language Learners* to demonstrate my proficiency in understanding the effects of the community and the culture on the student. I will mostly utilize the "Exploration" section to demonstrate my proficiency of this standard, as I did previously for the Culture domain (Clark, 2014a, p. 2;). This section highlights the importance on collaborating with parents and how that collaboration can benefit the classroom, connecting with 5.c in the Professionalism standard.

Our visit to Nolensville was only about 2-3 hours. Again, during this exercise, we visited an ethnically and linguistically diverse community. We explored businesses and public spaces in search of community literacies. In my paper I reference Allen (2007); "Allen actually pushes the concept of exploration a bit further by saying that forming relationships outside of class and actually joining the community through continuous, purposeful participation is the best way to form those relationships" (Allen p. 42; Clark, 2014a, p. 5;). Real involvement would require an intentional investment, perhaps even require living in the community where the **learners** live. Diving into the community culture would also need to happen before the teacher even met the **learners** (Allen, 2007, p. 42).

My second artifact that demonstrates professionalism was a unit plan, which was created collaboratively for *Methods and Materials*. This unit plan was created for an English class working on persuasive writing. For this standard, I will focus on the "Reflection" segment (

192). This entire unit was created collaboratively and thus connects directly to 5.c of Professionalism. The overarching theme, standards, and theoretical framework were born in a series of group discussions and were the result of the combined efforts of three graduate students. Individual lesson plans and individual portions of the paper were completed individually. For instance, I personally wrote Lesson 1 and found the OREO acronym (see p. 168) that inspired a lot of the following lessons. However, there was continuous peer editing, revision, and extensive communication during the writing process that enabled each lesson to become a stepping stone within a larger unit.

In addition to the unit being collaborative among the creators, there was also collaboration with additional graduate students in the *Methods and Materials* class. We presented this unit to the class as well as several individual lesson plans and received a lot of feedback, which is discussed in detail in the "Reflection" segment. Based on the peer review we received (see p. 196), we made three major changes to our work. We created unit objectives, made instruction more explicit, made individual aspects more culturally relevant and age appropriate, and integrated speaking and writing activities throughout the unit. Also, we made many smaller changes that can be seen on the right side of every lesson plan written in italics. This unit is therefore an excellent example of collaboration and professionalism.

Bridging Theory and Practice

Learning Opportunities

As a teacher, I plan to seek new learning opportunities as often as possible through professional development seminars. While at Vanderbilt, I have attended two professional development opportunities targeting current and pre-service teachers. The first was Tennessee Foreign Language Teaching Association (TFLTA) Annual Conference where ELL and foreign language teachers from all over Tennessee could present on various topics related to teaching a second language. One of the presentations was "Building Greater Narratives of Learning: Integrating Design Thinking into the Language Classroom" and was presented by two Vanderbilt graduate teaching assistants. This presentation taught me the importance of teaching through real-life context and connecting to the experiences of students.

The other seminar was "*They Are We*: Exploring Afro-Cuban Identity Through Film and Archives" sponsored by Vanderbilt's Center for Latin American Studies (CLAS). There were three main presenters and the viewing of the film *They Are We*. The topics focused on how teachers could use a more focused look into the African Diaspora while teaching Black History Month. I learned how to teach an often neglected topic within Black History as well as very tangible applications for technology in the classroom. In the future, I plan to stay attuned to these organizations and what professional development they offer for in-service teachers.

I also hope to have more collaborative experiences like the ones I have had at Vanderbilt. Thus far, I have created a unit plan with a small group of graduate students, created an observation tool with my *Analysis of Teaching* class, and implemented a co-teaching lesson plan with a peer. These experiences have taught me the importance of peer collaboration. Collaboration is how I continue to better myself by receiving immediate and specific feedback.

Dewey (1893) writes, "...if I were asked to name the most needed of all reforms in the spirit of education, I should say: 'Cease conceiving of education as mere preparation for later life, and make it the full meaning of the present life'" (660). Continuing to learn and to grow should take all forms, including that of formal education. I hope to continue my education after several years of experience in the field and to pursue a Ph.d. or Ed.d. in education, perhaps in administration. Ultimately, I plan to be a life-long learner, engaging all methods and resources at my disposal.

Potential Challenges

Each student has different language and content needs, especially ELL students. Therefore, "all teachers in all schools must address the learning needs of ELLs by individualizing their instruction to take into account the very different levels of English language proficiency and literacy development" (Carrasquillo, Kucher, and Abrams, 2004, p. x). Like with the previously mentioned Student Analysis and Case Study, I plan to collect a variety of assessments, rubrics, and writing samples on every student in the form of a portfolio. This collection would be for the teacher's own benefit and have a variety of different formal and informal assessments, many of which the student may never see. For instance, my cooperating teacher at Haywood Elementary would take organized notes on all of her students. She would have short, one-on-one conferences at the student's desk, and take notes for herself on the student's progress. I would gather similar data and include this information in my student portfolios.

In an ELL classroom, there may be as many as 10 different languages spoken, like my practicum placement at Overton High School. There may even be many different dialects and cultural differences between members of the same language group. There is no way for me to be

able to speak all of the different languages of the students in my class. This presents problems for me as a teacher because I cannot rely on the L1 to give instructions, to lower the Affective Filter (Krashen, 1985), or to provide bilingual education.

Despite preferring bilingual education, Iddings, Risko, and Rampullo (2009) attempt to tackle this problem that so many US educators face. One suggestion is to reiterate what a student has said, which reaffirms the student's utterance, models correct language usage, and allows students time to think and process the information (Iddings, Risko, and Rampullo, 2009, 60). Another is to allow students with common languages to teach each other (Iddings, Risko, and Rampullo, 2009, 60). Students learn from teaching others, and students learn from making connections to the L1. Also, the authors suggest group work where students take on different, specified roles such as leader, secretary, and question master. Additionally, hypothesizing and predicting while reading are ways that students could get motivated and to develop deeper understanding of a text. Finally, activating prior knowledge is extremely important (Iddings, Risko, and Rampullo, 2009, 60). I plan on utilizing these tactics in my future classroom.

ELL students are likely to have recently moved, which creates a whole set of emotions and tensions at home and in the classroom. Therefore, learning as much as possible about the student's past education, current living situation, and home culture are extremely important to understanding the attitudes of a student. There are many assessments that a teacher can make, some of which I completed during my Student Analysis. There are also differences in language and culture that can prevent parents of ELL students from participating in the student's education and communicating with the teacher. Additional influences to participation levels include the occupation, income, and availability of parents.

Although Allen (2007) suggests living in the same community as students in order to become a part of the community, learn more about the students, and become familiar with families (p. 42), this is not always feasible for a teacher living on a limited salary. Nathan (1995) actually states that living in the community is not necessary because it is all about the efforts of the teacher. She suggests teachers inviting themselves to dinner, as she and a colleague informally did to the parents of their students (Nathan, 1995, 82-6). Although I might not be so foreword in the future, this article encourages me to make a conscious effort in developing relationships with parents by performing home visits.

My Identity in the Classroom

Dewey (1916) states, "Not only is social life identical with communication, but all communication (and hence all genuine social life) is educative" (Dewey, 1916). My ideal classroom involves large amounts of spoken and written communication. Such a classroom must have a safe classroom atmosphere and physical arrangement that encourages small group conversation. My place is to facilitate conversation and communication amongst the students.

A tangible implementation of this ideal could be represented in the example that Chun gives in reference to classroom reading. Chun (2009) states, "In contrast to the assumption that reading is solely an isolated activity, Guthrie (2004) argued that engaged reading is 'often socially interactive' (p. 4)" (Chun, 2009, 145). Chun goes on to suggest that we can see this through the participation of young adults in online forums about popular young adult novels. Teachers need to harness that interest in technology to help students derive deeper meaning from the text, and also to encourage students to see reading as an interactive process (Chun, 2009, 145).

Another implementation of communicative practices delves deeper into fostering a positive classroom environment. Many times, student portfolios are depicted as individual, private selections of work. But Nathan makes portfolios a communal experience, creating a time of sharing and positive criticism. Students communicate and collaborate during the projects in which they intend to include in their portfolios. When a work is completed, peers review the work and highlight a phrase or a character that another student has created, and they encourage the student to include it in the portfolio. Through this experience, students know what good language habits they should continue and what they need to work on (Nathan, 1995, p. 82-7). In this way, student portfolios create a positive, collaborative, and safe learning environment for students.

One concept that has been explored rather extensively throughout this paper is utilizing the culture of the students. As stated previously, discovering the culture of students is important to understanding them. We as teachers can do this in many different ways, gathering multiple pieces of information to build an understanding of the cultural identity of a student. Herrera, Perez, and Escamilla (2014) claim, "Home visits are recommended as one of the most powerful ways of gathering information" (p. 42). Building on that concept, teachers should bring that culture back into the classroom once personal bonds have formed with community members. Celebrating the diversity of students can take many forms, one of which involves creating a language-rich environment in the classroom. Because Cummins (1984) states that development of the L1 and the L2 are intertwined, it is important to utilize the L1 in the classroom. I would do this by creating a multimedia (books, movies, music, etc.) library that includes resources in all of the languages represented in our classroom. By doing this, we celebrate the diversity within the classroom while inspiring L1 and L2 language transfer.

Motivation is an important key to teaching ELLs, particularly the motivation to read, because "cultivating a student's interest in reading can help overcome home disadvantages" (Organisation for Economic Cooperation and Development, 2004, p. 8). One way that encourages motivation is by giving students a diversity of reading resources, such as unique texts, audio books, and graphic novels. Having options makes students feel empowered and they feel less like they were forced to do an assignment when they stop to think about what most interests them out of the choices provided. Providing a few options that are interesting to students, in various ways can engage students in learning language.

Chun (2009) gives a great example of engaging and motivating students by providing an example classroom where *Maus*, a graphic novel, was read by the students in the class. There are certain things that make graphic novels great for teaching ELLs specifically, and one of the most obvious is the images that accompany the text and add meaning to the words. The students in the example classroom loved the book and were actually excited about history because of this piece of literature. The students were so engrossed in the book and so motivated to read and learn "that all the students now want their own copy of *Maus*" (Chun, 2009, 151). What makes Maus so good for ELL students is the imagery that is presented in the text, like having all Nazis as cats and all Jews as mice. This imagery can facilitate important discussions about race and discrimination, which is something that ELL students are probably all too sensitive of.

Conclusion

I have always had a passion for the English language, for both literature and grammar. This passion led me in college to seek out a degree in teaching so that I could inspire others to share similar feelings. I soon found inspiration, purpose, and fulfillment in teaching while serving and improving my community. Towards the end of the year at my internship school,

there was a teacher in-service meeting about English Language Learners. My cooperating teacher and I sat in the back with our noses in our laptops, grading furiously. We didn't have any English Language Learners in our classroom, or so we thought. There were three students who qualified for ELL services at our school, and one of them was in our classroom twice a day. We were stunned. Here we were at the end of the year, in the face of spring testing, and this student had never received these services or experienced any kind of additional assistance in our classroom. Why were we not told this before? How did we not figure it out ourselves? How did the system fail so utterly to help this student? These questions led me to my current studies at Vanderbilt. I want to be the answer to these problems.

Through my studies, I have learned more about what it takes to learn a language. Language is achieved through social context. Authentic language happens communicatively within a social context in both literature and conversation. Language requires understanding between a speaker and listener. Why would a student read a piece of literature if there was not something that sparked interest or connect to personal experience? Why would a student speak if not to interact? These questions are especially applicable for students learning a second language who are attempting to engage culturally and linguistically with a new environment while maintaining their own cultural identity and heritage. Creating a lesson with an achievable objective for language use and infusing activities with interesting content will cause students to become more fully invested in learning.

Another important aspect of teaching language is the power of culture. Celebrating differences can make students feel empowered to share their own experiences with the class and encourage them to listen and learn about their peers. Learning about new cultures can inspire students to broaden their knowledge base and to find common ground through language. My

future teaching will seek to harness the potential that lies in the cultural diversity within a classroom.

A third important factor in modern teaching is technology. In a time when technology is changing faster than ever, it is important to equip our students with the skills necessary to navigate our technologically dependent world. Imagery, video, audio, and games can enhance language and content learning. Technology can make literacy activities social, when there has never before been a platform for similar interactions. Students can not only explore the endless amounts of information on other cultures from online resources, but they can also share their own culture with people around the world. In the future, I will use technology to enhance cultural aspects of lessons and encourage language inside and outside the classroom.

My experiences in graduate school have shaped who I am as a teacher, and further experience in the field will continue to shape my identity as an educator. I know that social context and content are important in engaging students, therefore, I must continuously learn what content inspires and connects with the lives of my students. Culture should be an important part of my classroom, and I must be open to each new student's cultural sensitivities. Current technology must be available and integrated in each lesson, all with the idea of increasing student interactions and engaging more deeply in cultural contexts. My goal is to create a classroom using these points as cornerstones, in the effort to create an environment conducive to learning language and content. By utilizing the education I received here at Vanderbilt, I endeavor to prevent ELL students from falling through the remaining cracks in our educational system by empowering students in their pursuit of second language acquisition.

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Case Study

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Introduction

My participant's name is Chloe, and she is a second year graduate student at Vanderbilt and she is originally from China. She told me she has many opportunities to speak Mandarin with her friends, and that she and her friends prefer to speak this language. She also speaks a local dialect of Chinese called Changzhou Dialect, though she says that she sometimes forgets words in the dialect and has to insert Mandarin words in her sentences. I asked if her family preferred to speak this local dialect, and she said that her father does, but her mother prefers Mandarin. So within one household, two different dialects are spoken. If someone in her family says something, Chloe says she will respond in the dialect the original speaker has chosen.

To Chloe, a big difference between Chinese and English is that Chinese has characters where English has an alphabet. Another huge difference that she noticed was that English is a "musical" language to her and has "rhythm." She also thought that Chinese was very difficult to learn, and even though she is a native speaker, she finds it more difficult than English.

Chloe's school back in China required her to learn English and she started learning in the 5th grade. However, Chloe said that students in China now learn to speak English in Kindergarten. All students now have to learn English as a part of their education in China. Chloe also learned a little bit of German while she was in school as her chosen second foreign language, but she has lost most of that because she has no one to practice it with.

Even though Chloe considers herself fluent in English, she does not feel confident her abilities. She says that she often feels "terrified" when she speaks to Americans. She is currently taking a class where she is the only non-native English speaker and she is really afraid. Chloe also feels that she takes on a completely different persona when she speaks English, which I

found extremely fascinating. Within the year that she has been here in the US, she has learned to speak more "musically" and with more hand gestures. She says that she still needs to improve her reading skills because that is not something they often did in China, whether it was reading Chinese literature or English literature.

Chloe and I had a short oral interview in which I asked her about her abilities in speaking and writing English and how she learned and continues to learn as a student of the English language. Her written sample was created by showing her a copy of a children's illustrated book that has no written words and asking her to add words and/or dialogue that went along with each page of the book.

Phonology. According to Frankfurt International School, a major problem Chinese speakers tend to have with English is "failing to produce the consonant" at the end of a word in oral communication ("The Differences Between English and Chinese," 2011). For instance, in the words "fluent," "lot," and "alphabet," Chloe typically does not pronounce the final [?t] sound at the end. [?t] is an "unreleased, preglottalized" form of the /t/ sound that usually comes after a consonant and ends the word (Freeman and Freeman, 2004, p. 89). The reason she struggles with this is that there are not many words in Chinese that end in a consonant sound because they most always end in vowel sounds ("The Differences Between English and Chinese," 2011).

According to Freeman and Freeman, /t/ has six different variations, and [?t] is one of them (Freeman and Freeman, 2004, p. 88). Another variation is [t^h], which is a "released, aspirated" form of /t/ that comes at the beginning of the word (Freeman and Freeman, 2004, p. 89). Chloe tends to pronounce this form of /t/ very well in words such as "time" and "teacher."

Chloe is usually excellent in phonology in her written work. The one real occurrence of a phonological mistake in her writing was when she wrote "doy" instead of "boy" in one of her

sentences. This is a typical mistake of language learners who mix up the way /b/ and /d/ are written because of how similar they sound and also appear. Chloe understands the differences in meaning between the two words, and very likely recognizes the differences in /b/ and /d/, although a younger, less experienced learner may not (Freeman and Freeman, 2004, p. 79). She does not mix up any other letter such as /p/ and /q/ or /m/ and /n/, which are letters that are also typically difficult to sort for an English language learner.

Morphology. One thing that my participant tends to do often in her writing is to write the contraction "dog's" when she means "the dog is." Although this is not something that would necessarily be an error, and would probably be considered correct for oral communication, it is debatable whether it is appropriate for written communication. The first occurrence is in the sentence "The dog's listening attentively as well." The second occurrence is when she writes, "The boy's really happy" when she should have written, "The boy is really happy." If said aloud, this sentence would sound correct to a native speaker's ear. But in its written form, "dog" and "is" would usually need to be separated to make the most grammatical sense. There are no rules that dictate that what Chloe wrote is incorrect. In fact, there are probably some grammatical exercises that encourage this use of a contraction, and, as I have been informed, Chinese learners of English are in fact taught that this is acceptable. However, the use of a contraction in this way is not typically used by native speakers of English in written form, and appears slightly awkward on paper. A reason that Chloe would have trouble with affixes is because Mandarin Chinese is an analytic language, which means that it "do[es] not use affixes to compose words" (Department of Linguistics: The Ohio State University 165). The concept of affixes could be rather confusing for language learners to grasp. It would be even more difficult in a situation like this, in which the verbal form of the word is acceptable, but the written form is more appropriate in another form.

Chloe struggles a good bit with verb tenses. "They feel angry since someone ruin their home," she writes. Again, this is probably because Chinese Mandarin is not an Analytic language and does not utilize affixes. Instead, Mandarin uses "invariant function words" that are tacked on to the end of the sentence to show tense and plurality rather than change the form of the word as English does (Department of Linguistics: The Ohio State University 165). This one example, however, is the only instance of a verb tense mistake that was not corrected by Chloe during the writing process. Since she was writing with a pen, I was able to notice when she made mistakes and corrected them. Therefore, Chloe is fully aware of her struggles with tense, and goes back to correct her mistakes several times in this sample. For instance, she writes, "The boy opened the window, calling aloud" but goes back to change it to "The boy opens the window." Chloe also writes, "The boy was so worried" and changes it to "The boy is so worried." She does this once again when she writes, "A ground squirrel came out from the hole and surprises the boy" and changes it to "A ground squirrel comes out form the hole and surprises the boy." She changes the tense even though the original format is technically grammatically correct. Chloe does this to keep a running tense for the entire narrative, which speaks to her experience as an English writer and knowledge of appropriate use of English in a narrative format. Even many native English writers and speakers forget to or struggle with maintaining a certain verb tense for an entire narrative. Therefore, my participant is very good at recognizing most morphological problems in her writing, but still struggles with it overall.

Chloe's morphological awareness in oral conversation is very good, especially compared to her written work. She does sometimes mess up during a conversation and not add an affix in the sentence. For example, Chloe said, "so, English like, um, English like a, like a music language to me." Chloe should have added the derivational affix –al to "music" and therefore

said "musical" in this sentence. However, this is not a regular problem that Chloe has with adjectives. Other modifiers were said correctly such as in the sentence, "They are two totally different languages," where Chloe uses an adverb and connects the correct derivational affix to it.

   Syntax. Chloe writes, "He quickly goes to this dog and saves him out." Here, Chloe is combining two different possible sentences that have the same meaning: 'He quickly goes to the dog and saves him' and 'He quickly goes to the dog and pulls him out of the jar.' But when these sentences are combined the way Chloe put them together, the resulting sentence is not correct syntactically. In Chloe's written sample, she writes, "The dog squeezes his head into the bottle, trying to find his friend, but accidently he was stuck there." This is another example of a syntactic mistake because of the misplacement of "accidentally." This word is an argument of the sentence because it "cannot be freely ordered" (Department of Linguistics: The Ohio State University 207).

   Chloe is very good at placing adjectives and adverbs in her sentences and often uses very descriptive words. For instance, Chloe writes, "The dog's listening attentively as well." The placement of the word "attentively" is both syntactically correct as well as excellently descriptive.

   One thing Chloe tends to do repeatedly in her oral communication is when she is speaking, she will get ahead of herself in the sentence. For instance, she says in our interview, "English is spoken this way, is, the idea is expressed in this way…" In this example, Chloe said the verb "is" first, but corrected herself by starting over and reinserting the word "is" in the syntactically correct place in her sentence. Earlier in the interview, she also does this a couple of times with the word "dialect." She says, "Uh, we d- have local dialect" and also "Yeah, um I

sometimes I may forget some words in my d- in my local dialect…" Chloe almost says the word "dialect," but then catches herself and inserts the word in the correct place in the sentence. Sometimes, though, trying to place the word in the correct place causes her to repeat words or phrases she has already said, which can jumble what the audience understands to be the meaning of her sentence.

Chloe tends to repeat her words a lot in casual conversation. She says, "I think my biggest improvement is my, my my my fuel to use English." Chloe also says, "But what I learned in, in, in, in my country…" Again, part of this is because she is trying to fix the syntax of her sentences so they have meaning, but this instance of repetition is slightly different. I think she repeats words often because she is thinking about what she wants to say next in relation to how it fits with what she has already said, so that it can be syntactically correct. I think this shows her effort to be very active in correcting her own syntax, despite the struggles she has with it. Unfortunately, her efforts cause other problems such as these repeating words.

In her writing, Chloe repeats her words in the sentence, "The boy hears something far far away." This however is not a mistake, but an excellent use of repetition to emphasize a point in her narrative. This type of repetition is a hugely acceptable way to write and is actually commendable to her understanding of what it means to tell a story in the English language.

Another problem Chloe occasionally has is with the use of determiners. Sometimes, she leaves out determiners in her sentences, which is a syntactical issue. This is not a huge problem because her sentence is still highly understandable and contains all of the necessary content words. Chloe leaves out "an" before "alphabet" when she says, "Like, English, uh, we have alphabet…" She also leaves out "the" in the phrase "but most of time we…"

Semantics & Pragmatics. Chloe also misuses determiners sometimes when she says "the" instead of "a" in the sentence; "and then the couple told me to never say that." This use of "the" would have made sense if she had introduced the couple in a previous sentence, but this is the first time we as listeners learn about the couple. The whole line is as follows:

> "Actually, Americans don't use it. Like yesterday I asked, do you guys know, like use 'minor ignorance.' (laughing) And then, and then the couple told me to never say that."

This is an issue of pragmatics because even though the sentence is syntactically correct, we as listeners have never heard of "the couple" previously, and so do not know whom Chloe is referring to.

Chloe struggled a little to find words to correctly portray the story that was shown to her. She did not know the word for "beehive" or the correct word for the animal that appears to be a ground squirrel or gopher of some sort. These words were not a part of her mental lexicon, or "collection of all the words that you know" (Department of Linguistics: The Ohio State University, 2011, p. 10). At the same time, Chloe used very specific words and phrases such as "night owl" and "compact bottle" to display her interpretation of the book and her understanding of the meanings of these words.

Chloe typically has good semantics and pragmatics in oral conversation. However, one mistake that came up in her oral interview was the use of the word "bread" in the phrase, "a hamburgers like two, two, bread with beef or chicken inside." She should have used the word "bun," but failed to in this particular instance. This may not seem important, but since she was trying to describe the differences between a hamburger and a sandwich, a more specific word than "bread" should have been used to fully communicate that the two differ mainly because of

the bread that is used. "Bun" is a hyponymy of "bread" because "bun" is a type of "bread" (Department of Linguistics: The Ohio State University, 2011, p. 247). These two terms are not on the same level and are therefore not sister terms or synonymous (Department of Linguistics: The Ohio State University, 2011, p. 247). Another interesting word usage was with the word "space" in the sentence, "Well, also I think Chinese may be the, the most difficult language to learn, even for me as a native speaker, I think there is a lot of space I don't really understand." It could be argued that this is not a mistake on her part, but I would say that another word such as "things" would be more appropriate in this context. Therefore, she simply needs to be more specific when using her words.

One thing that Chloe does wonderfully with semantics and pragmatics during this oral interview is making the distinction between "fluent" and "confident." Chloe says, "Uh, I would say fluent, but I don't say, I won't say I'm confident" when asked about her feelings on her own English language abilities. Also during our oral interview, Chloe says, "Ok, so I after I- I have story- after I spend a whole year in America, I know you guys don't say hamburger." What Chloe goes on to say is that she learned in China to call everything that has hamburger buns a "hamburger." However, chicken sandwiches have hamburger buns, but are called "chicken sandwiches," though they are clearly not sandwiches. This is a semantics problem that she once had, but thankfully has conquered. Unfortunately, there are many other similar words in her vocabulary that she learned in China that she says are never used in American English or used in different ways than she was taught. Chloe will have to sift through her mental lexicon to find the words whose mental image definitions do not match the common usage-based definitions (Department of Linguistics: The Ohio State University, 2011, p. 244-245).

Stage of Second Language Acquisition

Receptive Skills

Reading. Chloe's reading skills are rather advanced since she is a second year masters student. During her studies, she is required to read a variety of different genres and topics. Most of these publications are complex and are almost always filled with academic language. According to the American Council on Teaching a Foreign Language (ACTFL, 2012), the highest level of reading is classified under the term "Distinguished" (ACTFL, 2012). This category describes a variety of texts that are "professional, technical, academic, and literary" (ACTFL, 2012), which I would use to describe Chloe's usual reading list. These texts also include unique vocabulary, dense information, and complex structure (ACTFL, 2012).

I am unsure, however, of her ability to understand "cultural reference[s]" as the "Distinguished" level requires (ACTFL, 2012). The "Superior" (ACTFL, 2012) reading level may be a more accurate telling of Chloe's abilities. This level also mentions a wide vocabulary as well as understanding academic and professional texts. The difference is that even though there is "knowledge of the target culture" a reader "may not fully understand texts in which cultural references and assumptions are deeply embedded" (ACTFL, 2012). Chloe has been a student within the United States for over a year, but still has trouble understanding all cultural references. Therefore, I believe Chloe falls into the ACTFL's Superior Reading category.

Listening. As Chloe is in an academic setting, she can understand complex and academic oral language most of the time. The "Distinguished" (ACTFL, 2012) level for writing calls for understanding of "most jokes and puns," a "broad and deep understanding of cultural references and allusions," comprehension of texts "rich in cultural reference," and understand the "full cultural significance" of texts (ACTFL, 2012). I am highly concerned that Chloe does not

understand all cultural references, which makes her listening skills less than "Distinguished" (ACTFL, 2012). Dialects may still be a problem for "Distinguished" (ACTFL 2012) listeners, and although I think Chloe can understand English in the oral dialect, I do not think she can distinguish a difference.

The "Superior" level of listening is more appropriate for Chloe as she can listen to lectures and speeches in professional and academic settings (ACTFL, 2012). She has gained a specialized vocabulary while studying in the United States and has learned complex grammatical structures while in China during her secondary and undergraduate school experiences (ACTFL, 2012).

Productive Skills

Writing. Chloe's writing skills are very advanced and are probably the most advanced out of the four aspects of proficiency (reading, listening, writing, and speaking). Chloe frequently writes formally for her class and analyzes "professional, academic, and societal issues" (ACTFL, 2012). Her writing utilizes highly intellectual vocabulary and is aimed at a highly intellectual audience (ACTFL, 2012). In her writing sample, she was able to maintain a certain verb tense, which is characteristic of typical narratives in the English language (ACTFL, 2012). Chloe also utilized punctuation in a strategic way, "not only to organize meaning but also to enhance it" (ACTFL, 2012) when she writes; "One night, when the boy and dog sleep tight, the frog runs away from his temporary home—a compact bottle." Therefore I believe she has a solid level of "Distinguished" (ACTFL, 2012) writing skills.

Speaking. The "Superior" level of speaking frequently uses "extended discourse" which is a phrase that I would use to describe Chloe's speech (ACTFL, 2012). During our initial interview, she frequently would talk in length and in depth on subjects with little to no prodding

from me. The amount of time that she spoke was quite heavy, though she was still engaged in "turn-taking" strategies (ACTFL, 2012). This level still allows for errors, which Chloe did make during this session (ACTFL, 2012). It also allows for "still be[ing] influenced by language patterns other than those of the target language" (ACTFL, 2012). This is something that came up a few times during the oral interview. Sometimes Chloe would start to say something that was not syntactically correct, but then fix her sentence so that it was. As the "Superior" level is highly flexible, allows for mistakes and L1 influence, and also mentions nothing about accent, I feel that this is the appropriate level to describe her speaking abilities (ACTFL, 2012).

SLA Theoretical Framework

Chloe's formal English education in China mostly consisted of reading, listening, and writing skills. Even in college when she majored in English she was only required to read more difficult pieces of literature like poetry. Conversation was never a part of her formal education, according to what she has told me. Coming to the United States was the only practice she had had in speaking English.

Chloe's past education most lines up with the Behaviorist Theory, which also heavily influenced the second language instruction in North America between 1940-1970 (Lightbown and Spada, 2006, p. 34). Behaviorism is based on "imitation, practice, reinforcement (or feedback on success), and habit formation" (Lightbown and Spada, 2006, p. 34). I can still see the influences of this theory in my own experiences of second language acquisition in the United States. Some activities in my foreign language classrooms would involve memorization of phrases and oral communication would simply be repetition of what the instructor was saying or a demonstration of the memorization of a common greeting. Chloe, I imagine, had a similar

experience that inhibited her ability to come up with conversation pieces on her own and required her to stick to a script when oral communication was encouraged.

Chloe's experience is also similar to Hymes's Communicative Competence. This theory emphasizes the language performance of a learner (Hymes, 2011, 53-72). Although Chloe's experiences with English in China did not include performance in oral language, there was great emphasis placed on writing performances as well as heavy emphasis on grammar instruction and application, which are heavy components of Hymes's theory (Hymes, 2011, 53-72).

Additionally, Chloe's past education in English is also similar to Krashen's Linguistic Framework because of the heavy importance placed on grammar (Krashen, 1985, p. 1-4). Each of Krashen's hypotheses build upon each other, and although the loose and free environment aspects of the Affective Filter Hypothesis do not necessarily line up with Chloe's experience of Chinese classrooms, the other hypotheses seem familiar (Krashen, 1985, p. 3-4). The Natural Order Hypothesis talks about having a specific order in which grammar is acquired and learned by the learner (Krashen, 1985, p. 1). The Monitor Hypothesis states that "the performer must be consciously concerned about correctness; and he or she must know the rule" (Krashen, 1985, p. 2). This also places a huge emphasis on knowing and applying grammar, which reflects Chloe's education.

The Input Hypothesis is similar to the way that Chloe's undergraduate classrooms operated, which is to provide a lot of reading input in the hopes that the students will be able to write very well (Krashen, 1985, p. 2-3). Chloe's own experience with input increased as she focused her undergraduate studies on English and the demands of reading have increased with her current educational pursuits, although this component was absent from Chloe's grade school

classrooms that provided mainly vocabulary and grammar exercises and very little reading. In fact, Chloe claims that most students in China do not read very much, even in Chinese.

Additional Types of Data

Behaviorism and Contrastive Analysis Hypothesis are concepts that are often considered connected (Lightbown and Spada, 2006, p. 34). Lado claims that when a learner is learning a new language, the similarities between the two languages impacts how well the learner will obtain the target language. If there are similarities, those similarities will be easy for the learner. If there are differences, those differences will be difficult for the learner (Zheng and Park, 2013, p. 1342). With this reasoning, Chinese students would have a nearly impossible task in learning English because according to Chloe, "they are two totally different languages."

Creative Constructive Hypothesis is the exact opposite. According to Dulay and Burt, the L1 has little influence on the L2 because the learner "construct[s] their own L2 in a creative way" (Zheng and Park, 2013, p.1342-3). This is an interesting hypothesis that suggests that the L2 is formed in the same way as the L1 is presumably formed: through trial, error, and creativity. In learning the L1, children will concoct their own, unique sentences that have never been learned before while creating their own rules for the language and testing existing rules, as depicted by Active Construction of a Grammar Theory (Department of Linguistics: The Ohio State University, 2011, 318-9).

The reason why Behaviorism is the wrong theory for Chloe is that "actual errors are not predictable on the basis of their first language" (Lightbown and Spada, 2006, p. 34). Behaviorist techniques assume that CAH is indefinitely true, which Zheng and Park as well as others have shown to be false. Adult language learners produce utterances that sound basic like children learning the L1 and most utterances would not translate back into the L1 (Lightbown and Spada,

2006, p. 34). Additionally, sentences structures and errors are similar across the board regardless of the L1 (Zheng and Park, 2013, p. 1350) (Lightbown and Spada, 2006, p. 34). Because of these findings, one would assume that CCH is correct. Unfortunately, Mitchell and Myles states, "there is no unified or comprehensive theory as to how second languages are learned" (Zheng and Park, 2013, p. 1349). Although CCH certainly debunks CAH, research typically supports neither of these assertions well enough to declare one as completely correct (Zheng and Park, 2013, p. 1350).

Instructional Plan

Li and Chen examined the idea of inserting choice and freedom into the Chinese Classroom. They concluded that "China needs to transform the culture from inside" (Li and Chen, 2013, p. 104), which means that China needs to reevaluate how their education system works by changing the classroom format. This study heavily critiques how Chinese classrooms are run and gives an example of an alternative method of classroom management that is opposite from the norm of typical Chinese classrooms and how Chloe has experienced learning. Li and Chen point out the harsh, top-down model of most Chinese schools that discourages individuality and student-led activities (Li and Chen, 2013, p. 89-106). In the following instructional plan, I will examine the Chinese system through Chloe's experiences and provide an alternative future education for her and incorporating the findings of Li and Chen as well as other philosophers of education.

When I asked Chloe what she thought about what would better her current learning of English, she said that she wanted more formal instruction in reading, writing, listening, and speaking, but she says she struggles the most in performance. Chloe's current studies do not teach her English. She is reading and writing and also conversing heavily, but these activities are

not graded for grammatical accuracy. These courses are focused on the theoretical ideas behind teaching. I also asked her what would have benefited her in the past when she was in China. As I mentioned previously, she said that reading is not heavily emphasized and that she needed more input in her grade school studies. Part of the reason she mentioned these things is that she felt the instruction, particularly in vocabulary usage, was not accurate in the way that native speakers actually utilize the language. As Chloe is going back to China to teach, she and her peers are frequently critical of previous teachers' English abilities. Chloe is in the US to better her English so that she can be a knowledgeable English teacher.

For Chloe's further studies, I would therefore propose that she take an English course, for every semester that she remained here in the United States that was specifically designed for students like her. In this course I would take into account her wants and interests as well as the theoretical strategies that were used with her the least. According to Noddings, the best way to approach teaching is through the lens of the student; "The teacher receives and accepts the student's feelings toward the subject matter; she looks at it and listens to it through his eyes and ears" (Noddings, 2003).

The main point that I would really want to consider in Chloe's continuing education would be Ellis's Socio-Cultural Theory (Ellis, p. 516-534). As Chloe relayed to me, she had a big problem with what she had learned previously not actually being the correct way to say something in a setting outside of the classroom. This problem took the form of vocabulary as well as grammar and was clearly a performance issue to incorrect input from the teacher. Incorporating more culture into this classroom would be a great way to not only get Chloe interested in English and English culture, but it would be relatively easy to do with English speaking students and instructors close at hand. Communication is the key to furthering Chloe's

abilities, and genuine growth will best occur through genuine discourse with native speakers (Ellis, p. 516-534).

As stated previously, Chloe has had some experience with Hymes's Communicative Competence theory, but only with writing. I would therefore focus on the spoken portion of this performance-based theory (Hymes, 2011, p. 53-72). Placing students in groups and giving them tasks that required constant communication and collaboration would be the best way to allow for natural, un-pressured target language conversation to occur. Li and Chen found that "we need to free ourselves and learn from each other globally, and more communication and collaboration are greatly needed today" (Li and Chen, 2013, p. 105).

This thought brings me again to Krashen, whose Affective Filter hypothesis emphasizes the importance of a freeing, no-pressure classroom environment for the purposes of lowering the Affective Filter so that learning can occur (Krashen, 1985, p. 3-4). I believe that Chloe's past experiences in second language acquisition as well as all other aspects of education have been very restricting as far as being able to communicate during class and having freedom to complete an activity in a way that is creative and meaningful to the student. She described a typical English class as coming in, learning new vocabulary, listening to audio, completing a grammar exercise, and then leaving. This setup seems not only repetitive and predictable, but also restrictive.

To fully engage a student in learning, a lesson must be open to student creativity as well as being engaging and relevant. I would therefore describe Chloe's new classroom as being organized chaos. Classroom environment should allow for large amounts of student talk, which reinforces performance-based learning, and should be relaxed and casual. Noddings suggests that the schools "allow free discussion of [topics] with powerful stories" (Noddings, 2007).

Classroom discussion would be inspired by a large variety of readings. Chloe explicitly stated that this is something that she is interested in. Even though she was exposed to a lot of literature in her undergraduate experience, it is important to harness the interests of students, as Noddings clearly advocates (Noddings, 2003). Assignments and readings should have many options for students to choose from so that students can have freedom to do what they like but still stay within the a set framework of study. Not only is maintaining social relationships through communication important, but having a sense of control over one's education critical to learning. In the beginning of the course, the instructor may even take into account the opinions and interests of the students to form a course of study collaboratively. Dewey states that education must "give individuals a personal interest in social relationships and control" (Dewey, 1916, p. 94).

Li and Chen even explored the ideas of creating a sense of democracy in the classroom. They suggested setting up elections for class representatives and for having regular class meetings and even allowing the students to decorate the classroom the way they chose (Li and Chen, 2013, p. 91-106). At the end of the experiment, Li and Chen found that 73.9% of students felt that all students actively participated in the class and in the way that the class was set up (Li and Chen, 2013, p. 101). This type of classroom would be an excellent contrast to what Chloe is used to and therefore might give her inspiration to learn more by taking control of her learning.

What I Have Learned

One of the things I have learned from examining Chloe and her abilities is how to decide what level a learner is on based on the writing, speaking, reading, and listening levels as determined by ACTFL. I therefore know how to examine different learners and what to look for when determining their level of second language acquisition. I also know how to use that

information to create a plan for a learner to continue learning and furthering their knowledge of English.

I have learned from this project is about second language learners, specifically Chinese students learning English. Some of what I learned came from the first-hand experience of my participant, Chloe. As Chloe told me, Chinese and English "are two totally different languages." I learned from her what Chinese classrooms are like and what her own struggles are in learning and speaking English. I also learned from studies like the one done by Li and Chen about how Chinese classrooms are run and how they could be better improved. According to these studies, "China needs to transform the culture from inside" (Li and Chen, 2013, p. 104). By knowing the weaknesses of Chloe's previous schooling, I am able to better know how to help her in the future.

The various theories of SLA have become real to me because of the experience that this case study has given me. I learned what different theories look like in practice by examining the experiences of Chloe as well as through the studies that others have done on different types of classrooms, giving me comparable differences in SLA styles. Mitchell and Myles states, "there is no unified or comprehensive theory as to how second languages are learned" (Zheng and Park, 2013, p. 1349). I therefore learned that there is not an exact science to learning or teaching a second language. I found that there is no proven best way to teach ELLs, and the best way to teach is to take the best parts of each theory and make them your own as a teacher based on the needs of the student.

Implications On Future Work

In the future, I will be able to apply and discuss the theories of SLA. This will allow me to adequately collaborate with other ELL teachers. Knowing more about different theories such

as the Socio-Cultural, Behaviorist, Communicative Competence theories will allow me to talk about a student in a professional way that lets me better help them learn.

Because I now know how to create a SLA plan for a student, I will be better prepared to teach ELL students. Utilizing the knowledge of a student's previous education as well as the major SLA theories is how to create an effective instructional plan. By actually having the experience of creating a plan makes me better prepared to teach.

This case study has had implications on my future work with English language learners. I now know a little bit more about the issues that learners have when learning a second language. According to studies, "actual errors are not predictable on the basis of their first language" (Lightbown and Spada, 2006, p. 34). Therefore, all learners are different in some ways and similar in others, and sometimes the L1 has nothing to do with that. This information will shape how I teach students and what different things I focus on when helping them learn more of their target language. It is important to know that as a teacher, one cannot make assumptions about a learner and that paying close attention to students and their needs is important.

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Appendix A
Oral Interview

Beth: Ok, what is your native language?

Chloe: Chinese.

B: Ok, do you still have the opportunities to speak your native language?

C: Yeah, yeah, yeah, a lot, a lot, with my friends, yeah.

B: Ok, um, with your friends, where and when do you, uh, speak with them?

C: Where, every time I meet them. (laughing) We, we prefer to speak, yeah, Chinese…

B: Ok, so you prefer to speak, um, and you do read and write in your native language?

C: Yeah, yeah, yeah, yeah, yeah.

B: Ok, What are the differences between Chinese and English?

C: Difference?

B: Yeah.

C: (laughing) There's a lot. (laughing) They are two totally different languages.

B: Yeah?

C: Uh, in Chinese we have characters. Like, English, uh, we have alphabet, so. Also, we have
   tones, so, English like, um, English like a, like a music language to me.

B: Really?

C: Yeah. It has rhythm. Like, like the R&B stuff, (laughing) that's what I think of English. Well,
   also I think Chinese may be the, the most difficult language to learn, even for me as a
   native speaker, I think there is a lot of space I don't really understand. (laughing) Like,
   um, yeah, yeah.

B: Awesome…

B: Ok, so why did you learn, um, why did you learn English?

C: Oh, its, its required, its um a required course at our school. So, um, in my generation, I started
to learn when I was in 5th grade.

B: Ok.

C: Like, now I know a lot of kids started to learn, like you and me they're in kindergarten, I
mean, in, in China so. Everyone is supposed to learn English in China now, if they are in
the- cause we have 9 year compulsory education, uh so it is required of, uh so that, yeah,
so all students have to learn English.

B: Awesome.

C: Mm.

B: What other languages do you speak, if any?

C: Uh, in my college I, I learned German-

B: Okay.

C: As my, like the, the second foreign language, but I lost all of it cause (laughing) cause I have
no one to talk to, like no one to practice, so, with time, time passes by and, yeah I almost
forget all of it, yeah. It's a pity.

B: Yeah, it is, it's a shame, but, I mean, at least you have that experience.

C: Yeah, yeah.

B: Yeah. Um, so you speak Chinese with your friends, and you speak English at sc-

C: At school.

B: Here at school, at school. What do you, um, what do you speak with your family?

C: Uh, we d- have local dialect.

B: Ok.

C: Yeah, um, I sometimes I may forget some words in my d- in my local dialect, so I will say, like, the standard the the like the Mandarin Chinese, but most of time we, cause my my father prefers, uh, local dialect but my mother, like, she likes to speak (laughing) in in in Mandarin.

B: Ok.

C: So, like, they have their different preferences. I will usually, I will go after them, so if they say dialect, I will say, oh, dialect, yeah.

B: Interesting. So do you feel you speak Mandarin better than your local dialect?

C: Of course.

B: Yeah?

C: Yeah, yeah.

B: Interesting. Ok.

B: So, um, how long, you said you learned, um, English in the 5th grade.

C: Mmhmm.

B: That's right. Um, Do you feel really confident in, in your English?

C: Now?

B: Yes.

C: No! (laughing) Of course not, of course not!

B: No?

C: Of course not.

B: Would you consider yourself fluent?

C: Uh, I would say fluent, but I don't say, I won't say I'm confident. I mean, uh, part of me still fell a little terrified, uh, when I speak to foreigners, when I speak to Americans, I still feel

terrified, especially- and recently I'm taking a course and I guess I am going to be the only non-white student in that class, so-

B: Wow.

C: I think it's going to be really terrifying. (laughing)

B: I bet, yeah.

C: Yeah, so I, yeah, I don't think I am confident enough because, um, I have the feeling that sometimes, uh, I can't, I can't express what I really want to say in English.

B: Right.

C: There's still a gap there. But I don't know how to, I guess I may still need more time or like more, more time to learn like, yeah, so, I may realize what, what the gap is, what the gap really is and…

B: Awesome. Well, uh do you feel like your abilities, have- you're a second year student-

C: Yeah.

B: Do you feel like your abilities have, um, grown in English in this year that you've spent here?

C: Um.

B: You feel a little bit better or are you still kinda at the same place?

C: (ha) I think, (ha) I think my biggest improvement is my, my my my fuel to use English.

B: Ok? (laughing)

C: But I mean, uh because I, because in China we may not, like speak English in that like music way, but here like maybe more musical… So like with more hand moves, more gestures. Uh for, uh I think the, the best thing for my studies, for my studies it helps me improve the writing ability.

B: Ok.

C: The writing ability is maybe, listening, reading, and writing in a way. Speaking ok, in a way. So listening part, of course it improves, and then listening, the writing part yeah, yeah, I think so, yeah, yeah.

B: Awesome.

C: Yeah, but I don't think the graduate study really helps you with the language part because it should help you with the idea, the idea part.

B: Yeah.

C: So I don't think, uh, it will help me improve a lot because its focusing on our language, so I…

B: Ok. Let's see. Can you describe a typical English class in your home country?

C: A typical English class, um. Well let me think about it. Uh, typical, well, um. I would say, well that's based on my experience, so it's not a whole picture of China. (laughing) Let me explain that.

B: Yeah.

C: Um so, usually in the, in the beginning of the class, like, we will read vocabulary together.

B: Ok.

C: And uh, we may go to the listen part. The teacher may explain the grammar there, like, uh, related to the words or sentences. Like, how to use the word, like, yeah. And then, we read a … we do some exercises.

B: Ok.

C: And then the class is over (laughing) yeah. Almost like that, yeah.

B: Ok.

C: Mmhm.

B: Um, so what role do the teachers play in that. What do the teachers do?

C: Mmm. I would say, just he or she just being a teacher. Um like a instructor, to, to, to teach you about all the knowledge.... But seeing as the knowledge is not always really used in America, so. Because some, when I come here I know that some English I learned in China is, will never be used here in America!

B: Oh! (laughing)

C: So, yeah, yeah, there's also huge gap, I mean, between-

B: Ok.

C: the curriculum there, um.

B: Interesting, like what kind of things?

C: Ok, so I after I- I have story- after I spend a whole year in America, I know you guys don't say hamburger.

B: (laughing)

C: Like, I, the first time I went to McDonalds and I asked for a hamburger, I mean, the the the chicken, the chick, the chick, I know you guys say chicken sandwich, right?

B: Mmhm.

C: But what I learned in, in, in, in my country and we, we all like a hamburgers like two, two, bread with beef or chicken inside. We all say it's a hamburger. So I, I said to the, the, the-

B: (laughing)

C: Cash register, 'I want a, I want a hamburger, like I mean the, I mean the chicken one, not the beef one!'

B: (laughing)

C: And they say 'sandwich,' and I say 'no! It's not a sandwich, not a sandwich!'

B: (laughing)

C: Oh my, In my mind its like the, the you know the triangle sized bread with some, uh, like, tomat-tomatoes chicken.

B: Yeah.

C: 'No its not that! I want a hamburger!'

B: (laughing)

C: So, after that day, a teacher told me 'we don't say that hamburger here!' (laughing) Oh, yeah, ok …

B: I could understand why that would be confusing, though-

C: Yeah!

B: Because it has buns like a hamburger,

C: Uh, huh.

B: And, uh, it is not a sandwich, but we do call it a chicken sandwich.

C: Yes.

B: I can understand where that would be confusing, yeah.

C: Yeah, there's a lot of like small parts where I'm like wow, ok what I used to learn is not English.

B: (laughing) Alright, um, so, what do you, um, what, how do you feel like you could improve your English? What, what areas do you need to improve in, do you think?

C: Um, I would say, speaking.

B: Ok.

C: Especially how to speak, um, in in our organize in a logical way to express our ideas. I feel like this, uh, currently is my, is my biggest like weakness here, uh, yeah. But, I, I don't really know how to improve it.

B: (laughing)

C: I'm trying to improve it, so.

B: Right.

C: All I think is to read, I think, I feel, uh, I feel like the, the reading is what now Chinese

students really lack there because uh, back in China we don't, I mean we don't read.

Most of students don't read even Chinese literature or even English, English literature-

that's too hard. So, I think we need to read a lot, and then we may have the sense that, ok,

English is spoken this way, is, the idea is expressed in this way, and then so, I think I

need to read a lot. So I started to read English books now, yeah. I hope it helps.

B: Alright, so, um if I were your English teacher, um what would you want to tell me about

yourself and the way you learn language?

C: mm, well I. Tell you about my language ability, or?

B: Well, if say if I was your teacher, and I was teaching you English-

C: Mmhm.

B: Uh, what, what could- tell me something that I could do to help you.

C: Uh.

B: So you mentioned a little bit about reading and stuff like that.

C: Um. I think-

B: How could I, how could I, uh, maybe do something to help you.

C: Uh, I think maybe the how to use the phrase because sometimes I may make up the phrase.

B: Ok.

C: Actually Americans don't use it. Like yesterday I asked, do you guys know, like use, 'minor

ignorance.' (laughing) And then, and then the couple told me to never say that.

B: (laughing)

C: Because sometimes I may like um, use my, my own Chinese, like my own study of Chinese-

B: Uh huh.

C: To make up some phrase.

B: Ok.

C: So like there's, there's a part I think I need to improve. And also I think as for the reading, I
   mean in reading there are a lot of things I don't understand, like maybe it's the
   background knowledge or, oh yeah the background knowledge. And also the language
   use. I think my focus there on, improve language, I think the focus is still on language
   itself, like, I think I don't really, because you don't have the language ability as your base
   all ideas, like, … we are talking about nothing.

B: Mm.

C: So, I think language is still the most important thing, yeah. And also, I think if most bilingual,
   I mean, bilingual almost lingual students, I think part of the interest, they can feel the,
   the, uh, they can feel that the miracle in languages, like they can have the, because for me
   I, I have a feeling that when I speak English I'm a person. I speak Chinese I'm another
   person.

B: Mm.

C: Like, I can have a different personalities when I speak two languages that's something I feel
   really, like, its just so interesting, but I don't know why, but I can feel, feel that. So I
   think teachers may can, can use that as to like really explore the student's interest there.
   Yeah, I, I would tell my, I would tell, uh, every I will tell the teacher, even the whole
   class, in like my first time introducing myself, I idol is 'who, who' and my interests is

'what, what, what' and then I hope, I hope the teacher will really care about that and the,

and the base of that to teach me English. (laughing) If possible.

B: Well that was really good. Thanks so much for sharing all of that. That was great.

C: No problem, no problem.

Apendix B
Written Sample

A boy has a dog and a frog.
Every night before sleep, the boy and his dog enjoy looking at the frog.
One night, when the boy and dog sleep tight, the frog runs away from his temporary home – a compact bottle.
The next morning, they find the frog is gone.
They search everywhere in the room but can't find the frog.
The dog squeezes his head into the bottle, trying to find his friend, ~~but the then~~ but accidently he was stuck there.
The boy opened the window, calling aloud. The dog happened to fall down from the window.
The boy was so worried. He quickly goes to his dog and saves him out.
They decide to go to the forest to find the frog.
The boy comes to a hole, checking if his frog's there. The dog is playing with a beehive next to him.
A ground squirrel comes out from the hole and surprises the boy.
– "Do you see a frog?"
– "No." says the squirrel.
The boy continues his journey. He climbs up a tree.
As the dog is playing, the beehive suddenly falls off.
The bees run after the dog. They feel angry since someone ruin their home.
A night owl comes out from the big tree hole.

The boy does not prepare for that. He falls off the tree.
He quickly stands up and flees away from the owl.
He keeps finding his frog. He climbs up a big stone.
He seems to be touching something like a branch.
Out of the blue, the branch starts moving. It's not a
tree branch. It's a deer!
The deer moves fast with the boy on his head.
The dog tries to save his boy but he's too small to
do it.
To an edge of a cliff they come. The deer makes a sudden
stop. The boy and the dog fall off the cliff simultaneously.
They fall into ~~we~~ a pool.
- "What's that sound?"
The boy ~~o~~ hears something from far far away. The ~~boy~~'s dog
listening attentively as well.
- "Shush." The boy turneds to his dog.
They climb over a log. Finally, they find their frog?
The frog looks happy. He has his own family.
They say "hi" to his wife and their kids.
The frog does not want to sadden the little boy. He
decides to let one of his kids to be the boy's company
The boy's very happy.
They say farewell to each other.
The boy, the dog and ~~d~~ a new frog go back to their
home and live happy after.

Final: Student Analysis

Beth Clark

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Part 1

Introduction

My student participant, Mariana is a 16-year-old girl from Honduras and her native

language is Spanish. According to her records, she enrolled in the Metro Nashville School

System on May 13, 2014, and has gone consistently to a US school for seven months. Mariana's

schooling history and native language fluency are both unknown to Mariana's teacher at this

time. She has a younger sister, who attends a middle school in the same system. Mariana attends

John Overton High School, a Metro Nashville School with a student population of nearly 1,800

students. 27.7% of the student population is Hispanic or Latino. Also, 25.2% of the population is

English Learners. Additionally, 71.4% of students are economically disadvantaged (Nashville

School Finder, 2015).

My learner is in the ELD 1 Language and Reading classes that I observe, which are

courses filled with other ELLs that have been in the country less than 1.5 years. Her other

courses are structured immersion courses, but they often are composed completely of the ELLs

in the ELD 1 courses. Within the class I observe, there are numerous languages represented, as

well as many other nationalities. Although there are several other people in the class whose

native language is Spanish, there is no one else who is from Honduras like this student. The

teacher of this class is a native French speaker who appears to have native-like proficiency in

English. The teacher organizes the classroom tabletop desks into groups of three to four.

Although she sometimes changes the seating chart of the class, she tries to place students

strategically. Sometimes Mariana is placed with someone of lower or higher language

proficiency. Most of the time, she is placed with students who also speak her native language.

All students in the class are placed into three proficiency groups that the teacher determines. This student is in the 2nd group, or middle proficiency group.

The teacher always places the language and content objectives on the board so that the students can see them, however, the students do not always understand those objectives because they contain words that the students do not always understand. The curriculum that is presented in this course is highly based on vocabulary instruction and acquisition. The units that the teacher creates are often based on parts of speech or on reading topics. Currently, the units that students are being taught are adjectives and Martin Luther King. The students tend to read a short story with basic vocabulary and answer basic questions on it throughout the unit.

At the end of the unit, a test is given that is divided into various parts. The questions asked on the test ask plot questions about the story and sometimes require the students to answer in full sentences. The students are also tested on the vocabulary presented in the story and are given a matching section or word bank to demonstrate proficiency. If the student does not answer 80% correctly in each section, the student must retake the test. The students are never given formal assessments on their oral language production proficiency or listening proficiency. All graded tests require students to utilize reading and writing skills. Informal assessments mostly occur in the form of teacher observation, which the teacher uses to place students into one of her three proficiency groups and move them from one group to another based on student progress. Other informal assessments come in the form of individual writing and group work. The Bell Ringer and Exit Slip do not serve as assessments as the answer is given at the end, and the students generally copy this answer down. Rather, they assess participation. The worksheets that students complete serve as study guides for future tests or assignments.

Sociocultural Environment

In looking more deeply into the environment in which Mariana goes to school, I assessed it based on the Sociocultural Environment: Educator Views of Student, Family, and Community Assets rubric (Herrera, Cabral, Murry, 2012). I assessed this environment based on five different categories: Culture, Language, Academics, Families, and Community. In the first category, Culture, I believe this classroom addresses the basic needs of its students. I do believe that each student's culture is respected out of principle. However, I have found little evidence that this classroom uses the culture of the students as a source of knowledge. In fact, there is little culture represented in the classroom at all. Additionally, the acculturation processes of the students are understood, but not identified on the basis of previous schooling and literacy. As we will discuss later, the teachers in this school are not given access to vital information about the students' background information, which is meticulously gathered and recorded by the welcoming center for Metro-Nashville Schools. In fact, there is very little information that Mariana's teacher already had on her before I begun my investigations. She knew when Mariana had begun school at Overton, what country she was from, and what language she spoke. All other information was unknown to this teacher.

In the language category, I assessed this classroom to have met the criteria for the majority of the students. This teacher "Is knowledgeable about language acquisition phenomena, including language loss and implication of language support, or lack thereof, on student achievement" and "understands, models, and is able to explain the rationale… for sheltered immersion" and "supports L1 use at home and school (Herrera, Cabral, Murry, 2012). However, I am unsure about how well this program is understanding, modeling, and explaining of the use of L1 strategies. Very little of the strategies used in this classroom actively call upon the L1 of the student, though L1 conversation is not prohibited. Although this one provision does not

appear to been strongly represented, I believe this classroom still meets the criteria in the language category.

In the third category, academics, this classroom addresses the basic needs of the students. This teacher "makes specific recommendations regarding instructional modifications and assessment of CLD student progress" (Herrera, Cabral, Murry, 2012). One of the best things this teacher does is differentiation based on individual strengths and weaknesses. But this school, as stated previously, has little information about "prerequisite language, academic, or social experiences" (Herrera, Cabral, Murry, 2012). This classroom therefore does not meet the full criteria of the students, but rather the basic needs.

In the family category, I rated this school as needing improvement. Based on the communications of the teacher, the faculty feels that "interested families are already involved" (Herrera, Cabral, Murry, 2012). Communication with the families of students is extremely limited and only occurs with procedures (Herrera, Cabral, Murry, 2012).

The community category, I rated this school as having unsatisfactory communications with the local community. When visiting the school website, there is some parent information available. But when you click on the community tab, the website redirects you to the MNPS website that speaks vaguely about community involvement ("Parents").

As a whole, the teachers in this school are highly educated, highly trained professionals. The teachers are all trained to use the SIOP method and are knowledgeable about second language acquisition. Metro-Nashville Schools has an intensive application process for ELL students that requires the system to assess each student's background knowledge and language skills in both the L1 and the L2. Unfortunately, this information is not given to the teachers, who

most need this information. This means that this environment is not perfect and certain aspects need to be improved.

Sociocultural Checklist

I completed a Sociocultural Checklist on Mariana based on my knowledge of the classroom, her abilities, and her background. This checklist covers five different categories: acculturation, cognitive learning style, culture and language, experiential background, and sociolinguistic development. Under the first category, Acculturation Level, I checked two boxes because she is a recent immigrant from Honduras, she has often displayed confusion, and she has considerable amounts code switching in her verbal communication. However, she does not demonstrate high levels of stress or anxiety, nor does she appear to have a sense of isolation or alienation. I have not ever observed her in a situation where she is with majority culture peers, so I did not check that box. Mariana received a 50% Acculturation level, which means she needs additional help in this area.

In the Cognitive Learning Style category, I checked only one box, which had to do with Mariana's frustration and low perseverance in task completion. She often gives up rather quickly when asked to come to the board to answer a question or when she is completing work on her own. Collaboration is her default strategy in solving a problem. I didn't check the box that says her learning style is different or inappropriate to the classroom nor did I check the box that talks about retaining strategies that are not appropriate. I also did not feel that she does not understand cause and effect or task analysis. The box concerning few cognitive learning strategies was also not checked because due to the language barrier between this student and the teachers, it is unknown what learning strategies Mariana has, if any. Therefore, this student has 17% on this

portion of the checklist, and does not currently need further assistance in this area at this time. However, due to lack of information about her past, she may still need help in this category.

Mariana comes from a non-English speaking home, a culture that is different that mainstream American culture, and is originally from a non-English speaking geographic area. It is unknown by the teacher as to the family's emphasis on group or individual work or the home support of bilingual development. However, Mariana has a 50% in this category and needs drastic help in the area of culture and language.

In the area of Experiential Background, there was once box that I could check for certain, and that was that Mariana has different terms and concepts for subject areas. Mariana has not seemed to have high mobility as she has remained at this school for the entire school year and rarely misses. I am unsure of her family's socioeconomic status, though it is highly likely that this student has a lower SES due to the proportion of students at this school that have low SES. Due to missing information about her past, it is undetermined whether she had disrupted development, has readiness skills, or was ever exposed to content area topics. Mariana does know how to behave in a classroom and does not use inappropriate strategies for survival in the classroom. Her classroom behavior is rather good and rarely does she disrupt the classroom with inappropriate behavior. Like a normal teenager, her peers can easily distract her, but rarely does she initiate a disruption. Mariana received 11% in this category, though it could have been much higher if more prior information was known about her background.

In the Sociolinguistic Development section, Mariana has limited social and academic language in English and often asks a peer for assistance in understanding. As stated before, Mariana often turns to her peers because of her limited knowledge of the language. Mariana does, however, speak English, speaks often in class, talks to people other than her cultural peers,

and is able to follow directions in class. Many times, Mariana even explains or repeats instructions to her peers who misunderstand. She is often very verbal and eagerly speaks to other students and to teachers. Again, because of missing information about her background, it is hard to say whether Mariana has academic language in her L1. She still has at least 50% in this category, despite her strengths, and therefore needs further work in this category.

Discussion

This student needs definite improvement in acculturation, culture and language, and sociolinguistic development. This student did not appear to need improvement in cognitive learning style and experiential background, but that may be due to lack of information and a significant language barrier. More information must be acquired and the student's progress must be tracked as this student's language abilities advance.

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Part 2

</div>

Identification and Placement

State and federal requirements for identification and placement for ELL services require that schools give a home language survey and an English language proficiency entrance exam. The Metro-Nashville School Systems require that a home language survey be filled out before enrollment in order to determine whether services might be needed (Tennessee State Board of Education, 2011). The questionnaire consists of three questions, and if any of the questions are marked "yes" by the applicant, the student is not allowed to enroll until they visit the ELD center where the student and parents are questioned further, tested with L1 and English language ability tests, and given information about services such as health care, all with a translator available (Tennessee State Board of Education, 2011).

My student, Mariana, was given the TELPA, which was the entrance exam in effect at the time of her enrollment. These scores (0's in every category) were recorded and placed in the online system for her teachers to view. However, the other information that was gathered that day by the ELD center was not given to the teachers and left blank in the online system. Although Mariana's L1 proficiency as well as educational background information was probably gathered that day, and we can easily assume it was, none of that information is given to the teachers that teach her so we have no record of that.

The student's needs were met as far as taking an English language proficiency test that placed her in the classes that she is in today. However, it is unknown whether she was given the home language survey, although we can assume that she was because she was referred to the ELD center and given the TELPA. We can therefore assume, despite the lack of data, that Mariana's needs were met in this category.

Monitoring Progress/Accountability for English

According to No Child Left Behind, **"**Title III requires SEAs to hold LEAs accountable for meeting annual measurable achievement objectives that relate to LEP children's development and attainment of English proficiency and academic development" (U.S. Department of Education, 2003). Schools "must assess LEP children in the five domains of speaking, reading, writing, listening, and comprehension" (U.S. Department of Education, 2003) which is achieved through ACCESS, W-APT/TELPA, and TCAP/ELSA testing in the state of Tennessee. Mariana was enrolled in the Metro-Nashville Schools on May 13, 2014, so she arrived after the ACCESS and the TCAP were given to students for that year. This year, she was tested using ELSA and ACCESS during the month of February. Although these scores will not be available until May or later, this fulfills both the Monitoring Progress and Accountability for English categories.

Reclassification

As stated earlier, Mariana was tested using ACCESS this year, which fulfills this requirement of reclassification. There are two other aspects of reclassification: student portfolios and teacher recommendation. Mariana is far from being able to be reclassified as ineligible for ELL services. However, when that time comes, Mariana's current teacher will be well aware of it because she has great mental awareness of the language abilities of the students. She differentiates her students based on mental notes that she takes and places them and advances them from three categories of proficiency within this one proficiency-based classroom.

As far as having a student portfolio, there is one on file for Mariana that holds her academic records including all of her testing scores as well as any information gathered by the ELD center. The Tennessee State Department of Education specifies, "that the HLS document be maintained" (Tennessee State Board of Education, 2011). However, since teachers do not have immediate access to these files, they do not contain classwork samples. The teacher herself does not acquire classwork samples into a portfolio on each individual student. Therefore, Mariana's portfolio contains only the most basic of information while still meeting the requirements of this category.

Program Evaluation

There are four aspects of evaluation of a program that will be addressed with Overton High School, the school in which Mariana is enrolled: dropout percentage, TCAP scores, ACCESS scores, and endorsed teacher percentage. According to statistics from the 2012-2013 school year, the on-time graduation rate for all students is 78.8%. The dropout rate for that year was 3% of the student body, but 5.3% of LEP students (Department of Research, Assessment, and Evaluation, 2012).

The TCAP scores for the 2012-2013 school year were also included in that statistical information. The percentage of LEP students who scored proficiently on the various segments of the TCAP are as follows; 14.3% on Algebra, 5.9% on Biology I, and 14.3% on English II. A majority of LEP students scored basic or below basic on these tests and very few if any showed advanced achievement. These scores show a decrease in proficiency in comparison to other years (Department of Research, Assessment, and Evaluation, 2012).

As mentioned earlier, students are also tested using the ACCESS assessment that is based on WIDA standards. Additionally, many of the teachers at Overton High School are endorsed and highly educated, and all of them have had SIOP training. Because of these factors, Overton's ELL program is being appropriately evaluated, however, the results may indicate that change is necessary for improvement.

Discussion

Because of Mariana's identification and placement into an ELL program based on TELPA test scores, we can assume that she was given an initial home language survey that sent her to Metro-Nashville's ELD center. Therefore, all government requirements were met for her identification and placement. Mariana not only took the TELPA when admitted, but also the ACCESS and ELSA tests in February of this year. Government requirements are being met in monitoring her progress and accountability of her English. Although Mariana is not ready for reclassification, there is a student portfolio with test scores available and the teachers are knowledgeable enough about her to recommend her when applicable. The ELL program at Mariana's school has seen a drop in TCAP scores in the recent past. However, the state has recently adopted a new form of testing which may alter our perception of this program in the future. ELL students at this school tend to have a slightly higher dropout rate than other students,

though this percentage has not seen a drastic increase in recent years. Also, teachers are qualified

and highly educated at this school, and have even had professional development in the form of

SIOP training.

Despite the decrease in test scores and the missing information in various areas of

Mariana's documentation as a student, it is fair to conclude that her school is meeting the needs

of its students in many if not all of the areas indicated. That is not to say that improvement is not

needed to have an exceptional program. The areas in need of the most improvement would be the

state test scores, the dropout rate, and especially the student portfolios and the teacher access to

those documents.

Part 3

TELPA

When Mariana enrolled in Metro Nashville Schools, she was given the TELPA, the initial

placement test that students in Tennessee were given at the time to be correctly placed in an

appropriate proficiency level classroom. According to her records, she earned a score of 0 in

every category of the TELPA. Typically, students who score a 0 on the TELPA have had little to

no formal schooling and may or may not be literate in the L1 (Robinson and Grimsley).

Although we do not know about Mariana's past schooling and L1 literacy, it is likely due to

these scores that she did indeed have no formal schooling and is illiterate in Spanish. These

scores placed her in the ELD Reading 1A class, the class I typically observe, for the following

year. Although she is 16 years old, she was given the status of a 9th grade student because of her

proficiency level. Students must take a certain number of English proficiency classes in order to

graduate with a Tennessee high school diploma, which is why she was placed in this setting.

Although she scored a 0 in each section of the test, we will examine the definitions of the Level 1

results in order to better understand her language abilities. Because this exam was given as soon as the individual arrived in the US, which has been nearly a year, Level 0 does not represent Mariana's abilities anymore. Examining Level 1 descriptions will help us better understand how to prepare instruction for her in the future. According to the TELPA Operational Tables, Level 1 on the TELPA equals a Level 1 on the ELDA, so we will examine the ELDA Level 1 descriptions ("TELPA Operational Placement Tables").

Level 1 is labeled as pre-functional, which describes a learner who is beginning to "understand short utterances," "use gestures and simple words to communicate," "understand simple printed material," and "develop communicative writing skills" ("Iowa English Language Development Assessment"). Individuals with Level 1 listening abilities "understand common words or key phrases, especially when highly contextualized or when cognates" are utilized ("I-ELDA RESULTS: Explanation of Variables"). They typically understand single-word directions, but generally cannot understand the intent of the speaker ("I-ELDA RESULTS: Explanation of Variables"). Again, Mariana scored a 0, not a 1, so she was highly unlikely to understand these things, and very likely to not understand intent of the speaker.

Level 1 speaking abilities are very limited and rare in the pre-functional stage ("I-ELDA RESULTS: Explanation of Variables"). It might occur that the learner repeats common words or phrases with "simple structure" and attempts to answer simple questions with "basic information" ("I-ELDA RESULTS: Explanation of Variables"). Since Mariana scored a 0 in this category as well, it is highly unlikely that she was able to produce verbal communication at all, though Level 1 description may be a more accurate description of her current verbal production abilities.

Level 1 readers may be able to identify "isolated words and key phrases and cognates" within context ("I-ELDA RESULTS: Explanation of Variables"). They may also be able to understand "high-frequency" written instructions ("I-ELDA RESULTS: Explanation of Variables"). However, these students may not understand the ideas and intent to be conveyed by the writer ("I-ELDA RESULTS: Explanation of Variables"). Also, "They do not understand how words, morphemes, and word order convey meaning in English" ("I-ELDA RESULTS: Explanation of Variables"). This information shows that Mariana has very little understanding of morphemes, which is something that Mariana's teacher is well aware of and alters word structure so that verbs are always in present tense. Also, cognates are mentioned once again, which is fortunately something that is strong between Spanish and English.

Students with Level 1 writing skills may "be able to copy letters or form them from memory and might be able to write words; however, their text does not transmit a coherent message" ("I-ELDA RESULTS: Explanation of Variables"). Discourse features, text structure, and syntax are absent or "inappropriate" ("I-ELDA RESULTS: Explanation of Variables"). The only time it is correct is when the student simply copies ("I-ELDA RESULTS: Explanation of Variables"). Mariana was therefore unable to give a coherent message in writing, especially since she scored a 0. Depending on her previous schooling history, she may not have been able to even copy something.

Based on the results from Mariana's TELPA scores, we can see that her English language abilities were nearly non-existent when she was tested less than a year ago. She was unable to produce oral or written language that made any sense. Her receptive skills were also so minimal that it could be said that she was unable to even copy or repeat phrases or words. Because she scored a 0, in all of the categories, it is very possible that she was not literate in Spanish before

she came to the US. By looking at the Level 1 Pre-production stage as defined by ELDA score

results, we can understand a little bit about where Mariana's abilities now lie. We know that

cognates are extremely helpful to her at this stage. She is also in need of syntax and morpheme

instruction. Context is really helpful in helping her understand and comprehend, but scaffolding

might be needed in the future to slowly get away from that dependence.

Interview and Self-Assessment

I conducted an interview and self-assessment with Mariana. During this interview, I truly

discovered her language abilities. Observing Mariana in class working with vocabulary words

made her language abilities appear to be greater than what they were. She understood my basic

questions about her and her previous experiences in school. Mariana said that her favorite subject

is math. Even though I restated the questions in watered-down, simplistic way, she still did not

understand all the questions I was asking her. Mariana asked for clarification several times, but

then would give a "yes" or "no" answer despite not understanding the questions. For the first

question, she said she never uses her native language. This is not true because of my observation

of her using her native language with her peers and even with the teacher, who does not speak

Spanish. Mariana denied using gestures although I have observed her using gestures several

times. She said she does use facial expressions sometimes, which I do believe to be true. The

student also said that she avoids communication sometimes when she does not understand.

When we moved on to deeper questions within her self-assessment, Mariana was highly

confused to what I was asking her and why I was asking her those questions. This links back to

the difficulty that Level 1 students have with the author's or speaker's intent. Because of this, I

seriously doubt the accuracy of these questions. She said that she sometimes uses a synonym or a

description or that she sometimes makes up new words. I believe that she never uses this strategy

because of her timidity on using the English language. Based on my in-class observations, I think Mariana is more likely to use her native langue in most situations.

SOLOM

After the interview, I also observed Mariana in a classroom setting with the SOLOM. For comprehension, I gave my student a 2 because I feel that her comprehension is very low. She is able to understand basic conversations that occur during a lesson, but she still has difficulty with social conversation even with repetition of words. In the classroom, Mariana understood basic commands that the teacher said, and often clarified for other students. However, when instructions deviated from the norm, she required repetition to fully understand. On occasion, Mariana does not even understand verbal communication; she sometimes needs modeling to comprehend instructions. I also saw this in my interview. Mariana was able to answer questions about her age and where she is from, but I had to repeat more complex questions about her English speaking habits.

Mariana's fluency is rather limited. Her speech is broken and often mixed with Spanish in such a way that inhibits her fluency. She is able to do basic greetings with people such as "Hello, how are you?" but she has problems conveying her message in a way that is understandable. I gave Mariana's fluency a 1 because of her failure to demonstrate adequate fluency during the lesson as well as during our interview.

This student's vocabulary is highly limited and communication often is very difficult, so I rated her as level 1 on the SOLOM scale. When describing a fight, she could not think of the word "hit" as well as most of the words in the sentence she was trying to say. Mariana had to replace those words with Spanish ones. Without the hand gestures, facial expressions, and basic knowledge of Spanish, the teacher would not have been able to understand her. Also, when she

was called on to go to the board, Mariana was very hesitant and almost refused to participate. The students were aware of her uncertainty, mostly because of her utterances in Spanish, and helped her by telling her the correct word so she could participate.

Mariana has pronunciation problems due to her accent. Although her speech is not unintelligible, she does have problems being understood by the teacher. Her pronunciation is rather poor, even compared to the other students. She often has to repeat what she is saying to be understood. I gave Mariana a 2 because of her clear limitations.

This student's grammar is not non-existent. I believe that because of her background in Spanish, she has a basic understanding of the grammar structure of English. However, Mariana has problems with creating large sentence structures that cause her to create very short sentences. This was also evident in our interview when she would answer with a yes or no or to many questions. I gave her a 2 in grammar on the SOLOM scale.

Discussion

Mariana scores mostly 1 and 2 on most categories of the SOLOM scale. Currently, she needs the most improvement in fluency and vocabulary. Her grammar is not as bad because of the similarities of Spanish and English. Her pronunciation is still poor, but shows improvement. And her comprehension is not perfect, but sometimes she sometimes understands more than other students. This shows vast improvement from her TELPA scores from less than a year ago when she had pre-pre-production language abilities.

Part 4

Writing

The writing sample that I acquired from Mariana was from the writing portion of her test in the course that I observed. The writing portion had five questions, most of which were fill-in-

the-blank or finishing a sentence. The questions were based on a story that the students began

reading at the beginning of the unit and continued to talk about throughout the unit until this

closing assessment.

Her score in this section was a 100 and the teacher marked "perfect" next to the score.

Questions four and five were indeed marked correctly. These questions were asking about the

value of coins and included a math-based word problem. In these questions, the only error was a

minor spelling error in the word "quarter," which was repeated twice.

The first question asked a plot question on the story and gives the first beginning of a

sentence to start off the student in the right direction. The answer that she gives is incorrect in

content, but the format of the sentence that she writes is interesting. Mariana writes, "…she is

tanya is color pink favorite." This is an interesting blend of Spanish syntax and what she

probably assumes to be correct English syntax. To say "My favorite color is pink" translates to

"Mi color favorita es rosada" in Spanish. Here we see why Mariana placed the word "color" in

front. She does not place the adjective "pink" after the word favorite, but before the word. I

believe this is because we had been talking about adjectives as a class, and it was impressed upon

the students that adjectives come before, not after, the word they are describing. I think that is

why she altered her syntax from the Spanish, placing the adjective before the word "favorite,"

because she assumed that the word "pink" swapped places with it.

Questions two and three ask questions that are related to the story, but are asking personal

questions about the student. In question two, Mariana correctly responds to the first blank by

saying, "My mother and My does the laundry…" The only error here is the word "my" instead of

"I" or "me." In the second part of the sentence, we have nearly indecipherable writing. She

writes, "My mother and My does the laundry because The and may sisters is shorts." Here,

Mariana has capitalized the "T" in "The," perhaps in the effort to begin a new sentence when she is supposed to continue the initial sentence. However, this may or may not be true as she capitalized the word "My" earlier in the sentence for seemingly no reason at all. The only content that I can derive from this is that she is trying to say that it is because her sisters are too short or too young. It could also be inferred that she was trying to say that they wash her sisters' shorts, as "shorts" is a vocabulary word that the students were familiar with.

The third question is a question about the student's personal opinion, though Mariana answers it as though it was a content question about the story. Here she writes, "I think afternoon is a good time to do the laundry because she is tanya and the school." She did well in placing "afternoon" in the first part of the sentence, and the second part of the sentence was understandable if background knowledge was known about the story. Mariana is trying to say that because Tanya goes to school, it is better to do the laundry in the afternoon, since school would be done at that time.

Discussion

Throughout this sample, several themes are noticed. One was mentioned previously, that "quarters" is misspelled. Another is that Mariana frequently has trouble with capitalization as she does not capitalize the name "Tanya" but capitalizes other words that should not be. Also, it is clear that her Spanish language background is influencing her writing, though we can also tell that she is trying to correct it. She also clearly has trouble in comprehending what a question is asking her, whether it be about the story explicitly or about her own opinions or her own experiences. We can also determine that she did not fully comprehend the story itself, as it never said anything about Tanya's favorite color in the story. Reading comprehension is probably her weakest language attribute.

Reading

For the assessment of Mariana's reading abilities, I utilized a Running Record. Mariana had a total of 28 errors, she corrected herself twice, she never asked for help from the test giver, and repeated phrases three times throughout the reading. She had trouble with the pronunciation of many of the words and sometimes she omitted words that she was unfamiliar with. Here, I will discuss the common errors that occurred in her oral reading.

Many of Marianna's mistakes were influenced by her native language, Spanish. One thing that Mariana did several times was mispronounce the "i" sound as "ee." For instance, for the words "sitting" and "lily" she said "seating" and "leely" instead. In Spanish, the letters "i" and "e" are opposite and native speakers often get them confused when speaking English. Another problem that occurred frequently was her pronunciation of the word "buzz" and "buzzed." Instead of saying the "z" sound, she always said the "s" sound instead, making the words "buss" or "bussed." Spanish words with the letter "z" are pronounced as "s" instead. However, when she came to the word "eyes" she said the word as "azz" with the "z" sound. Also, she added the "e" sound in front of a few words starting with "s," which is a common thing to have in Spanish words such as "escuela." She also added the word "the" several times in front of nouns, as Spanish often has an article in front of most nouns. Additionally, she did not say the contraction as a contraction; she broke the word down into two parts instead. Spanish does not have contractions, so this concept is sometimes hard for this population to grasp. Being a native Spanish speaker makes it easier to begin learning English as the alphabets are very similar and most sounds are very similar. However, this can be a hindrance as Mariana probably assumes there everything is similar and has yet to see the differences that cause errors such as these.

Some things that Mariana did well was when she said "pod" instead of "pad," she was able to correct herself both times. She also had no difficulty with the word "lunch" or "lunchtime," despite there being a "u" sound in the word, which is difficult for many Spanish speakers. This is probably because the of the social context involved with this word, which makes it a more frequently occurring word in social language. She also never stumbled on the animal names, even though "fly" contains a "y" which is tricky for some Spanish speakers.

Discussion

In this way, we can see that there has been improvement made in Mariana's English the year that she has been living in the U.S. However, there are still some things that she needs to improve upon. There are still gaps in her vocabulary that need to be filled, perhaps more words than just the words she omitted. She also needs help with phonology and pronunciation (z vs. s) as well as correct English syntax (articles) and morphology (contractions).

<div align="center">

Part 5

</div>

According to Faltis and Coulter, "the first step [in setting up a system of assessment] is to create a filing system or three-ring binder that includes each student's name" (Faltis & Coulter, 2008). As stated in previous sections, there was a file of information gathered by the Metro EL Center, but very little to none of the information was available to the teachers of the student. There was also no filing system created by the teacher to record information on any of the students, so this indeed would be the first place to start.

In this way, the teacher needs to collect multiple, specific assessments that "focus on growth over time" (Faltis & Coulter, 2008). A way that teachers can achieve this is by making a student portfolio, and the student can even choose what is included in the portfolio (Faltis & Coulter, 2008). The important thing, again, is to include multiple, diverse assessments (Faltis &

Coulter, 2008). Included in this portfolio should be formal and informal assessments, authentic assessments, and self-assessments (Faltis & Coulter, 2008)(Herrera, Cabral, & Murry, 2013).

Interviews

In the beginning of the school year, we will need to gather as much background information on this student as possible, as there was no information available on this student's educational and linguistic history. According to Herrera, Cabral and Murry, "interviews are yet another way of gathering pertinent information to authenticate instruction and assessment" (Herrera, Cabral, & Murry, 2012). Informal student interviews should be conducted in the beginning of the year. Instead of using the interview that was used earlier, I suggest using a different student interview, which is the blank form listed in the Appendix (Herrera, Cabral, & Murry, 2013). This can be conducted on August 7. Also, at-home parent interviews would be a great way to build a community relationship so that the teacher can utilize funds of knowledge and also to learn more about the student' background knowledge (Moll, 1994). This can occur on the teacher-planning day on August 6 with the aid of a native-language translator. If this cannot occur on this day, it can at least be scheduled for another day when students are not in school, and can occur at school, though a home visit would be preferable.

L1 Assessment

Another important thing that needs to be assessed is the L1 of Mariana. No knowledge is known about how well she speaks or writes in Spanish and what formal training she has had in this language. It is extremely important to know this as she could be missing important information that I assume she would know because she speaks Spanish. Hopefully, a translator could give an assessment so that I can assess her writing and speaking abilities from the perspective a native speaker. However, if this is option is not available, the PPVT-4 could be a

good option for me as a teacher to give in order to gain some perspective on her Spanish

abilities. This would occur on August 12. This information will be placed in the student's file.

Self-Assessments

Self-assessments should occur often, for instance once a week and be language or content

specific. These are each very different from each other, but my repeat a couple of times

throughout a unit plan. On the calendar, I have these assessments listed on most Friday

throughout the year. The days that the students will not take the self-assessment is when another

assessment is planned or during the months of February and April when standardized testing

occurs. These assessments can be added to the student's portfolio.

Sociocultural Environment

Twice a year, I suggest assessing the sociocultural environment of the student using the

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

(Herrera, Cabral, & Murry, 2012). This will occur mid-semester so that changes can be made

before the end of the semester and assessments made to assess those changes that can be made to

the environment. This first will be marked October 31 and the second on March 15. These

assessments can also be compared to the one I completed this year and should be added to the

student's file.

Sociocultural Checklist

The Sociocultural Checklist should be completed three times a year and compared to the

previously completed checklist. This way frequent check can be made on student progress on

acculturation, social, and linguistic development and changes made to instruction to complement

this progress. These assessments will be made on September 25, December 17, and March 31.

These assessments should be added to the student's file.

Mandatory Testing

Although mandatory, standardized testing dates have not yet been set for 2016, we know that Mariana will ELSA and ACCESS in February and the TCAP in April. These scores should be added to the student's yearly portfolio and also to the student's file.

SOLOM

The SOLOM should be conducted quarterly to assess the student's conversation skills. This will occur September 15, November 16, January 21, and March 30. These assessments can be added to the student's file and can be compared to the SOLOM that was conducted this school year.

Running Records

Running Records can occur twice a year. These assessments take time and effort to grade since they usually occur in a one-on-one setting, so there will not be as much time to give these assessments. These assessments will be included in the student file and can be compared to the running record given to the student this year. These will occur on August 27 and January 11.

Informal Acculturation Assessments

Because I know so little about the background and culture of Mariana, I plan to gain more knowledge on her acculturation through informal assessments. I intend to create a place of origin map on August 10 (Herrera, Cabral, & Murry, 2012). This activity will begin to establish classroom community.

Also early in the semester, the students will create classroom puzzle where each student decorates their own individual puzzle piece and places it on the classroom wall. Throughout the semester the students can take the puzzle piece down and add more to represent themselves

(Herrera, Cabral, & Murry, 2012). I will begin this early in the semester on August 11. This will also establish community within the classroom.

On January 25, I hope to have students write an essentials book about themselves and their culture (Herrera, Cabral, & Murry, 2012). There will have to be considerable amounts of language development and increase in confidence for Mariana to participate in such an activity, but hopefully with the building of an open and diverse community atmosphere within the classroom, this goal can be achieved.

On May 16, the goal is to have each student, including Mariana to research, write, and publish a heritage paper about their culture (Herrera, Cabral, & Murry, 2012). This book can be added to the classroom library and then sent home at the end of the year so students can share the book with parents. With a slow build towards cultural awareness throughout the semester, hopefully Mariana can achieve this goal as well.

Journals

Writing assessments can be made of Mariana throughout the year using an informal student journal that occurs almost daily. This could be a way that the teacher can see the progression of the student throughout the year and the student can gain practice without the pressure of having something be "tested." The teacher can even respond to some of the journal entries occasionally as time allows. Because this assessment will occur frequently, it is not marked on the calendar. Journal entries can be added to either the student portfolio or student file.

Teacher Observations and Conferences

The teacher will observe and conference with the student on a weekly basis, more or less, depending on the number of students in the classroom and the current activities occurring in the

classroom. Faltis and Coulter claim that teachers should "conduct daily, ongoing observations and take notes on what students are doing and how well they seem to be doing" (Faltis & Coulter, 2008). However, real classrooms do not allow for daily note taking of the teacher, as there are many things a teacher has to juggle throughout the day. That is why I am setting the goal for weekly conferencing with students and note taking that is placed in the students' files.

Conclusion

Choosing Goals Through Multiple Perspectives

As mentioned in the above sections, I chose these goals based on my prior knowledge of the student, the availability of information on her during this analysis, and the suggestions of texts on assessment of ELL students. It was also influenced by personal observations of teachers of ELL students and my personal inclination to try new strategies as a full-time teacher of ELL students. My perspective is that of a teacher with limited teaching experience, especially with ELLs, that is why I depended heavily on SLA theories and researchers to guide my plan.

Information and Strategies

I need a vast amount of information, especially from the beginning of the semester. This is driven by the lack of information that I was able to gather for this analysis. I will need a great amount of prior knowledge and experiences that are achieved through parent and student interviews, language assessments (L1 and L2), self-assessments, teacher observations, and many other strategies that are mentioned in detail above. I will also need to be meticulous in recording and organizing this information into student files and portfolios.

Reaching the Goals

The calendar allows for flexibility, but in order to be successful in this plan, the teacher must stick to the plan as closely as possible. This way, the teacher will not get burned out or

behind on the assessment requirements of the plan. I will know if I have reached my goals if I see gradual improvement from assessment to assessment in various areas. This improvement will take time, as it would with any ELL student, but simply acquiring more information on this student will allow for better instruction.

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Appendix A

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

Level of Performance

Component	Meets Criteria	Basic Needs	Improvement	Unsatisfactory
Culture	The student's culture is respected and valued as a source of knowledge and experiences that advance learning and enhance the cultural climate of the school. Issues and behaviors related to acculturation processes are identified and mediated with sensitivity and knowledge of research-based approaches that are appropriate for the CLD student/family/community involved.	The student's culture is respected and valued on principle. General implications and stages of acculturation are understood as influencing student learning and behavior. Recognizes but is unable to comfortably mediate cultural misperceptions and conflicts between families and self or other staff.	Behaviors that arise from cultural differences or acculturation are viewed as interfering with student achievement and long-range success. Instructional strategies and interventions emphasize acculturation to the dominant culture.	The CLD student's culture is viewed as a negative influence on the student and school. Cultural considerations are rejected as irrelevant to the development of appropriate instructional practices and intervention
Language	Supports L1 use at home and school. Understands, models, and is able to explain the rationale for L1 and sheltered instructional strategies. Is knowledgeable about language acquisition phenomena, including language loss and implications of language support, or lack thereof, on student achievement.	Supports L1 use at home. Understands basic language acquisition stages and time lines. Can explain the benefits of sheltered instruction. Considers CLD student's language as potentially affecting behavior and/or achievement.	Regards continued use of home language as an obstacle to English acquisition and school success. Is supportive of, but cannot describe or model, instructional strategies that benefit CLD students.	Regards the student's home language as a deficit to be overcome. Is unsupportive of ongoing adaptations and instructional modifications for CLD students.
Academics	Is able to articulate the relationship between L1 and L2 learning and analyze classroom tasks in terms of prerequisite language, academic, or social experiences.]Makes specific recommendations regarding instructional modifications and assessment of CLD student progress.	Understands the impact of language and acculturation on CLD student academic progress. Identifies general instructional strategies that benefit CLD students.	Provides strategies to meet the academic needs of general students performing below grade level but does not understand or provide strategies particular to the needs of CLD students.	Considers the academic difficulties of CLD students to be either environmental or innate and therefore is resistant to long-range change regardless of interventions.
Families	Exemplifies a respect for CLD families that is evident through greetings, verbal and nonverbal communication, and overall accessibility. Advocates for programs, events, and activities that engage families. Demonstrates an understanding of, and respect for, culturally different family dynamics. Respectfully mediates cultural issues and behaviors that conflict with a student's positive school participation.	Expresses respect and value for CLD families. Encourages CLD family involvement but has little direct contact with parents beyond those required by policy or events. Recognizes when cultural issues affect school–family communications but does not initiate or engage in actions to address potential conflicts or concerns.	Feels that truly interested families are already involved. Communication with CLD families is limited to required procedural or behavioral matters.	Regards CLD families as unsupportive of education. Is opposed to initiatives or incentives to increase CLD family involvement. Avoids communicating with CLD families.

Table 4.3 (Continued)

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

Appendix B

SOCIOCULTURAL CHECKLIST

To be completed by referring teacher(s).

Student/ID#: ███████ Date: 2/12/15 Age: 16 Teacher: Clark

Sociocultural Factors		Selected Cross-Cultural Adaptation Risk Factors
Acculturation Level	✓	Recent immigrant, refugee, migrant, or resides on reservation
		Does not interact much with majority culture peers or majority cultural group.
	✓	Displays confusion in locus of control.
		Displays heightened stress or anxiety in cross-cultural interactions.
	✓	Oral expression contains considerable code switching.
		Expresses or displays sense of isolation or alienation in cross-cultural interactions
% Checked: 50%		Out of 6 total = 3
Cognitive Learning Style		Few cognitive learning strategies appropriate to classroom/school.
		Cognitive learning style different or inappropriate in relation to teacher's instructional style
	✓	Easily frustrated or low perseverance in completing tasks.
		Retains learning strategies that are no longer appropriate.
		Displays difficulty with task analysis.
% Checked: 17%		Displays difficulty with understanding and applying cause and effect.
		Out of 6 total = 1
Culture and Language	✓	Comes from non-English speaking home.
	✓	Comes from a culture or ethnic group different from mainstream America.
		Family emphasis support of family or community/group over individual effort.
	✓	Comes from non-English speaking geographic area.
		Has culturally appropriate behaviors that are different from expectations of mainstream.
% Checked: 50%		There is no support in the home for bilingual and bicultural development.
		Out of 6 total = 3
Experiential Background		High family mobility.
		Limited or sporadic school attendance.
		Low socioeconomic status.
		Little exposure to subject or content or not familiar with material.
		Disrupted early childhood development.
		Few readiness skills.
		Does not know how to behave ion classroom.
	✓	Different terms/concepts for subject areas or materials and content.
% Checked: 11%		Uses survival strategies that are not appropriate in the classroom.
		Out of 9 total = 1
Sociolinguistic Development		Does not speak English
		Limited academic language in native language.
	✓	Limited social language in English.
		Rarely speaks in class.
		Speaks only to cultural peers.
	✓	Limited academic language in English.
	✓	Asks a peer for assistance in understanding.
% Checked 50%		Appears to know English but cannot follow English directions in class.
		Out of 8 total = 3

Appendix C

TELPATennEngLngPlAss_Conv

Selected: 0 [View] Total:1

	TestYear	Listen Gr k-2=21 3-12=8	Speak Gr k-2=8 3-12=16	Read Gr k-2=32, 3-12=8	Write Gr k -2=20, 3-12=14	TotalScore	EngLangProficiencyLevel	UpdatedBy
☐	2013	0	0	0	0	0	12 ELD Reading 1A	mb/cb

Cntry 1st Lang Acquired:: Honduras

1st Day Entered US Sch:: 5/13/2014 m/d/yyyy

st Day Entered MNPS Sch:: 5/13/2014 m/d/yyyy

ELL Prog Date of Update:: 5/19/2014 m/d/yyyy

ELL Update By (Initials):: cb

ELL Status:: Active

Previous ELL Status:: N/A

ELL Eligibility End Date:: m/d/yyyy

ESL Refused/Opt-Out Date:: m/d/yyyy

Current EngLangBck: English Language Learner (ELL)

ELL Program Comments:: Transferring from Honduras

Home > My Classes > Class Attendance > English Lang Proficiency Init. Assess.

190217906, Gr-9, Female, Jun 10, 1998

ELL Program Info

Demographics

Appendix D

Figure 4.8   Self-Assessment of Communication Strategies in Oral Language

Name ████████   Date 1/29/15

Circle the answer that shows how often you do the following things.

When I have problems talking in English, I:

1. use my native language.   (Never)   Sometimes   Often

2. ask for help.   (Never)   Sometimes   Often
   ✱ (the teacher doesn't speak L1)

3. use gestures or facial expressions.   Never   (Sometimes)   Often
   ✱ Student denies using gestures but I
   have observed her using them several times.

4. avoid communication totally or partially. Never   (Sometimes)   Often

5. use a synonym or a description.   Never   (Sometimes)   Often

6. make up new words.   Never   (Sometimes)   Often

7. simplify what I want to say.   Never   Sometimes   (Often)

✱ The student did not appear to comprehend the meaning of
   questions 5-7, but attempted to answer questions.

Adapted from a form developed by ESL teacher S. Copley (1994).

⊠ This assessment was very difficult to administer due to the language
   deficits of the student.

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Appendix E

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Figure 5.8 Student Oral Language Observation Matrix: SOLOM

Date 1/29/15

Student Name ▮▮▮▮▮ Grade 9 School Overton High

Language of Student Spanish Rater Name Beth Clark Total Score 8

	1	2	3	4	5	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated.	Understands most of what is said at slower than normal speed with some repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussion without difficulty.	2
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often forced into silence because of language limitations.	Everyday conversation and classroom discussion frequently disrupted by student's search for correct manner of expression.	Everyday conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression.	Everyday conversation and classroom discussion fluent and effortless; approximately those of a native speaker.	1
Vocabulary	Vocabulary limitations so severe that conversation is virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasional use of inappropriate terms and/or rephrasing of the ideas because of limited vocabulary.	Vocabulary and idioms approximately those of a native speaker.	1
Pronunciation	Pronunciation problems so severe that speech is virtually unintelligible.	Difficult to understand because of pronunciation problems; must frequently repeat in order to be understood.	Concentration required of listener; occasional misunderstandings caused by pronunciation problems.	Always intelligible, although listener conscious of a definite accent and occasional inappropriate intonation pattern.	Pronunciation and intonation approximately those of a native speaker.	2
Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must often rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured.	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximately those of a native speaker.	2

•

Apprendix F

E. WRITING

- **answer** in complete sentences

1. **Why** does Tanya need to buy a new sweater?

   - She needs to buy a new sweater **because** _She is tania_

     is color pink favorite

2. **Who** does the laundry in your home? **Why**?

   - _My mother and My_ does the laundry **because**

     The and may sisters is shorts.

3. **When** is a good time to do the laundry? **Why**?

   - I think _afternoon_ is a good time to do the

     laundry because _she is tanya and the school._

4. **List** the name of the **coins** from the **greatest** to the **least** in value.

   - _quater_ , _dime_ , _nickel_ ,

     Penny

5. You need 67¢ in change. **List** the number and names of the fewest **coins** to make this change.

   Perfect!

   _100_

   I need _2_ _quaters_ , _1_ _dime_ ,

   _1_ _nickel_ and _2_ _Pennies_ . _+25/25_

Appendix G

Running Record Sheet

Page 4

Date _____   Text Level [   ]

Student Name _____

Teacher Name _____

Scores

Running Words	79	Error Rate	Accuracy (ACC)	SC Rate
Errors	28	1:	%	1:

Easy 95-100%		Inst. 90-94 %		Hard 50-89%	

Page	Title and Level.	E	SC	E MSV	SC MSV
	Frog was sitting on a lily pad in the middle of the pond. "It's lunchtime," said Frog. Along came a fly. "Mmmm, lunch," said Frog. The fly was buzzing around. Frog sat very still on his lily pad in the middle of the pond. The fly buzzed and buzzed around frog. "Buzz buzz," said the fly. Frog's eyes grew big. The fly came closer and closer to Frog. Snap! Frog snapped up the fly. "Mmmm," said Frog. "Good lunch!"	4 2 1 4 5 2 3 4 1 2 0	1 1		
	TOTALS	28	2		

Summary:

Appendix H

2015-2016 School Calendar

WinCalendar	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	26	27	28	29	30	31	1
Aug 2015	2	3 Teacher Inservice	4 Teacher Inservice	5 Half-day	6 Teacher Inservice Parent Interview	7 Student Interview	8
	9	10 Place of Origin Map	11 Classroom Puzzle	12 L1 Assessment	13	Self-Assessment	15
	16	17	18	19 Teacher Observation and	20	Self-Assessment	22
	23	24	25	26 Teacher Observation and	27 Running Record	Self-Assessment	29
	30	31	1	2 Teacher Observation and	3	Self-Assessment	5
Sep 2015	6	7 Labor Day	8 Teacher Inservice	9 Teacher Observation and	10	Self-Assessment	12
	13	14	15 SOLOM	16 Teacher Observation and	17	Self-Assessment	19
	20	21	22	23 Teacher Observation and	24	25 Sociocultural Checklist	26
	27	28	29	30 Teacher Observation and	1	Self-Assessment	3
Oct 2015	4	5 Fall Break	6	7	8	9	10
	11	12 Teacher Inservice	13	14 Teacher Observation and	15	Self-Assessment	17
	18	19	20	21 Teacher Observation and	22	Self-Assessment	24
	25	26	27	28 Teacher Observation and	29	30 Sociocultural Environment	31
Nov 2015	1	2	3 Parent Conference Day	4 Teacher Observation and	5	Self-Assessment	7
	8	9	10	11 Teacher Observation and	12	Self-Assessment	14
	15	16 SOLOM	17	18 Teacher Observation and	19	Self-Assessment	21
	22	23	24	25 Half-day	26 Half-Day	27 Half-day	28
	29	30	1	2 Teacher Observation and	3	Self-Assessment	5
Dec 2015	6	7	8	9 Teacher Observation and	10	Self-Assessment	12
	13	14	15	16 Teacher Observation and	17 Sociocultural Checklist	18 Half-day	19
	20	21 Winter Break	22	23	24	25	26
	27	28	29	30	31	1	2

Month							
Jan 2016	3	4	5	6 Teacher Observation	7		9
	10	11 Running Record	12	13 Teacher Observation	14		16
	17	18 MLK	19	20 Teacher Observation	21 SOLOM		23
	24	25 Essentials Book	26	27 Teacher Observation	28		30
	31	1	2	3 Teacher Observation	4	5	6
Feb 2016	7	8	9	10 Teacher Observation	11	12	13
	14	15 Teacher Inservice	16	17 Teacher Observation	18	19	20
	21	22	23	24 Teacher Observation	25	26	27
	28	29	1	2 Teacher Observation	3		5
Mar 2016	6	7	8	9 Teacher Observation	10		12
	13	14	15 Sociocultural Environ	16 Intercession	17	18	19
	20	21 Spring Break	22	23	24	25	26
	27	28 Teacher Inservice	29	30 SOLOM	31 Sociocultural Checklist	1	2
Apr 2016	3	4	5	6 Teacher Observation	7	8	9
	10	11	12	13 Teacher Observation	14	15	16
	17	18	19	20 Teacher Observation	21	22	23
	24	25	26	27 Teacher Observation	28	29	30
May 2016	1	2	3	4 Teacher Observation	5		7
	8	9	10	11 Teacher Observation	12		14
	15	16 Heritage Paper	17	18 Teacher Observation	19		21
	22	23	24	25 Half-day	26 Teacher Inservice	27 Summer Break	28
	29	30	31	1	2	3	4

Appendix I

ASSESSMENT IN ACTION 4.1

This student survey represents one way teachers can gather information about a student's attitude toward school, perceived areas of academic strength and weakness, and affective response to content areas. Although this is a simple survey designed for use with elementary students, teachers can easily modify the tool to assess the feelings and perceptions of older students.

■ Survey of Student Affect

Student Interview

Student Name: _____

Date: _____

1. Write or draw a picture about your old school.

   (Attitude toward learning and school)

2. Write or draw a picture about what you are good at in school.

   (Strengths)

3. Write or draw a picture of what is hard for you at school.

   (Weaknesses)

4. Circle the face that shows how you feel about reading.
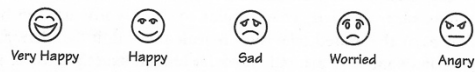
   Very Happy   Happy   Sad   Worried   Angry

5. Circle the face that shows how you feel about math.

   Very Happy   Happy   Sad   Worried   Angry

Exploration, Investigation, Interview, and Experience of Nashville

Beth Clark

Vanderbilt University

Exploration

On our exploration of Nolensville, we were able to find many interesting things that let us know a little bit more about the immigrant communities of Nashville. What I found to be most interesting about this community was the way various ethnic groups were all compiled together. Nashville does not have a separate China Town and Little Italy and other such communities. Instead, all of the many nationalities are compiled together into one large conglomerate. For instance, there would be a quinceañera dress shop next to an Arabic grocery store beside a Japanese restaurant across from a Turkish bakery.

Our group's first stop was a small shopping center that contained a few different stores. On the walls of the shopping center, there were many signs that were written in various languages, but mostly in Spanish. Some were advertising the work that individuals could do such as carpentry or construction, which shows not only the "Funds of Knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992, p. 132-141) or cultural strengths, but also the socioeconomic status of some of the individuals living in the community. Others were advertising means of travel such as rental cars or buses. There were still other signs that were offering help with alcoholism or with taxes. These signs varied in the formality because some were hand written in a hurried script while others were professionally created advertisements by large outside companies.

There were also two signs that we saw that were written completely in English. One of these was an ad for registering for an English class and the other was about an informational class about legal education and was taught by Vanderbilt law students. Both of these were sponsored by the NICE program, were written in English, and appeared to be printed on the same type of paper by a copying machine. These advertisements were the most easily identified as coming from outside the community because they were targeted at the individuals within the

community in efforts to help them learn English and to become aware of their legal rights.

However, they were completely oblivious to the fact that if one can read the flyer, then one

probably does not need English lessons.

One way that I could utilize what I found on this excursion would be to utilize the images

of these advertisements to enable conversations about culture as well as to bring in different

subjects. In the image that has a Chihuahua talking on the phone, there are different countries

listed and the prices in American dollars to call that country. I would show this image to the

students, have them explain to me what was going on, and thus explaining it to the others in the

class who don't understand, and then have the students think about someone that they personally

know that lives in another country that they would like to call. Then we could figure up how

much money it would take to call that person using this service and then calculate how much it

would cost to talk to that person every day for a year.

We could also utilize the image of the flyers advertising English classes to draw attention

to the fact that although the writers had good intentions, the people who need the services the

most are probably not receiving the message. In this way, we could talk about audience and how

that is an important factor in literature. We could also translate the message into another

language or languages. This could then be turned into a service project where we distribute our

translated flyers to the communities where the original flyers were placed.

Another great way to utilize all of these images would be to talk about advertisements,

which is usually an important part of upper level literature courses. Advertisements are a great

way to talk about purpose and audience because they are usually easy to figure out in this type of

genre. Starting with things that seem familiar to the students is a great way to move towards

something that is more difficult and unfamiliar. Jimenez states that "bringing transnational and

community literacies into the classroom makes it possible to build upon students' prior knowledge" (Jimenez, 2009, p. 18). He also states, "minority students are more likely to make progress in school when teachers understand and incorporate their home and community literacy practices" (Jimenez, 2009, p. 18).

This brings us to another really important factor that understanding where each student comes from makes a difference in that individual's education. Practices such as these "help teachers better understand their ELLs and foster meaningful relationships with and among students from linguistically and culturally diverse backgrounds" (Jimenez, 2009, p. 25). So not only does this allow a strengthened teacher/student relationship, it also allows "students from a variety of backgrounds to learn more about one another" (Jimenez, 2009, p. 18). Allen describes a man who engaged in "'culturally relevant teaching'—he learned the culture before trying to teach it" (Allen, p. 42). To succeed at learning the culture, Jimenez advocates "spend[ing] time in the communities where their students live" (Jimenez, 2009, p. 21). We spent a couple hours exploring this community, but came across a few things that hindered our investigation. For instance, one of the grocery stores that we visited did not have a single sign or label that was written in a language other than English. The store was clearly meant to carry Indian foods because the slogan was: "Celebrating Our Food, Our Culture." Allen actually pushes the concept of exploration a bit further by saying that forming relationships outside of class and actually joining the community through continuous, purposeful participation is the best way to form those relationships (Allen, p. 42). To Allen, simply exploring the communities of others is not enough; one must join these communities and be humble enough to meet the individuals where they are, regardless of religious beliefs, economic status, or other divisive barriers.

It is important to understand and comprehend the places where students come from. The best possible way to do this is to investigate the community in which the students now live. In this way, we can understand the social networks, economic backgrounds, and "Funds of Knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992, p. 132-141) of our students, their families, and their communities. That investigation can have its limitations, however, but these barriers can be overcome by simply immersing oneself in the community through genuine involvement.

Investigation
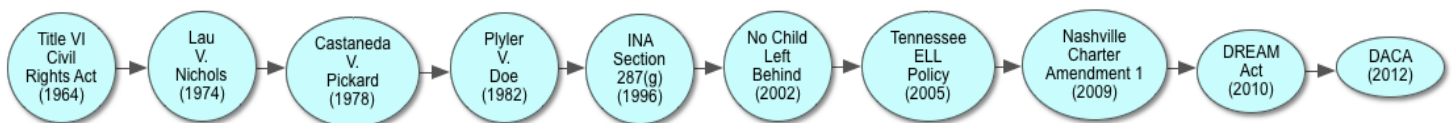
There are many pieces of legislature, court cases, and state policies that paved the way for the ELL programs that we have in the United States today. But what got this specific branch of education going was Title VI of the Civil Rights Act of 1964, which "prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance" (justice.gov). This law requires schools to provide translated documents for parents who are not fluent in English as long as the area has a specific proportion of individuals who speak that language. This is an important mandate for public school teachers because many ELL students will need translated documents for their parents.

In the 1974 Lau v. Nichols case, the Supreme Court determined that the San Francisco school system was violating Title VI when it refused to provide English language instruction to 1,800 students of Chinese heritage (www2.ed.gov, 2005). This is extremely important to public schools because it presents the idea that bilingual education is the only way to legally teach students whose first language is not English, although it did not force schools to do so. The Lau v. Nichols ruling left no way to judge the adequacy of a school's program. Casteñeda v. Pickard,

therefore, implemented three main principles to define and assess a good program including: educational theory, appropriate resources, and must be proven to overcome language barriers in students (web.stanford.edu).

In 1982, the district court case Plyler v. Doe "held that illegal aliens were entitled to the protection of the Equal Protection Clause of the Fourteenth Amendment" (www.law.cornell.edu). The Fourteenth Amendment states that "any person within its jurisdiction [has] the equal protection of the laws" (www.law.cornell.edu). Therefore, all undocumented children are to be given a public education, which is important to any teacher in a public school with an undocumented student in the classroom.

In 2001, the No Child Left Behind Act stated that schools must make "adequate yearly progress" (febp.newsamerica.net) which forced schools to make progress on standardized testing. It also created standards for teachers to be highly qualified for a position. No Child Left Behind also authorized the English Language Acquisition Grants Program, which funded $723 million dollars in 2014 to states and school districts based on a formula rather than relying on a competitive grant application program (febp.newsamerica.net, 2011). Additionally, No Child Left Behind gave power to the states to determine who qualifies for ESL services but required these students to also make yearly progress in testing.

The Tennessee State Department of Education created an ESL Program Policy in 2005 that outlined the basic questions that must be asked of every student in a public school to determine whether or not a student needs to be provided ESL services. This policy specifically tells teachers and administrators how to handle ELLs in the public education classrooms and what steps to take to get them going in the right direction (Tennessee.gov, 2011).

DACA is the most recently enacted policy that affects persons of undocumented status. It provides individuals protection from deportation for up to 2 years, a social security number, and employment opportunities (www.uscis.gov, 2014). Deferred action is given to certain individuals who are or have been students, which would be important information for teachers to pass on to students who may benefit from this new form of protection. While there are many more policies on education as it pertains to ELLs, and many of them are important to be aware of, these mentioned are among the most pertinent to know if one is to be a teacher.

If I were to modify the current policies to reflect my own opinions and the opinions of the experts in this field, ELL education would look quite differently than was just described. First, I would enforce changes that created a nationwide policy on ELL education. The definition of who is eligible for ESL services varies widely from state to state. For instance, Tennessee requires the following questions to be included in the Home Language Survey:

1. "What is the first language this child learned to speak?

2. What language does this child speak most often outside of school?

3. What language do people usually speak in this child's home?"

(Tennessee.gov, 2011).

Meanwhile, the Home Language Survey required by the Alabama State Department of Education includes at least the following four questions:

1. "Is a language other than English spoken at home?

2. Is your child's first language a language other than English?

3. What language did your child learn when he/she first began to talk?

4. What language does your child most frequently speak at home?"

(alex.state.al.us, 2015).

According to de Jong, "Multilingual scenarios are immensely diverse and depend on language practices in the home, the family, the community, and other specific domains" (de Jong, 2011, p. 57). Tennessee's questions do not account for the wide varieties of communities and their corresponding languages that a student could be a part of outside of home and school. Alabama's questions do not even consider a single language community other than home and school. De Jong lists 6 types of Bilingual Configurations (de Jong, 2011, p. 57), and neither Tennessee nor Alabama's Home Language Survey could determine one of these configurations for a student based solely on the information gathered from these surveys.

Another change that should be made on the national level is to enact a law that prohibits the enactment of policies such as Nashville's English First Charter Amendment, which was defeated in 2009. Because English "has never been the exclusive language of the country" (Schmid, 2001, p. 14), a state or city has no right to prohibit government documents from being translated into another language.

Additionally, I would probably make changes to DACA. Only a select few can even be considered for DACA, and even then those individuals can be denied. DACA status only lasts for two years, must be reapplied for, and is not a stepping-stone towards permanent legal status (www.uscis.gov, 2014). Making DACA an official way that all students can eventually gain permanent legal status in the US would be more effective.

Perhaps the biggest change I would make would be to make a policy that required schools to provide bilingualism regardless of how many people in the area need the services. An Immersion program takes testing data at face value, ignores the ability associated with the student's other language, and therefore "tells only half the story" (de Jong, 2011, p. 53). Despite the failings of testing, the Cherokee, who had 21 bilingual schools, had higher rates of English

literacy than the white populations of Texas and Arkansas in 1852 (de Jong, 2011, p. 129). Also, a school in Arizona, which offered a bilingual/bicultural program in English and Navajo in 1967, has done average or above average on standardized tests (Schmid, 2001, p. 25). Mandating bilingual education would be highly controversial according history, but would also be extremely successful according to education experts. In fact, all of these changes would be controversial, but would hopefully benefit students and the education system in the long run.

Interview and Experience

ESL To Go aims to serve adult refugees from all over the world that are placed in the city of Nashville. The ages served by ESL To Go range anywhere from 18-70 or older, but are typically 23-35 years old. The countries currently represented in this program include: Bhutan, Burma, Democratic Republic of Congo, Ethiopia, Iran, Iraq, Kurdistan, Sudan and Somalia (esltogo.org, 2013). Because of the lower socioeconomic status that refugees typically acquire when placed in the United States, transportation can quickly become an issue for individuals placed in Nashville. Not having a car makes getting to an English language class difficult, which is why the founders of ESL To Go decided to put wheels on their classroom. The ESL To Go truck drives to specific apartment complexes, typically in the Nolensville area of Nashville, based on the number of individuals interested.

The truck looks very much like a normal classroom on the inside. The front of the room has a white board, computer, projector, and speakers. The back of the classroom has cabinets where the textbooks are kept. A long table and chairs running down the middle of the truck occupy the majority of the space. Students sit at the table, and the instructor either sits with them or stands beside them.

ESL To Go tests its students and places them in classes based on their English proficiency. The students' abilities "range from having little to no literacy skills to being conversational in English" (esltogo.org, 2013). The pre-test evaluates which of four ability level classes the student should be placed in, and the post-test determines whether they graduate from this class to another higher level class or if they are graduated from the program altogether. ESL To Go does not offer upper level English courses and focuses on the lowest ability levels. This is partly because there is much higher enrollment in the lower ability classes, and students tend to drop out of the program after learning basic English skills due to being able to find a job.

The teachers at ESL To Go are all required training through TESL which is a short, semester long course offered to individuals with a bachelor degree. These instructors are not required to be bilingual, and if they were, the training would encourage them not to utilize it. According to the program manager, Leah Hashinger, even if she were bilingual in the languages of her students, she herself would not use it. ESL To Go advocates an immersion-based program with no instruction in the L1. There are typically no more than 20 nonnative students and one native English-speaking instructor that is not bilingual, or at least not bilingual in the languages of the students. If a label were placed on ESL To Go, it would probably be a self-contained second language program or structured L2 immersion, which is classified as subtractive monolingual (de Jong, 2011, p. 117). This is because this program "teach[es] the societal language itself as well as content matter through the societal language" and segregates its ELLs from any native speakers other than the instructor (de Jong, 2011, p. 117). Additionally, ESL To Go does not test the L1 abilities of the students. In fact, Hashinger herself is unaware of the L1 literacy abilities of any of her students, which would be necessary information in any type of bilingual program.

Therefore, ESL To Go does not view the L1 as a resource or a right, and is not a language-as-resource or language-as-right oriented program (de Jong, 2011, p. 105). Hashinger said that the goal of ESL To Go is to provide enough instruction that they are able to function and survive in US society. The program is of language-as-problem orientation because "the natural solution to the problem is to focus on teaching the standard variety of the societal language" (de Jong, 2011, p. 105). ESL To Go and its creators can only see that there is a problem that these refugees do not know English, and aims only to fix the problem by providing enough English instruction that they can obtain an entry-level job.

The purpose behind creating an English-only classroom like ESL To Go could have several reasons. First, there is not a lot of funding for this program, and a lot of the funding goes toward the purchase and maintenance of the truck. In fact, the truck is a unique hurdle of ESL To Go because it breaks down occasionally and classes may be cancelled and money must be spent to fix the truck. Instructors are paid part-time wages and only a few people that work with curriculum and management aspects of the program are paid full-time, and some instructors are even volunteers. Because the instructors are paid very little, ESL To Go is not attracting the most educated, multilingual individuals available, because those people are making money elsewhere. Therefore, the program is tailored to fit the majority of the needs with the available funding and resources. A two-way immersion program would not work at ESL To Go for a number of reasons, which includes the monolingualism of the instructors and the multilingualism of the students (de Jong, 2011, p. 206). Also, there are several viewpoints that would support a program set up like ESL To Go, including; "learners generally have little access to the target language outside the classroom, so opportunities to use it within the classroom must be maximized" (de Jong , 2011, p. 213-4). Additionally, setting language boundaries is often seen as necessary

because "knowing a translation is forthcoming may discourage second language learners from actively engaging with the language and can impede their second language development (de Jong, 2011, p. 214).

Even as a monolingual program with monolingual instructors, there are things that programs like ESL To Go can do to tackle the dominance of English in the classroom and connect with the culture of the students by raising the status of other languages and the value of bilingualism. Students can use their native languages to help one other with in-class activities. Teachers can allow the development of multilingual activities and availability of native language materials. The instructors can learn phrases and words in the L1 of the students and can ask students to share and even teach their culture and language (de Jong, 2011, p. 208-9). Instructors can build upon students' funds of knowledge to better serve them (Martinez, Orellana, Pacheco, & Carbone, 2014, p. 3). Students could even have activities that involve them translating from one language to another in the effort to place value on how they probably translate for others in everyday life (Martinez, Orellana, Pacheco, & Carbone, 2014, p. 2-10). However, none of these things were done in the classroom that we attended, and use of the L1 was frequently discouraged and English-only use was highly encouraged.

Because there is no instruction in the first language, the instructors and curriculum rely heavily on images to convey a message. During the lesson that we observed, the instructor attempted only twice to encourage codeswitching. Codeswitching is really helpful because "when students use codeswitching to draw on their first language to help them learn a new language… they advance their knowledge of linguistic elements of both languages" (Risko & Walker-Dalhouse, 2012, p. 24). While discussing a recipe that included the ingredient cilantro, an image of this herb, which is typically used in Latin American dishes, came onto the screen.

The students appeared to be rather confused, because cilantro is just a green, leafy plant that has no distinct appearance from other green, leafy plants. She asked them what they called cilantro in their native language, but they either could not identify the plant or there was no equivalent word in their language. She did this again when talking about a recipe for chocolate chip cookies. The students either did not know what was in the cookies based on the picture or they had no equivalent word in their L1.

A way that the teacher could have better connected to the language transfer of her students would be to utilize a recipe that had familiar ingredients that are easily recognizable. This is because "making the home and school cultural practices more congruent positively affect[s] student achievement" (de Jong, 2011, p. 120). According to Risko & Walker-Dalhouse, "literacy needs to be connected to the lives of students and provide opportunities for social engagement" (Risko & Walker-Dalhouse, 2012, p. 23), which is something that ESL To Go struggles to achieve with its English-only curriculum.

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Appendix A
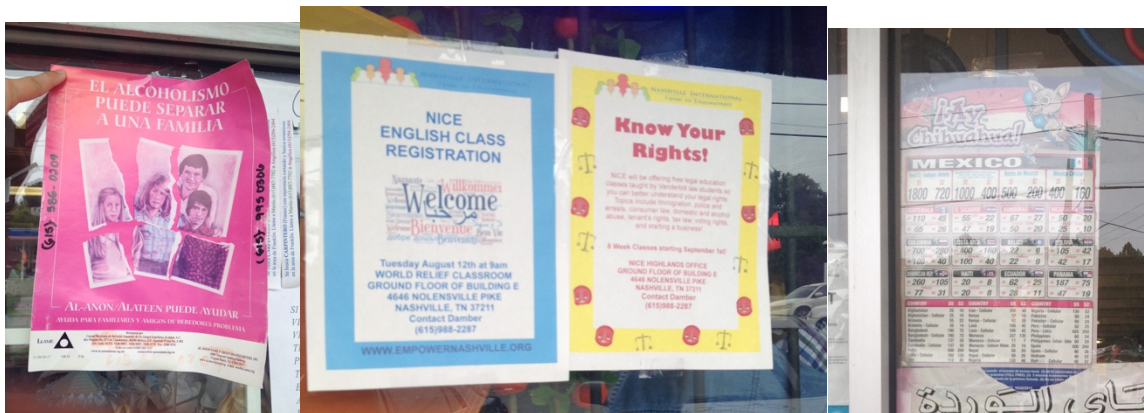
Appendix B
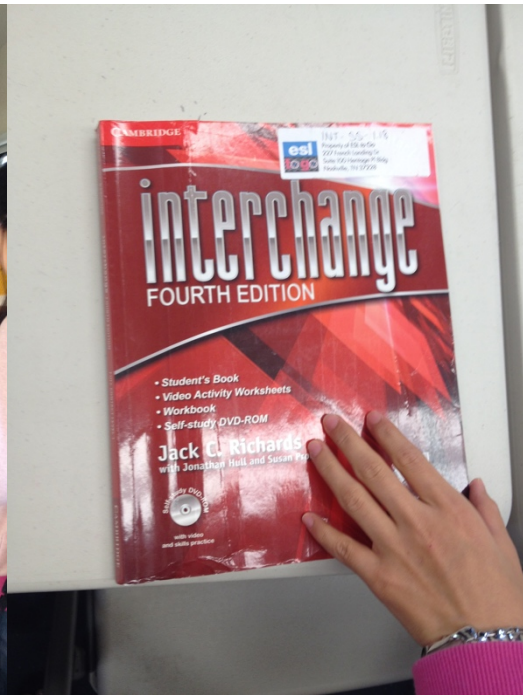
Appendix C

Teaching Philosophy

Beth Clark

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A culturally responsive pedagogy has a language-as-resource or language-as-right orientation (de Jong, 2011, p. 105). It is very important to embrace other cultures and the best way to do so is through embracing the language of the culture. Calling on the "Funds of Knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992, p. 132-141) of students would be one of the best places to start as a teacher to make sure English Language Learners are receiving the best education possible. Knowing as much as possible about your students enables you to not only be prepared for the unexpected and unseen, but also to incorporate the strengths of the students into the classroom. Allen describes a man who engaged in "'culturally relevant teaching'—he learned the culture before trying to teach it" (Allen, p. 42). To succeed at learning the culture, Jimenez advocates "spend[ing] time in the communities where their students live" (Jimenez, 2009, p. 21). Spending a few hours exploring an area can cause a teacher to be much more informed about the daily experiences of the students. One must be humble enough to meet the individuals where they are, regardless of religious beliefs, economic status, or other divisive barriers.

To really tap into the "Funds of Knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992, p. 132-141) of students, I would collaborate with the parents of the students. Performing a home visit is an even better way to get to know where students are coming from because one not only sees the community in which the student resides, but also gets a taste for the home life of a student and builds rapport with the parents. Involving parents in the classroom is really important, especially in families that are from outside the US where there may be a different concept of what it means to be an involved parent. Letting parents know that you are listening to them and that you want them to have a voice can start with a one-on-one conversation in the family's house.

Starting with things that the students would seem familiar is a great way to move towards something that is more difficult and unfamiliar. Jimenez states that "bringing transnational and community literacies into the classroom makes it possible to build upon students' prior knowledge" (Jimenez, 2009, p. 18). He also states, "minority students are more likely to make progress in school when teachers understand and incorporate their home and community literacy practices" (Jimenez, 2009, p. 18).

According to de Jong, "making the home and school cultural practices more congruent positively affect[s] student achievement" (de Jong, 2011, p. 120). This is very important with students who are experiencing culture shock due to a recent upheaval from another country or region, but can also be important to students within a particular area who do not have the same culture as the teacher or dominant group. Recognizing that there are cultural differences and making a classroom that enables those differences to occur makes adjustments not as hard for students. Utilizing the "Funds of Knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992, p. 132-141) in the curriculum can also make a student feel welcome and culturally valued. According to Risko & Walker-Dalhouse, "literacy needs to be connected to the lives of students and provide opportunities for social engagement" (Risko & Walker-Dalhouse, 2012, p. 23).

My future classroom will be a dynamic, language-rich classroom. There will be a variety of different teaching strategies utilized to reach a variety of different learner profiles. Group work and discussion will be a staple to the classroom setting. There will be much talking and conversation, not on my part, but much conversation between the students. I will build upon students' funds of knowledge to better serve them (Martinez, Orellana, Pacheco, & Carbone, 2014, p. 3). I will use home visits and language surveys to learn more about students and their parents and adopt that learned information into my planned curriculum.

The environment of the classroom will be welcoming to codeswitching. Codeswitching is really helpful because "when students use codeswitching to draw on their first language to help them learn a new language… they advance their knowledge of linguistic elements of both languages" (Risko & Walker-Dalhouse, 2012, p. 24). I will learn and utilize phrases and words in the L1 of the students and will ask students to share and even teach their culture and language (de Jong, 2011, p. 208-9). Students will be able to use their native languages to help one other with in-class activities.

There will not only be community literacies available in the classroom, but also books and other literature that is in languages other than English or even in multiple languages. Students will be encouraged to translate from one language to another in the effort to place value on how they probably translate for others in everyday life (Martinez, Orellana, Pacheco, & Carbone, 2014, p. 2-10). They will also be encouraged to create multilingual literature for the class and there may even be a library with multilingual books authored by the students. Multilingual literacies will be helpful in making a connection from L1 to L2 or from L2 to L1.

Practices such as these "help teachers better understand their ELLs and foster meaningful relationships with and among students from linguistically and culturally diverse backgrounds" (Jimenez, 2009, p. 25). So not only does this allow a strengthened teacher/student relationship, it also allows "students from a variety of backgrounds to learn more about one another" (Jimenez, 2009, p. 18). It is important in a culturally and linguistically diverse classroom to take full advantage of the resources that are already in the classroom: the students. Using the knowledge of the students, one can really develop a classroom environment that is welcoming and that harnesses the abilities of all students to the learning and betterment of the class.

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    Histories and Experiences. *Be That Teacher! Breaking the Cycle for Struggling Readers.*

    New York: Teachers College Press.

SIOP® Lesson Plan Template 1

PEARSON

Date: 3/16/15

Unit/Theme: Fables/Folk Tales

Grade/Class/Subject: 2nd/Reading

Standards:
CCSS.ELA-LITERACY.RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

WIDA Standard 2:Level 3
Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner

Content Objective(s): I can read folktalkes from other countries.

Language Objective(s): I can retell a circular story using a graphic organizer.

Key Vocabulary	Supplementary Materials
Yam – a root vegetable that is grown and eaten in Africa. Mischief - action that is naughty or that may cause harm Duty - what should be done because it is right or important Nonsense- something that is silly or does not make sense Council - a group that meets to discuss something or to make plans Satisfied – when someone's needs or wishes are met Tidbit – a small bit of food	"Why Mosquitoes Buzz in People's Ears," Powerpoint, Student Notebooks

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

Lesson Sequence:
The teacher will begin the lesson by inroducing the title of the story and aksing students to do a quick write about what they know about mosquitoes (2-3 min).

The teacher uses an informational Powerpoint that talks about folk tales/fables and the culture of West Africans (2-3 min).

SIOP® Lesson Plan Template 1

PEARSON

The teacher will then play an informational video on West Africa (3 min).

The teacher will then continue the powerpoint by going over the key vocabulary. The teacher will then introduce the key vocabulary by reading the vocab as it appears in a sentence in the story. Each student will come up with a hand gesture that helps them remember the meaning of the word (10 min).

The teacher will then read the story "Why Mosquitoes Buzz in People's Ears" aloud to the class, asking plot based prediction questions along the way. When the story comes to a vocabulary word, the students will make the sign for the word and turn to their partner to define the word to them (20 min).

The teacher will then indroduce circular ports and compare the circular plot of the timeline to the timelines that the students have completed previously (5 min).

The students will return to their regular desks and be instructed to work with the students in groups to plot the story in a graphic organizer by placing images in the correct order. The first point on the graph will be modeled by the teacher (5 min).

At the end of the class, the students will be asked to write in their journals about a time someone blamed them for something so that they could get out of trouble (5 min).

Reflections:

(Reproduction of this material is restricted to use with Echevarria, Vogt, and Short, 2008. *Making Content Comprehensible for English Learners: The SIOP® Model.*)

SIOP® Lesson Plan Template 1

PEARSON

Date: 3/31/2013

Grade/Class/Subject: Reading

Unit/Theme: Reading "Chalk"

Standards: RL.2.7 Reading: Literature: Integration of Knowledge and Ideas
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
WIDA ELD Standard: Students will retell a story by writing sentences for a book with no words.

Content Objective(s): I can use a picture book to write in the missing words and sentences.

Language Objective(s): I can show the plot of a story by writing sentences about the important parts.

Key Vocabulary	Supplementary Materials
	"Chalk," student copies of "Chalk"

SIOP FEATURES

Preparation
☐ Adaptation of content
☐ Links to background
☒ Links to past learning
☒ Strategies incorporated

Scaffolding
☐ Modeling
☒ Guided practice
☒ Independent practice
☐ Comprehensible Input

Group Options
☐ Whole class
☒ Small groups
☐ Partners
☐ Independent

Integration of Processes
☒ Reading
☒ Writing
☒ Speaking
☒ Listening

Application
☒ Hands-on
☐ Meaningful
☒ Linked to objectives
☐ Promotes engagement

Assessment
☒ Individual
☒ Group
☒ Written
☐ Oral

Lesson Sequence:

The teacher will begin the lesson by talking about question marks. The teacher will give example sentences and ask the students to place macaroni noodles around the appropriate words (10 min).

The students will then work on their own to write sentences in the pages of their copy of the story and be instructed to utilize quotation marks in their writing. They will write their own sentences on sentence strips and place it in their own copies of the story. Differentiation- students with really low abilities in writing will be given extra help and small blocks that represent the words that they are trying to write into a sentence (10 min).

The students will then present to the group a sentence where they utilized quotation marks (5 min).

Reflections:

My Development of an Observation Protocol Based on My Personal Views on Good Teaching

Beth Clark

Vanderbilt University

Introduction

The U.S. Department of Education states, "Our mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access" (U.S. Department of Education). In this paper, I will be examining my beliefs on good teaching, how I used them to develop an observational tool, and how I used that tool to observe another teacher. My beliefs are not easily definable, and the observation that was completed is not terribly clear, as we will later see.

Intention: Dewey and Communication

Dewey thinks that teachers' intent to teach happens through communication. He states, "Not only is social life identical with communication, but all communication (and hence all genuine social life) is educative" (Dewey, 1916). My own version of an ideal classroom similarly includes large amounts of communication, both verbal and written. Like natural conversations, my ideal classroom is not dominated by one individual's rants but includes the thoughtful utterances of many individuals. Such a classroom must have a safe classroom atmosphere that encourages conversation and a physical arrangement that almost induces communication between students.

Purpose: Subjectification, Objectification, Qualification, Socialization, and Indoctrination

But what does all of this communication look like? Within intent, there must be addressed the concepts of subjectification and objectification, which guide the micro actions of a teacher. Subjectification is putting the students in control of their learning. It considers them as guides in their own discovery of the world. According to Biesta and Stengel, "for Socrates, teaching is always also learning" (Biesta and Stengel). Dewey also advocates a similar position when he encourages teacher to "participate in the activity," because then, "the teacher is a learner

and the learner is – without knowing it – a teacher" (Dewey, 1916). I learn constantly by teaching my students. I learn *from* them as well as *with* them. Friere also says, "both are simultaneously teachers and students" (Friere, 1921). My students teach me how to teach better. They teach me about themselves and about their generational interests. I learn about the individual students and about how they learn, which influences how and what I teach.

Rancière advocated a similar position when he talks about his example teacher; "By leaving his intelligence out of the picture, [Jacotot] had allowed [his students'] intelligence to grapple with that of the book" (Rancière, 2010). He believes that leaving out prior knowledge makes questioning a more equal exploration of the world. But how would this work in my classroom? I have my own personal doubts about putting prior knowledge aside for the sake of equal teachers and students. Especially in a higher education setting where the students are closer in maturity and age to that of the professor, problem-based learning can be beneficial and perhaps even necessary.

But what about when the students are young and what needs to be taught is the basic building blocks to other higher learning, as it typically occurs in the classrooms where I am "teacher"? How can my students learn what must be learned in the short time (50 minutes, 5 times a week, 10 months out of a year) that education must be achieved without some base to start from? If I were a long-term mentor to a wealthy family, the Socratic method would be perfect for my purposes. However, my classroom is typically composed of lower class to middle class students in a public school system. I also have sets of standards that must be taught to them. How can I teach them to write a research paper without teaching them the basics of reading and writing? Qualification is something that is mandated by the state and federal government. It makes it easier to tell if a teacher is doing his or her job and it makes it easier to level the playing

field for students of all backgrounds. It may not make it easier on the teachers, but one is still considered a good teacher if one abides by the basic guidelines set out by the local, state, and federal government.

Also, how can classroom management occur if some authority does not lie with me? How can my classroom be a safe place if I am a friend rather than someone who prohibits discrimination between students? If my classroom were one at a post-secondary level, this would be a very different situation. My students would all choose to be where they are and they would be emotionally mature enough to respect each other and me without my influence. However, in my typical position as a secondary teacher, there is a lot of discrimination and bullying that can occur and it is my responsibility to prevent and reprimand such behaviors in order to provide an equal education to all. The U.S. Department of Education mission statement advocates this stance of equality, and it is my responsibility as a public school teacher to provide this opportunity for my students.

In my opinion, Dewey has a better view on the educational intent of the teacher. Socrates believed that one must rediscover the things that one forgot when born into this world, which is a subjectification view of education because of the focus on finding the self though education. Dewey similarly acknowledges that we know nothing when we are born, but focuses on the social aspects of carrying on knowledge from generation to generation to continue the social experiences of a group of people (Dewey, 1916). This is, in contrast, a very social view of the purpose of education.

Dewey explains his idea of social-driven education by often giving the reader a simplistic example of an early and tribal community (Dewey, 1916). Because humans are mortal, the knowledge they gain within a lifetime only lasts as long as the life of the individual. Dewey

states, "If the members who compose a society lived on continuously, they might educate the new-born members, but it would be a task directed by personal interest rather than social need" (Dewey, 1916). Again, if I had infinite amounts of time, the Socratic method would be perfect, but because of my time limitations, Dewey has a similar mindset to my own. It is clear that he believes that education is not about subjectification. Education is a socialization of individuals for the continuation of society. Education's purpose, therefore, is very much a creation of new citizens in order to continue the goals of society. This very much relates to the goals that the public school system has. Making new and productive citizens and inspiring "global competitiveness" is the goal of the U.S. educational system (U.S. Department of Education).

Without this transfer of knowledge, a group would cease to have its characteristics that make it a group (Dewey, 1916). Dewey says social life could not survive without education (Dewey, 1916). In order for humanity to grow and develop, knowledge must be passed down from the elders to the new group members. Without the education, the new individuals would never be able to achieve what the elders have done, and would have to start from scratch (Dewey, 1916). The necessity of this education of the young is pertinent and therefore, "Beings who are born not only unaware of, but quite indifferent to, the aims and habits of the social group have to be rendered cognizant of them and actively interested" (Dewey, 1916). Those who are not interested in education must be forced to or motivated to participate. This is a form of indoctrination. Dewey says, "they depend upon children learning the customs of the adults, acquiring their emotional set and stock of ideas" (Dewey, 1916). The teachers must indoctrinate the purpose and importance of the group in order to continue the momentum that the group has thus far achieved. The U.S. mandates that all children attend school, which makes my position as a teacher a sort of indoctrinator. Not all students want to learn, but it is my position to teach them

and make sure they pass mandated exams. In fact, my performance as an educator is based on those assessments. How does this indoctrination not completely taint the idea of putting the student first and create an objectification form of teaching? I believe that Noddings has a more concrete answer to keeping the student the center of teaching.

Relation: Caring through the Intentions of Noticing

One point that Noddings makes is that, "Caring is neither affection nor warmth; it is neither a feeling nor an attitude. Nor is it a set of specific behaviors assigned to teachers or students" (Biesta and Stengel). Therefore, a way to examine the relationship between caring and noticing is that caring, like purpose, is the overarching, underlying motive of the teacher. Noticing, then, would be like intent; the action and observable expression that reveals the underlying caring of the teacher.

Noticing is defined "as a potentially intentional rather than haphazard act" (Mason). Sherin, Jacobs, and Philipp take a look into the act of noticing, or "observing the classroom and choosing and making sense of those aspects of the class that are pedagogically relevant" (Sherin, Jacobs, and Philipp, 2011). This research includes a wide variety of teacher actions in the definition of noticing. A teacher's interpretations of the success of the activity based on that teacher's knowledge of the content and the students and the further actions that the teacher will take in the future.

The researchers have focused on professional vision within their study, which is the portion of noticing that calls on content knowledge and knowledge of the students (Sherin, Jacobs, and Philipp, 2011). This focus on knowing about the student connects to Nodding's thoughts about caring, which is "not a feeling or an attitude; it is a pattern of relation" (Biesta and Stengel). Caring is therefore an ongoing, continuous relationship between the teacher and the

student. Socrates, Rousseau, Dewey, Friere, and Ranciere all focus on the relationship between the student and the teacher, placing high emphasis on making the student equal to the teacher socially, by subjectification rather than objectification of the student. But Noddings demands more out of this relationship by making caring the centerpiece and the reason for the relationship's existence. This does not make an equal relationship between teacher and student. It actually makes the teacher the servant of the student. As a teacher, I am there to serve the student and the best interests of the education of that student. This does not mean that students own me or my services or can control my actions, but it does mean that I am required by the educational system to encourage students to learn in ways that best benefit and most interest them within the limitations that the educational system assigns (time limitations, state standards, etc.) Sherin, Jacobs, and Philipp's study also demands that there is this knowledge of the student, or caring "—without which, there is no teaching" (Biesta and Stengel)(Sherin, Jacobs, and Philipp, 2011). According to Mason, people tend to not notice certain things, and when they do not notice them, "things go wrong" (Mason). One cannot *care* for the student if one does not *notice* the student.

Observation Protocol Development

My place in the classroom, therefore, is a combination of multiple viewpoints from various philosophers. I take inspiration from Socrates who says that teaching is learning. I learn constantly by teaching my students. I learn *from* them as well as *with* them. Dewey aligns with my idea of a classroom with high levels of student-talk. He also suggests that students must be taught, and the U.S. Department of Education supports this by mandating education for all students and the states by providing mandatory standards. Noddings suggests that my performance as a teacher must concern the personal interests and learning styles of each student. My own practice of modern teaching is therefore a delicate balance between theory and practice.

I developed an Observation Protocol based on these personal views of what it means to be a good teacher. Included things that this class often talked about such as large amounts of student talking and questioning and collaborating, as well as high levels of student engagement. This connects back to a student-centered purpose of subjectification. I also included things that we did not talk about in this class, but have been determined in other Vanderbilt courses to be good teaching practices, such as displaying student objectives on the board and connecting to the cultural backgrounds of the students. This connects to qualification as well as socialization. I additionally included things I have learned in courses from my undergrad experience what good teaching looks like, such as teacher movement around the classroom, time management skills, and a variety of teaching methods and activities. These are all intent-based segments of the protocol. There were several things that I wanted to include in the protocol but could not because they are not observable in one sitting. These included teacher preparation and teacher-teacher collaboration. I have high regard for these as good teaching practices, but I was unable to include them in a way that allowed the scorer to evaluate the teacher on a five-point scale.

Observation Setting

This semester, I spent 35 hours observing Ms. Denton's 2nd grade classroom at Haywood Elementary. Haywood Elementary is a South Nashville public school within the Overton cluster that has 847 Pre-K through 4th grade students. It is a Title 1 school because 97.8% of students qualify for free or reduced lunches. The student body is extremely diverse, as most Metro Nashville Schools are, and 61% are Hispanic, 14% are white, 12% are Asian, and 11% are African American. Nearly 66% of all students are English Language Learners (Metropolitan Nashville Public Schools, 2015).

Ms. Denton is a highly educated teacher who received her teaching license from Middle Tennessee State University and is also ELL certified. She has 7 years of teaching experience, 2 of which are at Haywood. Her classroom consists of approximately 20 students. Her classroom is located in a portable and contains several technologies such as a projector, an ELMO, 2 desktop computers and 2 laptop computers. Student desks are situated in groups of 4 and face each other so that communication between students is encouraged. The back of the classroom contains a library and reading carpet.

Pre and Post Interview Data

During our pre and post interviews, I noticed a couple of themes of purpose. Ms. Denton had a strong amount of subjectification in her language such as, "view themselves as writers" and "they can research on their own", which suggest very independent, student-oriented purposes of teaching. She also had a strong presence of qualification as she talked about student objectives and meeting with other 2nd grade teachers to stay on track with standards as a unified grade. At the same time, however, she admitted that the current unit on poetry was not one of the standards, but it was something that she wanted the students to be exposed to.

Her language on intention aligned heavily with Ranciere's views that the teacher and the student should be exploring together and that the teacher questions the students without knowing the answers. In her post interview, she used the term "we" a lot in describing what happened in the lesson but also what will happen in future lessons with these students. She said statements such as "we're going to learn" and "we'll keep adding to our anchor chart". Ms. Denton even mentioned questioning when asked what advice she had for a new teacher. However, she had a different twist on this concept because she suggested asking other experienced teachers questions. She said, "ask a lot of questions and see ways that other people do things." This is

indeed a Ranciere-influenced, questioning-based intention of teaching, but magnifies the idea teachers learning together rather than students and teachers learning together.

According to our interviews, Ms. Denton sees herself as mostly a carer. In our interview she says, "I've always loved kids and had like a connection with them." She mentions babysitting and being with her younger cousins, which highlights the most basic, physical form of caring. She also sees herself as emancipator in a few brief statements. One of those statements is, "making that lightbulb come on for them." She does not mention the poverty of the students or wanting to save them or care for them when no one else will, which is common in teachers who teach in high-poverty schools such as Haywood and would indicate an emancipatory view of the self. However, she does make brief allusions of having knowledge that the students do not have and names herself as the illuminator of that knowledge.

Observation Data

The lesson that I observed using the protocol that I developed was a 55 min writing lesson. This lesson was the introductory lesson to a unit on poetry. The teacher began the lesson by reading several short poems to the class at the reading carpet. Then, students read poems in poem books individually and periodically passed the books to the person sitting beside them. The teacher then facilitated a classroom discussion on what they knew already about poems. Students returned to their desks and the teacher modeled writing a poem on the board. Students began writing poems individually and the teacher conferenced with individual students during this time. At the end of the lesson, students shared their poems in groups.

On the protocol I gave her a perfect score in the standards category as she displayed, introduced, and reviewed student objectives with the students and they did align with state-mandated standards. The teacher had good movement during the conferencing portion of the

lesson, and the lesson also occurred in several different locations within the classroom, so I gave a perfect score in that category. I found that 60% of the talking in the classroom belonged to the teacher rather than the students. This was because the teacher had highly structured command of the classroom during all activities, and often demanded quiet of students who talked out of turn or during the many individual activities. I would have marked this category as 80% if there was not a group discussion at the end of the lesson. There was only one activity that was collaboration based in this lesson, and it occurred at the end. All other discussion involved the teacher. The teacher had very good, higher-thinking questions during the class discussion and brainstorming about poetry, but the teacher was the only one who was asking questions. The time management and variety of activities were good. The students were engaged in many parts of the lesson, but the teacher lost the students a couple of times when they were not allowed to talk. The cultural aspect of the lesson was scored lowest because there was very little connection to the culture of the students. The poems were to be written about themselves, which could have allowed for some culture to be inserted, but did not encourage cultural aspects of the students to be included.

Observation Conclusion

This lesson included high amounts of individual work and highly structured, teacher-centered questioning. The only truly redeeming portion of this lesson was the group conversations that occurred at the end of the lesson. In this portion, the students were very eager to share with their peers and converse with them because conversation between peers was discouraged during by the teacher throughout the lesson. Because of this, I would determine from this observation alone that her purpose of education is objectification and qualification, her intention is the Banking Model, and her relation is emancipator.

Personal Opinion Data

Not only are the findings from the observation contrary to the pre and post interviews, both of these are highly contrary to my own observations of Ms. Denton within the classroom over an extended period of time. This single lesson is not representative of her normal, everyday teaching, and I was actually surprised that this lesson was the one she chose for me to observe. Therefore, I would like to present an additional piece of data; my own personal testimony of this teacher's teaching style based on the observation of multiple lessons over an extended period of time, which form a more holistic view of Ms. Denton's purpose, intention, and relation within her classroom.

I do believe Ms. Denton has a form of qualification weaved into her teaching as a highly-trained, SIOP teacher with a large ELL student population should. She always displayed student objectives on the board and these objectives always aligned with state standards in Common Core and WIDA. Students would read these standards aloud and the teacher would discuss with the students what the standards meant and then later discuss if they had achieved those goals as a class. However, I believe Ms. Denton has another purpose that has not been mentioned before: socialization. Ms. Denton takes great care to build community within the classroom. Each day is begun at the reading carpet where students sit in a circle and greet the person sitting next to them while the entire class looks on. Then, specific students are given the chance to share something going on in their lives with the entire class. The class sits and waits patiently as each student gathers his or her thoughts and then shares it with the class. Students then raise their hands to ask questions directly to the student. This creates a personal community within the classroom because every student feels that he or she has a voice and is listened to by the teacher and by peers.

As stated before, desks are organized in groups of four, which encourages student

interaction during and between lessons. Activities are organized according to groups or pairs and

usually include high amounts of collaboration and instruction. This means that Ms. Denton's

intentions are also highly influenced by Dewey as her actions within the classroom encourage

student communication. I believe this heavy influence of Dewey on her purpose and intention is

caused by the high percentage of ELL students within her classroom. It is often advocated that

second language acquisition occurs through practicing the oral form of the language in authentic

settings for authentic purposes (Echevarria, Vogt, and Short, 2012).

I also believe Ms. Denton is a carer in her relation to her students, as she herself stated in

the interview. This is because of my observation of her constantly recording information that she

gathers during student conferences. Going back to the idea that one cannot care without noticing,

Ms. Denton is an excellent and strategic noticer. She makes great effort to take organized notes

of students' progress in multiple subjects throughout a unit and throughout the year and return to

those notes frequently to refresh her knowledge of her students' abilities and weaknesses. She

might indeed care for her students in the emotionally-driven way that she described in her

interview, but her meticulous noticing of each and every student is true caring.

Conclusion

There are several hypotheses as to the reason why there was such great inconsistency

between the different data sets in this study. One is that because I was in her class for a

considerable amount of time for the requirements of another course, Ms. Denton had a different

mindset as to what type of lesson I was looking to observe. The other course that I was involved

in considers the methods and materials in teaching English Language Learners and focuses

particularly on the SIOP Model (Echevarria, Vogt, and Short, 2012). This could explain why she

received such high scores in the standards section, as this is a very important aspect of SIOP. However, it does not account for why she scored so low in the culture section, as this is also something that SIOP holds as an important feature.

Another hypothesis considers that this lesson was indeed the initial lesson to a unit and a lot of information had to been given to the students to lay the foundation for the upcoming lessons. However, the first lessons are usually the most interactive and engaging lessons as they serve to hook the students into wanting to learn more about a particular topic. This lesson was not that type of dog-and-pony-show lesson.

A hypothesis that is common with other observed teachers is that Ms. Denton is in the middle of a purpose/intent/relation shift in her career and her thoughts on education to not yet line up with her current practices of education. This could certainly be the case if not proven untrue by the last piece of data presented: my Personal Opinion Data.

Yet another hypothesis is that Ms. Denton was unaware of the effectiveness of her lesson since she had done this lesson several times and planned to do the same thing with another group of students in the future. It is true that she considered altering the lesson during our interview. However, she only considered changing the subject of the poems from being about the self to being about an animal. She did not consider altering the parts of the lesson that the Observation Protocol found to be in need of the greatest improvement. This appears to be the most likely conclusion about why Ms. Denton's lesson did not match others that I had observed in the past and with how she perceived her own teaching practices.

Because of the clear inconsistencies in the data obtained in this study, I have come to realize several things about myself and about the real world of teaching. One is that a teacher cannot be defined simply based on one in-class observation or one interview. Words and actions

do not always line up, and that is not necessarily a negative on the part of the teachers. This will impact the way that I see other professors and other colleagues in the future. I know now not to judge their aptitude as a teacher based on one lesson or one conversation. Another point is that my own opinions about good teaching alter what I notice, despite there being other redeeming qualities to a lesson or interview. Different people emphasize different aspects of education. I myself have a compound opinion on teaching. All perspectives of teaching are not bad or less applicable than other perspectives. If I am ever placed in the position of hiring other teachers, I will be more open and willing to accept alternate views on teaching. Also, I have determined that one's perspective on teaching changes as more experience is gained in teaching. This class has made me choose a definite point of view on the purpose, intent, and relation of the teacher, but I now realize that this is not set in stone and will probably change throughout my career as a teacher.

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Appendix A

Pre-Interview

Why did you decide to teach?

Um…I guess I've always just loved teaching. My grandmother was a teacher and I always pretended to be a teacher when I was at home and taught my dolls and all of that kind of thing and went to her classroom after school and you know drew on her chalkboard and just pretended there too. Um, I've always loved kids and had like a connection with them and loved to babysit and be with my cousins and that kind of thing. I don't know- I just always like felt like I should be a teacher that it was always in me.

What is your favorite part of your job?

Definitely the kids, just getting to be with them and watching them grow and change over the year and um just like making that light bulb come on for them is great, so, yeah that's what I love about it.

What advice would you give a new teacher?

Hmm! I would just suggest to get as much experience as you can, even if it's not through class, if its volunteering to work with small groups through a teacher that you know, or um, just any way you can get in the classroom and observe what you what you think you want to teach. And just asking teachers, and especially your first year just be willing to to ask questions, because it's it's so difficult your first year, and I cried myself to sleep so many nights that first year, but and it's just so overwhelming. So, and a lot of times more experienced teachers will forget how, like, how it is your first year, or take for granted that they already know how to do something and so they might not come to you and say "Hey, do you know how to do this?" or they might not make the first step but just because they don't think about it. So, just be willing to to put yourself out there and ask a lot of questions and see ways that other people do things.

How do you plan what you are going to teach?

So I will look at my standards and try to plan, uh, we do a pacing guide for our second grade team, which helps us stay on track with all of our standards and make sure we get them all covered. Um, so it just depends- like I'm doing writers workshop and so I do genre studies for that. It just seems to be, um, better for the kids so that they can really learn all of the features of a genre and have time to practice in a genre, um, especially at this young age when they haven't been exposed to a lot of different genres. So I do, um, uh, narrative genre the first quarter, and then nonfiction the second, and then we just finished opinion writing for the third, and then this last one they will have choice and they learn about all different kinds of genres and they can research on their own, too. So we just try to go by the standards and um make sure it makes sense in the order that we teach them all.

What are your long-term, end-of-year goals for your students in this content area?

Um, they've done a lot of work so far in the genres that I've said and so I just want them in this last quarter that we have together to really experience a lot of different kinds of other writing. Because, um, like poetry is not one of our standards but I feel like exposing them to all of these different genres will help them become better writers for third grade. And um, even if, we're not, you know, testing on these things, I think its good to know to make them just better writers. Yeah, so by the end of the year I just want them to be exposed to lots of different kinds of writing and view themselves as writers.

Appendix B

Post-Interview

What were the strengths and weaknesses of that lesson?

Um, let's see. So, I like to start off genre studies with um, just immersing them in the genre. So we checked out all different kinds of poetry books and they got to look at a bunch of different ones, and see what they noticed, and we started an anchor chart, which I will write on a big chart so that they can refer back to as we go through our genre study. But, so I think they were able to pick out some things about poetry they were able to notice some things that happened in several poems. Um, so that's a good start for all of the things that we're going to learn. Um, I think the shape poem is an easy like weigh-in to poetry, I've found. But, um, you know, writing about themselves is kind of difficult at their age and they just don't have a whole lot of self-awareness and they can't generate a whole lot of ideas about describing themselves. So that was kind of difficult, um, but I feel like, you know, as we continue to work on this they will get better at that. And then we'll keep adding to our anchor chart, and I've forgotten what else we did, now! Yeah, so it was the very opening lesson for the whole unit, so.

Would you teach that lesson again?

Um, yeah, I would, um, and I have, I've taught that one before. Um. Maybe, I think maybe like yesterday when they wrote about an animal or something else might be an easier thing to start with, um, than themselves. So, um if I did it again, I might consider having them just write about an animal or another person or whatever and then try to do it on themselves.

What do you want your students to take away from this unit?

Um, I just want them to know there is another way to write than just a story. Um, because that's basically what we've been doing, is just, you know, paragraphs or or story form. So I want them to be able to to experience this genre and to, um, to kind of learn how to play with words and make the words say what they want, or you know, and let their meaning or their message come out with words.

Appendix C

Rubric: Observation Protocol

Observation Protocol

	Poor 1 pts	Fair 2 pts	Standard 3 pts	Good 4 pts	Excellent 5 pts	Comments (N/A)
Standards	Poor — There is no evidence of connections to state standards through student objectives.	Fair — There are student objectives but they don't connect to state standards.	Standard — There are student objectives that may not connect to state standards.	Good — There are student objectives that are connected to state standards, but there is not a strong connection between the two.	Excellent — It is obvious through student objectives that there is a considerable connection to state standards.	Comments — The objectives were written on the board and mentioned mult. times.
Teacher Movement	Poor — The teacher remains in one spot for the entire lesson.	Fair — The teacher moves rarely within the lesson.	Standard — The teacher moves occasionally across the front of the room.	Good — The teacher moves often up and down the rows.	Excellent — The teacher walks around the entire room so as to be within reach of every student in the room.	Comments — teacher maintains spot during beginning during individual writing, teacher walks around + conferences.
Teacher Talk vs. Student Talk	Poor — 100% Teacher Talk	Fair — 80% Teacher Talk 20% Student Talk	Standard — 60% Teacher Talk 40% Student Talk	Good — 40% Teacher Talk 60% Student Talk	Excellent — 20% Teacher Talk 80% Student Talk	Comments — teacher controls conversation in beginning of lesson. student talk often discouraged
Collaboration	Poor — There is no opportunity for students to talk to each other.	Fair — There is very little opportunity for students to talk to each other.	Standard — There is a portion of the lesson based on group/pair discussion.	Good — Portions of the lesson is based on group/pair discussion.	Excellent — A large majority of the lesson is based on group/pair discussion	Comments — beginning activity based on class discussion. mainly individual work, conversation often discouraged.
Questioning/debate	Poor — Questioning/debate is not present.	Fair — Questioning/debate is rare.	Standard — Questioning/debate occurs in either the teacher or the students, but not both.	Good — Questioning/debate occurs often.	Excellent — Both students and teacher are actively engaged in frequent questioning and debate.	Comments — teacher asks for elaboration no student questions related to content.
Time Management	Poor — The lesson was not implemented with timing in mind.	Fair — There were some parts of the lesson that were not timed correctly.	Standard — The timing of a couple of parts of the lesson was off.	Good — The timing was off on one segment of the lesson. All other timing was great.	Excellent — The timing of each lesson is perfectly implemented.	Comments — we left for computer at the appropriate time. students became restless in one transition section. All other transitions appropriate.
Variety	Poor — There is no variety in activities within the lesson.	Fair — There are only two differing activities within a lesson.	Standard — There is some variation of activities within a lesson.	Good — There are several different types of activities within the lesson.	Excellent — There are many different types of activities that would appeal to many different types of learners within the lesson.	Comments — class discussion individual reading individual writing group sharing
Engaging	Poor — The lesson is not interesting therefore not engaging.	Fair — There are few times that students are actively engaged because the lesson is minimally interesting.	Standard — The students are moderately engaged in a portion of the lesson because the lesson is mildly interesting.	Good — The lesson has several where students are actively engaged because there are several things that are interesting.	Excellent — The students are actively engaged because the lesson is interesting/entertaining.	Comments — students became gradually disengaged class discussion + teacher questions served to incite further interest
Culture	Poor — Teacher does not acknowledge the culture of the students.	Fair — The teacher attempts to make cultural connections, but the connection fails or falls flat.	Standard — The teacher makes brief connections to the culture of the students.	Good — The teacher makes meaningful, interesting, and engaging connections to the culture of the students. The connections are memorable.	Excellent — The lesson is entirely involved in utilizing the culture of the students.	Comments — poetry enable cultural connection, but doesn't insist on it. focuses on the self rather than culture.

iRubric

Unit: Persuasion

Unit: Persuasion

EDUC 3540 Methods and
Materials for ELL Education

Group Members: Can (Sheila) Zhang,
Elizabeth Clark, Hanyi Tan

Contents

Unit Overview

Unit Title: Persuasion
Main Content: Persuasive skills in English speaking and writing
Number of lessons: 7
Time Length / Lesson: 90 min
Students: 12 6-Graders (half mainstream students, half ELL students, from diverse backgrounds)

Unit Structure:

Section	1	2			3		
Lesson	1	2	3	4	5	6	7
Focus	Introduction	Structure/Organization			Audience		

Unit Objectives:
Based on the revised Taxonomy Model (Anderson & Krathwohl, 2001) on learning objectives.

Higher order thinking skills	
Create	SWBAT design and present advertisements, give persuasive speeches, and write persuasive pieces.
Evaluate	SWBAT use a rubric to assess speeches and writing pieces.
Analyze	SWBAT analyze effective elements in a persuasive writing piece.
Apply	SWBAT use a graphic organizer to summarize main points for their writing tasks and apply word choosing skills.
Understand	SWBAT interpret and discuss information materials presented in class, recognize evidence for a claim.
Remember	SWBAT define "persuasion" by their own words.
Lower order thinking skills	

Unit Description

This unit is designed with two primary goals: 1) to meet with students' learning needs, and 2) to ensure everyone's learning motivation. Therefore, under the situation that our targeted class has 6 mainstream students and 6 ELLs, we take both the two groups' students into careful considerations. What ELL learners need for special? What mainstream students should learn at their grade level? Also, importantly, how to keep these two different student groups into a same classroom instruction while still maintain each one's learning interests. The following unit description is going to introduce what we would do in our curriculum project in order to achieve these goals.

Instruction for ELLs

Half of the students in our imagined classroom are ELL learners. The ratio of ELLs is quite similar with the real situation in most Metro Nashville Public schools. Among the 6 ELL students, some of them are advanced English users. They could comprehend and express information without effort. Yet they show difficulties in distinguishing the culture differences incorporated in their first language and English. In most cases when they have comprehension issues of a reading piece, the reason would mostly like to be lacking enough background information in American culture. As for the rest low-performance ELLs, their major concern lies in language barriers. Even though they could interpret most key information in listening tasks, they show some difficulties in expressing them, either because of lacking vocabularies or sentence structures. These two types' performance levels determine that our unit instruction should also take care of ELLs in two aspects, the language knowledge in English and the American culture.

As a result, our curriculum design makes the classroom instruction differently than what would be like in a mainstream English class. In the first place, we use the strategy "visualization"

frequently to assist low-performance ELLs' comprehension. We write down objectives explicitly on blackboard, hand out worksheet to state clear task requirement, and use graphic organizer to record key information. These visualized language messages are like an extra insurance to protect information students gained through listening. When questions appear in language comprehension, students can mark directly on these visualized pieces about their confusions. In this way, teachers could easily track one student's language problem and then give individualized supports after class. Beside visualized materials, multi-cultural materials are also used with an aim to improve ELLs' comprehension. For example, in order to avoid possible problems brought lacking enough background information, we choose commercial ads from different countries to aid students' understanding on "persuasion".

Moreover, grouping could be another feature make the instruction ELL friendly. When the classroom tasks request too much on students' English proficiency, we group ELLs with native speakers. Accordingly, when activities are related with culture issues, students from similar backgrounds are grouped together. They could easily find some common experience and values or use L1 assistance to finish task in a comfortable way.

Qualified content in mainstream level

The college and career preparation goals incorporated in Common Core raise high academic requirement on students. In consequence, even though a lot of modifications are made to meet ELL's language needs, we still use mainstream grade-level objectives as lesson goals. Materials, tasks, and lesson sequence are checked carefully to avoid being content watered down.

The topic, persuasion, is closely related with Common Core's requirement. Since by learning how to persuade, students will be able to distinguish claims and evidence. Organization of speech and writing piece then follows naturally for students to learn and explore. These are not only

language skills, but also thinking skills, which lays indispensable foundation for students' academic development in the future.

To make these challenging objectives digestible, we apply some instructional techniques for assistance. Firstly, we divide our unit objectives into 6 categories Taxonomy Model (Anderson & Krathwohl, 2001). As shown in the chart on Unit Overview page, these objectives are arranged in an order from requiring lower thinking skills to higher thinking skills. Learning goals listed in "remember" and "understand" are relatively easy for students to achieve. Therefore, in each lesson's instruction, these goals and their related classroom tasks are presented first. Then, during the process of gradually releasing responsibility to students, we increase the difficulty level of learning tasks and move the goals from lower thinking skills to higher thinking skills. Objectives in "create" and "evaluate" are the ultimate target that we want our students could hit at the end of the unit. This is because these higher order thinking goals are closely related with students' critical thinking skills, cognitive strategies, and metacognitive strategies.

Furthermore, we use modeling, graphic organizer, and scaffolding to make authentic materials accessible and challenge tasks achievable. Many materials are used repeatedly for many times, but are used for different purpose each time. For instance, the commercial ads in 1st lesson are used to elicit the definition of "persuasion". Then these ads are used again in lesson 2, 5, and 7, for a purpose to lead in organization, recognize audience, and practice the usage of rubrics. Using repeated material in different tasks could not only boost the teaching pace, but also decrease some unnecessary learning barriers for students.

Motivation maintenance

Except meeting the needs of both ELL and mainstream students, another challenge of this curriculum project is to maintain students' learning passion while still putting them in such a rigorous and demanding instruction.

Therefore, while each lesson is set in similar teaching routine, we add creative activities to trigger students' learning interest. For example, the Warm-up Dance in 1st lesson and Match Game in 2nd lesson work effectively on providing students a feeling of freshness. Taking advantages of the freshness, teachers draw students' attention to a high degree and incorporate important knowledge point into it. In addition, materials and tasks are chosen on purpose to make more connection with students' life. The OREO criteria and a letter to the principal make students feel necessary to participate, because they are part of their daily life. OREO might sounds interesting and funny because no one would think snacks could also be a learning tool. As for the letter, the topic on wearing uniform or not is what many students concern from time to time, and writing a letter to principal could both satisfy students' need to learn things practical and also meet with their psychological characteristic – challenging the authority.

Last but not least, our group has a faith in that what students believe could influence what they learn. Accordingly, we separate a writing project into different lessons. Students start from brainstorming ideas in thinking maps, writing in a full piece, revising with a rubric, and then editing. Different performance in each day gives students a clear view that they are making progress. A sense of fulfillment becomes one major factor to maintain students' learning passion. Furthermore, teachers' high expectations (presented through unit objectives) and "you can do" attitude motivate students to continue being active in their learning activities.

Rationale

This rationale contains two parts. The first part introduces the general theoretical framework behind this unit, indicating what we believe in our educational philosophy. At the same time, the second part builds connections between this framework and the whole unit's structure. It focuses on explaining unit curriculum in terms of Good Instruction, Content-Area Instruction, ESL Instruction, Native Language Instruction and Cross-Linguistic Transfer, and Language Learning Issues.

Theoretical Framework

As the graph in the following page presents, the rationale behind this unit is built on 6 practical theories/beliefs. The bottom of the figure represents fundamental principles used when setting the objectives and instruction sequence of this unit. The curriculum not only takes full use of students' funds of knowledge (Allen, 2007), like their previous experience in persuasive commercials, but also aims at helping students improve language skills on both BICS and CALP (Cummins, 1979). Therefore, informal speaking and formal writing tasks are woven together here for the purpose of basic communicative skills and higher order thinking skills. The middle part of this graph explains theoretical supports inside of each lesson. Students Can Do theory (WIDA, 2014) and the idea of Culturally Responsive Teaching dominates the whole lesson's sequence. By using Vygotsky's (1978) Zone of Proximal Development model, each lesson starts with what students already know and ends with what students just learned. Then, in alignment with the SIOP Feature on grouping configuration (Echevarria, Vogt, & Short, 2000), the instruction process is filled with various learning experience from individual work to whole class activity. This gradual release of responsibility (GRR) on students helps strengthen their center roles in learning.

Connections between theoretical framework and the unit

One connection to the theoretical framework is with maintaining good instruction. Each lesson in this unit is designed in similar structure, with Warm-Up, Input, Output, and Wrap-Up. This classroom routine aims at reducing students' affective filter (Krashen, 1982) and creating comfortable learning environment. Nevertheless, there are still abundant creative activities filled in each lesson section to maintain students' learning curiosities. For example, the Warm-Up Dance and the OREO Criteria in 1ˢᵗ lesson.

Another connection is with the content area instruction. This unit uses CCSS for reference to set up age-appropriate learning objectives. The content topic persuasion can not only bring important persuasive skills for students to use in future academic communication and social negotiation, but also can be used as a tool to enhance students' ability in critical thinking and analysis. Therefore, from lesson 2 to lesson 7, rich activities related with speaking and writing are combined together to complement students' content area learning.

Additionally, the ESL instruction incorporated in this unit brings into correspondence with significant SIOP Features (Echevarria, Vogt, & Short, 2000). In order to cater for ELL learners' language needs and learning styles, various grouping and scaffolding techniques are chosen in lesson designs. For instance, different activities match different grouping configurations based on students' cultural background, language proficiencies, and learning interests. The unit also plans to use bilingual materials (like bilingual dictionaries) and transfer students' critical skills and previous experience in L1 to support their new learning.

Finally, language-learning issues are addressed in these lesson plans. No matter for the mainstream students or ELL learners, the unit addresses students' language needs with the help of Krashen's (1982) Comprehensive Input Hypothesis. Learning tasks and challenges are built

upon each other to make sure students can obtain complete comprehension. Furthermore, explicit rubrics are designed here to support students' language awareness and become more language-sensitive.

Theoretical Framework of the Unit Design
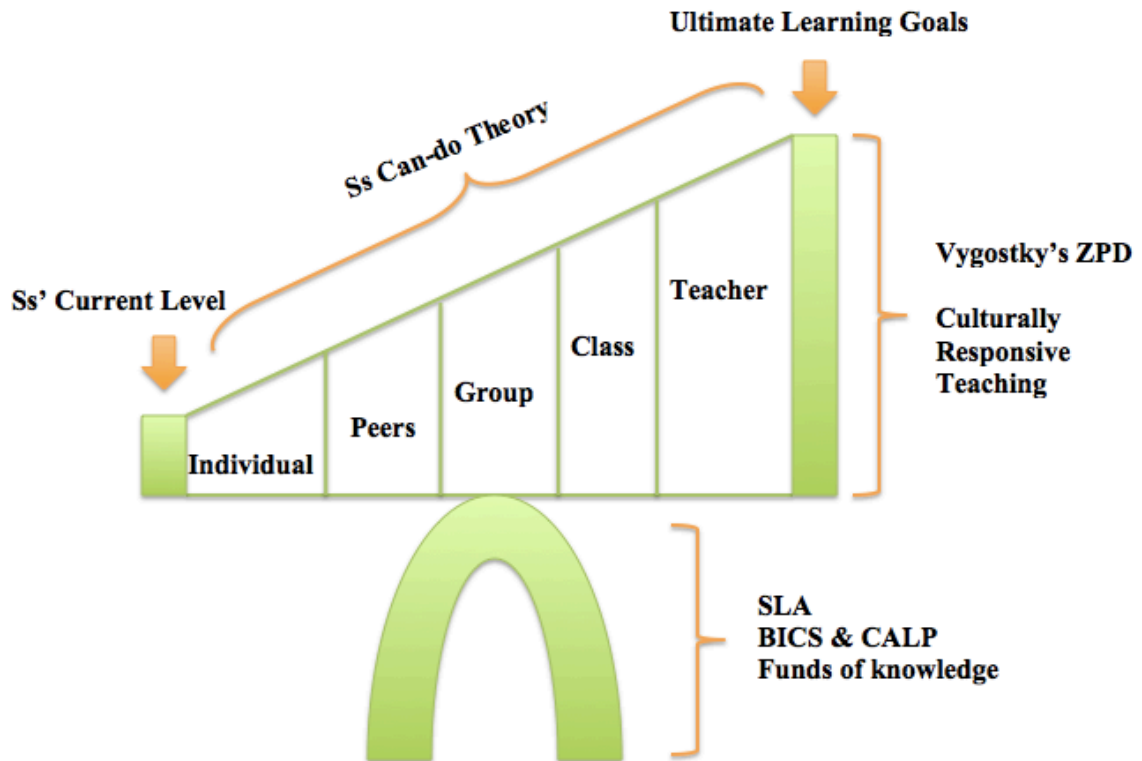
(Vygotsky, 1978; Gay, 2010; WIDA, 2014; Echevarria, Vogt, & Short, 2000; Cummins, 1979; Allen, 2007)

Lesson Plan 1

Introduction of Persuasion

Content Objective(s)	Language Objective(s)
1. Students can define "persuasion" based on their own understanding. 2. Students can tell if a persuasive piece has evidence for the claims.	1. Students can interpret and discuss persuasive information presented in commercial videos. 2. Students can identify the claims and evidence from a commercial.
Vocabularies	**Materials**
Persuasion Persuasive Commercial Advertisement	Commercial posters PowerPoint slides Commercial clips iPads Graphic organizers Scaffolding question list OREO poster

Related Common Core Standards:
CCSS.ELA-LITERACY.SL.6.2
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.
CCSS.ELA-LITERACY.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Related WIDA Standards (version of 2007):
WIDA Grade 6 Level 5 Bridging
Give reviews of information from multimedia that include interpretations, critiques or self-reflections.

SIOP Features					
Preparation		**Scaffolding**		**Grouping Options**	
☒ ☒ ☒ ☒	Adaptation of content Links to background Links to past learning Strategies incorporated	☒ ☒ ☒ ☒	Modeling Guided practice Independent practice Comprehensible input	☒ ☒ ☒ ☒	Whole class Small group Partners Independent

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

Preparation before the class:
1. Paste various commercial posters all around the classroom walls.
2. Download successful commercials from different cultures/countries. (Choose the commercials purposefully. Each commercial highlights multiple persuasive techniques.) Save these commercials into 3 iPads.

Lesson sequence:
[In the following column called Notes, words written in normal font connect the lesson steps with its implicit purposes, while words in italic mark the place where we made changes based on classmates' suggestions.]

Activities	Notes
Lead-in (15 min): 1. Warm-up Dance (10 min) (Start this activity without telling students the purpose and intention behind it. Make this activity as a surprise for students at the beginning of this class) With the background music Shake It Off, lead students to stand in a line and walk around the classroom while dancing freely. When the song finishes, students return back to their seats. Ask students to close their eyes and take all the posters down from the wall (5 min). Then, as a whole class, introduce the vocabulary advertisement. Raise the question to see if anyone could remember some content or details about these posters. Ask them why and what makes them remember some posters rather than others. Record the ideas on the white board. Summarizes students' answers, lead them to the statement "you remember some posters because they successfully persuade you to some extent", and introduces today's topic "persuasion" (5 min). 2. Lesson objectives (5 min) Present learning objectives both orally and visually. Introduce the vocabulary commercial.	The dance and music here aim to relax students, decrease their affective filters, and attract their attention. Transfer naturally from activity to lesson topic. use the sentence structure "I notice … " *The introduction of unit goals is newly added. It aims at helping students have a holistic view of this*

Distribute each student a handout with explicit learning goals of this unit written. Let students be aware that they are going to gain a broad view of persuasion and also learn several important persuasive skills in speaking and writing. (Use a student-friendly handout here to make sure both native speakers and ELLs understand the unit and today's learning goals.)	*unit's learning process so that they could arrange weekly study plan based on their own pacing and learning styles*
Samples & definition (30 min): 3. Divide the class into 3 groups. Each group contains both native speakers and ELLs. Distribute iPads to each group. Review the vocabulary commercial. Ask students watch the commercial samples with the guiding questions on the scaffolding sheet. Then summarize features that they think make the commercial successful/persuasive in graphic organizers (10 min). (Choose commercials that most students are familiar with. For example, McDonald´s. Or ask students to search for commercials from their home countries.) 4. Ask one volunteer from each group to share their ideas. Paste each group's graphic organizers on the blackboard (5 min). 5. Based on these features listed in the graphic organizer, students work in pairs and use their own words to define "persuasion" (5 min). Compare their definition with the one stated in English dictionary. (Provide bilingual dictionaries to ELLs.) Introduce the vocabulary persuasive. (5 min) 6. Tell students that they have accomplished the first language objective and content objective of this lesson. Cross off these two objectives on the blackboard.	Take advantage of this kind mixed grouping. If ELLs have any language problem in the following tasks, they could easily get help from native speakers. Use scaffolding questions and graphic organizers to help Students' higher order thinking.
OREO (40 min): 7. Ask students with shoulder partners to watch one persuasive advertisement – McDonald's - and discuss the effectiveness of the ads (10 min). (http://www.youtube.com/watch?v=-T7zyezBkuY&sns=em) As a whole class, ask volunteers to share some ideas and record them on the board.	*Instead of creating commercials, we put a mini-lesson of structure forward by studying commercials. This change is based on the suggestion to connect different sections in the unit.* *Instead of having Superbowl commercials, we altered the activity so that World Cup commercials would be shown instead. This was a suggestion made by our peers in*

	order to make our lessons more culturally responsive.
8. Mini-lesson: OREO (10 min) Present the idea of "Oreo" to teach what good persuasion is. (poison_ivy777, 2014) During this presentation, each student will get one OREO cookie in order to visualize the concept and order of persuasion.	*In this lesson, we eliminated the part about "The Lorax." There were concerns that this was not age-appropriate or culturally relevant material. Although some of us believe it still is age-appropriate, we did not have enough time to really delve into the concepts (environmental issues) that would have made this age-appropriate. Instead, we replaced the video and graphic organizer with fundamentals that our group felt were missing from our unit when it came to persuasion. The OREO activity fills that gap.*
9. As a whole class, watch the McDonald's commercial again. Model to find opinions, reasons and examples (10 min). 10. With shoulder partners, ask students to watch another commercial and identify the OREO. As a whole class, share the answer and write on the white board.	
Wrap-up (5 min): 11. Review content and language objectives (1 min). 12. Quick writes (4 min): Choose one to write: - Tell me something new you learned in this lesson about persuasion (2-3 ideas). Give an example to each idea. - What are some similarities and differences that you realize in commercials from different cultures/countries? (1-2 ideas for each)	Quick writes as an assessment. The second question is mainly for ELLs to be more culturally responsive.

Lesson Plan 2

The Structure of Persuasion

Content Objective(s)	Language Objective(s)
1. Students can identify the organization of a persuasive piece. 2. Students can analyze the effectiveness of persuasive speeches.	1. Students can write a graphic organizer according to a persuasive speech. 2. Students can discuss more than one arguments in a persuasive speech.
Key Vocabulary	**Materials**
Position Argument Conclusion	Assessment rubrics, list of short answer ability-based questions, and advertisement links.

Related Common Core Standards:
CCSS.ELA-LITERACY.SL.6.2
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.
CCSS.ELA-LITERACY.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Related WIDA Standards (version of 2007):
WIDA Grade 6 Level 5 Bridging
Give reviews of information from multimedia that include interpretations, critiques or self-reflections.

SIOP Features					
Preparation		**Scaffolding**		**Grouping Options**	
☒ ☒ ☒ ☒	Adaptation of content Links to background Links to past learning Strategies incorporated	☒ ☒ ☒ ☒	Modeling Guided practice Independent practice Comprehensible input	☒ ☒ ☒ ☒	Whole class Small group Partners Independent
Integration of Processes		**Application**		**Assessment**	

☒ Reading ☒ Writing ☒ Speaking ☒ Listening	☒ Hands-on ☒ Meaningful ☒ Linked to objectives ☒ Promotes engagement	☒ Individual ☒ Group ☒ Written ☒ Oral

Lesson Sequence:

Activities	Notes
Lead-in (20 min): 1. As a whole class, ask students to read content and language objectives aloud (2 min). 2. Mini Match Game to consolidate the idea of OREO(18 min): (Before class, prepare 12 pieces of papers. One sentence on each paper and every four papers could make an OREO. For example, the following sentences could be written in four separate papers, "I love cookies", "Cookies are sweet", "Sweet things make me feel happy", and "So I love cookies". These 12 pieces of papers, which could make 3 sets of OREOs, are distributed randomly to students.) Ask students to keep talking with different classmates for information on different papers. Then, ask them to group with each other to build their own OREO. Namely, ask one to find other three students to group together so that the sentences on their papers could make a logical flow as Opinion-Reasons-Explanation-Opinion.	This is a review activity that assesses student knowledge of the basic structure of persuasion.
Organization of Persuasion (55 min): 3. Play a short video of a persuasive speech (purposefully choose one with one opinion, one reason and one example) (5 min). Ask individual students to write the opinion, reason and examples (3 min). As a whole class, share the ideas and record them on the white board (2 min). 4. Mini-lesson: Introduce the vocabulary position, argument and conclusion using the OREO. Model by using the activity instep 3 as an example (5 min). 5. Ask students to watch another persuasive speech that contains more than one argument (5 min). Ask students with shoulder partners to identify the position, arguments and conclusion (5 min). Share as a whole class. Write the answer on a poster (3 min). 6. Pass out the Double-bubble map. Ask students to discuss with shoulder partners the similarities and differences in these two	Pair an ELL with a native speaker and provide the speech with subtitles. Students are expected to realize that one piece has multiple arguments and reasons. Prepare persuasive speeches with subtitles of ELLs' first language.

persuasive speeches (4 min). As a whole class, share some ideas and record them on the white board (4 min). 7. Lead students to think that one piece has multiple arguments and reasons. Discuss which persuasive speech is more effective (4 min). As a whole class, share some ideas and write them on the board (4 min). 8. Explain to students that that good persuasion has more than one argument (usually three) (1 min). Pass out the graphic organizer Persuasive Planning. Model its use by using the poster in Step 5 (10 min).	
Wrap-up (15 min): 9. Play another persuasive speech. Ask students with shoulder partners to work on the graphic organizer (13 min). 10. Share the answer as a whole class (5 min). 11. Review the content and language objectives (2 min).	

Lesson Plan 3

Brainstorming a Persuasive Piece

Content Objective(s)	Language Objective(s)
1. Students can demonstrate their understanding of the organization in a persuasive piece.	1. Students can write a graphic organizer of a persuasive piece.
Key Vocabulary	**Materials**
Position Argument Conclusion	Graphic organizer List of ability-based speaking topics video

Related Common Core Standards:
CCSS.ELA-Literacy.W.6.1A
Introduce claim(s) and organize the reasons and evidence clearly.
Related WIDA Standards (version of 2007):
WIDA Grade 6 Level 3 Developing
Give opinions in reaction to current issues in editorials (e.g., from newspapers or Web sites) discussed in small groups.

SIOP Features					
Preparation		**Scaffolding**		**Grouping Options**	
☒ ☒ ☒ ☒	Adaptation of content Links to background Links to past learning Strategies incorporated	☒ ☒ ☒ ☒	Modeling Guided practice Independent practice Comprehensible input	☒ ☒ ☒ ☒	Whole class Small group Partners Independent
Integration of Processes		**Application**		**Assessment**	
☒ ☒ ☒ ☒	Reading Writing Speaking Listening	☒ ☒ ☒ ☒	Hands-on Meaningful Linked to objectives Promotes engagement	☒ ☒ ☒ ☒	Individual Group Written Oral

Lesson sequence:

Activities	Notes
Lead-in (15 min): 1. As a whole class, ask students to read the objectives aloud (2 min). 2. Quick speech (13 min): Give students some random questions related to our school (e.g. Should everyone in the school learn a second language?). Ask students with shoulder partners to discuss position and arguments.	This is a review activity that assesses student knowledge that persuasion has position and arguments. *Each student's random question will be differentiated based on English language ability. There will be three different groups of questions and each students will draw from a pool of questions based on his or her English language ability.*
Introducing Persuasive Project (60 min): 3. Explain to students that they will continue to learn persuasion. Introduce the final project that they will write a persuasive piece about something in our school. Explain to students that they will also practice through speaking during the lessons (3 min). 6. With shoulder partners, brainstorm (5 min): What problems do our school have? What suggestions do you have to improve our school? As a whole class, share some ideas and list some on the white board (5 min). With shoulder partners, discuss which is the most urgent (5 min). Have a vote and choose the top three. Explain to students that they are going to write a persuasive letter to make some changes based on one of the three problems/suggestions (5 min). 7. Model the brainstorming process by using one suggestion that is not one of the three. Write the graphic organizer on the white board (10 min). 8. Ask students to choose one topic among the three. Group them based on their choices. As a small group, discuss the position and arguments. Ask students to brainstorm as many ideas as possible (10 min). 9. Ask individual students to write the graphic organizer Persuasive Planning in Lesson 2. They can talk to shoulder partners for help (22 min).	Pair an ELL with a native speaker and provide the speech with subtitles. Although students can make their own choices, make sure each group is mixed with native speakers and ELLs. *For this activity, it was suggested that we include a writing portion to better integrate the writing and speaking sections of this unit. We did as was suggested and included a brainstorming activity.* *The topic chosen here will be the same topic that students will write about later in the writing portion of the unit.* *The graphic organizer will also be utilized throughout the unit to organize thoughts in a written format in order to unify the speaking and writing aspects of persuasion. This was a suggestion that was made to us to better unify our unit and was something we thought would help.* *Here, we again see the GRR with the graphic organizers where instruction moves from modeling, group work, to individual work; reading comprehension to writing production.*

Wrap-up (15 min): 9. Finish the graphic organizer. With shoulder partners, share and give feedback (12 min). 10. Explain to students that they will have a persuasive speech at the next lesson. Review objectives (3 min).	

Lesson Plan 4

Persuasive speaking

Content Objective(s)	Language Objective(s)
2. Students can demonstrate their understanding of the organization in a persuasive piece. . 3. Students can identify position, argument and conclusion.	2. Students can give a persuasive speech. 3. Students can use a rubric while listening to a persuasive speech.
Key Vocabulary	**Materials**
Position Argument Conclusion Eye contact Volume Rubric	Peer assessment rubrics Graphic organizers video

Related Common Core Standards:
CCSS.ELA-LITERACY.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCSS.ELA-LITERACY.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Related WIDA Standards (version of 2007):
WIDA Grade 6 Level 3 Developing
Give opinions in reaction to current issues in editorials (e.g., from newspapers or Web sites) discussed in small groups.

SIOP Features					
Preparation		**Scaffolding**		**Grouping Options**	
☒ ☒ ☒ ☒	Adaptation of content Links to background Links to past learning Strategies incorporated	☒ ☒ ☒ ☒	Modeling Guided practice Independent practice Comprehensible input	☒ ☒ ☒ ☒	Whole class Small group Partners Independent

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

Lesson Sequence:

Activities	Notes
Lead-in (10 min): 1. As a whole class, read the content and language objectives aloud (2 min). 2. Quick writes (8 min): Place the following quote on the board and students will write in their journals for a few minutes about what they think the quote means: "To be persuasive, we must be believable; to be believable, we must be credible; to be credible, we must be truthful." – Edward R. Murrow.	
Persuasive Speech (75 min): 3. Explain to students that they will practice the structure of persuasion through a 2-minute persuasive speech (1 min). 4. Pass out the rubric and explain how to use it. Model the use by playing a short persuasive speech. Explain to students that a good persuasive speech has many features but they will only be assessed if they have the basic elements and structure of persuasion in their speech (10 min). 5. Watch a short speech in the previous lesson and practice the rubric. Give a mini-lesson on sequencing words (15min). 5. Model a speech by using the graphic organizer (4 min). 6. Ask students individually to review the graphic organizer and practice with their shoulder partners (15 min). 7. As a whole class, ask each students to present their speech. Ask students to evaluate their peer's speech by using the rubric (35 min).	Make sure that students are not overwhelmed and given multiple chances to practice the structure. Partner ELLs with native speakers. *The teacher presents the rubric that is used throughout the unit in numerous ways and models it. In this way, this lesson initiates the first step in Gradual Release of Responsibility.* *The rubrics are differentiated based on English language ability.* *In this section, GRR continues with the students working on the rubrics in groups.*
Wrap-up (5 min):	

8. Students will reflect individually in their journals on their performance of their speeches. "Was the speech persuasive? Did I convey my purpose by having good claims and examples? Did I keep good eye contact, volume, and pronunciation throughout?" 9. Review objectives.	

Lesson Plan 5

Writing a Persuasive Letter

Content Objective(s)	Language Objective(s)
1. Students can organize a persuasive piece that develops and supports the position in a clear and logic sequence. 2. Students can analyze the audience in a persuasive piece. .	1. Students can write a graphic organizer that organizes their ideas into a persuasive letter. 2. Students can discuss the audience in commercials and persuasive letters, and write their ideas in the persuasive letter that are appropriate to the audience.
Vocabularies	**Materials**
Persuasive letters Audience	Graphic organizer Worksheet sample persuasive letter commercial videos

Related Common Core Standards:
CCSS.ELA-Literacy.W.6.1A
Introduce claim(s) and organize the reasons and evidence clearly.
CCSS.ELA-Literacy.W.6.1E
Provide a concluding statement or section that follows from the argument presented.
CCSS.ELA-Literacy.W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Related WIDA Standards (version of 2007):
WIDA Grade 6 Level 5 Bridging
Give reviews of information from multimedia that include interpretations, critiques or self-reflections.

SIOP Features					
Preparation		**Scaffolding**		**Grouping Options**	
☒ ☒	Adaptation of content Links to background Links to past learning	☒ ☒	Modeling Guided practice Independent practice	☒ ☒	Whole class Small group Partners

☒ ☒	Strategies incorporated	☒ ☒	Comprehensible input	☒ ☒	Independent
Integration of Processes		**Application**		**Assessment**	
☒ ☒ ☒ ☒	Reading Writing Speaking Listening	☒ ☒ ☒ ☒	Hands-on Meaningful Linked to objectives Promotes engagement	☒ ☒ ☒ ☒	Individual Group Written Oral

Preparation before the class:

1. Print the worksheets and prepare blank note cards.
2. Search for some culturally relevant commercials.

Lesson sequence:

Activities	**Notes**
Lead-in (10 min): 1. As a whole class, read the content and language objectives aloud (2 min). 2. Ask individual students to write at least 2 reasons to persuade your mom and your friend not to do your homework after school today (3 min). As a whole class, share some ideas. Tell students that we use different reasons to persuade different people (5 min).	This activity assesses what students have learned about persuasion and connect the knowledge to the writing task.
Introducing Persuasive Letter Writing (20min): 3. Explain to students that their final writing is a persuasive letter and tell them the format of persuasive letters is the same as the business letter (1 min). 4. Pass out the worksheets of A Persuasive Letter (see attached). Ask students to color different parts of a persuasive letter, and put them into the correct order (5 min). As a whole class, share the answer (4 min). 5. Ask students to read the sample letter on the worksheet A Persuasive Letter and write information on the graphic organizer Persuasive Planning (5 min). As a whole class, share the answer (5 min).	Students have previously learned the format of business letters. The worksheet assesses their knowledge of elements of a business letter. This activity connects to their previous knowledge to

	persuasive writing, focusing on its organization and purpose.
	At this point, students should be aware that persuasive writing also has a position, arguments, supporting reasons, and a conclusion.
Attention to Audience (55min): 6. Mini-lesson. Introduce the vocabulary audience. (3 min). 7. Watch one ad in Lesson 1. With shoulder partners, ask students to identify the audience and discuss the evidence (8 min). Alternative: Discuss the following questions: What do you know about audiences' age, gender, education, etc.? What information will interest the audience? 8. As a whole class, share some ideas and record them on the white board (4 min). 9. Ask students to read A Persuasive Letter again, and discuss with shoulder partners to identify the audience. Share as a whole class. (10 min). 10. Tell students that they are going to use the same topic in the speaking to write the letter, that is, they need to persuade someone to make some changes in the school, but the audience is the principle instead of peers (1 min). 11. Choose one speaking topic, and review the positions, arguments and reasons (2 min). Ask students to discuss with a shoulder partner whether they can still use these reasons (5 min). Model one before the discussion (2 min). 12. As a whole class, share the ideas and record them on a chart paper (5 min). Topic:	*Differentiation: If ELLs have difficulties, ask them to search for some ads in their first languages, identify the audience and discuss the evidence. This is a change based on the opinion of being more culturally relevant.* *The ads help students start to think about the different reasons used to persuade different audience. This also corresponds to the suggestion that the commercial should be connected with the writing part.* Because the speaking targets the students as the audience, it gives students chances to revisit the same topic but realize the changes due to the changing audience. If students have difficulties, discuss the following questions: What is the principle's current point of view on this topic?

Arguments/ Reasons that I want to keep	Why	Arguments/ Reasons that I want to change	Why	What does the principle already know about this topic? What information will interest the principle? What information may influence the principle's point of view?
				At this point, students can start drafting if they finish the modification quickly. If some students have difficulties, ask two who speak the same language to modify one graphic organizer and use it for writing.

13. Ask individual students to use the same topic in the speaking activity and modify the graphic organizer to make it more persuasive to the principle (5 min).

14. Give students individual time in class to start the drafts (10 min).

Wrap-up (5min):

15. Ask individual students to finish modifying the graphic organizer. On a blank note card, write down at least one reason that they will change and why. Hand in at the end of the class.

16. Assignment: finish the draft.

Lesson Plan 6

Creating Rubrics for the Persuasive Letter

Content Objective(s)	Language Objective(s)
1. Students can demonstrate their understanding of an effective persuasive letter.	1. Students can discuss and write a rubric, and analyze writing pieces by using the rubric.
Vocabularies	**Materials**
Rubric Audience	Graphic organizer Worksheet Sample persuasive letter Commercials

Related Common Core Standards:

CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Related WIDA Standards (version of 2007):

WIDA Grade 6 Level 5 Bridging
Give reviews of information from multimedia that include interpretations, critiques or self-reflections.

Preparation before the class:

1. Print worksheets.

SIOP Features					
Preparation		**Scaffolding**		**Grouping Options**	
☒ ☒	Adaptation of content Links to background	☒ ☒	Modeling Guided practice	☒ ☒	Whole class Small group

☒ ☒	Links to past learning Strategies incorporated	☒ ☒	Independent practice Comprehensible input	☒ ☒	Partners Independent
Integration of Processes		**Application**		**Assessment**	
☒ ☒ ☒ ☒	Reading Writing Speaking Listening	☒ ☒ ☒ ☒	Hands-on Meaningful Linked to objectives Promotes engagement	☒ ☒ ☒ ☒	Individual Group Written Oral

Lesson sequence:

Activities	Notes
Lead-in (15min): 1. As a whole class, read the language and content objectives aloud (2 min). 2. On a blank note card, ask individual students to write what they have learned about persuasion (3 min). With shoulder partners, discuss and add more details (2 min). 3. As a whole class, share and write a checklist on the white board (8 min).	This connects their prior knowledge to creating the rubric for writing.

Creating the Rubrics (75 min):
 4. Revisit the rubric used in the speaking. Ask students with shoulder partners to discuss whether these points can still be used in the writing (10 min). Questions:
     Is this quality required in persuasive letter writing? Why?
     If not, what should be changed? Why?
     What are some common qualities in writing?
     Model one first (5 min).
 5. As a whole class, share some ideas and write a checklist on the board (10 min).
	The writing rubric will be a checklist. Ask students to focus on the good qualities in the speaking rubric.
	
	 The checklist should include audience and organization.

6. Ask students with shoulder partners to evaluate one ad in Lesson 1 by using the writing rubric/checklist (10 min). Some writing conventions may not apply. 7. Ask students to evaluate a persuasive letter that the teacher passes out. First, give students 3 minutes to read the letter. Second, as a whole class, model the first point in the rubric and find the example (5 min). Third, pass out the graphic organizer Practicing the Writing Rubric. Ask students with shoulder partners to finish the graphic organizer and evaluation (10 min). In small groups, while some groups work on evaluating the letter, others can evaluate one ad in Lesson 1 by using the writing rubric/checklist. 8. As a whole class, share ideas and record them on a chart paper (both ad and letter). Make sure that every student understands how to use the rubric (12 min). 9. Ask students to evaluate and revise their own draft by using the writing rubric/checklist (10 min).	*Differentiation: ask ELLs to translate the rubric to 1ˢᵗ language if they have difficulty understanding it.*
Wrap-up (5min): 10. Ask students to write one change they make in their revision according to the checklist. Review the objectives. 11. Assignment: revise and edit the draft.	

Lesson Plan 7

Peer Revising and Editing

Content Objective(s)	Language Objective(s)
1. Students can apply their understanding of effective word choices in a persuasive piece. 2. Students can demonstrate their understanding of an effective persuasive letter.	1. Students can write powerful adjectives in a persuasive letter. 2. Students can discuss and edit their peer's draft by using the writing rubric/checklist.
Vocabularies	**Materials**
Audience Adjectives	Graphic organizer Worksheet sample persuasive letter commercials

Related Common Core Standards:

CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Related WIDA Standards (version of 2007):

WIDA Grade 6 Level 3 – Developing

Engage in peer editing (e.g., using checklists) during process writing and make notations to a partner in L1 or L2

SIOP Features

Preparation		Scaffolding		Grouping Options	
☒	Adaptation of content	☒	Modeling	☒	Whole class
☒	Links to background	☒	Guided practice	☒	Small group
☒	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

Preparation before the class:

1. Students are familiar with the concept of adjectives, but haven't learned how they make persuasion more powerful.
2. Print sample persuasive letters.

Lesson sequence:

Activities	Notes
Lead-in (15min): 1. Ask students watch one commercial in Lesson 1. As a whole class, list all the adjectives (6 min). 2. Ask students with shoulder partners to read the script of the commercial without any of the adjectives. Discuss which version is more effective/ persuasive (6 min). As a whole class, share ideas (3 min).	
Mini-lesson: Powerful Adjectives (25min): 3. Explain to students that persuasion becomes more effective if using powerful adjectives. Add using powerful adjectives in the writing rubric/checklist. As a whole class, brainstorm some powerful adjectives (5 min). 4. Pass out several persuasive letters. With shoulder partners, read at least two aloud (as emotional as	*This is based on the opinion of adding more reading materials.*

possible), identify the audience, list all the powerful adjectives and discuss how adjectives are chosen based on different adjectives. As a whole class, record the audience, adjectives and share some ideas (15 min). 5. Ask individual students to revise their draft by adding some powerful adjectives (5 min).	
Peer Revising and Editing (45min): 6. Explain to students that they should publish their letters at the end of the class. Group one native speaker with one ELL. Explain to students that they need to do peer revising and editing by using the rubric. Give each student 15 minutes (30 minutes). 7. Ask individual students to continue revising and editing their drafts (10 minutes).	In this ideal classroom, students are familiar with the process of peer revising and editing.
Wrap-up (5min): 8. Ask students to publish their writing and put it in the envelope.	

Persuasive Planning

Topic: _____   **Name:** _____

Introduction – State your position

Argument 1	Argument 2	Argument 3

Reasons, examples and evidence	Reasons, examples and evidence	Reasons, examples and evidence
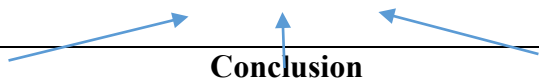
Conclusion

Assessment and Rubric

Speaker:_____ Group 1

Position:

Arguments 1)_____

      2)_____

      3)_____

Reasons: 1)_____

      2)_____

      3)_____

Conclusion: _____

	1	2	3
Position	The speaker/writer's position was not clear.	The speaker/writer had a position.	The speaker/writer had a clear position.
Argument	There were no arguments.	There was one argument.	There were several arguments.
Reasons	There were no reasons.	There was one reasons.	There were several reasons.
Conclusion	The speaker/writer didn't have a conclusion.	The speaker/writer had a conclusion.	The speaker/writer had a clear conclusion.

Speaker:_____ Group 2

Position:

Arguments 1)_____

2)_____

3)_____

Reasons: 1)_____

2)_____

3)_____

Conclusion: _____

	1	2	3
Position	The speaker/writer's position was not clear.	The speaker/writer had a position.	The speaker/writer had a clear position.
Argument	There were no arguments.	There was one argument.	There were several arguments.
Reasons	There were no reasons.	There was one reasons.	There were several reasons.
Conclusion	The speaker/writer didn't have a conclusion.	The speaker/writer had a conclusion.	The speaker/writer had a clear conclusion.

Speaker:_____   Group 3

Position:

Arguments   1)_____
          2)_____
          3)_____

Reasons: 1)_____
          2)_____
          3)_____
Conclusion: _____

	1	2	3
Position	The speaker/writer's position was not clear.	The speaker/writer had a position.	The speaker/writer had a clear position.
Argument	There were no arguments.	There was one argument.	There were several arguments.
Reasons	There were no reasons.	There was one reasons.	There were several reasons.
Conclusion	The speaker/writer didn't have a conclusion.	The speaker/writer had a conclusion.	The speaker/writer had a clear conclusion.

Reflection

The final presentation rubrics give us lots of insights. Based on peer suggestions and group discussion, we made three major changes in our curriculum project.

The first change is adding explicit unit objective throughout the whole teaching process. Even though detailed language and content objectives were stated at the beginning of each lesson, they are still too distinct for students to grasp a holistic view of the unit. In order to let students have a well awareness on how they make progress from current level to expected level, we decide to list the unit's overarching goals. By presenting the unit goals directly to students and using them through all seven lessons, we think it would assist students on monitoring their own learning process and making personalized study plan.

In addition to the unit objectives, we also took the advice to make instruction more explicit. Students would be overwhelmed by new concepts without proper explicit instruction. One problem in our previous lesson was the lack of explicit instruction of key vocabularies and content knowledge. Too often, it makes the lessons too packed that students will be overwhelmed. Therefore, we make two major changes. First, we now mainly focus on two things to teach – the organization and attention to audience. Second, we now add some mini-lessons to introduce the concept and practice through different activities. For example, the OREO is a visual mini-lesson that teaches the knowledge of the structure in persuasion. We also add a mini-lesson to introduce the concept of audience.

Our second change focuses on making the curriculum design more culturally responsive and age-appropriate. Instead of having Super Bowl commercials, Lessons 1, 2, and 3 altered the activity so that commercials from other countries and World Cup commercials would be shown

instead. This was a suggestion made by our peers in order to make our lessons more culturally responsive. We wanted to comply with this suggestion as it relates back to our rationale statement about building on prior knowledge and being culturally responsive in our teaching. In this way, we also avoided comprehension difficulties that would occur if ELL students were unfamiliar with the concept of the Super Bowl. I (Beth) have personally seen how the lack of background knowledge of the Super Bowl can become a learning barrier based on the limitations in one of my own lessons given this semester in an ELL classroom. We decided to not repeat this mistake in this unit. This was an easy change to our lessons as we had not chosen specific commercials and the content was not relevant as long as they were advertising a product that was age-appropriate to 6th grade.

In the 2nd lesson, the part about "The Lorax" was eliminated. There were concerns revealed in our feedback that this was not age-appropriate or culturally relevant material. Although we believe it still is age-appropriate, we did not have enough time allocated in this unit to really delve into the concepts (environmental issues) that would have made this age-appropriate for middle school students. It would have also been a stretch to insist that this was culturally relevant material, even for mainstream students, considering how dated the video is. Instead of continuing with this project, we replaced the video and graphic organizer with fundamentals that our group felt were missing from our unit when it came to persuasion. The OREO activity fills that gap. The OREO activity not only introduces the art of persuasion in a format that is easily understandable and connects well to the rubric and graphic organizer that students will be using throughout the unit, it also presents the information in a fun and engaging way. The use of actual OREO cookies helps tactile learners grasp the concept of layering different information into a specific order to be more

effective in presentation. The OREOS mini-lesson on structure also becomes a hook as the cookies serve as a fun, yet culturally familiar connection.

Furthermore, in our third change, we listen to several group's ideas to make the lessons flow more naturally and constitute them as one unit. This is also why we add overarching unit goals at the beginning of the unit. Apart from the unit objectives, we also make several changes in the unit's structure. Instead of dividing speaking and writing activities as two separate sections, we now incorporate speaking activities as scaffolding for the writing project. Thus, the final project is to write a persuasive letter; at the same time, students are given chances to practice different skills through speaking and then move on to the writing part. We spend more time using the same topic to practice in speaking and writing, but change the audience. Plus, we use the same graphic organizer of persuasive planning in both activities. As for the rubric, we were not very sure about how to connecting to the speaking and writing rubric. But now we only use the persuasive speech to assess if students' knowledge of the structure in persuasion, so the speaking rubric only focuses on if the speech contains opinions and reasons; meanwhile, students can have the authority in creating a checklist themselves as the writing rubric. This ensures that students are not overwhelmed by too many new strategies and skills. To connect speaking and writing actually solves the dilemma of time limits that we were concerned with previously.

These changes made our unit instruct more closely related to the theoretical framework we designed at the very beginning. Culturally responsive and age-appropriate materials make the lesson friendly to both mainstream students and also ELL learners. In the meanwhile, explicit unit goals and instruction glue the 7 lessons together as an organic whole. There are also other small revisions we made to improve the curriculum quality. We didn't list all the modifications here

because of length limit, yet details on what have been changed could be traced by reading the italic

in the right column of each lesson plan.

Final Presentation Rubrics (Feedback)

Evaluator _Jerra, Olivia, Eric,_   Presenters _Beth, Shelia, Hanyi_
Boram

Final Presentation Rubric

Strong start to your unit! The dance is super creative!

Criteria for Scoring	Comments
1. Overall discussion of the project and lesson plans. How well did you understand the project? Instruction planned by the presenter? Is it well sequenced? 2. What about the course materials? Are they relevant well chosen? _how can we make cul. rel. for ELL?_	_what's the driving question behind the "persuasion?"_ _are you going into one persuasion technique or is this a broad overview?_
3. Use of ideas and information presented in class, in the course readings, and other materials. Identify the information used by the presenter. _-will there be reading? (even if just an exemplar for writing)_	_Rationale was theory-driven_ _-skills seem distinct... is this on purpose? How does the intro directly connect to persuasive writing?_
4. Level of engagement for English learners. Explain how the presented unit will engage students who are learning English. What activities stood out? Suggestions?	_Superbowl commercial & "The Lorax"_ _→ culturally relevant?_ _→ age/interest relevant for 6th graders?_
5. What suggestions and recommendations do you have for the presenter?	_Persuasion can include a lot, so make sure you focus the goals for speaking/writing for your students → clear/explicit expectations_ _speaking & writing seem isolated from each other_ _- maybe integrate them more into each lesson_ _ex: Mini public speaking_ _→ students can write a notecard before they speak_

Evaluator Julianna, Rachel, Hannah   Presenters Hanyi, Shelia, Beth

Final Presentation Rubric

Criteria for Scoring	Comments
1. Overall discussion of the project and lesson plans. How well did you understand the instruction planned by the presenter?	- liked different modes of persuasion → could you overlap writing & speaking
2. Use of ideas and information presented in class, in the course readings, and other materials. Identify the information used by the presenter.	- rationale behind unit was well thought-out - gradual release of responsibility → student grouping, strategies
3. Level of engagement for English learners. Explain how the presented activity will engage students learning English. What exactly will get and keep their attention?	- idea of writing about school was very authentic - ads → good job relating to students' lives - differentiated rubric would be good - liked having students speak to get them used to it before formal presentation
4. What suggestions and recommendations do you have for the presenter?	- How do other cultures use persuasion? - use of language, subtle vs. direct - make connections between writing and speaking explicit - How would you offer scaffolding to lower-language abilities? - vocab sheet, mini-lessons about structure

Evaluator _Lee, Lulu, Weijia, Mengyan_   Presenters _Hanyi, Shelia, Beth_

Final Presentation Rubric

Criteria for Scoring	Comments
1. Overall discussion of the project and lesson plans. How well did you understand the instruction planned by the presenter?	The presentation is very clear in organization, very good job!
2. Use of ideas and information presented in class, in the course readings, and other materials. Identify the information used by the presenter.	gradually release of responsibility various grouping incorporating speaking, reading, listening and writing Peer learning opportunity
3. Level of engagement for English learners. Explain how the presented activity will engage students learning English. What exactly will get and keep their attention?	gradual release of responsibility, students get fully prepared before providing output natural flow of activities The dance is very good! Daily wrap-up is very good!
4. What suggestions and recommendations do you have for the presenter?	1. Maybe it's a good idea to incorporate more culturally diverse materials and advertisements. 2. Maybe the teacher can also provide information about superbowl, using images and videos. Letting native speakers explain superbowl is a great idea, but I think they may not able to fully explain the idea to ELD students.

Maybe you can
3. connecting speaking, listening, reading & writing more closely in each lesson.

Evaluator: Jess Nylen   Presenters: Beth, Sheila, and Hanyi ~~████~~

Final Presentation Rubric

Criteria for Scoring	Comments
1. Overall discussion of the project and lesson plans. How well did you understand the instruction planned by the presenter?	good!
2. Use of ideas and information presented in class, in the course readings, and other materials. Identify the information used by the presenter.	Zpd, funds of knowledge graphic organizers
3. Level of engagement for English learners. Explain how the presented activity will engage students learning English. What exactly will get and keep their attention?	I loved the Super bowl commercial idea – one idea could also be using ads from World Cup to relate to more cultures
4. What suggestions and recommendations do you have for the presenter?	group work → read letters aloud to small groups & have them provide feedback add more scaffolding

Evaluator _Qianyi & Yang_   Presenters _Beth, Hanyi, Can (Sheila)_

Final Presentation Rubric

Criteria for Scoring	Comments
1. Overall discussion of the project and lesson plans. How well did you understand the project? Instruction planned by the presenter? Is it well sequenced? 2. What about the course materials? Are they relevant well chosen?	The reorganization of the 7 lessons is so logical and sound. However, it's not very clear what the instruction is like during 3 speaking lesson & 3 writing lesson
3. Use of ideas and information presented in class, in the course readings, and other materials. Identify the information used by the presenter.	We love the ~~authentic materials~~ authenticity & diversity of the materials you use.
4. Level of engagement for English learners. Explain how the presented unit will engage students who are learning English. What activities stood out? Suggestions?	We love your dancing warm-up activity.
5. What suggestions and recommendations do you have for the presenter?	What's the final project? ~~How to combine the~~ How to assess speaking & writing together?

Evaluator _Caitlin_   Presenters _Hanyi, Can Beth_

Final Presentation Rubric

Criteria for Scoring	Comments
1. Overall discussion of the project and lesson plans. How well did you understand the project? Instruction planned by the presenter? Is it well sequenced? 2. What about the course materials? Are they relevant well chosen?	- explains student demographics + lesson/unit structures - clear objectives from standards. - good idea for materials → accessible first (ads, oral) to more rigorous (persuasive letters)
3. Use of ideas and information presented in class, in the course readings, and other materials. Identify the information used by the presenter.	- mentions funds of knowledge, BICS + CALP, and 2nd lang. supports - also CRT - thinking carefully about grouping techniques (You could add more here... obviously you are using materials but just make sure you cite them)
4. Level of engagement for English learners. Explain how the presented unit will engage students who are learning English. What activities stood out? Suggestions?	- really like the idea of repeatedly using the same rubric → helps ELL students reinforce vocab/content + encourages deeper thinking about requirements - engaging materials - creating ads, speeches, and publishing student writing is a highly engaging way to do assessments
5. What suggestions and recommendations do you have for the presenter?	Time will be an issue, but it's good you're thinking about it... the more you build on prior knowledge/experience (ask for student ideas develop rubric, use same ads, letters) the more you can add/expect students to do.

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