EFL Capstone Portfolio

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Abstract

This EFL portfolio is a demonstration of the expertise I have gained through the English Language Learners program at Vanderbilt University to become a qualified language teacher for students who learn English as a second/foreign language. The portfolio includes three parts: teaching philosophy, professional knowledge areas, implications and future considerations. I begin with my own philosophy of teaching which is established upon educational and linguistic theories such as caring, culturally responsive teaching, zone of proximal development that are most influential to me through the two years of study. Under the framework of my teaching philosophy, I then demonstrate my understanding of the four professional knowledge areas – learner, the learning context, curriculum, and assessment – which covers six TESOL domains by analyzing the work I have done at Peabody College. Finally, I reflect on my teaching experience in the past academic year, stating my belief of the role a teacher should play in the classroom, challenges I have met, progress I have made, and plans for future improvements as a language teacher.

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Philosophy of Teaching

It is said by Henry Brooks Adams (1999, p. 218) that "a teacher affects eternity; he can never tell where his influence stops". I have no doubt on this since Confucius, a teacher who lived in the Spring and Autumn Period, has influenced the education, character and even the social structure of China for more than 2500 years. Confucius was such an unprecedented teacher that he was glorified as a Saint instead of an ordinary man. However, for me, my goal as a teacher will never be becoming a saint, a concept which seems so unworldly and spiritual. I would like to remain a human, an ordinary human with empathy, living in the world where my students live and feel what they feel.

I want to be a great teacher who cares about her students. Care is the very being of human life (Heidegger, 1962). And as a teacher, I hope to establish such connections between me and my students. Emotion plays a nonnegligible role in students' learning as "the emotional climate of a learning situation can either hinder or facilitate a student's ability to make authentic and enduring meaning from learning experiences" (Herrera et al., 2012, p. 104). According to Stephen Krashen's (1987) Affective Filter hypothesis, affective variables like motivation, self-confidence and anxiety play a facilitative, but non-causal, role in second language acquisition. Negative emotions could "raise" the affective filter and form a "mental block" that prevents comprehensible input from being used for acquisition. Thus, being a caring teacher who creates a safe and comfortable environment is beneficial to students' learning process.

However, my ideal caring relation should be reciprocal rather than unidirectional. A teacher who prohibits his English Language Learners (ELLs) using their native languages at school just because he thinks it is for their own good without getting to know their real thoughts cannot be regarded as caring. A caring relation requires both parties – the carer and the cared-for – to

contribute to it in characteristic ways, so it is not completed unless the teacher's efforts are received by the students (Noddings, 1992). The traditional Chinese education is like "an act of depositing, in which the students are the depositories and the teacher is the depositor" (Freire, 1993, p. 58). This teacher-centered, "banking" education leads to students' lack of creativity and critical thinking ability. From my perspective, teachers and students are not contradictory roles, they exist on one person simultaneously. My ideal teacher-student relationship is dialogical, which means "the teacher is no longer merely the-one-who-teachers, but one who is himself taught in dialogue with the students, who in turn while being taught also teach" (Freire, 1993, p. 67). The teacher and student become jointly responsible for a process in which all grow. Teachers and students cannot become completely equal, especially when the students are younger kids, because teachers have more life experience and professional knowledge. But the teacher-student relationship is no longer based on the traditional "authority" but "truth", which means there should be an open floor for arguments instead of imposing everything upon students. This transformation of teacher-student relationship could turn the "banking" education into "problem-posing" education (Freire, 1993) which allows the educator to constantly re-form his reflection in the reflection of the students, thus encourages both parties to think and explore. In this way, the knowledge is constructed by teachers and students together rather than a unidirectional cramming.

Another important dimension of effective teaching is being culturally responsive. Students' level of acculturation is a crucial factor for effective caring. Our ELL students left their own countries for different reasons: natural disasters, slavery, military invasion, political/religious freedom, better opportunities and so forth. Depending on their time being in this country or other possible factors, they might be in different stages of acculturation: honeymoon – hostility – humor – home (Cushner et al., 2009, p. 113). And "how a teacher interprets and responds to the behaviors

and reactions of students in various stages of acculturation can profoundly impact the ability of students to benefit from instruction and their positive adaptation to the new cultural environment" (Herrera et al., 2012, p. 70).

ELLs coming to my class with their cultures that differ from the mainstream culture of this country in terms of the language, traditions, and values. It is a human instinct that sometimes we hold a fear of the unknown things and tend to exclude them. As a teacher of a culturally diversified classroom, I need to nurture students' sociocultural awareness to mitigate or prevent my class from potential discrimination or other cultural problems. Learning English does not mean everything should be about English-speaking countries like America. As international contacts multiply, it is not difficult to find good English materials about another culture for the related topics of my lessons. I will choose carefully to avoid cultural bias and stereotypes and weave those materials into my classroom discussions. Bringing in cultural texts not only provides an opportunity for all the students to expand their horizons and think globally, but also makes the ELLs become more engaged and feel that their cultures are valued – they are their assets rather than burdens.

According to the well-known Chinese philosopher Han Yu who lived 1000 years ago, a teacher is one who could propagate the doctrine, impart professional knowledge, and resolve doubts (Yiguoyimin, 2015). However, teachers shoulder more responsibilities as the modern context get complicated. As a teacher of a culturally and linguistically diverse classroom, I must be knowledgable about education and immigration policies in order to "engage in courageous conversations about issues fundamental to social justice in society and educational equity for ethnically diverse students" (Gay, 2010). My goal of being culturally responsive goes beyond mere knowledge transmission to standing up and advocating for my students

Creating a caring, dialogic, and culturally responsive instructional environment requires careful planning. "Lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context" (Ashcraft, 2015, p. 1). In planning the lesson, it is important that the content is comprehensible to my students. "Comprehensible" here does not equal to "easy". The concept of "easy" means students can understand and even use appropriately without any help. However, "comprehensible input" is the target language that the learners would not be able to produce but can still understand given the presence of the context, the teacher's explanation and rewording, the use of alternate semiotic systems etc. New learning is unlikely to take place if the input given is within students' comfort zone, they improve and progress when they receive second language 'input' that is one step beyond their current stage of linguistic competence (Krashen, 1987). And my responsibility as a teacher is to provide task-specific support to make the students work within the zone of proximal development (ZPD) (Vygotsky, 1978) to get the most effective learning. What needs to be noted here is that I offer my ELLs challenges. I won't lower my expectations merely because they have limited English proficiency. Just as Gay G. (2010, p. 17) stated, "teacher expectations significantly influence the quality of learning opportunities provided to students". English proficiency alone cannot speak for the students about what they can do. They may not able to explain everything perfectly in words, but they can think. Thus, thought-provoking tasks should be provided to practice their higher-order thinking skills. If teachers expect students to be high achievers, they will act in ways that cause this to happen, which is referred to as the "self-fulfilling prophecy effect" (Gay, 2010).

Furthermore, holding high achievement expectations towards my students also means guaranteeing my professional efficacy: I will try a greater variety of teaching strategies; adjust the content and teaching methods constantly to meet students' needs; hold myself and my teaching accountable for the achievement of difficult learners; spend more time planning instructions and developing activities (Gay, 2010, p. 22). However, tasks that are not appropriately supported might cause a loss of confidence – you keep those standards high but provide the scaffold to help them get that high. So it is important that the tasks are appropriately ahead of the learners' current development and that modeling or scaffolding is provided until students can complete similar tasks independently (Hammond & Gibbons, 2005). Another principle that I will always stick to in teaching is linking students' prior knowledge and experience to new learning objectives. "Sound educational experience involves, above all, continuity and interaction between the learner and what is learned" (Dewey, 1938, p. iv). Building up such experiential continuum can contribute to a virtuous cycle of learning and lead the learners to form a knowledge network of their own.

In the next section, I will demonstrate the ways I have begun this virtuous cycle of learning as a graduate student at Vanderbilt. I will set forth my understandings of the six TESOL domains in four professional knowledge areas and how I acted upon them.

Artifact analysis

Professional Knowledge Area I: Learner

There are mainly two parties in the teaching-and-learning process: the teacher and the learner. But just as I mentioned in my teaching philosophy, I believe that these two roles can exist in one man simultaneously. As a teacher, it is important for me to know my students – the language learners. But in the meantime, I am a learner, too. I am learning about my students' identity, learning context,

and process of learning. Only in this way can I teach to their needs and provide support both emotionally and academically.

      TESOL Domain 4: Identity and Context

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

      The diversity of the student population is continuously changing in today's public-school classroom in the U.S. While the percentage of white school-age students among youth is predicted to fall to about 40 percent by 2050 (Herrera et al., 2012), the number of English language learning culturally and linguistically diverse (CLD) students is growing fast among student populations in schools (Grantmakers for Education, 2010). As this trend is expected to continue well into the future (Landale et al., 2011; Passel, 2011), it is crucial that teachers today should equip themselves with content and pedagogical knowledge in order to become competent and caring culturally responsive instructors for ethnically diverse students (Gay, 2010), and even more, this should be complemented with "careful self-analyses of what teachers believe about the relationship among culture, ethnicity, and intellectual ability; the expectations they hold for students from different ethnic groups; and how their beliefs and expectations are manifested in instructional behaviors" (Gay, 2010, p. 70).

      Language, culture and identity are inextricably linked. Study shows that in additive situations, where the home language is valued and utilized in instruction, students' self-esteem and confidence are positively impacted (Lee, 2008). Lee's (2008) investigation has also proved that there was a relationship between ethnic identity and an individual's general feelings of self-worth,

and language self-efficacy has a significant effect on global, academic, and social self-esteem. Therefore, as culturally responsive teachers of a diverse classroom, we should strive for educational equity, affirm students' identities, promote additive bilingualism instead of monolingualism and structure for educational equity (de Jong, 2011). To reach this goal, teachers needs to become more familiar with their student's cultural and linguistic backgrounds. One of the ways that Moll hand colleagues (1992) have suggested is doing home visit. The information teachers can garner from home visits includes the social history of the households, their origins and development, and the labor history of the families, which reveals the accumulated bodies of knowledge of the households (Moll et al., 1992). These "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll et al., 1992, p. 133) are students' "funds of knowledge", and utilizing them appropriately for classroom instruction can help create a context of teaching and learning which is motivated by the students' interests rather than the imposed knowledge from adults (Moll et al., 1992). Thus, the teacher in such contexts will "know the child as a 'whole' person, not merely as a 'student'" (Moll et al., 1992, p. 133). Another way of getting to know the students is to explore their literacies, including their community literacies and out-of-school literacies. Since "any literacy or language act is embedded in specific and multiple sociocultural practices" and carries "purpose, meaning, and power within a particular cultural and social systems" (Stewart, 2014, p. 348), looking into the literacies in students' daily lives can provide teachers with more insights about the student's culture, language, and social-emotional status. Integrating community literacies and out-of-school literacies into the instruction can make it possible for teachers to better understand the life worlds of their students, design meaningful learning activities, and build upon students' prior knowledge (Goodwin & Jiménez, 2016). It is a great way to improve students'

sociocultural competence of both ELLs and mainstream students, and make them "more fully engaged in language, literacy, and content area learning" (Goodwin & Jiménez, 2016, p. 18).

Given my theoretical inclination, what stands out to me here is Artifact A, a paper about my exploration in a Hispanic community and how I might incorporate the community literacy into classroom instruction. For this project, I went to Nolensville Pike in southeast Nashville, an "ethnic enclave" of Hispanic immigrants, to see the world of the Hispanic students. There I visited Casa Azafrán, a community center serving especially Latino families, which provides services in education, health care, legal services and so forth. Not far from the community center situated Mariachi, a plaza which brings to the city Mexican music, streets and art, offering a fantastic cultural experience to people who have never been there and a "hometown" for nostalgic Mexicans. Loitering in those places, I gathered several artifacts concerning to the Hispanic culture, life and needs: English learning classes, newspapers, advertisements etc.. Depending on the learning context, those artifacts and practices I've seen during the fieldtrip could all become part of the curriculum in different content areas. For English Language Arts, students could write down their experiences of going to a completely strange place, what they did and how they felt. After writing, students' anonymous works will be collected and handed out randomly so that their experiences can be shared. This classroom activity not only can help students practice writing narratives, but also provides an opportunity for students to get to know each other as they are from different communities with diverse cultural backgrounds. They may be different, but they may also share similar emotions when coming to a new environment. No matter what they've been through, their experiences are valued in the classroom.

Based on the artifacts I've collected, I've also designed an activity for Social Studies. In this activity, students will bring local newspapers published around the same date in their home

languages (eg. *La Campana, Tennessee News Chinese, TennKorea* etc.) and share with each other in English the information in the news. Since big news will always be reported on every newspaper, it is not difficult for students to find news regarding the same topic. Take DACA as an instance. Students can read the news in their L1 and then discuss with their group members: do different journalists take different stands? What might be the causes of the difference? What are the pros and cons of President Trump's decision of ending this immigration policy? What is your opinion? Such discussions of real-life problems can provide learners the perfect chance to use their whole linguistic repertoire (read in L1 and speak in L2), practice what they've learned in a meaningful way, and develop their higher order thinking skills.

In a Chinese context, knowing learners' language and culture is also important, which I argued in Artifact B, my philosophy of teaching in a Chinese context. Although China does not have so many immigrants from other countries like America does, it is a large country with an official language (Mandarin) and hundreds of dialects and diverse local/regional cultures. In Artifact B, I proposed ways to utilize learners' dialects in English pronunciation teaching and more importantly, use the TRANSLATE method (Goodwin & Jiménez, 2016) to improve learners' English reading comprehension. Reading comprehension is a big part of the English test in China's National College Entrance Examinations (NCEE) – the baton of Chinese K-12 education, yet most Chinese students have failed to get a satisfying score in the reading section. Collaborative translation practice can push learners to "recognize and discuss the text's microstructure while also making connections to the text's macrostructure" (Goodwin & Jiménez, 2016, p. 2), which is aligned with the reading standards set by the NCEE committee. What is more, in the process of translating, learners need to compare the two languages from multiple aspects like sentence structures and word choices, which could support their development of metalanguage as well as

metalinguistic awareness. Despite the fact that L1 is often regarded as a hindrance to L2 acquisition in an EFL context, I consider it an asset and will use it properly to help learners master a foreign language.

While it is critical to know the learners and the learning context, to create an inclusive and culturally responsive classroom, and to apply the teaching methods flexibly in regard of all those factors, it is also necessary for a language teacher to have a good command of knowledge about linguistics and second language acquisition in order to better support her students, which I will address in the following part.

TESOL Domain 6: Learning

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

English is a required subject in Chinese school curriculums starting from elementary school to higher education institutions. As an English learner myself, I knew nothing about this language until 13 years old, when I entered a top middle school of the province, due to the lack of qualified English teachers in my elementary school. Because the majority of my classmates had been learning English for at least 3 years, I had a difficult time trying to catch up with everyone else. I struggled, exploring better learning strategies to improve pronunciation, to memorize and apply new vocabulary, to minimize grammatical mistakes, and to comprehend listening and reading materials. And since I had a solid Mandarin knowledge at that time, I also tried the means of learning English by comparing and contrasting it with my first language. All of these experiences, in my opinion, are invaluable resources for my future teaching career. Complemented by the professional knowledge gained from the Educational Linguistics and Second Language

Acquisition course at Vanderbilt, I got a more comprehensive, theoretically supported picture of language learning which could help me determine where my students are in the SLA process and guide my instructions.

The artifact I've chosen to prove my ability of using my knowledge of language and adult language learning to understand and support the learners acquiring a new language is a case study I've done for the SLA class (Artifact B). In this paper, I took a 22-year old Chinese girl who was studying in the U.S. as a targeted study subject. By analyzing several oral and written materials collected from her through interviews and language elicitations, I got to know her English language performance in four aspects: phonology, semantics, pragmatics and grammar. And by associating her performance with SLA theories, I came up with factors such as education background, motivation, and even some sociocultural factors that may influence her language ability. And I've provided some instructional suggestions to help her progress.

My participant was born and raised in China until she got the opportunity of completing her master's degree in the U.S. Like most Chinese students, she started learning English when she was in the 3rd Grade and spent her middle and high school years in a foreign language school which had a special emphasis on learning a foreign language. Guided by the teachers there, she has formed a set of cognitive learning strategies including repetition, organizing new language, summarizing meaning, and guessing meaning from context (Chamot, 1987). She learned English from a textbook with authentic materials and was offered ample opportunities to practice her oral English. Plus her obsession with *Harry Potter* at that time, her English language proficiency improved rapidly to a nearly advanced level. However, negative transfers from her L1 could still be detected in her English speaking and writing. for example, she would sometimes replace the [θ] sound in "month" with the sound [s] due to the mismatch between her L1--Chinese and L2--

English systems in phonemic correspondences – the L2 speech sounds were "filtered" through the phonological system of L1 (Saville-Troike & Barto, 2017). Also, as most Mandarin syllables own the structure of V or CV which end with a vowel, when Chinese L1 speakers meet words which end with consonants, possibilities are that they add a vowel to the end of the words, like "ande" and "finde", and my participant was not an exception. Having an advanced English proficiency as she was, she still needed more processing time to organize her speech when having a conversation and tended to use less varied vocabularies and connectives. The lexical density of her writing sample was much higher than that of her oral transcripts, which might be attributed to the learning context where English was tested mostly in a pen-and-paper form, and she didn't have many chances to have casual English conversations with others in an EFL context. In spite of her excellent grammatical performance, which she was taught explicitly and had lots of practice in China, her pragmatic skills are not as impressive. As a new comer to America, she struggled with daily interactions with native speakers. For instance, how to reply a simple greeting like "how are you", how to refuse somebody etc. She had great difficulty turning somebody down and part of this is because the traditional Chinese culture, which advocates that it is a merit to help others and maintain a harmonious relationship, is at work.

According to her problems, I had some suggestions for both her teacher and herself. If she intended to take an English class on campus, her teacher should introduce or design activities about different cultures in class to help her adapt to the new environment and understand some of the people's actions here. The teacher can also include some main pragmatic topics like apology, refusal, request in the class curriculum, creating scenarios for students like my participant to think, react, and reflect upon. For my participant herself, she could use language tools like *Oxford Collocations Dictionary, Thesaurus.com,* and *Corpus of Contemporary American English* to

enhance her grammatical accuracy and range of vocabulary. And since she is an experienced language learner, she could also practice English speeches by herself, record them, do self-analysis, and monitor herself when speak again to avoid the previous problems.

Professional Knowledge Area II: The Learning Context

Important as getting to know our students' needs and affirming their identities are, the influence of the external factors in the instructional environment cannot be neglected, which is the learning context. Simply put, the learning context is where the learning takes place, it can be the physical environment of learning, the school/classroom culture, or the way a lesson is delivered. Since "learner motivation is situated in an environment where learners are motivated by an engaging task or activity that is situated in, influenced by, and changed through the nature of interactions, tasks, activities, practices, and cultures of the learning environment" ("What is Learning Context", n.d., para. 2), the instructing process – what a teacher says, how she treats the students, how she keeps them engaged and interact with them in class – matters greatly.

TESOL Domain 2: Instructing

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

Instructing is the core of the whole teaching process. After planning a lesson which I put all I have learned and believed about teaching and second language acquisition in, this is the part to put the ideas into practice. As mentioned in my teaching philosophy, I want to be a teacher who acts as a facilitator, emphasizing on what students do know (de Jong, 2011) and providing support for them to grow, but not an instructor who only tells students what to do. Just as Hammond and Gibbons (2005) stated, "for classroom learning to be most effective, teaching and learning tasks should be ahead of students' abilities to complete alone, but within their ability to complete when

scaffolding is provided" (p. 8). By scaffolding – the "task-specific support designed to help the learner independently to complete the same or similar tasks later in new contexts" (Hammond & Gibbons, 2005, p. 8), I can create supportive environments which help the students to reach their full learning potential. In addition, my teaching philosophy emphasizes dialogic instruction, which priorities interaction not only between student and teacher, but also between students. Meaningful activities which promote genuine interactions among students give them chances to practice language skills that can help them in real-life communications. Essentially, instructing itself is contingent upon interaction. Apart from the interactions among students, the interactions between the teacher and students also have vital importance. To be a facilitator, the teacher's language during the teacher-student interaction should be appropriate, encourage them to practice the language, express their thoughts, and show their comprehension.

To examine my actual ability of lesson delivering, I am including Artifact C, a reflection on the lessons I have taught during my practicum. This artifact includes the macro and micro analysis of the lessons I have delivered and additional reflections and implications. In the macro analysis, I talked about a lesson that I gave to a first-grade class on nocturnal animals. My students in that class were very diverse, about 90 percent of them were English Language Learners, and they are on various levels of English language proficiency. To create a supportive environment, I chose a short cartoon video which talks about nocturnal animals with language appropriate to the students' general levels as the material. Students who have higher English language proficiency may be able to understand the same content simply by reading a paragraph on a piece of paper, but visual and audio aids like videos enable those who are at lower levels to reach the same goal. Additionally, for students who are only 6 or 7 years old, the use of different kinds of materials can keep them more engaged in the class. Moreover, to teach the key vocabulary in contexts, I did not

tell the students the meanings of the new words directly. Instead, I led them to read the sentences which include the new words more times and watch the corresponding video parts again. Pictures were also provided for students to try to guess the meanings of the words first. Even sometimes they still struggled with the task, I would first ask leading questions to guide them to the answer but not telling them directly. With all these supports, figuring out the meanings of new words was no longer a tough task for students, it became an interesting puzzle for them to solve, which engaged the students in active thinking. More importantly, they have learned how to make use of the context, visual information and their background knowledge, which is a critical skill that can help them in reading comprehension. However, I could have improved the lesson by increasing the meaningful repetitions for students to get more familiar with the new vocabulary, and to better take care of the two Hispanic new-comers in the class, physical movements could be used as well to help them with understanding and memorization.

The micro analysis part of Artifact C examines more about the student-student and teacher-student interactions. In the micro analysis, I selected an eight-minute snippet from one of the videos recording my lessons and looked closely at the interaction part. The lesson selected was conducted with a small group of students whose guided reading level were on level E. It was about animal homes and the core skill they were going to command was summarizing. At the beginning of the lesson, I let the students work in pairs to complete a bubble map on what they need to have a good home. The question was not only related to the topic we were going to discuss on that day, but also connected to real life and their own experiences, and working in pairs created chances for students to interact with each other – there were only three bubbles for each pair so they had to share their own opinions and reach an agreement on all their choices. Then when I introduced the skill of summarizing to the students, I gave them two examples and asked them to find the

similarities of the two examples. To my surprise, this expected-to-be-easy task turned out to cause most struggles. And when I analyzed the video snippet, I found out that the confusion was caused by my language during the interaction with the students. When I explained what summarizing is and tried to pull them back when they were off-topic, I used the phrase "in common" nine times until a student asked me what this phrase meant. Since I asked them to look for the similarities, the phrase "in common" was used as a key phrase in the whole interaction. Not knowing its meaning was a serious impediment to their understanding of my instructions, and I was unaware of this. One reason for my unawareness is the limited time I spent with the students, I just went to the school twice a week, so I was not sure what the students knew and what they did not know. Another reason is that when I found the students were struggling, I did not think of my own reasons, like how I asked the question, the language choice and the way I organized my speech, which were important in communications.

What is more, there was one girl who kept talking about the differences between the two examples. When I looked back on the interaction between me and her, I noticed that I just stopped her when she talked about the differences even after I realized that it could not drive her thoughts back. The way I responded to the students during the whole interaction matches with what Aukerman (2008) termed as comprehension-as-procedure, which "involves teacher-modeling of 'good' comprehension strategies, followed by guided practice where teachers do everything possible to ensure that students get the target strategy – and the meaning of the text – 'right'" (p. 54). If I took a perspective of comprehension-as-sense-making (Aukerman, 2008), I should have asked her how she thought her examples of differences were connected to the question I asked rather than simply trying every means to drag her onto the "right" track. Since she couldn't stop thinking about the differences, she might have her own reason/logic, or she misunderstood my

question. Either way, the conversation would go more smoothly if I have let her explain her ideas or cleared up her misunderstanding, which could benefit everyone involved in this conversation.

There remains a lot for me to learn and practice in terms of interaction. As a teacher, I can promote student-student interactions by planning meaningful discussion and cooperation activities in class and encourage them to use what they have learned orally by providing sentence stems or teaching communication skills (asking for clarification, showing agreement/disagreement etc.). And as for teacher-student interactions, I need to know more about my students' language proficiency levels as well as their thoughts, pay attention to my own language and instructions. This artifact suggests the importance of reflection on my own lessons as a teacher, which I will keep in mind in my future teaching career.

Professional Knowledge Area III: Curriculum

As discussed in last professional knowledge area, creating a context that can facilitate students' learning is of paramount significance but cannot be done with ease. It is difficult to improvise engaging classroom activities and meaningful interactions to motivate students' learning, especially for new teachers like me. That is why it is necessary for teachers to select content which is appropriate and appeals to students and plan the activities carefully.

TESOL Domain 1: Planning

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

Ashcraft (2015) states that "lesson planning is at the heart of being an effective teacher. It is a creative process that allows us to synthesize our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context" (p. 1). The Sheltered Instruction Observation Protocol (the SIOP Model)

(Echevarria, Vogt, and Short, 2018) offers teachers great guidance to plan a good lesson, making content comprehensible to students. My biggest takeaway is the importance of defining content and language objectives. "For maximum learning to occur, planning must produce lessons that target specific learning goals" (Echevarria et al., 2018, p. 29), having clear learning objectives not only can ensure the consistency of the classroom instruction and activities in the lesson plan, but also informs the students what they are going to learn and why they will do the following activities. Besides this, it is also important to build on students' background knowledge, making use of their funds of knowledge to facilitate their learning, and providing appropriate scaffolding, which is aligned with my core teaching philosophy. Both the designed-in and interactional contingent features of scaffolding discussed by Hammond and Gibbons (2005) provide teachers with a solid outline of what and how we can do to scaffold to reach our learning objectives.

Artifact D is a lesson plan that I wrote for a first grade sheltered English Language Arts class. The language and content objectives are focused on comprehending the material – a story required to be read by the first graders, answering related questions with details in the text, and identifying character's emotions and their causes. The objectives are age-appropriate and are aligned with 6 of the TN standards. Leading by the objectives, students will learn how to form their opinions and find powerful evidence to support them, which is a basic skill for argumentative writing. Prior to reading the story, there is a Think-Pair-Share activity which aims to activate students' memories about their own experiences of feeling to be neglected. Since the story talks about a little boy who is forgotten by his teacher and classmates, doing this activity can help the students link their own "schemata" with what the boy in the story is going through, thus establish a kind of empathy. Activating students' background knowledge and let it bridge the gap between real life and academic content is beneficial for students to generate more thoughts while

comprehending the story (Echevarria et al., 2018). The activities in this lesson are sequenced from easy to difficult in order to scaffold tasks that challenge students to walk out of their comfort zone and develop new disciplinary and linguistic skills. Take the post-reading activities as an example, the first activity about character traits is something students have been practicing in the previous weeks, so they should be very familiar with it and are able to complete the task without any difficulty. Then for the second activity, students are required to identify the character's emotions, which might be new to them but the skill used here is actually quite similar with generalizing character traits – recognize and name abstract concepts (personalities, feelings) from the context. Since they have just completed a similar task, they should have less pressure doing the second one, and the teacher's modeling, the shifting in participant structures from partners to groups of five would also help with that. As a step-up, the second activity also requires students to give out the reasons for their opinions, which needs them to gather evidence from the text and summarize in their own words. This makes them work within the ZPD as the activity presents a little challenge for them that is ahead of their current development, but they will accomplish with the help of the teacher (Hammond & Gibbons, 2005).

When I implemented this lesson plan, I noticed that the students were not focused and appeared to be confused when I read the learning objectives to them. After discussing with my mentor teacher, I realized that it was because the content and language objectives I presented were too general, like the state standards, so the students still did not know what they were going to do after listening to them. What is more, the students were not familiar with some academic vocabulary like "comprehend", "identify", "triggers" and so on. After this time, I would make sure that the learning objectives were tailored to each lesson and the language was kids-friendly, if there were any academic words that seemed to be unfamiliar to the students, I would explain to them

first. In addition, instead of reading the objectives myself, I would ask the whole class to read together, which made the students more engaged. More importantly, I would take the students to review the objectives at the end of each lesson to see if we had reached all of them, which is a good way to teach the students how they can do self-assessment after a lesson.

TESOL Domain 7: Content

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

The most important part of planning is the material selection. From my perspective, the appropriate content for a lesson should meet the following requirements: age-appropriate; differentiated for different language proficiency levels; authentic; not culturally biased; comprehensible. In order to achieve these goals, the content chosen for language courses needs to be authentic – closely related to real-life situations or can be used in academic content areas (for second language learners). In a classroom with ELLs, chances are that students are on varied levels of English language proficiency, and there can be a huge gap between the students on the highest level and those on the lowest level. Facing a book with complex sentences, the WIDA Level 5 students might be able to read it fluently and understand the content, but for those Level 2s, it can be a nightmare. Therefore, to make learning effective, the content should be differentiated according to students' language levels. However, just as I mentioned in my teaching philosophy, selecting content that is comprehensible for the corresponding level of students does not mean that

the content should be easy for each of them. The content which is comprehensible should be "one step beyond the students' current stage of linguistic competence", it is the target language that the learners would not be able to produce but can still understand given the presentation of the context, the teacher's explanation and rewording, the use of semiotic systems etc. (Krashen, 1987). It is when students work within their ZPD that new learning takes place. And since the English learning population becomes more diverse, the content had better not to be culturally biased. It cannot involve unreal and unfriendly stereotypes of other cultures, and if the cultural background of the United States is needed for students to understand certain materials, information should be provided timely by the teacher.

Artifact E is a draft of a lesson plan I wrote for a guided reading session that I worked with the first graders at my practicum site. Before selecting the content materials, I first consulted my mentor teacher about the reading levels of the students that I would work with. It was a necessary step because it turned out that the 9 students that I would work with were actually at 3 different reading levels. Getting this information helped me choosing level-appropriate books for the reading session, dividing them into different groups, and planning the whole lesson. Since the whole lesson was about nature and animals, the content of each book was age-appropriate and not culturally biased. And with the knowledge learned from this kind of informational texts, students got to know more about the world we live in. All of the books selected entail cause-and-effect language which was a key grammar that the students were practicing, but most of them could only use "because" at that time, seeing more ways of expressing the cause-effect relationship like "so" and "thus" when reading the books could help them with language accumulation. Moreover, they also developed a deeper understanding of animals and their life, which complimented their

learning in the content area of English Language Arts, for they were talking about nocturnal animals in ELA classes in that month.

I have also included Artifact F to show my opinion on authentic texts. Artifact F is a recording of the interview I had with my former professor Wilbur Wong. In the interview, he talked about the extreme importance of using authentic texts for language teaching and learning, especially in an English as a Foreign Language (EFL) context. English learners in an EFL context prefer to use textbooks. However, most materials in English learning textbooks are selected and adapted by a panel of experts according to their own thinking or their own conception of English learning in general. As a language carries the culture of a certain place, a way of thinking and logic, revised materials may lose those elements. Just as Brown (2007) has mentioned in his twelve principles of classroom practice, "whenever you teach a language, you also teach a complex system of cultural customs, value, and ways of thinking, feeling, and acting" (p. 13), using authentic texts can help students communicate better in that language.

Professional Knowledge Area IV: Assessment

After all the efforts that a teacher put into knowing the students, creating a beneficial learning context, planning, and instructing, assessments are needed to measure the effectiveness of the teaching and learning process. Valid and reliable assessments can help teachers monitor students' growth and inform instruction.

TESOL Domain 3: Assessing

Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what

will be assessed and provide constructive feedback to learners, based on assessments of their

learning.

Herrera et al. (2012) defined assessment as "a range of procedures used to gather information about what students or other individuals know and are able to demonstrate" (p. 4). No matter the assessments are formal or informal, formative or summative, the most imperative use of them is to gather information that helps teachers plan, adapt, and individualize instruction (Herrera et al., 2012). Therefore, when teachers conduct an assessment or interpret the assessment results, we should first have an idea of the validity and reliability of the assessment.

Standardized assessment is not liked by most people. However, it has its own social functions, for instance, educational policymaking. Students' performance in Common Core Standards test which includes English Language Arts and Mathematics is regarded as crucial evidence of the education quality of schools and even the whole country. It is "at the heart of school reform and educational funding debates as well as educator accountability" (Herrera et al., 2012, p. 216). From a micro perspective, the results of the assessments help teachers to get to know their students: every student's strengths and weaknesses, thus to plan activities or adjust their teaching methods and materials used in lessons. For the students, the results of assessments, to some extent, can reflect the effectiveness of their recent learning: they get to know themselves better and rethink their learning strategies. Nevertheless, standardized tests cannot show us a comprehensive picture of language learners' language abilities. The design of such tests may involve cultural bias which has nothing to do with students' academic abilities and let them fail due to sociocultural factors. The time constraints of those tests absolutely favor the quick testers. And their high-stake characteristic may impose a negative influence on the psychological condition of the test takers (Hilliard, 2012). Therefore, teachers should not make judgments about

a student simply based on his standardized tests scores. In addition to standardized assessment, they should also use authentic assessment to monitor students' learning and growth, which can provide teachers with more accurate information.

Artifact G presented for this domain is a case study on a first-grade student Jose at my practicum site. This artifact includes 5 parts: (1) the student's cultural and linguistic background and his educational setting; (2) assess the student's ELP based on his general English oral language proficiency; (3) whether the student's needs are being met in the context of state and federal assessment requirements; (4) comment about the student's oral language, reading, writing abilities in a content area; (5) instructional recommendations and future assessment plans. My target student Jose is an active Hispanic ELL in first grade. He reached level 4 (Expanding) in WIDA ACCESS before entering the first grade. Since he was born in the U.S., he has great listening skills that enable him to understand academic content and daily conversations with no effort. By looking at his speaking score in WIDA ACCESS and assessing him using the Student Oral Language Observational Matrix (SOLOM), I found that he has high English oral language proficiency as well: level 4 by WIDA standards and 22.5 out of 25 on the SOLOM. What impedes him from getting a higher score is mainly the lack of academic language use and less varied sentence structures. His reading level, according to his teacher, is level E, which is at an intermediate level in his class. However, I assessed his reading level by taking a running record when I did the case study, and the result indicated that the level E book was considered a challenging text for him. After talking with his teacher, I realized that the level E books he reads regularly are in fact a little bit below this level in terms of language complexity, which made sense since I assessed him with a level E book of which the language complexity is exactly on the level. But according to my observation, he could do a better job if he had used the pictures as visual aids and be more careful.

Jose's weakest point is his writing. I assessed his writing by assigning him a culminating task after the end of the unit of nocturnal animals, in which he was required to write a five-sentence informational paragraph about nocturnal animals. A checklist was presented on his writing paper for him to do self-assessment before turning it in, and a teachers' rubric was used to grade his writing. Despite having met the requirements of the paragraph structure and some basic conventions like capitalization, finger space between words, and punctuation, some of Jose's invented spellings were incomplete which made the sentences unintelligible.

After assessing and analyzing Jose's language skills in listening, speaking, reading, and writing. I have come up with some instructional recommendations to help him improve his English. For example, incorporating meaningful activities into the class like group discussion to provide more chances for Jose to practice using academic language in his speech; learning strategies be taught explicitly so that Jose can learn how to make use of his prior knowledge, visual cues, and self-monitoring for reading and comprehension; adopting the Teaching/Learning Cycle model (deconstruction – joint-construction – independent construction) to teach him writing, requiring him to reread to a teacher/classmate or himself before handing in his work to check the spelling/invented spelling. To examine whether these instructional changes are effective, I have also included an assessment plan suggesting the ways of assessment and frequency at the last part of the artifact. And since assessment is a continuous process, none of the instructions is fixed, they should be continually adapted to meet Jose's specific needs and growth.

Applications to Practice: Implications and Future Considerations

TESOL Domain 8: Commitment and Professionalism

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

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

In the previous sections, I have demonstrated how I enact my philosophy of teaching and meet the TESOL standards, meanwhile addressing the complex relationships between the learner, the learning, context, curriculum, and assessment. In addition to the typical way of looking at their school profiles, I will get to know more about my students – their identities, interests, and needs – through home visits and exploring their communities. I understand the critical role that context plays in learning and forming learners' identities, and I am able to examine the learning environment and make it favorable to facilitate my students' learning and growing. I can design a curriculum which not only suits the state standards but also meets my students' needs. And I can monitor students' progress in all aspects through both standard tests and authentic assessments and adjust my instructions accordingly. However, a great teacher never stops learning and improving.

As mentioned in my teaching philosophy, I want to be a teacher who is more a facilitator than an instructor. And this is the first thing that I need to improve. Students come to the class with their whole linguistic repertoire and funds of knowledge (Moll et al., 1992); as teachers, we should "look at what children can do and do know" (Marten & Spielman, 2005, p. 454), building on their knowledge base and guide them to the answers to questions. If an instructor is one who controls the classroom and crams knowledge into students' heads, then a facilitator is "a guide on the side", rather than "a sage on the stage". In a classroom with a teacher as facilitator, knowledge is constructed by learners from experience (Gili, 2011). However, it is always easier said than done. Looking back on my teaching during the practicum, I find multiple times when I just wanted to let the students get the "right" answers to my questions without trying to know their thoughts and why they would think so. The first time I taught a decodable reading article to the first graders, I would

ask the students if they knew what it meant whenever we came across a new vocabulary; if they knew and explained it right, I would respond "yes" to verify their answer, but if they did not know or got it wrong, I would explain it myself. Surely, teachers do not have to ask students to guess the meaning of every new word they meet in an article, giving the definitions directly can be time-saving. However, there are words that although students cannot recognize at first sight, they can figure the meanings out by using certain reading strategies under the teacher's guidance. And the teacher-as-facilitator's job is to pick out those keywords, leading the students to use the context, the visual information, the sound, and their background knowledge to figure out the meanings, which is also helpful in reading comprehension questions. Though this might be more time-consuming, it offers students tools to learn and opportunities to practice using these tools, which can benefit them for a lifetime. Becoming a good facilitator needs careful planning, only with clearly stated objectives, carefully selected language points, and well-designed questions and activities can make the class most effective and efficient.

There is no doubt that having an exceptional lesson plan is half the battle, but whether a teacher can "win" still depends on how the lesson is delivered. Through the analysis of my own teaching videos, I realized that a teacher's language plays a significant role in lesson delivering. Once I asked the students to find the similarities between two sentences; the task was within their capabilities, but they just kept talking about the differences. The reason turned out to be the way how I formed my question, which was "what do they have in common?". I had this question out naturally, without a second thought, but I did not realize that the students had no idea what "in common" meant and I did not explain. The wording of my question has led to the students' confusion which also caused my frustration because they could not get to the right direction of the answer, and the pace of the lesson was disrupted.

To upgrade my skills in this aspect, I will read the book *The Power of Our Words: Teacher Language that Helps Children Learn* written by Paula Denton. The book talks about different kinds of teacher language that can make the teaching and learning activities more effective, like using language to help children envision success, raising open-ended questions to stretch their mind, and the importance of listening. I will also continue to videotape my own lessons, which I find quite helpful for a teacher to look back and reflect on her own teaching objectively. What's more, the video can be shared with other experienced colleagues or be updated to online teacher communities like *GoReact* (parents' consent is needed first) with a request that I need opinions on my language during teaching. By making full use of all the resources I have access to, I believe I can become a teacher with more powerful words.

After the teaching and learning process, it is also critical to assess whether the goals have been met. Compared to formal high-stake tests, I prefer authentic assessments which "identify and build on student strengths such as language, prior experience, interests, and funds of knowledge to facilitate learning" (Herrera et al., 2012, p. 23). One authentic assessment that I especially like is dialogue journals. Dialogue journals "require students to use written language in an ongoing dialogue with the teacher about events, thoughts, feelings, stories, and more" (Herrera et al., 2012, p. 40). Although the main focus is on meaning, the teacher can intentionally model grammar, spelling, or vocabulary to improve the student's communication in her responses. The students will be more highly motivated to communicate effectively when engaged in conversation with someone else (Herrera et al., 2012). It is a marvelous way to strengthen the students' language skills, monitor their growth, as well as get to know them. I used it with my first-grade class by writing letters. In the letters, I would ask questions about them: what they want to be in the future, their opinions on the characters they have read in the book, fun facts about animals etc. all the

questions were closely related to the units they were learning, and I would write back answering their questions or sharing my opinion. Although the letters were short, only about 2 or 3 sentences, the students got more chances to practice writing. I enjoyed reading their letters, and I believe they had a great time as well because their letters were always decorated with lovely drawings. This kind of formative assessment allowed me to see what my students have learned and mastered, thus tailor my instruction to their needs. It also helped me establish a closer relationship with the students. I think I will bring this to my future class as well.

The experience of staying in a real classroom as a teacher for a semester makes me realize that classroom management is also an essential factor to guarantee the effectiveness and efficiency of the teaching and learning process. There was a girl in my guided reading group who had difficulty following my instructions and concentrating, and would interrupt her peers when they were speaking. It bothered me for some time, and my mentor teacher could not help because the girl had always been like that when she was with any teacher other than my mentor teacher. It was then I realized that I should solve this problem by myself. After learning about communication skills for teaching in a classroom management class, I analyzed this issue and decided to try the skill of constructive assertiveness (Evertson, 2017). By using this communication skill, the teacher should "describe her concerns clearly, insisting that misbehaviors be corrected, and resisting being coerced or manipulated" (Evertson, 2017, p. 204). So, the next time when the girl played with her book when others were reading softly and interrupted another girl beside her, I gently put my hands upon hers to stop her action, looking into her eyes and said with a steady voice: "Talking to Naomi (pseudonym) right now interrupts her reading. If you have any question, you can raise your hand and ask me after reading. So, it is time that you open your book and start to read." I was not sure if it could work, but luckily, she stopped her misbehavior immediately and began to read.

Despite this little success I have achieved, I still feel that I should continue to improve my classroom management skills: establishing rules and procedures, organizing the classroom and materials, maintaining appropriate student behavior, and managing problem behaviors etc. To reach my goal, I will study the book *Classroom Management for Elementary Teachers* by Carolyn M. Evertson again and take notes. When I have my own class, I will start to think about how to make the physical environment of my classroom facilitates students' academic activities two weeks before school starts so that the students will have a well-designed space ready for and welcome them when they come to school. Setting rules and procedures are extremely important in the first month of school, and involving the students in the process can make them more willing to follow the rules and procedures (Evertson, 2017). Thus, I will take 5 to 10 minutes out of the morning meeting every day for the first few weeks to discuss the rules and procedures that can make our classroom a safe and welcoming learning environment with the students.

All in all, graduation does not mean the end of learning. I will continue to improve myself by following the research updates, practicing and getting advice from my colleagues, and utilizing the resources shared on the TESOL International Association, the American Council on the Teaching of Foreign Languages (ACTFL), and other teaching communities. Thanks to the master program at Vanderbilt University, I have learned and thought profoundly about language and education; I have formed my own teaching philosophy which I can refer back to and reflect on in my future teaching career. With my passion and commitment, I believe I will become a great teacher.

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Appendix

Artifact A: Community Literacy Investigation

Driving on the two main thoroughfares -- Nolensville and Murfreesboro Pikes -- in southeast Nashville (Chaney, 2010), it is not difficult for one to notice the clustering Hispanic businesses, churches and organizations. This area is an "ethnic enclave" (See Figure 1) where most Hispanic immigrants coming to Nashville took up residence (Chaney, 2010). In the past two decades, there was an incredible increase in the Hispanic/Latino population in Nashville due to its growing economy since the 1990s and a demand for low-skill labor in both the service and agriculture sector (Murphy et al., 2001). According to the 2016 Census, the Nashville metropolitan area is home to 601,222 people, with Hispanic/Latino of any race accounting for 10 percent and Mexicans 6 percent ("Population Demographics for Nashville, Tennessee", 2016).

Figure 1.   Location of Hispanic Residences in Davidson County.
Source: United States Census, 2006, created by Chaney, 2010.
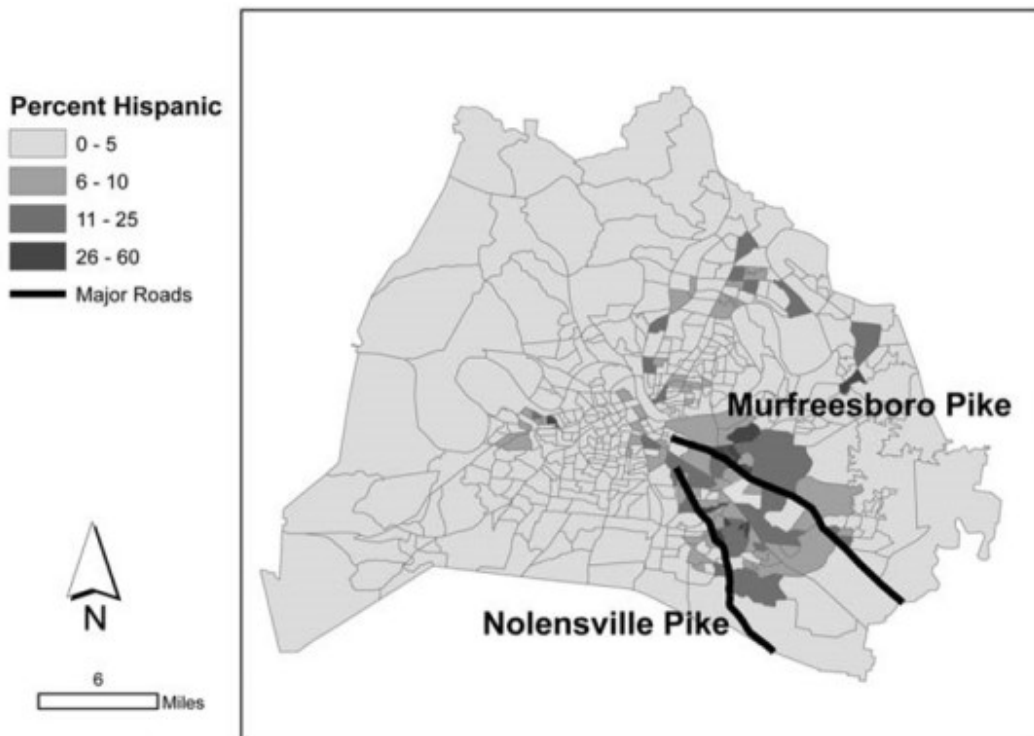
When Mexicans came to America, they brought their culture and language with them. Bartaco, Chuy's, Baja Burrito...walk on any street of Nashville and you can see Mexican restaurants packed with customers talking, laughing and enjoying tacos and nachos. Plaza Mariachi (See Figure 2), a "little Mexico" in Nashville, brings to the city Mexican music, streets, and art which offers fantastic cultural experience to people who have never been there and a "hometown" for nostalgic Mexicans. Spanish, the language they speak, is also an asset to American classrooms. Despite the differences, there are a lot of similar words in Spanish and English, like "program"

Figure 2. Plaza Mariachi

and "programa", "reform" and "reforma", "education" and "educación". Through comparison of the two languages, students can develop a metalinguistic awareness which provides them greater ability to focus on and use language productively (August et al., 2010).

The first stop of the field-trip is Casa Azafrán, a community center serving especially Latino families. By collaborating with ten organizations, they provide services in

education, health care, legal services, and so forth ("About Casa Azafrán", 2017). The center is decorated artistically with paintings, mosaic works and photos of Latino culture and community events, which I believe have made it an exotic place for me but a home for Latino families in Nashville. When I looked through the leaflets of activities and services at their information desk, I found several leaflets and brochures with helpful information on them: information about Pre-K schools (See Figure 3), workshops for micro-entrepreneurs (See Figure 4) and so forth. I've also found something special--a leaflet advertising creative writing classes (See Figure 5). Different from most of the leaflets in Casa Azafrán which are
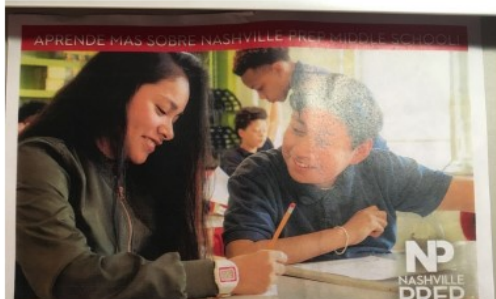
Figure 3.

Figure 4.

Figure 5.

bilingual (English and Spanish) or Spanish-only, this advertisement is presented only in English. Maria, the

family engagement manager of the center, told me in the e-mail that they make the language decision depending on what language they are offering the service in and their past knowledge on the demographic that usually utilizes or benefits from the service or program described on the leaflets. So from these kind of English leaflets we can see that English is important for Latino immigrants in America. In a city like Nashville where there aren't so many immigrant waves (compared to Miami, Los Angeles or New York City), "English Language Learner resources weren't ready to meet that demand and probably still aren't" (Gomez and Solano, 2015). So while providing services in Spanish, the most popular program in Casa Azafrán is English learning. Maria told us that all the 5 classrooms which together could hold about 150 people are all packed on Tuesday mornings, Thursdays, and Monday and Wednesday nights for three or four different levels of English classes.

This writing class described on the flyer is a free eight-week session for immigrants and refugees to learn how to write stories, which I do think is a great program that we can borrow from. Narratives are the most basic writing form that we have to teach our students. When teaching narratives in a class where there are English Language Learners, the teachers can ask the ELLs to write about the most unforgettable experience when they arrived America, and for the native students, they can write about their past experience when they first went to a new place. In addition to English, drawings and their home languages are also welcome as long as the students think they can express their ideas clearly, for it is helpful for language learners to construct language in personally meaningful ways to develop their communicative and grammatical competence (Kutz, 1997; Lindfors, 1989). After writing, the students' works can be collected and handed out randomly so that all their experiences can be shared. In order to avoid embarrassment, the students may not put their names on their works so that they can feel free to share. This is not only a good

way for the students to practice story telling, but also for them to get to know each other as they are from different communities and cultures. When thinking about their feelings and experiences of going to a strange place, the native students may begin to understand what the immigrant students went through. And for the immigrant children who had a difficult time getting into a new culture and are still in the silent stage because they are afraid of socializing although they long to (Igoa,1995), this would be a great chance to let their emotions out and "talk" to their classmates. There must be some similar feelings that all the students had when they were out of their comfort zone and stepped into an unfamiliar environment. Those feelings can arouse their empathy and let them become closer as classmates and as friends.

The second item which caught my eyes was a Spanish newspaper named *La Campana* (See Figure 6). I found it special because almost 70 percent of its news was about "DACA"(Deferred Action for Childhood Arrivals). It is obvious that the recent decision made by President Trump to end DACA has aroused big controversy. Every family sees their kids as a priority. So do Latino families who move to America in pursuit of a better life and hope their children receive better education here (de Jong, 2011). Newspapers are the best mirrors of what their target readers want to get information about.

Figure 6.

Teachers who teach multinational students can make use of newspaper in students' social studies.

They can ask students to bring local newspapers published on the same day in their home languages (like *La Campana, Tennessee News Chinese*, *TennKorea* etc.), divide them into groups and let them briefly introduce what news there is in the newspaper to each other in English. After the introduction, they may find some information in common. Take the DACA news as an example. As DACA is a policy concerning a large number of the immigrants' kids in the US, any change about it would soon be reported. Students in groups then can compare if there are different attitudes toward President Trump's decision about DACA in newspapers representing different cultural groups in America. If there are, what caused these differences? What opinion does the State Government of Tennessee hold? What about Nashville? What are the pros and cons of ending this immigration policy?And finally the students can come up with their own views on this issue. "Successful second-language learning requires extensive second-language input as well as sufficient opportunity to use the new language" (August et al., 2010, p.149), and discussions of real life problems have just provided ELLs the perfect chance. And as the way they perceive things is deeply affected by their culture and background knowledge (Windschitl, 1999), the students can learn best when they apply that to realistic problems, let different opinions clash, and then reflect on their original thoughts. This kind of activity can foster the students' analytical skills and critical-thinking abilities which American schools put emphasis on (Datesman et al., 2005), and also make them connected to different cultures as well as the real world.

It is acknowledged by educators that caring plays an important role in working effectively with students. Such "caring" should be authentic, which means not only convey feelings of concern, but actively take action (Gay, 2010). Prior to the Saturday field trip, I barely knew a thing about the Latino culture and the situation of the Latino immigrants in the US. This community literacy exploration gave me the chance to get to know a culture and its people who strive to survive and

thrive in America. Form this experience, I think community literacy is an essential way for teachers to know about their students' cultures: what they value, what their life is like in the US, and most importantly, what they need. From the decorations and traditional performances in the community, you can see how much they love their art; from the restaurants and markets, you can discover what food is normal in their life; from the advertisements and newspapers, you can know what they care about and what they need to keep their life going--language learning, legal service, insurance etc.. And when you read a brochure in a language you don't know about or pick up a commodity but have no idea what it's for, remember that feeling of panic or anxiety, because that's what the immigrant children might feel when they first come to America.

Obviously, a community literacy trip can be as simple as driving through the town, doing some exploration in the public areas of different communities. But given more time and chances, I'd want to visit the residential area, too. In that way I can have a close look at their living environment and everyday life. For teachers who want to build up a real close relationship with students, they can do home visits or let the student show them around the neighborhood to avoid embarrassment or fear (Moll et al., 1992). This is a good way to establish connection with the students.

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Artifact B: Philosophy of Teaching (in the Chinese Context)

Philosophy of Teaching

After graduating from Vanderbilt University, I may return to my hometown -- Sichuan , China -- to be an English teacher in a high school. English has been a compulsory course in Chinese secondary and higher education for decades (Yang, 2000). However, from my own experience and knowledge, English in most Chinese schools are still taught in a traditional mode: teachers give lectures and students memorize language points passively. Through this semester's study at Peabody College, I have been able to form a more comprehensive teaching philosophy which takes English learners' identities, cultural backgrounds, and their whole linguistic repertoires into consideration. In this paper, I'll mention the status quo of the English education in China or my hometown and talk about what I want to do if I can be a high school English teacher in Sichuan based on the teaching philosophy I've formed at Peabody.

As an English leaner myself, I used to consider my first language – Chinese as a hindrance to the foreign language learning. Because Chinese and English belong to different language

families, they have few similarities in terms of written characters, ways of expression and grammar rules. And my secondary school English teacher used to tell us that if we want to learn English well, we have to immerse ourselves in English-only environment. As a result of this teaching philosophy, we were prohibited from using any Chinese during our English classes. I cannot say what my English teacher did was completely wrong because thanks to this rule, we received large amount of English input in the limited class time and were "forced" to practice our English speaking skills as well. This kind of class mode provided the EFL learners more opportunities to be in the language and use it, since there were few chances for them to speak English outside the classroom. However, now I do not think this is the best way to learn English even if it has so many benefits. It is true that Chinese and English are two languages of little relation. Unlike Spanish, there aren't many (almost no) cognates between Chinese and English, so there's no way to utilize cognates to facilitate students' vocabulary learning. Chinese is written in characters while English in alphabets, so it's impossible to improve Chinese students' spelling and morphological skills with the help of their first language, either. Despite all the disparities between those two languages, I still consider Chinese helpful in English learning, and that's what I will incorporate into my own teaching.

What I'm considering is to teach English reading comprehension with the aid of Chinese. In China's National College Entrance Examinations (NCEE), the English test is mainly composed of 4 parts: listening, reading, grammar and writing. Among them, reading comprehension (passage reading and cloze test) takes up almost 47% of the full score(70 out of 150). However, students' performance in this area is not usually satisfying. To let the students better comprehend a passage, I think translation practice is an effective method. According to the NCEE Syllabubs (2016), the reading comprehension in the NCEE English test mainly examines the following aspects:

understanding the theme, general ideas, specific information, basic structure of the passage, and the author's intentions, views, and attitudes; guessing the meaning of words and phrases from the context; making judgments and reasoning according to the content read. Dividing the students into groups and let them work collaboratively to translate some long complex sentences or chosen texts into Chinese can push them to "recognize and discuss the text's microstructure while also making connections to the text's macrostructure" (Goodwin and Jiménez, 2016, p. 2). This could help the students to get a comprehensive and profound understanding of the reading passage, to develop good reading habits, and also matches perfectly with the testing goals. What's more, in the process of doing translations, the students compare the two languages and discussing with their peers about their thoughts of which word to choose, how to structure the translated version and their own strategies, which could support their development of metalanguage as well as metalinguistic awareness (Goodwin and Jiménez, 2016). Through the translation practice, I hope my students can acquire the reading skills needed for the NCEE as well as English literature reading. More importantly, I want them to know that their home language is valuable in foreign language learning, and even their Sichuan dialect can become their strength in learning English. For instance, the vowel [æ], which does not exist neither in Mandarin pinyin nor many other Chinese dialects, is a frequently used sound in the Sichuan dialect. Noticing this, students can avoid confusing the pronunciation of [æ] with that of [ai], a mistake frequently made by Chinese English learners. So as teachers, we can get the students' attention to such similarities between the target language and the language students have already mastered to improve the effectiveness and efficiency of their learning.

Since we all know the great significance of reading ability in language learning, there are actually few secondary schools in Sichuan have their own library. Take my former secondary

school as an example, it was a well-funded private school which did own a small library. However, the library was half-empty. There was an inadequacy of books and among the ones they had, almost all of them were Chinese books and some were overly outdated newspapers and magazines. If I were an English teacher in such a school, I would unite with other teachers who might share the same opinion as mine, go to the principal and ask for more worth-reading books especially some original English books in the library. For their high prices, few Chinese students are willing to or be able to buy original English books themselves, which may directly lead to their lack of English literature input. A school like the one I used to go to, a foreign language school placing so much emphasize on English learning and having enough funds, should provide more various English resources to its students to facilitate their learning rather than spend the money refurnishing the school buildings every semester. And as a teacher, this would be my way to advocate for my students.

Another big takeaway for me this semester would be to focus on what the students know rather than the diagnosing of what they do not know (de Jong, 2011, chap. 9). To reach this goal, first, I have to get to know my students. At the beginning of each semester, I'll give my students a literacy survey to fill in. The aim of the literacy survey is to research on their out-of-school literacy (Skerrett, 2015): what language do they speak to different people in different contexts? will they read/speak/listen to English after school? When? Or under what circumstances? Since Chinese classrooms are not as culturally diverse as the American ones, students group themselves according to their interests and certain sub-cultures. Knowing their likes is like knowing their little "communities", which can serve as the guidance in my class designing. I can use a popular English song to teach short phrases, cite an actor's lines from their favorite TV series to let them know the usage of a new word, and holding a dubbing competition -- give students the freedom to choose

one three-minute video clip to mimic the characters' pronunciation and intonation etc.. By tapping into students' funds of knowledge and community literacy, I believe that they can grow more interest in English learning and concentrate better during the class. In addition, this tells the students that English learning is not always boring and stressful, and it does not only happen at school, they can also learn English while relaxing themselves as long as they invest some attention and noticing. More importantly, getting to know my students' interests can help me build a closer relationship with them.

Teacher-student relationship is another aspect I pay special attention about. Unlike that in the U.S., where "teachers may actually have to fight quite hard to maintain their perceived position of authority" (King, 2016), teachers in China are generally respected by students. It absolutely feels good to be looked up to, but this could also bring a more distant relationship between teachers and students. Due to this kind of coercive approach (de Jong, 2011, chap. 9), I often hesitated to ask questions when I was in middle school because I thought the teacher might blame me, so I could only seek help from my classmates or just kept them and hoped that they could be solved someday. Teachers in China are more of transmitters of knowledge than facilitators. They always give the lecture on a platform which is at a higher position than where the students sit and creates a gap between teachers and students physically. When I become a teacher, I'd like to get down from that "chancel" and let myself be with the students to eliminate the distance. By literacy log or before/after-class free talk, I hope to know more about my students not only their difficulties in study, but also their life after school. It's crucial to realize that caring for students' personal well-being is of equal importance to caring about our their academic performance, for the two are interrelated(Gay, 2010). With a closer relationship built, I hope my students will feel free to ask me if they've got any questions. Moreover, instead of cramming my students with the knowledge

they should know, I will incorporate more group discussions and collaborative projects into my classes. For example, if I'm going to teach them about the past tense of English, I'll present them several examples first with the part I want them to notice highlighted and then let them work in groups to try to figure out the patterns and rules. And I'll go to each group to see how their work is going and offer some help or guidance. Just as the well-known Chinese proverb goes: "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." Through this kind of explicit-inductive approach (Ní Dhiorbháin and Ó Duibhir, 2017), I want my students to learn how to learn by themselves and the power of collaboration.

With regard to family engagement, like every other parent, Chinese parents are highly involved in their children's education. They supervise their children's daily homework, frequently communicate with the teachers about school issues, and generously invest time and money in children's extra-curricular training (Zou, Anderson, Sorin, & Hajhashemi, 2013). As a teacher, apart from keeping in contact with the parents, I also want to design some activities to include the parents into their children's learning. Though not all the parents know about English, they still desire to get involved in their children's education. In this case, for secondary school students, they can read/watch English news with parents, explain the news content and discuss the issues with their parents. This can be a regular weekly activity they do at home which can engage the students with the real world events and help accumulate writing materials. In the meantime, their discussion with parents about the news can be thought-provoking as parents usually have more life experience and can direct their children to think more and deeply. After that the students are required to write a journal entry briefly summarize what news they have read/watched and the essential ideas in their discussion with parents. I believe this activity is beneficial to English learning as well as good family interaction. When families are involved in their children's learning

both at home and at school, their children are more likely to achieve academic success, regardless of race, ethnicity, class, or parents' level of education (Henderson and Mapp, 2002).

Attracted by its delicious food, stunning views and historic sites, there is an increasing number of foreigners visiting China each day. The development of China and its cooperation with other countries around the world also create a need for more bilinguals/multilinguals. Thus, the students' identities as Chinese as well as global citizens become their shared impetus to learn English or another language. Although the current English education in China is test-oriented and this may not be changed within the foreseeable future, I still believe we can change some aspects of English teaching and learning within this context. Being test-oriented is not an excuse for staying in the comfort-zone (the traditional way of English education). It is true that not all the US education methods and concepts can be taken in a Chinese school for the cultural differences and classroom size. But we can always let students know their Mandarin and even local dialects can be helpful in English learning; we can try to know more about them not only as students, but also as "people"; we can lead them to think rather than giving the answers directly. The skills and benefits students gain from these changes do not conflict with getting a high score in examinations at all, but they might be the better ways both academically and cognitively. Advocacy is more than what happens in the legislature and education systems, it also involves teachers making decisions about what to teach, how to teach, accountability and assessment practices (de Jong, 2011, chap. 3). As a future language teacher, I will continue to explore ways of adapting what I've learned here at Peabody to the Chinese context, to value what students have brought to the classroom and offer them the best learning experience that they deserve.

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Artifact C: Second Language Acquisition Case Study

Part I. Introduction

Educational Background

Sichen, 22 years old, is now a first-year graduate student in the English Language Learners program at Peabody. Before coming to the United States, she completed her K12 and undergraduate education in China. She was born in a small county in the southwest part of China -- Sichuan province, of which the socioeconomic status is much lower than that of the first tier cities like Beijing, Shanghai and Guangzhou. She did her elementary education there in her hometown, and then went to a better school in Chengdu (the capital city of Sichuan province) for her secondary education. She gained her bachelor's degree in China Foreign Affairs University in Beijing.

Linguistic Background

Sichen's first language is Chinese Mandarin, which she started to learn since kindergarten. In the meantime, she also developed proficiency in Sichuan dialect which was frequently used in her daily life. Sichuan is a province which places vital importance on its dialect, all the local residents there communicate in Sichuan dialect and even some teachers would use Sichuan dialect to lecture. Due to the homogeneity of the province, most schools do not have rules prohibiting the use of dialects at school and in class, which leads to the result that students do a lot of code-

switching: they speak Mandarin in a Chinese class as that's where they learn it, otherwise they switch between Mandarin and Sichuan dialect depending on which one their interlocutor is using.

Sichen began to learn English when she was in the 3rd grade (8 years old). She had a 40-minute English class every week and the instruction was in Chinese. The teacher at that time was not proficient in English himself, for he even explained "New York" to his students as "New Zealand". So actually Sichen didn't learn much English in her elementary school apart from the 26 letters and how to greet others.

It was in her secondary school where Sichen received systematic English education. The secondary school which she attended was Chengdu Experimental Foreign Languages School(CEFLS), a school focused on and specialized in language education. There she spent in total about 170 minutes learning English in-class every weekday and also large amount of time finishing other English-related tasks like recitation and written assignments after class. The English teachers in CEFLS were qualified and excellent in teaching, and they gave the lessons in English only. As for the textbooks, they started with *Look, Listen and Learn* by L.G. Alexander which involves some basic sentence patterns and conversational texts for beginners. Then they proceeded to *Look Ahead*: a textbook created based on a British television program called BBC English in which the materials were all taken from real-life scenarios, interviews and literature in Britain. All English language skills(reading, writing, listening and speaking) were covered in the learning. Students were only allowed to speak English during English classes and they had to take both oral and written tests in mid-term and final examinations. To arouse students' interests and demonstrate their learning outcomes, the school would also hold some activities like pronunciation and intonation competition, film-dubbing and drama playing.

Sichen's English improved rapidly in her secondary school. And when she went to China Foreign Affairs University, she was assigned by the university she applied to another language as her undergraduate major -- Japanese. Devoting herself into a new language, her time invested in English was reduced. She had 2 English classes per week in the freshman year, but it was reduced to only 1 when she became a sophomore, and the content was even simpler than what she learned in high school. After passing the College English Test Band 4, her department stopped planning English courses for the students. However, as she decided to pursue her master's degree in the US, she continued to learn English by herself in order to get good scores in GRE and TOEFL tests.

Sociocultural Factors Influencing English Language Proficiency

Policy: Since mid-1990s, English has become one of the three main courses tested in China's National College Entrance Examinations (the other two being Chinese and Math) (Yang, 2000). As National College Entrance Examinations were considered "examinations that can change a Chinese student's fate", this policy made English a compulsory subject in secondary schools and everyone began to take it seriously. And even after getting into a college, all students have to pass the College English Test Band 4 in order to graduate. In such a context, Sichen had to learn English well to go to a top university in China and get her bachelor's degree.

Family: Sichen is from a nuclear family in Sichuan province. Neither of her parents have ever received higher education or English education. She is the only one in her family who has the opportunity to learn a foreign language so the expectations that her parents have on her were extremely high. In addition, as her secondary school is a private school, the tuition fee can be five times more than that of a public school. It is not easy for a middle class family like hers to support her spend all the 6 years in such a school. She wanted to seize the chance and not let her parents down, so she worked hard in middle and high schools.

School: Though Sichen didn't receive English education of good quality in elementary school, it did provide her chances to get a little taste of learning a foreign language and plant the seed of metalinguistic awareness in this 8-year-old girl's mind. And when she started learning English comprehensively and systematically, she was only 12, which is not a very young age for someone to learn a second language but was still in her puberty. According to Critical Period Hypothesis of Lenneberg(1967), the first few years of life would be an ideal time window to acquire language in a linguistically rich environment, after which further language acquisition becomes much more difficult and effortful. Although Stephen Krashen (1975) criticized this theory, he did not deny the importance of age for second-language acquisition and proposed that the ideal period would be from early childhood to puberty. Learning English at an early age has contributed to Sichen's good command of the language.

What's more, when Sichen was in the secondary school, the teacher required them to listen to the tape recorded by English native speakers and imitate their pronunciation and intonation. By repeating after a language model, her phonology skills improved quickly. Referring to dictionaries were forbidden during their English classes, which "forced" her to guess meanings of new material through inferencing. Guided by the teacher, Sichen developed a cognitive learning strategy (Chamot, 1987). In addition, the school had its students take English oral tests which included topic discussion. In this section, the student should draw for his topic, prepare for 1 minute and then talk about the topic for 1 to 2 minutes. This required students to practice their oral English in terms of how to express their ideas, pronunciation and intonation, and grammatical accuracy. To prepare for the oral tests, Sichen practiced a lot with her classmates. They would both talk about a topic in turn and give feedback to each other, they would also brainstorm ideas together when they

met difficult topics. This social/affective learning strategy(Chamot, 1987) helped Sichen with her English learning as well.

Motivation: Sichen is a big fan of *Harry Potter*, she has watched the movie series more than 10 times and has read the original books of J.K. Rowling afterwards. Thus she is familiar with everything related to *Harry Potter*: she can name different magic potions and their functions, introduce the characters and their family background, and talk about the Quidditch game created in the books effortlessly. Because of the *Harry Potter* movies, she also became a fan of Emma Watson, the British actress who performed as Hermione on the screen. Apart from her identity as an actress, Emma is also known as a book-lover graduated from Brown University with a bachelor's degree in English Literature. In the meantime, she is also an activist who advocate gender equality. As her fan, Sichen would follow every piece of news about her and the brilliant talks that she has delivered, which potentially contribute to Sichen's English input. Dreaming of one day she could be as excellent as her idol, Sichen is fully motivated to work hard on her English.

Part II. Description of Learner's Oral and Written Language Abilities

Phonology

1. The Context

The materials I am going to analyze for Sichen's phonological abilities are from two of the conversations we had earlier. One conversation took place at the Wyatt Center. It was quiet and there was only two of us, so the atmosphere was casual. I showed her two sets of line drawings, each of them was composed of 4 pictures and demonstrated a simple story. Sichen's task was to tell me what happened in the pictures. We had the other conversation at Sichen's home. She was excited on that day since there was a Halloween party at night. She was dressed like Belle in *Beauty and the Beast* and was more than happy to do the interview. In our conversation, she introduced a

sport called Quidditch from her favorite film series Harry Potter. She talked with a delight voice and sparkling eyes when sharing her favorite things with me. Both of the conversations were recorded, but this didn't affect the casual atmosphere of the conversations.

2. Phonological Analysis

The conversations between Sichen and me were informal and relaxing. Generally speaking, Sichen demonstrated rather high oral language abilities. She could speak fluently in academic settings. As she has rich experiences in language learning (she learned English as well as Japanese), she was quite voluble in conversations concerning this kind of topics. Sichen is a big fan of Harry Potter, too. So when she introduced the Quidditch game to me, she was excited, speaking with a louder and higher-pitched voice and was quite proficient in the special terms related to it, like "Quaffle ball," "Bluger," "Golden snitch" and so forth. However, she was not so good with narrative tasks. When she was describing the event shown by the line drawings, she tended to have more pauses and repetition, like "he returned home to bring a...mop...for the driver and help him to clear the snow and help...helped him to...help...helped him get the car outside the snow"; and longer pauses when moving from one picture to the next, for example "The girl...(obvious inhale and exhale and long pause)...um...the girl sometimes...(long pause)...um...grabbed...grabbed the bottle on the shelves in the supermarket". It seemed that telling a story took her more time to think what to say and organize her sentences. And because of this unfamiliarity, she seemed to be more nervous during that section, with her throat in tense and voice trembling a little bit. Though spoke fluently as Sichen did, she still made a considerable number of sounds like "um...err..." when she was thinking, organizing her language and searching for an appropriate word, which did not bring too many blemishes to her fluency but still suggested that she could not speak as fluently and effortlessly as an English native speaker.

With respect pronunciation, Sichen had high awareness of her own pronunciation when she was talking. She pronounced every word clearly without blurring or dropping any syllable, and would correct immediately once she realized there was a mispronunciation. However, she still tended to make certain patterns of phonological variations when she was engaged in thinking which distracted her attention from pronunciation. Occasionally, she would add a vowel at the end of the words like "and" and "find" and make them into "ande[ændə]" and "finde[faɪndə]." This kind of mispronunciation usually happened when a pause was followed, for example, " he could not find(e)...his keys before he go," "you may fall off the...your own broomstick and(e)...you just go out of the game." Another phonological phenomenon which can be discovered in Sichen's recording is that she sometimes pronounced the [ɹ] sound in the words but sometimes she just omitted it. For instance, she would say "morning[ˈmɔːnɪŋ]" "before[bɪˈfɔː]" "search[sɜːtʃ]" "return[rɪˈtɜːn]" "clear[klɪə]" but "corner[ˈkɔːnəɹ]" "car[kɑɹ]" "driver[ˈdraɪvəɹ]" and "work[wɜːɹk]". It seems that she is more likely to pronounce the [ɹ] sound if it is at the end of a word.

There are some other phonological variations she made during the conversations but were not frequent. For example, she pronounced "furious[`fjʊriəs]" as "fioris[`fiəris]" and "considered[kənˈsɪdəd]" as "conseed[kənˈsɪːd]". In these two cases, she "simplified" the pronunciation of the words by changing and dropping certain syllables. And when she wanted to say "months[mʌnθs]", she said "mons[mʌns]" instead and omitted the [θ] sound.

According to the contrastive model (Saville-Troike&Barto, 2017), because there is a mismatch between Sichen's L1--Chinese and L2--English systems in phonemic correspondences, the L2 speech sounds are "filtered" through the phonological system of L1 (Saville-Troike&Barto, 2017). Due to the lack of [θ] sound in the Mandarin phonological system (Phillips Galloway, 2017,

week 5), Sichen omitted it from the word "months" or in most other Chinese English Language Learners's case, they will use the similar sound [s] in Mandarin to replace the [θ] sound. Transfer can also be found in syllable structure (Saville-Troike and Barto, 2017). As most Mandarin syllables own the structure of V or CV which end with a vowel, when Chinese L1 speakers meet words which end with consonants, possibilities are that they add a vowel to the end of the words, like "ande" and "finde". In addition, unlike English, most of the sound of a character only has one syllable in Mandarin. So Chinese L1 speakers tend to have difficulties in pronouncing English words with multiple syllables and syllables containing sequences of consonants (Bergmann et al., 2007) like [fj]. Regarding Sichen's English learning experience, her former English teachers did not place too much emphasis on distinguishing American English from British English, which was the main cause of her "mysterious" [ɹ] sound. And because it adds difficulty to the pronunciation of a word if there is a [ɹ] in the middle, she avoided it most of the times and tended to keep it if the sound is at the end.

<p style="text-align:center">Semantics</p>

<p style="text-align:center">1. The Context</p>

The materials I am going to analyze is composed of two parts. One part is from the second conversation I had with my participant Sichen, in which she completed a persuasion task--persuade the principal of the school to provide money for a special event--as well as an introduction of a sport that she was familiar with. The conversation took place at Sichen's apartment where we had some snacks and drinks; and the role-play part, in which I played the principal of the school and she acted as the student, was a lot of fun so the atmosphere was quite casual and pleasant. The other part is a writing sample, the introduction and body part of a paper on the comparison of English learning in Japan, China and South Korea. The paper was originally a course assignment

when Sichen studied in Japan as an exchange student, which was required to be thoughtful and have proper citations. So it was formal and academic in content and language.

2. Semantic Analysis

As is shown in *Table 1*, the lexical density of Sichen's oral English transcript is 31.86% (Text Content Analysis, 2017). It is a rather low proportion, which suggests that instead of using a variety of words, she did a lot of repetitions. Her choice of connectives is a good example. From the transcript of her speech, it seems that whenever she wanted to start a sentence, she tended to use "and" or "so" as the connective or the beginning word, or sometimes both when she paused and thought what she was going to say next. In the expository and persuasion tasks Sichen has completed, in total, "and" has been used as a connective between sentences for about 11 times and "so" has appeared 14 times. For sentences which had additive relations, she could have changed "and" into "moreover, besides, furthermore..."; and for those which maintained a causal relation, "so" could have been replaced by "therefore, thus, hence, consequently...". The situation was the same when she tried to give examples. "Like" was her favorite word to introduce details or exemplify something. While there was nothing wrong with the usage of the word, she could also have used phrases such as "for example, for instance, such as..." to enlarge the variety of her word choices in the speech.

However, the general word choices in Sichen's oral samples were appropriate. When she talked with her friend about her favorite sport, the words used were relatively casual and could be easily understood by people who are not familiar with the sport. When she was introducing the different roles in Quidditch (the game in *Harry Potter*), she used "chaser," "beater," "keeper" and "seeker" which were vivid and clear so that the listener would not be confused when she described the process of the game. But when it came to persuade the principal, her word choices became a

little bit more formal than when she was chatting with a friend. More difficult words such as "renaissance" and "entrepreneur" could be found in use in Sichen's persuasion, which could also suggest that she had good awareness that the type/level of words to be used should be varied according to different conversation contexts.

Compared with her interview transcript, the lexical density of Sichen's writing sample is much higher. As *Table 2* demonstrates, the lexical density of her academic assignment is 42.29% (Text Content Analysis, 2017), which indicates that she paid more attention to diction when accomplishing the writing task so that the frequency of word repetitions was much lower. In Sichen's writing, she managed to use various transitions properly according to their functions. For example, to suggest the cause and effect relationship of certain contents, she used "since," "therefore," "thus," "as the result" and so forth instead of depending solely on the word "so" as she did in her speaking tasks. And when she wanted to emphasize the significance of something, except for using the word "important", she also employed another form of "important"--"of importance" and its synonym "crucial" in order to avoid repetition. Despite the fact that Sichen did a better job in lexical density in her writing, there are still some inappropriate word choices. For instance, in the sentence "what kind of test is held effects the English level of one country", her use of the verb "effect", to some extent, lacks careful consideration. It is true that "effect" can act as a transitive verb which means "to cause to come into being; to bring about often by surmounting obstacles; to put into operation" (Dictionary by Merriam-Webster, 2017). But in the context she provided, it's more likely that she wanted to say different kinds of tests held in one country can influence its English level. In this case, "affect" may be a better choice since it means "to produce an effect upon sth." (Dictionary by Merriam-Webster, 2017). Although the two words look similar, their nuances are worth of attention.

During conversations, the communicative pressure may not allow sufficient time for English learners to search for comparatively new and sophisticated words and put them into immediate use (Ní Dhiorbháin & Ó Duibhir, 2017). As "and" and "so" are the most basic connectives which English learners learn first and are most familiar with, it is understandable that they tend to use them more frequently in conversations when they have little time to process their language. Once it comes to writing, more time are given to them so that they can fully utilize their linguistic repertoire and perform better in terms of lexical density. As for word choices, Sichen's misuse of certain words might be caused by the transfer of her L1. In Chinese, she has only one word "ying xiang 影响(v./n.)" for all the words in English expressing the general meaning of "the power to affect the way someone or something develops, behaves, or thinks without using direct force or orders" (Dictionary by Merriam-Webster, 2017). It is a general term and acts both as a noun and a verb. But in English, we have several words embracing the similar meaning. Like the noun and verb form of "influence," "effect"--when it acts as a noun, "affect"--when it acts as a verb, and "impact" which means "**strong** impression or effect on sb/sth" or "to have an **important or noticeable** effect on someone or something". Sichen supposed that both the noun form and verb form of "effect" must share the same meaning as "ying xiang", she failed to notice the subtle differences in meanings and usage among the words when they function as different part of speech.

<p style="text-align:center">Grammar</p>

<p style="text-align:center">1. The Context</p>

The materials I'm going to analyse are composed of two parts. One is the oral transcriptions from an informal interview with Sichen, in which she told two short stories from the two sets of pictures shown and talked about her experience of being misunderstood because of some pragmatic reasons. The conversations took place in a corner of the Wyatt Center, where there were

comfortable sofas and had no one interrupt us. So it was just Sichen and me chatting as friends. The atmosphere was casual and relaxing. The other is an academic paper about the comparison of English learning in Japan, China and South Korea, which Sichen completed as a course assignment when she studied in Japan as an exchange student. The paper was required to be thoughtful and research-informed, so she took a week to read and search for related academic articles and data. Due to the whole length of the paper, I just selected the introduction and body part to do the analysis.

<div align="center">2. Morphological Ability Analysis</div>

As a result of 439 morphemes throughout 22 utterances, Sichen's Mean Length of Utterance (MLU) for her oral transcriptions is 19.95(see *Table 3*). She has a good command of free morphemes which she used most frequently and properly, like "man," "find," "girl," and "think,". Her morphological strengths also reflect in her accurate use of derivational morphemes. For example, when she was describing the weather in a morning, she added the derivational morpheme "-y" to the noun "snow" and changed it into an adjective--"a snowy morning." The same was true for multiple words such as "drive--driver" "admire--admiration" and "extreme--extremely". However, she seemed to have a problem with past tense during conversations, especially when several verbs were involved in one sentence. When she was telling stories, she made a lot of mistakes with the sentence tense. For instance, "in a snowy morning, a man wake, woke up late, and he could not find...his keys before he go, went out", "and he returned home to bring a...mop...for the driver and help him to clear the snow and help...helped him to...help...helped him get the car outside the snow". Despite the fact that Sichen had self-corrected almost every wrong verb tense, it is still obvious that she struggled with using past tense. And when there were

more than one verb in the sentence, it became even harder for her to make it right, which is demonstrated in the second sentence: "returned home to bring a mop...and helped him...".

The MLU for Sichen's writing sample is 21.4(see *Table 4*), a result of 963 morphemes over 45 utterances, which is a little bit higher than that of her oral transcript. The writing sample displays Sichen's ability of utilizing prefixes which contain negative meanings to change a word into its antonym, like "unstoppable," "unemployment," and "non-sovereign,". In the meantime, these words can also show her ability to use complex words which are made up of multiple morphemes. Another strength of Sichen regarding her morphological skills is that she can freely combine two words into one in order to meet her expressing needs. Take "job-hunting" as an example, she put the words "job" and "hunting" together to form a noun which means the process of looking for a job.

3. Syntactic Ability Analysis

With regard to Sichen's syntactic skills, generally, she could produce complete sentences with subjects and predicates and put words and phrases in the right order in both of her oral English and written work. The only difference lies in her fluency. The sentences in the writing sample went on more smoothly than those in the conversations, which were often interrupted by pauses and sounds like "um" when she was thinking about how to put the sentence in a sense-making way. Sichen's syntactic strength also lies in her ability of using logical links. In the oral transcription, except for "and" which she used most frequently to connect the sentences, she also applied "so" to show the cause and effect, "but" to indicate the transition and "then" to suggest the sequence. The logical links used in her writing assignment were even more varied and academic, such as "however," "therefore," "in addition," "on the other hand" and so on. While Sichen did a great job in employing various connectives appropriately, she seemed to have difficulties in grammatical

linking devices in her speaking, to be specific, the gender of the pronouns. In her story-telling, there were four times that she used "he" to refer to "an old lady" or "a girl" mentioned in the former sentences, which could definitely confuse some listeners because of the disconnection. Fortunately, this problem didn't appear in her writing sample.

4. Global Assessment of Grammatical Skills

Generally speaking, Sichen owns wonderful English grammatical knowledge. She is proficient in terms of morphology as she had a good mastery of using different types of morphemes such as prefixes, suffixes, inflectional and derivational morphemes properly to change the meanings, tense, part of speech and singular and plural forms of words to convey her thoughts and ideas. She also knew how to correctly bond the morphemes together to "create" words that could meet her demands, like "English-speaking" and "job-hunting". Her only weakness regarding morphological skills was to use the past tense correctly during conversations. Because of her L1--Chinese--to express the past tense is simply a matter of adding certain time-suggesting words, there is no need to change the form of any character. For instance, in Chinese, the past tense of the sentence "我走路。I walk." should be "我走过路了。 I walked." We don't have to change the existing Chinese characters but just add some certain words like "过" and "了" to the original sentence to suggest the past tense. However, she was aware of her mistakes and could correct them immediately. What Sichen needs is just more practice. With respect to her syntactic level, she also showed strong ability to write complete and grammatically correct sentences. In addition, she could use diverse logical linking devices effectively to connect the sentences which made her speech and writing cohesive. One problem is that she sometimes misused the pronouns as the grammatical linking devices due to the gender issue in her oral English. Again, this may be influenced by her L1 transfer, as the sounds for the Chinese characters of the pronouns "he" and

"she" are totally the same. This kind of mistake could not be seen in her writing which might suggest that she actually knew the right usage of different pronouns and proofread carefully. Anyway, she should pay more attention to this aspect in her talks and try to avoid such mistakes. Overall, Sichen's writing prompt outperformed her oral transcription in terms of grammatical skills.

Pragmatics

1. The Context

Sichen is a Chinese student who is now in the English Language Learners program at Peabody College. We've met before coming to the US, so we are classmates as well as friends. The conversations between Sichen and myself took place after school at a corner in Wyatt Center, where there were comfortable sofas. There were no other people around which, if there were, might make the interviewee feel embarrassed and nervous. So the situational context was quiet but relaxing. While the interviewee was informed that the conversations between us would be recorded, conversations were typically informal and always in person (face-to-face). Sichen occasionally took short breaks to check her phone and drink some water. Sometimes she would talk with me in Chinese about mobile-phone games or gossips during the breaks. The linguistic structure of the conversations typically consisted of a set of questions referencing her home language abilities, foreign language learning experience and difficulties she has met when communicating with foreign language speakers. Conversations also consisted of five situations designed to elicit her ability of language using in different contexts.

2. Pragmatic Analysis

In a linguistic context, Sichen answered some questions regarding her native language and her English learning experience (Phillips Galloway, 2017). She was a little bit nervous at the very beginning of the interview so the answers for the first few questions tended to be short. But when

she got used to it, she began to add more information and details to her responses. Within a situational context, Sichen would sometimes leave some unfinished sentences when she could not find a good way to express her feelings or ideas, but thought that it was fine to do so, as I could still understand and infer what she meant for we share the same culture background and some similar experiences. she was a highly concentrated participant who listened carefully and tried her best to give replies. And whenever she had difficulties with coming up with a certain word, she would ask me for help.

As a graduate student now studying in America, Sichen displayed a rather high English language proficiency. She has a good awareness of pragmatics and changes her responses according to the different contexts offered by the elicitation situations. For example, when she had to refuse the professor's offer of an opportunity to pursue a PhD, she was able to notice the social context (Bergmann et al., 2007) in which the professor was her "boss" and was someone she should respect. So when she turned down the offer, instead of saying "sorry, I don't want to go" directly, she expressed her sincere gratitude first and then gave a very good reason--family--for not going, which was quite understandable for the listener. In this way, she could refuse the professor's invitation without threatening his face[1].

In all her responses, Sichen did a good job conforming to Grice's maxims of relevance (Bergmann et al., 2007). During the whole interview, she was focused and answered the interview questions with cohesion. And she did not shift the topic randomly. However, the other Grice's Maxims were not always adhered to during conversation. In the situation when a classmate asked her for the lecture notes, she told him she did not take notes the week before while the truth was

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[1] According to Penelope Brown and Stephen Levinson(1987), a face threatening act is an act that inherently damages the face of the addressee or the speaker by acting in opposition to the wants and desires of the other.

that she took really good notes. Here Sichen flouted Grice's maxims of quality (Bergmann et al., 2007) as she lied about her notes. She did not have adequate evidence when she said "I didn't take notes last week". If her classmate did not mind the missing part of the notes and insisted on borrowing, she would instantly be caught in a lie. However, Sichen's purpose for saying this was to show her unwillingness to lend her notes. She told a lie instead of rejecting her classmate's request directly because she did not want to cause embarrassment. In order to maintain the relationship, she added "But if you want to borrow that I will take the notes in a good way next week and make a copy for you." right after she told the lie, which in fact may cause the failure of her rejection. She did not always adhere to the maxims of quantity and manner (Bergmann et al., 2007), either. In situation 3 when Li Jun asked Sichen to lend him some money, she responded, "I'm sorry but the money I get from my parents is stable every year. I can't...This is all I get this month and I have to pay the rent. If I don't pay the rent, I will be faced at more rent the next month. They will charges me punishment. OK...so I'm sorry. Could you please ask somebody else?". She was supposed to answer whether she would like to lend him money or not, which she did through the last two sentences. But before that, she gave too much information which was more than required. By doing this, she flouted the maxim of quantity. It is fine if she wants to explain why she cannot lend money to Li Jun, for which she could just say she only have the money for her rent. But what she mentioned about the punishment for not paying the rent was unnecessary. That part did not answer the question and caused the redundancy of her reply, which flouted the requirement of briefness in the maxims of manner (Bergmann et al., 2007).

The factors which influence Sichen's participation in socially acceptable conversation involves the person she is communicating with, her relationship with that person and her Chinese cultural background. For instance, when she has to refuse someone, she will do it in distinct ways

regarding the interlocutor's identity and her relationship with him/her. In her conversation with the professor she is working for, her language was formal and carefully organized--she expressed her gratitude before turning down the offer. When she had to refuse her classmates, she found it difficult. Because on one hand, she did not want to agree to their request; on the other hand, she wanted to maintain their friendship. Her language was informal, euphemistic and she would even tell a "white lie" in order to reach her goal. The reason why she would do so also has something to do with her cultural background. In traditional Chinese culture, classmates or friends are supposed to help each other and maintain a harmonious atmosphere. If she refused them directly, she may be considered indifferent and unkind. However, if the interlocutor is a total stranger and his request does not make sense, she will refuse him directly without hesitation and any kind of apology.

Part III. Assessment and Theoretical Framework

SOLOM

Evaluated by the Student Oral Language Observation Matrix (SOLOM) (Phillips Galloway, 2017, week 7), the oral language abilities of my participant would be between level 4 and level 5. In terms of comprehension, she could completely understand everyday conversations and normal classroom discussions effortlessly, which I believe she could be graded as level 5. Despite some pauses and producing sounds like "um...err..." when she was thinking or processing her language, she could speak fluent English which approximates that of a native speaker. So she can score a 5 in fluency. Occasionally, she would have difficulty in finding an appropriate word to express her feelings or ideas due to verbal lexical inadequacies. For example, in our first interview when she talked about her experience of being misunderstood because of how her words were interpreted, she said "But I just can't... but when I say the word out I feel that 'oh I sound so...indifferent'."

She failed to find an appropriate verb to follow "can't", so she rephrased her idea. And before saying "indifferent", there was a long pause when she was searching for the word. Thus her vocabulary level would be level 4. Sichen demonstrated rather good pronunciation. She pronounced every word clearly and would correct herself once she realized a mispronunciation. She could get a 5 in this part as her "pronunciation and intonation approximate that of a native speaker" (SOLOM). In her Grammatical errors were sometimes made, most were about changing verbs into their past tense and grammatical linking devices like pronouns of different genders. However, these errors did not obscure meaning. She is in level 4 with respect of grammar. In general, Sichen's score according to SOLOM can be 4.6, which suggests her ability to use English properly and proficiently to convey her thoughts and complete the tasks.

Language Acquisition Chart

Another tool used to assess Sichen's English proficiency globally is Language Acquisition Chart, by which Sichen can generally be attributed to level 5 -- Advanced Fluency. She could communicate her thoughts completely and fluently in our conversations which involved topics like her learning experiences, sports, how to persuade/reject someone and so on. And as a graduate student at Peabody, she is able to finish the reading tasks, comprehend the class content and be engaged by actively participating in group discussions and expressing her own ideas in front of the class. Thought her vocabulary is a little bit below what is required by level 5(beyond 12,000 receptive/active word vocabulary), she could make full use of the 10,900 words(Test Your Vocab) that she has mastered in her writing. This is the reason why the word density of her writing sample " Report from UNSC of BMUN" can be as high as 64.09 (Text Content Analysis). In addition, Sichen's ability of justification was demonstrated in the task which she had to persuade the school principal to fund their activity. Her ability of illustration and summarizing could also be seen when

she introduced her favorite sport. In her writing sample, she could relate the test system of different Asian countries with their average English proficiency levels and employed more complex grammatical structures in her writing, such as "It's an official language in 67 sovereign states and 27 non-sovereign entities, printed on every passport, used in international conferences, spreading to every corner of the world." In conclusion, Sichen is fluent in her second language and reaches the Academic Language Stage, which is level 5 according to Language Acquisition Chart.

SLA Theoretical Framework

When analyzing Sichen's overall language abilities, I drew on various theories. Firstly, when analyzing the factors which might influence her language learning outcomes, I referred to Lenneberg's(1967) Critical Period Hypothesis, which proposed that the first few years of life would be an ideal time window to acquire language in a linguistically rich environment, after which further language acquisition becomes much more difficult and effortful. Getting to know English at 8 and began to learn it systematically at 12 might have contributed to Sichen's high English proficiency. Secondly, the language-learning strategies formulated by O'Malley and Chamot(Chamot, 1987) were also utilized in analysis as "differential L2 outcomes may also be affected by individuals' learning strategies"(Saville-Troike&Barto, 2017, p. 97) , the combination use of cognitive and social/affective language-learning strategies also helped Sichen in English learning. Last but not least, Sichen's integrative motivation, her "interest in learning L2 because of a desire to learn about or associate with the people who use it"(Saville-Troike&Barto, 2017, p. 92), led to her constent progress in English.

Then I mainly employed Contrastive Analysis(Saville-Troike&Barto, 2017) in accounting for the reason why certain patterns would exist in Sichen's pronunciation. Contrastive Analysis states that there will be transfer of elements acquired (or habituated) in L1 to the target L2. In

Sichen's speech, she would sometimes add a vowel to the end of a word like "and," "find" and turn the pronunciation of them into "[`ændə]" and "[`faɪndə]". This is because in Chinese pinyin, the pronunciation of characters are always in the form of "Consonant + Vowel", a rule that she transferred unconsciously to her English oral language.

Part IV. Instructional Recommendations

Phonology

As an attentive learner and speaker, Sichen did not have many major phonological problems in her oral English. Mispronunciations only occur occasionally and she was aware of her main problems and tried very hard to avoid them. However, if she still wants to improve her pronunciation, her teacher can place her with English native speakers in group discussions. If the meaning of her sentence is obscured because of her mispronunciation, her English L1 peers would ask for repetition so that Sichen can notice her own mistakes. Moreover, since she had not received any feedback of her oral English accuracy from native speakers before, partnering with an English L1 classmate and seek help from him/her by asking them for feedback could be an effective way to further improve her phonological skills.

Another useful way to perfect her phonological ability would be doing presentation. The teacher can record his/her students' presentations, share the recordings, let the students watch his/her own part again when back at home and do self reflection. The reflection questions can include "are there any specific sounds you are having problem with?" "how is your accuracy of grammatical structures and vocabulary?" and so forth. After self-reflection, the teacher can schedule a one-on-one meeting with the students, during which they can redress the existing problems together.

Semantics

To improve Sichen's semantic skills, her English teacher could focus on which groups of words that she is currently confused about by reading her assignments and paying special attention to her diction, and help her clarify the specific meanings or connotations of the words. In addition, the teacher can include this aspect into her lesson plan. When the class are reading the same materials, the teacher can pick out the similar words (no matter they share similar spellings, similar meanings or both) like "sign, symbol, signal" in the texts for the students to notice, to discuss and to distinguish with his guide.

As for Sichen herself, she can make use of various tools to help her develop semantic skills. To reduce repetition, she can use different forms of one word like she dealt with "important", and she can also use the thesaurus to look for the word's synonyms. What's more, I suggest her checking the English meaning and sentence examples when looking up a word in a dictionary. Because compared with its translated Chinese meaning, the original English version is more detailed and specific, which can help her understand which word to use in different contexts.

<p align="center">Grammar</p>

From the previous analysis, it is not difficult to summarize that Sichen has a relatively high grammatical level which is especially demonstrated in her writing. So I suggest that she emphasize on improving her grammatical abilities in speaking. Recognizing her weakness, her teacher could assign her some oral narrative tasks. The topics can be "a(n) happy/sad/unforgettable day" "the most meaningful activity I've ever participated in" or just retell a story. As these topics normally involve the use of past tense and pronouns to refer to a specific figure, they can help Sichen practice what she is inept at. The teacher can check by having a conversation with Sichen or do peer-check if it becomes a class activity. As a class activity, the teacher can utilize the "4-3-2" technique(Oxfrod University Press ELT, 2016) which means asking the students to pair up, tell a

story of their own choice in 4 minutes, then switch partners, tell the new partner the same story within 3 minutes, and switch again, do it in 2 minutes. In this way, students cannot only practice their narrative skills, but also learn to adapt their language according to the time limit.

<center>Pragmatics</center>

One activity that Sichen is doing and can continue to do to improve her pragmatic skills is observation. In the US, the cultural context is very distinct from that of China, which will exert significant influence on people's ways of communication and their attitudes toward the same response under similar situations. And a good way to learn is to observe how native speakers give responses. Take the daily greetings as an example, when Sichen was learning English in China, the textbook taught her the only way to respond to "How are you" is "I'm fine. Thank you. And you?". While there is nothing wrong with this response, she found that the native speakers in the US actually rarely use this. Instead, they prefer to say "good" or "great" which sound better than just "fine". The observation can take place in daily life whenever there are conversations between Americans going around her, or even in American TV series which have settings in the American's real life to see how they interact with each other in different situations.

In a classroom setting, the teacher can organize some activities to improve students' pragmatic skills. The topics of the activities can be chosen by students, the teacher can provide some topics like requesting, refusing, appoligizing, complimenting etc. for students to vote. As for the activity, take "requesting and refusing" as an example, students can stand face-to-face in two circles -- an inner circle and an outer circle. Each of them will have a partner, the one in the inner circle will make a request and then the other one in the outer circle have to reject the request. And after the conversation, both of them can communicate their feelings about hearing the request or refusal, and give feedback. Then the activity continues by the inner circle moving clockwise by

one person each time. After a round, the teacher can lead a debrief session to summarize what are the proper ways of requesting and refusing.

Part V. Critical Reflection

Although I had a course of linguistics where we learned some basic concepts when I was a sophomore, I've never done such a case analysis before. In China, we often judge one's English proficiency by test scores. Tests are important as they can reflect some problems a student may have in his English learning. But a teacher cannot just focus on the final number appearing on the examination paper, instead, he should analyze why this student get such a score, what are his strengths and weaknesses. Through the work in this semester, I've learned to assess a student's English proficiency from different aspects such as phonology, semantics, grammar(morphology and syntax), and pragmatics. Looking into a student's abilities in each of those aspects can help me get to a comprehensive understanding of his English level thus tailor my instruction to his needs. I still remember seeing an English teacher frowned at a student in his class who always got the lowest score in English tests: "what's the matter with you? Why can't you study harder?" The boy stood there, with his dead down and didn't say a word. I was wondering did the boy even know how to work harder, especially what he should work on. In the future, if I meet a similar student, I can analyze his abilities in each of the four aspects, note down what he has already acquired and what should be improved, then try to come up with specific instructions to help him.

With regard to instructional recommendations, I could only write some general suggestions to my participant at first, and most of them only need her own efforts. After receiving the feedback, I realized that as a future teacher, I should push myself to think about the teacher's role in students' language development. This could not only be sentences like "the teacher can help her with her grammar", but should be more specific which includes how to find out the problems, what methods

can the teacher use to deal with the problems and are the activities feasible and effective. This course reminded me of the necessity of assessing my own instructions.

Finally, as I wrote the mini-analyses, I was surprised at how much information I could get with limited materials. With the same piece of writing or recording, as I shifted the goal of analysis from semantics to grammar, a lot more evidence and clues came to me again like what I could get from it was infinite. This tells me that everything our students have produced is invaluable, teachers can always get enough materials from students which can demonstrate their identities as well as language abilities. In order to "interpret" those materials, teachers should be armed with some SLA theories like using the "3 Tier Vocabulary Words" to analyze students' semantic abilities. It is also crucial that teachers know how to use certain tools to get the language data such as Mean Length Utterance (MLU) and Type to Token Ration(TTR) to get a clearer view of students' language proficiency.

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Appendix

Table 1. Text Content Analysis of Part 1 (interview transcript)

Total Word Count:	904
Total Unique Words:	288
Number of Sentences:	255
Average Sentence Length:	3.5
Number of Paragraphs:	3
Hard Words:	6.19%
Lexical Density:	**31.86%**
Fog Index:	3.90

Table 2. Text Content Analysis of Part 2 (writing sample)

Total Word Count:	778
Total Unique Words:	329
Number of Sentences:	48
Average Sentence Length:	16.2
Number of Paragraphs:	7
Hard Words:	12.08%
Lexical Density:	**42.29%**

Fog Index:	11.32

Table 3. MLU of Interview Transcript

Total Words	395
Utterances	22
Morphemes	439
MLU	19.95

Table 4. MLU of Academic Writing Sample

Total Words	773
Utterances	45
Morphemes	963
MLU	21.4

Artifact D: Video Analysis

I. Macro-Analysis

This macro-analysis is a reflection on a lesson taught in my mentor teacher, Ms. Johnson's, first grade English Language Arts class. There are 20 students in the class with only 2 native speakers. However, most of the English language learners in the class were born in the U.S. and have been in J.E. Moss Elementary School since kindergarten except 2 Spanish-speaking newcomers this semester. The majority of the ELLs have the English language proficiency between Level 3 and Level 4 according to WIDA standards, but there are still 5 students at relatively lower English language levels around Level 1 and Level 2. The class had just started a

new unit on night animals for the week, and their goals for this whole unit were to ask and answer questions about night animals, compare fiction and nonfiction text features, and write informative/explanatory text (Tennessee State Board of Education, 2017). On Monday, they had read a fiction text about night animals and talked about its text features. The lesson recorded took place on Tuesday morning, when they originally had no other English Language Arts plan due to a fieldtrip they would go at 9 o'clock. Since they were about to jump into nonfiction texts which they had little exposure to before later that week, I selected a video about night animals and was something in-between a fiction text and nonfiction text to serve as a transitional lesson.

Before starting my own lesson, I asked the students what they've learned about night animals the day before hoping to connect the new lesson with their prior learning (Echevarria, Vogt, and Short, 2018). Then I explained the general schedule of the lesson and introduced the content and language objectives. Despite the fact that I orally stated the lesson objectives and displayed them on the interactive whiteboard for students to see, either the content or language objective was clearly defined and reviewed with students (Echevarria et al., 2018). I kind of rushed through the objectives by myself: "after today's lesson, you will be able to answer questions by reading and listening to the text, and I hope you can understand and write down facts about the nocturnal animal that we learned in the video", leaving some of the students unengaged – looking at the other side of the classroom, stretching on the learning rug, or playing their own hands. And even if they payed full attention to the content and language objectives, they still wouldn't have got a clue about what we were going to learn exactly due to the over-generality of the objectives. I wish the objectives were more specific, stating the exact night animal we were going to learn and including the sentence patterns we would use to write. What's more, I could lead the students to read the objectives together since they were written in kids-friendly language to keep them engaged.

Then in order to make the students focus on the video, I asked them to make predictions about what content the video might include by imagine themselves as the video-makers. The students seemed to be confused about the question at first, so I rephrased it to let them suppose they were the experts who wanted to introduce night animals to me, a person who knows nothing about night animals. Then several hands were up in the air and students shared their ideas like "they stay awake all night", and another student added on the first one "they stay awake at night to find food", "they are hunters". After hearing all their predictions, I reminded them to think whether their predictions came true while watching the video and began to play. The video was a 90-second song produced by Pinkfong, a corporation which makes fun, educational videos. In the song, there were three night animals introducing themselves to the kids with informative but kids-friendly language, so the content was appropriate for age and educational background level of students (Echevarria et al., 2018). The kids loved the video and was 100% concentrated to the content of the video. Thus, when we checked their predictions after watching, more students participated and shared their gains. Here, making predictions based on what they've already know before watching the video and knowing that they were to check their predictions made the students active audience, a metacognitive strategy (Chamot & O'Malley, 1996) that could help them with future listening and reading as well.

After forming a general understanding of the video, we shifted the focus to one of the nocturnal animals introduced in the song – the owl and began to do focused listening and close reading. The *Jumble* activity, in which the students were supposed to put the messed-up sentences into the right order by listening to the song, was completely new to them. I orally explained the activity once before letting them listen for the first time and gave them 1 minute to look through the text individually. While the video was played, some students looked at their Jumble worksheet

while listening to the song, some only focused on the video, and others were busy going between the two. Though the animation could help with comprehension of the content, since *Jumble* was a listening task, the visual became a distractor which in fact provided confusion and lowered the effectiveness and efficiency of this activity. After listening for the first time, most students didn't get all the answers, so I played the part once more for them to complete the task and check their answers. During the second time, the students seemed to be more purposeful while listening, they were writing down numbers and making changes to their original answers. And when I checked the order in the whole class, many of them reacted actively to tell the right answers and the did a great job. However, when I handed out the correct version of the transcript to the students after checking the answers, I still found a 3 or 4 of them didn't do as I expected – they either had only written down their names or shadowed the sentences with pencils. Then I realized that for lower English language proficiency ELLs, my explanation of this new academic task was not clear enough (Echevarria et al., 2018), plus their reading level might be far behind their peers, they would even have troubles locating the sentences they had heard. Clarification of the task, differentiated instruction and modeling were needed there.

Followed the focused listening was the close reading time when we figured out the meanings of some important vocabulary and complete a tree map using the facts provided by the text. I read through the text while the students were looking at the transcript to familiarize them with the text as a whole, and some of them followed me reading together. Then I pointed out the key words (unique, underneath, upside-down, and swoop – high-frequency academic vocabulary and words that are important to text comprehension) in the sentences and asked the students to infer their meanings based on the context and video they've watched, which is a skill required by the state standards: determine or clarify the meaning of unknown and multiple-meaning words and

phrases based on grade 1 reading and content (Tennessee State Board of Education, 2017). By providing guided questions, students were quick to guess out the meanings of words. But problems still existed, for example, when we tried to work out the meaning of "swoop":

Teacher: What does "swoop" mean?

Student A: Umm…they are…(interrupted)

Teacher: How can they catch an animal?

Student B: They are very tired?

Teacher: So where is the owl? Where does it stand?

After asking the first question, there was one student trying to share her opinion, but I interrupted her. I assumed that they couldn't figure it out by themselves and didn't provide sufficient wait time for student responses (Echevarria et al., 2018). This happened frequently during the lesson and I was not quite aware of it because the process went so smoothly under my guiding questions and the students followed closely. However, this made the interaction more like an IRE pattern rather than encouraging elaborated responses from students, promoting their independent thinking skills and higher order thinking (Echevarria et al., 2018). According to Brown (2007): "The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others" (p. 43). It would be better if I allowed more seconds for the students to examine the text by themselves, take a look back at the video, or discuss in groups to find out the word meanings.

Having gone through all the key vocabulary, the students did a word-picture match activity to check their understanding of the key words, consolidate the knowledge and then we did several repetitions. While the matching game was fun, the repetition of words was boring and not everyone

followed. Students would be more engaged if we had added some physical movement when talking through the text and repeating the words, and the lower ELP ELLs would also comprehend better.

With all the comprehension barriers cleared, we then proceeded to the tree map which could help the students organizing the information they garnered from the text and prepare them for the final writing task. The night animal they were going to write about was the owl, and according to the content, I generalized 3 columns for students to complete together: owls are ___, owls have ___, and owls can ___. The class brainstormed together based on what were mentioned in the video that they had just learned as well as their preexisted knowledge. It was not difficult for the kids to fill in the tree map blanks with text information after all the listening and close reading activities, and they even made the "tree" more fruitful with their funds of knowledge (eg. "Owls have wings", "Owls eat worms"). However, when they actively provided the sentences, they still kept themselves in their language comfort zone – few new words were used. Since vocabulary is gained through several meaningful repetitions, especially in using the words in a variety of ways during a lesson (Echevarria et al., 2018), I think the writing tasks were great opportunities for the students to apply what they've just learned. But as the teacher, I failed to catch the chance to push/guide them to apply and practice.

The last activity was a Mini-bookpage Team Project. We went through the text features on the book page that they were going to create – the heading, illustration, and facts, and then they worked in table groups of 5. The students were grouped according to their English language proficiency (a mixture of high, middle and low) and who can work well together, so that they could help each other. While some good team work and linguistic peer support (Martin-Beltran et al., 2017) were observed (eg. a boy was explaining my instructions to the Mexican newcomer in Spanish; when one student wrote down "owl are…", her teammate suggested that they should add

an "s" at the end of the word "owl" to make it grammarly correct, and the whole team worked together to spell out "nocturnal" based on its sound), disengagement was also found because there was only one worksheet on each table – some students tended to do free drawing or play with everything at hand if they were not working on the book page.

Just as Hammond and Gibbons (2005) suggest, sequencing of tasks is significant in that the learning outcome for each task serves as the building block for the next. In this lesson, I first activated and bridged students' background by connecting their prior learning to class content. Through focused listening, they were expected to form a general understanding of the material and then went into the conscious learning process to study at the sentence/word level. After they mastered the new content and language knowledge, a thinking map was used to prepare them for the culminating writing task which they completed confidently because of the former scaffolding. Overall, students demonstrated their ability to comprehend and answer questions about the learning materials, recognize some text features, and write down facts about owls (what owls are, what they have, and what they can do) at the end of the lesson, which served as evidence of their efforts to meet the state standards. In spite of the inclusion of all four English language domains: listening, speaking, reading, and writing, the lesson had more IRE interaction patterns than high-quality interactions between the teacher and students and among students. If I could do it again, instead of saying "they stay awake all night, that's why they're called night animals, right?", I would ask the students to think and explain why they're called night animals or how they differ from day animals; I would allow them more time to infer the meaning of new words from the context rather than leading them to the right answer in a hurry; when I had a Somalian student eager to answer a question but couldn't say a word when being called on, I could have asked him whether he could say it in his L1 instead of just waiting patiently and then skipped him. What's

more, I realized how important it is to give clear instructions both verbally and on written and to model before letting students work individually in a new activity. Even a decision which seems as small as grouping could affect students' engagement and participation in an activity. For example, in the last writing task, it would be better if the students worked in pairs instead of in groups of 5 so that everyone could get more practice while the lower level ELLs could still be supported by a peer with higher English language proficiency. In the planning and implementation of units of work, it's crucial that I take account of all of the designed-in features of scaffolding (Hammond & Gibbons, 2005), think ahead what I would say in detail, how students might respond and how I should interact with them, because everything the teacher says and does matters and can influence students' learning.

II. Micro-Analysis

This is a micro-analysis of a six-minute video snippet from a guided reading session I had with 4 first graders at my practicum site. The book I used was a level E guided reading book *Animal Homes*, which introduced 7 animal homes and their features and was appropriate for the students' reading level. Among the 4 students: Tavian, Julio, Hayley, and Genesis, Tavian is an English native speaker while the others are ELLs whose English language proficiency are between Level 3 and Level 4 according to WIDA standards (WIDA Consortium, 2007) with Spanish as their first language. The whole book was planned to be finished in 3 guided reading sessions, the proper time limit of each should be within 30 minutes. The content and language objectives for reading this book were: SWBAT use summarizing skills to identify the characteristics of a good animal home; SWBAT write down facts about animal homes using the sentence pattern " (animal) live(s) in   (place) , because it/they can   (do)   in   (place) ". Summarizing skill was something new to the students. I chose to introduce this skill in my reading session because (1) it is the skill

the book suggests to practice; (2) the students were going to read texts about scientists which were much more challenging than what they've read before and summarize what traits do scientists have in common, so I wanted to prepare them for that. And since I observed that they had difficulty locating answers to questions in the text and they were practicing writing facts in their ELA unit, I made it the language objective to let them write facts using causal language which requires them to support the ideas with evidence they find in the text. The video snippet is from almost the last part of our first lesson on Animal Homes when I began to introduce the summarizing skills and the students practiced the skill with 2 animal homes. Before this, we started the lesson by reading the objectives together "I can use summarizing skills to identify what animals need for a good home; I can write down facts about animal homes in the following way: ' __(animal)__ live(s) in __(place)__, because it/they can __(do)__ in __(place)__ '", which I failed to do in the whole class instruction examined before and lost students' attention. This time, the group were engaged in reading the objectives, though they had questions about what summarizing is, I think this curiosity would in fact make them more engaged when we get to that part. Then, to leverage the students' background (Echevarria, Vogt, and Short, 2017) and connect their funds of knowledge (Moll et al., 1992) with what we were going to learn, the four of them worked in pairs to complete a bubble map in which they had to list 3 things that they need for a good home and discuss whether a good animal home need the things that they had listed for themselves. After the discussion, I asked the students to read the text but not the last page, because the last page contains the summarized features for a good animal home, which I hoped that we could figure out together first and then check with the text. When they finished reading, we completed a chart with the information in the text together using the sentence pattern mentioned in the language objective (see Appendix) to make the information organized so that is could be easier when we summarize. After all these

preparation work, we officially entered into the "summarizing skill time" as shown in the transcript, which mainly focuses on the content objective.

In the first part of the transcript (line 1 – line 44), I introduced summarizing by using two sentence groups as the mediational text (Hammond & Gibbons, 2005). I think the mediational text is pivotal here because to summarize what animals need for a good home from the book is more challenging due to its implicitness which requires students to make connections themselves. Using a mediational text which is close to daily life can make the abstract concept "summarizing" more comprehensible (Echevarria et al., 2017) to the students and buffer the coming challenges. My sentence groups are as follows:

1.   Ms. Han likes food.

Ms. Johnson likes food.

2.   Ms. Han likes pizza.

Ms. Johnson likes burgers.

I asked the students what Ms. Han an Ms. Johnson both liked after reading the first sentence group, and they were quick to give the answer since it was obvious. As they had their first try with this simple sentence group, I introduced the notion of "summarizing kill" we were going to focus on for this book: "get information from two sentences and put it into one sentence (line 7)". The students were excited when they had their first triumph and Julio even made connections between the learning experience he just had with what his sister did with her teacher (line 8), and this thought of learning new things and catching up with his elder sister made his eyes glow.

However, the second sentence group was not as easy to conquer. Scaffolded on the first set, the connection between the two sentences in the second group was more implicit and needs the students to find out. Immediately after I asked the question "what do we both like (line 9)",

Genesis shouted "that's different!" with an unbelievable look on her face, Julio was thinking by repeating the sentences and concluded that "they don't like the same thing". Watching them struggling, I provided help by emphasizing that we were looking for "something in common (line 12, 15)" and giving them a hint by asking "what is a pizza?". However, due to the incomprehensible language "in common" and the ambiguity of the follow-up question, students began to think how to describe a pizza (line 16, 17). In order to pull them back to the right track, I asked more specific questions like "is pizza a kind of clothes?" "are burgers a kind of tools?" and then they realized that each of the two is a kind of food. But when I ask what was in common again, they were still confused and started to talk about the differences between pizzas and burgers. I had to stop them there for what Hammond and Gibbons (2005) mentioned as "repair contingency" (p. 26), emphasizing that we should look for similarities rather than differences and asked the specific questions once more to lead them to the expected answer. Even when I led them walk through our thinking process, Genesis was still thinking about how pizzas are different from burgers. I didn't respond to her opinion and put a closure to this part by mentioning the concept of summarizing again and reviewing how we got the answer to the question for the second sentence group with the students.

Despite all the struggles the students had with a more challenging task, they have demonstrated their abilities of utilizing their funds of knowledge to help them think and establish connections. Given those two things: pizzas and burgers, they found it difficult to think how they are similar, so they shift their minds to think about their differences based on what they know about these food from their daily lives and were able to elaborate their ideas. Genesis showed her descriptive skill and ability of thinking from various aspects by talking about the shapes ("triangle", "circle"), ingredients ("pepperoni slices", "cheese", "different kind of food in a burger"), and sizes

("big", "small") of pizzas and burgers (line 17, 27, 38). When she had difficulty coming up with a word, she would use her body language to help her recall it from her memory (line 38, "circle"). And she could also use what we had practiced earlier in the sentence pattern – causal language "because" – to justify her opinion (line 27, 38). Julio was able to use comparative forms of adjectives and the proper sentence structure "pizza is bigger than burger, and a burger is smaller" (line 28). Hayley was not as talkative as Genesis, but she was engaged and was thinking, which can be told from her incomplete sentences like "a pizza means…um…", and she was quick when answering cued elicitation questions such as "is pizza a kind of clothes?". There was no pair work in this section, but when a student shared his/her opinion and the others agreed, they would nod their heads or say "yeah, yeah" to support. And when one of them began to talk about the differences, he/she would easily drive the others into this topic as well because they all liked to add on others' opinions by showing what else they knew, even though it's something off-topic, or they didn't realize they were off-topic because they didn't fully understand how to summarize due to confusion caused by the teacher's language, which I will talk about in the last part of this paper.

In the second part of the transcript (line 45 – line 70), the students applied the summarizing skill that they've learned from the sentence examples to Animal Homes. But given their prior struggles, I decided to guide them through the first two animals. So we read, using the sentence stem stated in the language objective, the information in the chart we completed earlier and tried to build connections. Students were quick to find out what spiders need for a good home because the text indicates that they "catch food in a web". But it was not as easy with the bees. When I asked why bees live in the hive, Julio used the knowledge about other animals he learned in the last unit to make a guess: "that way other animals can't eat them" (line 52 – line 54). Linking to prior experience (Echevarria et al., 2017) is always valued in class, but for this lesson, my objective

was to develop their abilities to locate detailed information in the text. Therefore, I specified my question: "what does the book say about they live in a hive?" (line 55). Then they were all able to shift their attention to the book and found the answer that bees make honey in the hive. And that's all the text has provided to the readers. In order to make connections between spider webs and beehives, the students still needed to know what bees make honey for. I checked whether they have the background knowledge for this by asking "why do they need to make honey?", and when I found that most of them thought bees make honey for people, I supported them by providing extra information that honey can be bees' food. While being surprised, the students were able to figure out the connection then and we summarized the first thing that animals need for a good home – food.

The second part went more smoothly than the first part, but I'm afraid I did what Daniel and colleagues (2016) talked about as "over-scaffolding". To avoid more struggles with the summarizing process, I intended to ask a question and then provide the sentence stems of the answers which could minimize their choices for answers and allow them to answer in just one or two words instead of a full sentence. For example, when I asked questions like "why do they live in the web? They need their…?", and "what does the book say about they live in a hive? They can…?", students only responded with "food" and "make honey". The answers to the questions could be located in the text and also the chart we've completed together, and the students were able to answer in complete sentences given their English language proficiency levels. Offering them sentence stems actually deprived them of opportunities to do independent thinking and practice the language within the context. As for the students' performance, again, they have proved mastery over the skill of making meaning by using their background knowledge and linking what they were learning at that moment to their prior knowledge. And this time they were able to focus

on similarities between the two animal homes: when I recapped our findings that spiders live in their homes for food and bees…, Genesis was eager to express her idea that "bees make honey for their tummy" (line 65) even before I could finish my sentence. Though she didn't directly say that bees also need food for a good home, she was on the right track. And since they haven't learned about more complicated body parts yet, she still used the children language "tummy". Then when I asked what spider webs and beehives have in common, Julio summarized that "all of the animals eat food", which was almost a perfect answer. So, when I recapped his answer again, all the students were able to come to the conclusion that animals need food for a good home.

Reflected upon this six-minute video snippet, the first thing I've realized is the significance of using clear, concise and appropriate teacher language. Despite the fact that I've emphasized several times that we need to find something they have in common to summarize the two sentences, the students kept talking about the differences, which I think is because they don't understand the phrase "in common", yet I have used it as many as 9 times in this six minutes, completely unaware of the confusion students might have about a phrase naturally appeared in my head. The students were new to the "summarizing skill" and I somehow explained it with a new key phrase. They didn't know what to do so they tried their best doing a little exploration into the differences – the most obvious aspect they could see between those two objects. If I could be aware of this during instruction, I could paraphrase my sentences or quickly explain "in common" to the students, and many of the struggles would not have happened. Another problem is that I asked very broad questions like "what is pizza?". Given that I expected the students to realize that pizza is a kind of food, I should provide a range of choices like "which group do pizzas belong to: food, clothes, or tools?" which I did with follow-up questions when I found that the students were misguided, but I should have done it in the first place for the efficiency of the lesson. Yet I also had times when I

made the questions too narrow which prompted a kind of I-R-E pattern like I examined previously. I also wish I could respond the students in a better way, not just completely repeating their answers. At least, when students offer short answers with only words or phrases, I should repeat their ideas in complete sentences, which is an importance resource of academic language input for ELLs. And I tended to evaluate their answers unconsciously, saying "good" or "yes" when they got the answer I expected, which made the teacher-student interaction fall into the I-R-E pattern. The way I responded to the students during the whole interaction matches with what Aukerman (2008) termed as comprehension-as-procedure, which "involves teacher-modeling of 'good' comprehension strategies, followed by guided practice where teachers do everything possible to ensure that students get the target strategy – and the meaning of the text – 'right'" (p.54). If I took a perspective of comprehension-as-sense-making (Aukerman, 2008), I should have asked Genesis how she thought her examples of differences were connected to the question I asked rather than simply trying every means to drag her onto the "right" track. Since she couldn't stop thinking about the differences, she might have her own reason/logic, or she misunderstood my question. Either way, the conversation would go more smoothly if I have let her explain her ideas or cleared up her misunderstanding, which could benefit everyone involved in this conversation.

Again, I realized the importance of caring (Noddings, 2003) by doing this micro-analysis. It requires a teacher to know her students really well to offer effective and timely emotional or academic support, to make better decisions on her own language use and which language point should be taught/explained. Asking good questions involving intellectual push is not easy, especially for teachers with little experience. But we can always prepare ahead – go through the lesson plan, think over every question we are going to ask, write them down and revise with a peer

or colleague; think about potential questions/problems the students might have and consider what the best way is to respond, which also requires the teacher to know her students well.

Another lesson I've learned from this experience is that teaching and learning is a dynamic process rather than a fixed one. We did plan our lessons, but when it comes to the real-time interaction with students, a lot of variables are involved. Sometimes the lesson may not proceed as planned due to the inaccurate estimation of students' abilities when we made the plan. If I could do this lesson again, as soon as I found the students were struggling understanding summarizing, I would model this new learning strategy by thinking aloud: "Here's how Ms. Han think about this: pizzas and burgers look different, but pizzas are a kind of food and burgers are a kind of food as well, both of them are food, so Ms. Han and Ms. Johnson both like food". Compared with insisting on letting the students reach the "right" answer by asking them questions under such circumstances, this type of modeling can better help them "visualize themselves working successfully on a similar task and is particularly important when tasks are challenging" (Chamot & O'Malley, 1996, p. 269). And if they still have difficulties with task even they've understood the strategy, I would change the original task – summarizing 3 things that animals need for a good home based on the existing text information – to a sorting activity in which the 3 essentials (food, safety, and the right size) are provided and the students can work with a partner to put the 7 animal homes into the column that make sense to them. Since it was the first time, first lesson the students got to know the strategy, making these changes could reduce the risk of causing frustration, engage the students in more meaningful discussions, and help build their skills step by step.

III. Final Reflections and Implications

It is inspiring when looking back and reflecting on the experience I had this semester with my first-grade class at J.E. Moss Elementary School: how nervous I was when I first met my mentor teacher and the children and how much I have improved during the past few months.

The first area that I feel I have improved a lot is lesson planning, especially on defining content and language objectives. "For maximum learning to occur, planning must produce lessons that target specific learning goals" (Echevarria et al., 2018, p. 29). We learned about this significance at the very beginning of the semester, however, I did not quite get it at that time. During my whole study life in China, none of my teachers had ever mentioned about the objectives of a class and it did not seem to have any negative influence on my own learning. Thus, I thought objectives were just something similar to state/national standards, the teacher knows about them and will work towards that direction, but it is not necessary to have them for every single class, and it will make no difference whether the students know them or not. With all these doubts, I found it difficult to write the content and language objectives for my first lesson plan. I had to resort to TN standards for first grade English Language Arts and kind of paraphrased and adapted them to my own lesson, which was not necessarily wrong but led to a very general and ambiguous objective description. In my first lesson plan, I made the content objective "SWBAT comprehend the first part of the story and answer related questions with details from the text", which can be used in every ELA class with a story to read; and I had an language objective "SWBAT write sentences about character traits, character emotions and the triggers with the right grammars" without defining what kind of sentences the students were going to write and what the right grammars were. Consequently, the activities I designed in that lesson plan were disconnected to some extent, one moment the focus was on summarizing character traits, and then it shifted to scenario problem solving. The same mistake occurred to my first whole class lesson in Ms.

Johnson's class, and I could tell from the students' facial expressions that they were confused when I read the objectives to them. Finally, I have realized that I need to work on the objectives of my lessons, to make them "clearly defined and displayed" (Echevarria et al., 2018, p. 33). So, when I planned the rest of my lessons, the first thing I would do was to study the required materials I had for the class, see how I could use them to extend or supplement the current unit content, and to help the students with the language they need to express themselves and complete the culminating task that they have at the end of every unit. I still referred to the state standards, but instead of paraphrasing, I specified them by connecting the standards with the materials. When it came to my last lesson, I could confidently say that the objectives were clearly defined[2]. The students were able to know the focus of the lesson by reading the objectives aloud together at the beginning, then learn and practice through meaningful activities closely connected with the objectives, and review them again at the end as self-assessment. Having clear and specific content and language objectives makes my lessons more cohesive and effective.

Another area that I feel I have made progress is making input comprehensible. I still remember the first time I led the students to do "phonic dance", when I did not tell them if we were going to do it fast or slow (they used to do this very fast with my mentor teacher) and how many times we were going to repeat for each sound. As a result, the students were at different paces, some of them stopped and looked at me with confusion when I was still repeating the same sound for the third time. This kind of unclear instruction also happened in my first whole class lesson

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[2] The objectives of my last lesson were:

SWBAT identify the character traits of Jim Henson and support their ideas with details in the text.

SWBAT express their opinions using in the following way:

In my opinion, Jim Henson is _____ because the book says that _____.

when I introduced the new activity "Jigsaw" to the students, which made some of the students disengaged and did free drawing on the worksheet because they were not sure what to do. In addition to this, I failed to care for students with lower English language proficiency when teaching new words in my first lesson. I let the students infer the meanings of words from the context, which some of them did a really good job that I was too excited to check on the newcomers. And I explained them only once orally. Watching myself teaching in the video helped me realize this problem and I started to work on SIOP features 10 to 12 (Echevarria et al., 2018). I tried to make my instructions clear and concise, with language appropriate for students' proficiency level (). I would model new activities and make sure that everyone knows how to do by asking if they have any questions after explanation and modeling. I employed visuals, gestures and body language to help students understand and remember new vocabulary. I also used the Four Corners Vocabulary Chart (Echevarria et al., 2018, p. 81) to introduce words about character traits. The kids were eager to try to sound the word out using their phonemic knowledge and guess its meaning based on the picture and the sound as soon as I pulled out a new chart. Then we would look at the definition together to verify the previous guesses and read the example sentence. At last, the kids would say if the word can be used to describe the character and support their ideas with evidence in the book. The word charts we used could later be put on the word wall so that the students could revisit them. By making the input comprehensible, the students became more active in learning new things and tended to be more engaged in thinking rather than struggling with the language.

After staying in a real classroom as a teacher for a semester, the significance of classroom management stands out to me. Nyla, a girl in my guided reading group, had difficulty following my instructions and concentrating. And she would interrupt her peers when they were speaking. It bothered me for some time. I consulted Ms. Johnson, she acknowledged that Nyla would be like

this when she is with any teacher other than my mentor teacher, what she could do was to talk to Nyla afterwards. However, this did not work. I realized that on this issue, it was no use to depend on my mentor teacher, for she could not stay with me to make Nyla behave herself the whole time when I did guided reading with the group, and that I should solve this problem by myself. After learning about communication skills for teaching in Dr. Granier's class, I analyzed Nyla's issue and decided to try the skill of constructive assertiveness (Evertson, 2017). By using this communication skill, the teacher should "describe her concerns clearly, insisting that misbehaviors be corrected, and resisting being coerced or manipulated" (Evertson, 2017, p. 204). So, the next time when Nyla played with her book when others were reading softly and interrupted the girl beside her, I gently put my hands upon hers to stop her action, looking into her eyes and said with a steady voice: "Talking to Naomi now interrupts her reading. If you have any question, you can raise your hand and ask me after reading. So, it is time that you open your book and start to read." I was not sure if it could work, but luckily, she stopped her misbehavior immediately and began to read.

Despite this little success I have achieved, I still feel that I should continue to improve my classroom management skills: establishing rules and procedures, organizing the classroom and materials, maintaining appropriate student behavior, and managing problem behaviors etc. To reach my goal, I will study the book *Classroom Management for Elementary Teachers* by Carolyn M. Evertson again and take notes. When I have my own class, I will start to think about how to make the physical environment of my classroom facilitates students' academic activities two weeks before school starts so that the students will have a well-designed space ready for and welcome them when they come to school. Setting rules and procedures are extremely important in the first month of school, and involving the students in the process can make them more willing to

follow the rules and procedures (Evertson, 2017). Thus, I will take 5 to 10 minutes out of the morning meeting everyday for the first few weeks to discuss the rules and procedures that can make our classroom a safe and welcoming learning environment with the students.

As I mentioned in the micro-analysis, the teacher's language plays a significant role in teaching and learning. To prepare myself for this, I will read the book recommended by Dr. Granier – *The Power of Our Words: Teacher Language that Helps Children Learn* written by Paula Denton, which talks about different kinds of teacher language that can make the teaching and learning activities more effective, like using language to help children envision success, raising open-ended questions to stretch their mind, and the importance of listening. I will also continue to videotape my own lessons, which I find quite helpful for a teacher to look back and reflect on her own teaching objectively. What's more, the video can be shared with other experienced colleagues or be updated to online teacher communities like *GoReact* (parents' consent is needed first) with a request that I need opinions on my language during teaching. By making full use of all the resources I have access to, I believe I can become a better teacher with powerful words.

Though written for a different context with different target students, I am enacting what I believed a good teacher should be in my philosophy paper. Students' first languages are encouraged in the classroom. Since most of the ELLs in my practicum class speak Spanish, I asked them to teach me how to say "good morning" in Spanish so that I could welcome them with both of the two languages when they arrived at school in the morning. Sometimes I would choose a pair of English-Spanish cognates (like student and estudiante) to let the students guess the spelling based on the sounds and write them on the white board. The kids were so excited to see how similar the words from two languages can be! To help the newcomer who likes to draw in the recess, I would let him describe his drawings in Spanish (or in English if he knew the words), other kids

would translate for me so that I could get a general idea about what was happening in his drawings. Then I would point at the objects in the picture and teach him how to say them in English, which he repeated with joy!

I also talked about I want to establish a close relationship with the students in my philosophy paper, which I did this semester by writing letters to the students. The idea first came to me when the class were learning how to write a letter. Since every student has a mailbox in the classroom, I thought the best way for them learn is to actually receive a letter and write back. So, I started to write them letters telling them something about me (my favorite color/candy/fruit etc., which they were very curious about) and ask questions about them: what they like, what they want to be in the future, and their opinions on the characters/animals they have learned in class. The letters were short, only about 2 or 3 sentences, but I did enjoy getting to know the kids little by little, and I believe they had a great time writing back as well because their letters were always decorated with lovely drawings. This reminds me of an authentic assessment I learned in the assessment class – dialogue journals (Herrera, Murry, and Cabral, 2012), which I would like to adopt for my future class. Dialogue journals "require students to use written language in an ongoing dialogue with the teacher about events, thoughts, feelings, stories, and more" (Herrera et al., 2012, p. 40). Although the main focus is on meaning, the teacher can intentionally model grammar, spelling, or vocabulary to improve the student's communication in her responses. The students will be more highly motivated to communicate effectively when engaged in conversation with someone else (Herrera et al., 2012). It is a marvelous way to strengthen the students' language skills, monitor their growth, as well as get to know them.

I think I did well in leveraging students' background knowledge, I always asked what they knew about the topic we were going to learn at the beginning of the class. I would create prompts

close to their life to initiate a question in the animal world, and use their own experience to help them understand some new words (like using their experience of learning to ride a bicycle to help them understand the word "persistent"). My students were so good at using their background knowledge that I sometimes had to draw their attention back to the texts.

It is a pity that I did not get the chance to try the TRANSLATE method (Goodwin & Jiménez, 2016). I am convinced by the research that translating can help ELLs with reading because it "pushes students to recognize and discuss the text's microstructure while also making connections to the text's macrostructure" (Goodwin & Jiménez, 2016, p. 622), but I am skeptical about its influence on their writing. From my own experience and what I have seen in China, if the students get used to translate between Chinese and English, it is likely that they would think in Chinese when they are writing and then translate this Chinese thinking into English. By doing this, their writings are usually constrained and unauthentic. I wonder if similar problems have been found on ELLs in America or if there is research about the influence of the Translate method on ELLs' writing.

There are other things that I did not have in the teaching philosophy part but I would like to add to it, like scaffolding and Communicative Language Teaching. Scaffolding is something I have always kept in my mind when I design my lessons and I find it extraordinarily effective. Writing an informational paragraph about a bat may be overwhelming for first graders, but if we start from reading about bats, extracting important facts, organizing the information with a tree map, and then come to the paragraph writing, it will be much easier for students to reach the goal without feeling stressed out. Scaffolding lowers students' affective filter and helps them to reach their full learning potential (Martin-Beltran et al., 2017). Communicative Language Teaching will be a key approach in my future teaching. It will keep reminding me of using authentic materials

and incorporating meaningful language practice activities in my lessons. However, since I want to teach elementary students in the future and they have standards to meet, seeking a balance between form and meaning seems to be especially critical. This goes back again to the objectives of the lessons, having clear objectives and stick to them can help me focus.

I am grateful for the opportunity to teach and observe in a real American classroom, to have an incredible mentor teacher, and to establish rapport with the students. Teaching becomes more challenging when I truly care for the students: considering better ways to teach and for them to learn, hoping that they can become the best of themselves not only academically, but also in terms of personal well-being. It is a long way to go, but I think I am ready!

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Appendix

Animals	Homes	Reasons to live there
1. Spiders	in the web	catch food.
2. Bees	in the hive	make honey.
3. Baby birds	in the nest high up in a tree	other animals can't eat them.
4. Ducks	near a pond	like to swim.
5. Bears	in a cave	sleep in the winter.
6. Skunks	in a log	cozy and warm.
7. Cheetahs	in a tree	sleep in a tree < look better. safe.

Transcript of the Video Snippet

Audio 25:28 – 31:50

1. Teacher: So now we are going to do some practice about our summarizing skills. Do you know what does "summarize" mean?

2. All Students: No. (No, thank you, I don't know what that means.)

3. Teacher: Let's figure out together. OK, so I have these two sentences here. Can you read that?

4. All Students: *Ms. Han likes food. Ms. Johnson likes food*.

5. Teacher: OK. My question is: what do Ms. Han and Ms. Johnson both like?

6. All Students: Food!

7. Teacher: Good! So that is summarizing. You have to get information from two sentences and put it into one sentence.

8. Julio: My sister's gonna be in matching one for her teacher, the same here style.

9. Teacher: So what do Ms. Han and Ms. Johnson like here is food. OK. This one is easy because it says that Ms. Han likes food and Ms. Johnson likes food. But sometimes summarizing is not like this simple, we've got tricky ones. So I've got another two sentences for you: *Ms. Han likes pizza. Ms. Johnson likes burgers*. What do we both like?

10. Genesis: That's different!

11. Julio: Ms. Han likes pizza and Ms. Johnson likes burgers.

12. Teacher: But you have to find something in common. What do Ms. Han and Ms. Johnson both like now?

13. Julio: They don't like the same thing.

14. Hayley: Ms. Han, Ms. Han…you…

15. Teacher: Yes, we don't like the same thing, but there is still something in common. So what is a pizza?

16. Hayley: A pizza means… umm…

17. Genesis: It's like it's a triangle and they have pepperoni slices and cheese… (the other students were nodding their heads or saying "yeah, yeah" to show that they agree)

18. Teacher: So is pizza a kind of clothes?

19. Hayley: No, it's a kind of food!

20. Teacher: A kind of food. Good. What are the burgers? Are they a kind of clothes? Are they a kind of tools?

21. All Students: No! They are food!

22. Teacher: They are food. So, can you find the common thing here?

23. Genesis: an I have…

24. Teacher: Pizza and burgers, what do they have in common?

25. Genesis: Although I have to say burgers XXX (unintelligible word) pizza

26. Teacher: What do they have in common, pizzas and burgers?

27. Genesis: The burgers…is different because they can be a big burger then a small burger, they can have different kind of food in a burger.

28. Julio: Oh I know one…Pizza is bigger than burger, and a burger is smaller.

29. Genesis: Oh now I know they are different… a pizza… a pizza…

30. Teacher: OK. These are the differences, now we are going to find something that they have in common. So just as Ms. Haley said, pizza is a kind of…?

31. All Students: Food.

32. Teacher: And burgers, are they a kind of…

33. All Students: No, they are food.

34. Teacher: Yes, they are food, right? So pizza is food, and burgers are food. So what do Ms. Han and Ms. Johnson both like?

35. Haley: You…food.

36. Genesis: Food.

37. Teacher: Yeah, you've got there. See, sometimes the sentences can be tricky, but if you take one step ahead, you can figure out the connections between them. So let's walk through our thoughts again.

38. Genesis: Ms. Han, I know how pizza is different than a burger because the pizzas are triangle shape and the burgers are like…um…circle.

39. Teacher: So actually, today we are going to practice our summarizing skills. And to summarize is to find something they have in common. So, we are going to ignore all the differences today. We are going to look at all the similarities. Like pizzas and burgers, they look different, right?

40. All Students: Em…(nodding)

41. Teacher: But both of them are a kind of…?

42. All Students: Food!

43. Teacher: Exactly! So Ms. Han and Ms. Johnson both like…

44. All Students: Food!

45. Teacher: That's summarizing. We have different information, but we can come up with one idea. So now let's look at the sentences we have here…

46. Read together: Spiders live in the web, because they can catch food in the web.

47. Teacher: So why do they live in the web? They need their…?

48. Hayley: Food.

49. Teacher: Food. And look at the bees.

50. Read together: Bees live in the hive.

51. Teacher: Why do they live in the hive?

52. Julio: That way other animals can eat them.

53. Teacher: Other animals can eat them?

54. Julio: No. That way they can't eat them.

55. Teacher: Oh, they can't eat them. And what does the book say about they live in a hive?

    They can…

56. Together: Make honey.

57. Teacher: Why do they need to make honey?

58. Genesis: For people.

59. Hayley: For people to…

60. Teacher: So, a little more information for you, bees eat honey, that's why they make it.

61. Genesis: But some people get the honey from them.

62. Teacher: So, what similarity can you see here? Can you summarize it here? The spiders live

    in the web for food, the bees live in the hive for honey, which is – their food. So what do they

    have in common? (several seconds of waiting) Mr. Tavian, can you tell me?

63. Tavian: I don't know, out of ideas.

64. Teacher: So, spiders live in their webs, live in their home, for food. And bees…

65. Genesis: Bees make honey for their tummy.

66. Teacher: Yeah, also food. So what do they have in common? What do they need in their

    homes?

67. Julio: That all of the animals eat food.

68. Teacher: Yes! They live in their homes because they have **FOOD** (together) in their homes.

    What do they need for a good home? They need…?

69. All Students: Food!

Artifact E: SIOP Lesson Plan

SIOP ® Lesson Plan Template 1

Teacher: Han Xiao	Date:	Class Time: 8:00 – 9:00	Grade/Class/Subject: Grade 1 ELA

Unit/Theme: Friendship	Standards: **Reading:** 1.RL/RI.KID.1 Ask and answer questions about key details in a text. 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. **Grammar:** 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use common, proper, and possessive nouns. i. Produce and expand simple and compound, declarative, interrogative, imperative, and exclamatory sentences in response to a prompt. k. End sentences with correct punctuation.

	SEL 1A.1 Recognizes and accurately names emotions/feelings 1A.2 Identifies and communicates emotions/feelings 1A.3 Describes emotions and the situations that cause them (i.e.,triggers)

Content Objective(s):	Language Objective(s):
SWBAT comprehend the first part of story and answer related questions with details from the text. SWBAT identify the emotions of the main character and the causes.	SWBAT write sentences about character traits, character emotions and the triggers with the right grammars.

KEY VOCABULARY:	**MATERIALS:**
invisible, volume, whine, complain, sneak, setting	Picture book – ***The Invisible Boy*** by Trudy Ludwig Worksheets

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:

• TW post and orally explain content and language objectives. (2 min)

• Pre-reading activities (8 min)

  · Think-Pair-Share (5 min)

   Think of a moment when you feel forgotten by your teacher/parents/friends: what happened? How did you feel? What did you do to change the situation? Share your experience with your shoulder partner.

  · Then SW examine the cover and title of the picture book to predict what the story is about. (What can you see on the cover? Can you guess the meaning of "invisible" here? What do you think the story is about?) (3 min)

• In-reading questions: (13 min)

  · TW post questions when reading the story (teacher reads aloud) to ensure students' comprehension and engagement. (8 min)

   P1: Look at the illustration. Can you guess who is Brian? Why do you think so?

   P2&3: According to your own experience, what does Mrs. Carlotti's "volume control"

mean? Why does Sophie "whine and complain"?

    P12&13: What does it mean to "sneak looks at" Justin? Can you perform that out? Why do they do that?

· Now based on what we've read so far, what do you think the word "invisible" means? Use details in the story to support your opinion. (5 min)

• Post-reading activities: (25 min)

Activity 1 (Worksheet 1) (7 min)

· TW do a quick review about what "character traits" is and how to put it into sentences which the class have been practiced for 2 weeks. Then SW work in partners to brainstorm the character traits of Brian and write down complete sentences about it. TW be in group with ELLs whose English proficiency levels are below L3 and guide them through the process.

–   What character traits can we use to describe Brian? Use the circle map to help you brain storm and write down at least two sentences on the lines.

Activity 2 (Worksheet 2) (18 min)

· TW lead the class to examine two pages of the picture book (P7&P9), ask questions about the main character Brian's emotions and possible triggers. Model the sentence pattern "Brian felt ___ because ___."

· TW read the **Bonus Question** and encourage students to think about it in their groups after they've completed the bubble map. Any kind of participation (brainstorming, drawing, writing) will be rewarded with a sticker!

· TW emphasize the grammar rules they've been practicing: capital letters, finger space, and

punctuation.

· SW work in groups of five to complete the bubble map and TW help with the lower level

ELL group.

    – Work in groups of five. Look at the two pictures below (P7&P9), discuss within your groups and complete the tasks.
    (1) How did Brian feel in each scenario? Why? Fill in the bubble map with your sentences.
    (2) **Bonus Question**: How could Brian be more visible/included? (Hint: you can think from Brian's perspective, or Micah and J.T./Madison's perspective.) Draw and color the new scenarios with your descriptions. Don't worry about the spelling!

• Wrap-up: (12 min)

Review the first part of the story and finish the "title, setting, characters, and beginning" parts

of the Five-finger Retell worksheet.

· TW ask the class what happened in the first part of story and introduce the **Five-finger Retell**

worksheet (include the word "setting" which might be new to students).

· TW lead the class go through the worksheet and clarify the parts they are to complete.

· SW work independently on their worksheets. TW help the lower English proficiency ELL

group first and then be open to any questions.

REFLECTIONS:

Worksheet 1: Character Traits Circle Map
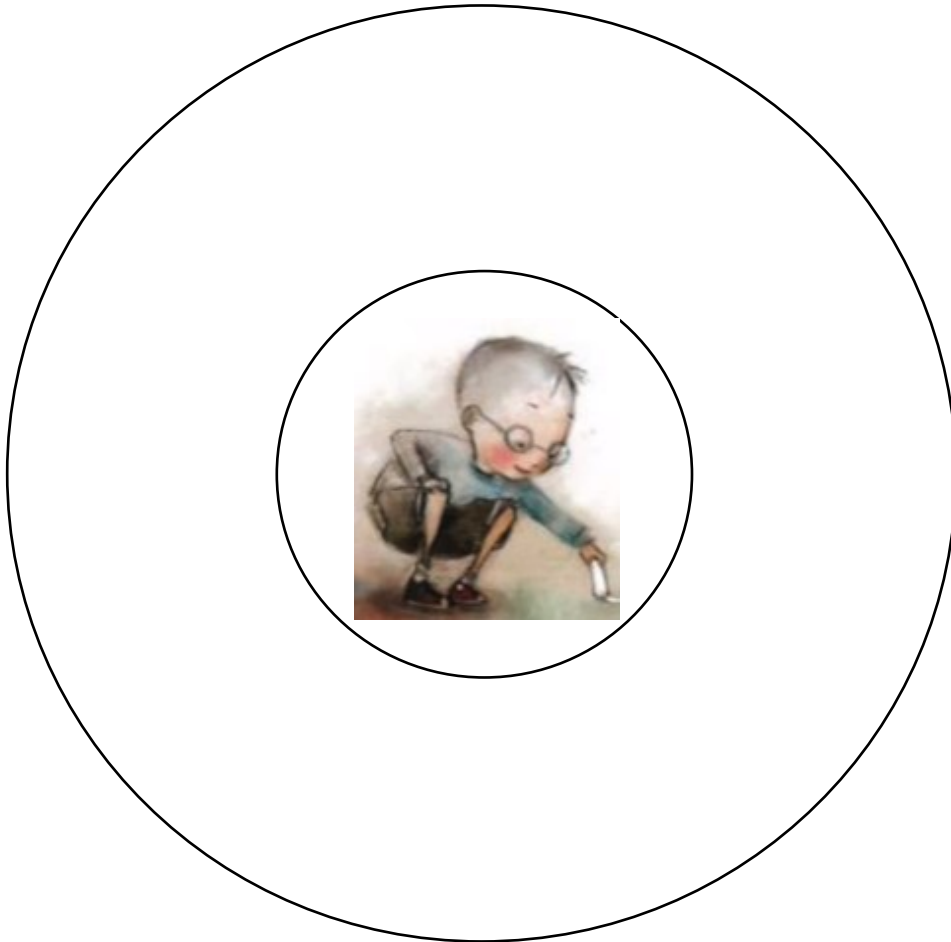
Example: Brian is creative.
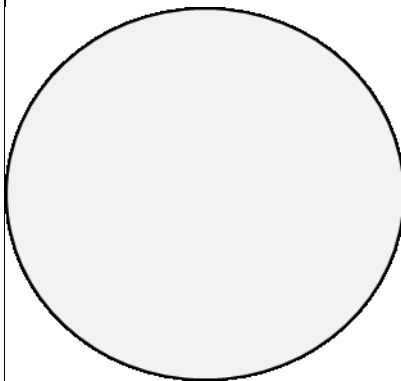
_____

_____

_____

_____

Worksheet 2

Bonus Question!

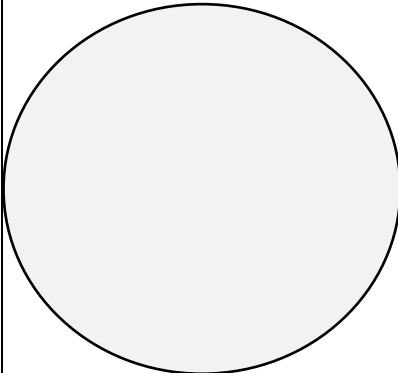| How did Brian feel in each picture? Why? Fill in the bubble map with your sentences.		How could Brian be more visible/included? (Hint: you can think from Brian's perspective, or Micah and J.T./Madison's perspective.) Draw and color the new scenarios with your descriptions. Don't worry about the spelling!
	Picture 1	
		_____ _____ _____

	Picture 2	

For ELLs who need extra help:

Bonus Question!

How did Brian feel in each picture? Why? Fill in the bubble map with your sentences.	How could Brian be more visible/included? (Hint: you can think from Brian's perspective, or Micah and J.T./Madison's perspective.) Draw and color the new scenarios with your descriptions. Don't worry about the spelling!

	Picture 1	
Brian felt _____		 _____ _____ _____
Brian felt _____	Picture 2 	 _____ _____ _____

Five-finger Retell Worksheet

Date _____   Name _____

5-Finger Retell

Title
_____
_____

Events

Beginning
_____
_____
_____

Problem
_____
_____
_____

Middle
_____
_____
_____

Setting
_____
_____
_____
_____

Beginning
Middle
End

End
_____
_____
_____

Setting

Problem

Events

Solution

Characters
Characters
_____
_____
_____
_____

Solution
_____
_____
_____
_____

Artifact F: Guided Reading Lesson Plan

Animal Homes

Objectives:

–   SWBAT use summarizing skills to identify the characteristics of a good animal home.

–   SWBAT write down facts about animal homes using the following sentence pattern:

  (animal)   live(s) in   (place) , because it/they can   (do)   in   (place) .

Lesson:

–   What makes a good home for you? Talk to your shoulder partner, you will come up with

    three things that you think a good home should have for both of you.

–   Do you think these will make a good home for animals too?

➢ Yes. Let's read to find out.

➢ No. What do you think makes a good home for animals?

–   Now read the book (page 1 to 9 only) and complete the following chart:

Animals	Homes	Reasons to live there

– So now it seems that we have 7 qualities to make a good animal home, but actually Ms. Han

   can see some overlapping here, for example _____ (Model one characteristic). Now can

   you work with your shoulder partner again, try to find the similar reasons and summarize

   them? You will get two more things that can make a good animal home.

   *Cozy: warm, comfortable and safe, especially because of being small or confined.

– Share your ideas. Complete the bubble map. Let's read the last page to check our answers.

   (Which do you think is the most important thing that animals need for their home?)

– Now since you've learned so much about animal homes, we are going to write down the facts

   you know about animals. (Model one, using sentence patterns)

Life in the Coral Reefs

Objectives:

– SWBAT explain what coral reefs are and their functions.

– SWBAT write a paragraph about coral reefs with the help of the TIDE chart.

Lesson:

– Reef: a long line of rocks or sand near the surface of the sea.

– Anticipation Guide

True	False	Statements
		Coral is a kind of rock in the ocean.
		The water is shallow and warm in coral reefs.
		Butterfly fish in coral reefs can fly.
		Eels are night animals.
		Coral reefs to sea animals is like what gardens to people.

– Read and check your answers.

– Why does the author write this book? How can you tell? Write a paragraph about coral reefs (use the TIDE chart to help you organize ideas).

How Animals Move

Objectives:

– SWBAT sort the animals according to whether they can move soon after they are born.

– SWBAT identify verbs and use verbs to describe an animal hunting scene.

Lesson:

– Do you think you were able to move like your parents soon after you were born?

– How about animals? Do you think all the baby animals can move like adults soon after they are born? What moves can animals do?

– Read and sort the animals into the following chart:

Animals that can move like adults soon after they are born	Animals that need help with moving	I'm not sure

– A ***verb*** is a word or group of words that expresses an action (such as *eat*), an event (such as *happen*) or a state (such as *exist*). Can you find all the verbs that describe animal actions from page 2 to 5?

– Now look at a picture of a tiger hunts for food, use at least two verbs from above to describe the scene. (What was the deer doing before? How did the tiger follow the deer without being discovered? How did the tiger get the deer like in the picture?)

Artifact G: Interview with Wilbur

https://weteachlang.com/2018/11/09/ep-78-wilbur-wong/

Artifact H: Assessment Case Study

Part I: Participant's Cultural and Linguistic Background

Participant's background information. My target student, Jose, is a six-year-old boy studying in the first grade at J.E. Moss Elementary. I gathered his basic information by using the biography survey (Herrera et al., 2012) and looking through his personal files at J.E. Moss. Although born in the U.S.A., he said he came from Mexico when I asked him about his origin. According to the information he has provided (see Appendix A), there are five members in his family: his parents and three elder sisters. His mother "works with the plants", while his father "goes to work and build houses". According to his Registration Form 2017-2018 (see Appendix B), his parents are able to speak English. However, in the interview, he claimed that his parents cannot speak English, so he speaks Spanish to them at home but English to his sisters.

Jose enrolled in J.E. Moss Elementary one year ago for kindergarten. The first quarter he was here, he could only get a "U" (Unsatisfactory, scoring 0-59) in English Language Arts &

Literacy (see Appendix C). However, he caught up quickly and reached an "S" (Satisfactory, scoring 80-89) in the second quarter and kept this until completion of kindergarten. He's had high oral English proficiency since he entered school, gaining a level 4 Expanding according to WIDA standards. I think this has something to do with his sisters. One of his sisters is "a teenager" (J.C. Garcia-Cano, personal communication, September 18, 2018), one is 10, and the other is 9. I'm not sure when his family moved to America, but since he speaks English to his sisters, I assume that the three of them are fluent in English. What's more, because his sisters have relatively more experience, knowledge and a larger volume of vocabulary, he could learn from them in their daily conversations. For example, once the students were discussing about the traits of a story character, most of the kids could come up with adjectives like nice, brave, happy and sad, but Jose burst out the word "frustrated", which was a more complicated word than others. I was surprised and asked him after class where he had learned this word, he told me that he had heard it from his sisters. So, I think his sisters have helped creating a good environment at home for him to continue practicing English and get more out-of-school English literacy input. In this way, he can learn English by listening and responding to his sisters in their daily communications.

Another important way of learning English for him is reading. Jose loves reading. It is something he'd like to do at school and afterschool. He spends a lot of time in the classroom library corner during the day reading books. As the books in the classroom are carefully selected based on the children's age and language proficiency, they provide comprehensible input for Jose and thus have facilitated his English language acquisition. Jose enjoys humorous stories as well as books with maps, because he thinks he can find things by following the maps. In my opinion, this suggests that he is curious about new things and likes to explore. And this curiosity and spirit of adventure can also encourage him to seek for new knowledge in academic learning. They haven't

had any kind of formal content-area knowledge assessment yet, but when he graduated from kindergarten, Jose received an "S" for his Mathematics and "E" (Excellent, scoring 90-100) for his Science and Social Studies, which could prove his outstanding academic abilities.

Jose is a good helper. He wants to be a policeman when he grows up because "policeman helps people". In the classroom, he often helps the teacher with some chores and helps his friends with writing and coloring. There is one student in the class who just moved to America and has difficulty in understanding and speaking in English, since Jose speaks the child's first language – Spanish, he often volunteers as a translator. His helpfulness makes him a good friend to everyone. One of the things he enjoys most at school is to play the game "Tag" with his friends during recess. The warm relationship with classmates and the teacher increases his love for school here.

In terms of Jose's level of acculturation, since "acculturation results when a person who is already socialized to a particular set of norms comes into contact with those of another culture, whose norms or ways may be markedly different" (Herrera et al., 2012, p. 93), and Jose was born in the U.S., I'd say he had barely experienced this. However, in consideration of his family environment that his parents speak Spanish at home and his answer to "the country of origin" in my interview (Mexico), it's safe to say that Jose still roots himself in the Hispanic culture. As mentioned earlier, when coming to J.E. Moss for kindergarten education, Jose's ELA was unsatisfactory. We can probably tell from this that he was raised more in a Mexican tradition at home, which means the family speak Spanish, having Mexican food and celebrating Mexican festivals. If this is the case, then Jose might have gone through the stages of acculturation. But according to his teacher's and my observation now, he should be at the home stage in the U-curve hypothesis (Cushner et al., 2009; Trifonovitch, 1977), feeling equally at home with both the old and the new cultures (Herrera et al., 2012). Measured by the Socialcultural Checklist (Collier,

2002), Jose is not a recent immigrant; he interacts frequently and casually with friends at school, including native-speaker friends as well as friends from his original culture or other cultures; he knows what to do about his academic learning and shows engagement during classes; although he speaks two languages, he never mixes them up in one sentence or even in one conversation, unless the other party changes language in the middle of the conversation. Jose got 0% in terms of acculturation level on the checklist, which means this is not an area of concern right now.

Learning context. J.E. Moss Elementary is a public school situated in Antioch, which serves grades Pre-K – 4. It is one of only two schools within the district for social and emotional learning and the Responsive Classroom approach, which means their highly trained faculty are able to make sure every child feels welcome, respected and like an important part of the learning community while growing in their education ("J.E. Moss elementary school", n.d.). J.E. Moss has a very diverse student group. Students there are from different culture background and speaks as many as 21 languages. Such diversity makes the school a relatively tolerant, inclusive and safe environment for Culturally and Linguistically Diverse (CLD) students.

My target student, Jose, is currently a student in Grade 1. There are altogether 20 students in his class, of which 90 percent are English Language Learners (ELLs) whose first languages are Spanish, Burmese, Laotian and Somali (M. Johnson, personal communication, September 7, 2018). And among them, Spanish-speakers are in the majority, including Jose. Their classroom is bright and spacious, well-equipped with computers, iPads and interactive white board, which provides students good physical settings for learning. In J.E. Moss Elementary, the teacher in charge of every class will also be responsible for most of the 1st graders' lessons such as English Language Arts, Guided Reading, Math and Social Science. The classrooms include a mix of native English speakers and English learners, sheltered instruction is provided to make content comprehensible

for English learners while they are developing academic English proficiency in content areas. However, in order to support the English language development of ELLs, the school also has a group of professional ELL certified teachers. In the class I am observing, there is one teacher who will come in every day during center time and give a special lesson on phonics and 100 high frequency English words to the ELLs whose English proficiency levels are under L3 by WIDA standards. In addition, in the afternoons from 12:05 to 1:05 is their Multi-tiered System of Support (MTSS) time, all the ELLs in the first grade will be divided into several groups according to their English language proficiency (measured by WIDA standards) and follow their designated EL teachers to have a lesson which can help with their English development.

All the lessons in J.E. Moss Elementary are given in English only, but students' first languages are not forbidden in the classroom. There are about 5 Hispanic students in the class whose English proficiency are at lower levels (Level 2 or even below), which means they have more difficulty communicating in English and keeping up with the lessons. But fortunately, we've got more Spanish-speakers who have higher English proficiency and are willing to help. You can always hear them talking in Spanish to confirm meanings of words and teacher's directions as well as using the language in social communications. Therefore, even the kid who can barely speak English enjoys his days at school, always coming with a big smile and learning with a very positive attitude. The permission of using their first languages in the classroom has created a safe and comfortable environment for ELLs to learn and grow.

J.E. Moss Elementary has established effective communications with the parents as well. Daily communications between school/teacher and parents are conducted by students' folders. Every student there (at least in first grade) has a folder which they take home everyday and return to the teacher the next morning. Inside the folder are students' homework, reading book and

important notice for parents. All the things are prepared by the class teacher to ensure the notice arrives, and the notice will be in both English and Spanish so that Hispanic parents will have no problem getting the information. In addition, the school has a couple of Spanish-speaking staff especially in the reception area and by the school phone so that if there's any emergency, communication problems won't get in the way. And those staff could also serve as translators in a teacher-parent meeting to prevent kids from taking this job.

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Part II: English Language Proficiency Level

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WIDA-ACCESS placement test. As I introduced in Part 1, Jose completed the W-APT English proficiency test upon entry into the kindergarten at J.E. Moss Elementary. The W-APT stands for WIDA-ACCESS Placement Test, and "Kindergarten W-APT can assist educators in making decisions about whether incoming kindergarteners would benefit from English language support services" ("Kindergarten W-APT", n.d.). Unlike other WIDA assessments, the Kindergarten W-APT does not assign scores across the full range of WIDA English Language Proficiency Levels 1-6. Instead, scores for Speaking and Listening are marked as showing low, mid, high, or exceptional proficiency ("Kindergarten W-APT", n.d.). As a kindergartener, Jose only had to take the Listening and Speaking Test. He had completed 12 tasks in Listening and 12 tasks in Speaking, gaining a total raw score of 19, which indicates that he could understand the test administrator's instructions and has high English oral language proficiency.

In the Spring of 2018, since Jose has spent one academic year in kindergarten at J.E. Moss and was ready to go Grade 1, he took another WIDA-ACCESS proficiency test which included not only the Listening and Speaking part, but also the Reading and Writing part. His scores were reflected in proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching), and he got a general Level 4.1. I do not have access to his scores in each part of the assessment due to

administrative and confidentiality reasons. However, according to the WIDA performance definitions (WIDA Consortium, 2007, p. 55), a level 4 English language learner is labeled "Expanding". A student at the "Expanding" stage can use specific and some technical language of the content areas, show a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs, and demonstrate oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support. According to my observation, this matches Jose's current English language proficiency level.

Validity and reliability. WIDA-ACCESS (including W-APT) is a research-informed assessment administered to Kindergarten through 12th-grade students to identify the English language proficiency of English language learners (ELLs) and track their progress in learning academic English. It meets U.S. federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency in all four language domains of Listening, Speaking, Reading and Writing ("Access for ELLs", n.d.).

In the Annual Technical Report (WIDA Consortium, 2015), WIDA explains validity as "the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests" (WIDA Consortium, 2015, p. 28). Since "evaluations of test validity assess whether there is evidence that supports the appropriateness and adequacy of the interpretations and decisions made about test takers on the basis of their performance on a test", WIDA has developed a validation framework which includes an Assessment Use Argument (AUA) (Bachman & Palmer, 2010) consisting of several steps that connect test design and administration to intended and actual score interpretation and consequences. This argument-based structure is supported by researches

because "based on an analysis of four points of comparison—framing the intended score interpretation, outlining the essential research, structuring research results into a validity argument, and challenging the validity argument—we conclude that an argument-based approach to validity introduces some new and useful concepts and practices" (Chapelle et al., 2010), and WIDA has walked through the whole process and proved its validity in this framework.

Speaking of reliability, the Kindergarten W-APT is administered in a paper-pencil form which is familiar for most of the students around the world thus is unlikely to cause hard feelings to test-takers. However, ACCESS now can only be done online in Tennessee ("Tennessee English language learner identification and placement guidance document", n.d.), which means for immigrants or refugees who had little contact with computers before, this form of test may confuse or frustrate them and have a negative influence on their actual performance. In Jose's case, since he's been in J.E. Moss Elementary since kindergarten and had to complete some daily tasks on computers and iPads, I think the digital form of test should be fine for him. The test is normally administered in quiet places with few distractors and the administrators are well-trained. "Listening and reading items are scored electronically using a carefully checked key" (WIDA Consortium , 2015, p. 33), and performance-based tasks like speaking and writing are scored by at least 2 certified raters to insure inter-rater reliability (WIDA Consortium, 2015). The reliability measures are given by grade level. Grade 1-2, which covers Jose's grade level when he was tested, received a reliability measure of 0.688 for Listening, 0.828 for Reading, 0.925 for Writing, 0.891 for Speaking, and an overall composite proficiency score of 0.943 (p.516). Generally speaking, the test is adequately reliable in all 4 language domains, but the listening part may still need to be improved since it has the lowest reliability.

Student oral language observational matrix. In addition to his standardized test results, I implemented an observational protocol to gain more information about Jose's English oral language proficiency. I used the Student Oral Language Observational Matrix (SOLOM) (California Department of Education, n.d.[a]) to assess his speaking skills through an interview I had with him and the record of him telling a story. Since the SOLOM is "based on the premise that the most authentic environments for sampling language occur in natural contexts in which the student uses language to understand or communicate for academic or social purposes" (Herrera et al., 2012, p.157), I believe it can offer me more insight into Jose's English oral language proficiency.

There are 2 records that I will use to analyze. One is the interview I had with Jose to gather his cultural and linguistic information, the other is a storytelling which he did based on a wordless picture book *Wolf in the Snow* by Matthew Cordell, a story about a girl and wolf cub lost in a snowstorm and found their way back home. Both of them took place during the center time at school, with other children all doing different things with a teacher or on their own. Instead of saying these were for assessments, I just told him I wanted to know more about him, so he was quite relaxed when answering my questions and telling the story. I think the casual context helped me get more authentic materials.

The SOLOM assesses oral language in the categories of comprehension, fluency, vocabulary, pronunciation and grammar (see Appendix F). For the category of comprehension, I observed that Jose was able to understand all the questions asked in the interview and answer to the point. He could also follow my instructions about the storytelling task. Therefore, I'd give him a 5 for comprehension since he understands every conversation without difficulty.

In terms of fluency and vocabulary, he was in fact generally fluent and effortless during conversations, approximately those of a native speaker; and he could use all the terms appropriately. But he did stop 2 or 3 times searching for a word and rephrasing sentences. For example, "and she xxx (mumbling)… she was walking through the snow", "the wolves were running up… (searching for a word to describe the place)", and "she… she was xxx(mumbling)… she was walking up a hill". Because of this, I gave him 4 on both fluency and vocabulary.

Regarding his pronunciation, I think Jose has pronunciation and intonation approximately those of a native speaker since he was born in the U.S. and has been in an American school from kindergarten. I only found 2 words/phrases which I failed to catch due to his little accent or pace of speaking. So, I gave him 4.5 for his pronunciation.

Concerning Jose's grammar, I gave him a score of 5 because he did a great job on that. He answered the questions and told the story with "grammar and word order approximately those of a native speaker". He could use a consistent tense (past simple tense) when telling the story with only 1 mistake, the words were put in the right order and the meanings of sentences demonstrated clarity.

In total, Jose scored 22.5 out of 25 on the SOLOM, which makes him a proficient speaker in English. I think this result matches with his WIDA level and has proved his high performance in oral English.

Expressive communication rubric. Secondly, I used the Expressive Communication Rubric (Herrera et al., 2012, p. 160, also see Appendix G) to gain insight into Jose's English oral language proficiency. This rubric assesses students' oral skills in 4 areas: message effectiveness, language structure, vocabulary, and pronunciation; and it ranks test-takers in 4 levels (level 1 to level 4, from low to high). Based on the same records and my classroom observation, Jose could

get a level 4 for message effectiveness. His message could be easily understood and never strayed away from the point. For language structure, I put him on level 4 as well because he could use structures correctly, similar to that of a native speaker. In the category of vocabulary, though Jose was able to use words appropriately, I didn't see many varied types or any idioms. He could have done a better job if he could use more specific and elaborative vocabulary. So, I gave him a level 3 on that. Lastly, I gave a level 4 for his pronunciation. As I mentioned before, Jose's speech pronunciation is similar to that of a native speaker despite the only 2 words I didn't get during our conversations which I think can be ignored. Thus, it can be seen that Jose also did a good job according to the Expressive Communication Rubric. However, my concern is, in spite the fact that he could use all grammarly accurate sentences, all of them stayed within the scope of simple sentences with few varied sentence structures. Though his performance got him the highest level regarding language structure, his teacher may still need to cultivate his ability to use various sentence patterns in a speech.

Part III: State and Federal Assessment Requirements

Jose was born in the U.S., but his parents are from Mexico and can only speak a little speak English. Based on the Home Language Survey given out by the EL office, Spanish is the language Jose first learned to speak and is typically spoken by the family at home. Therefore, Spanish is his primary language and the language he used most often before kindergarten. When the office found out that during the new student registration, the WIDA ACCESS Placement Tests for English Learners (W-APT) was given to him to help determine which kind and level of English language support he needed ("Kindergarten W-APT", n.d.). Though Jose mainly spoke Spanish outside of school, he spoke both Spanish and English with his three sisters, so he was determined with high

oral proficiency with a raw score of 19 in the W-APT assessment (see Appendix E). But still, he was considered an active English learner who needed to receive ESL services.

After spending an academic year at J.E. Moss kindergarten, Jose took the WIDA ACCESS test. It was in this test that he was determined to be in Level 4.1 (Expanding) (M. Johnson, personal communication, September 14, 2018) in his general English language proficiency which suggested that he was doing well in English language learning but still remained an active EL. So Jose is still receiving ESL services now, in the first grade. During their center time, an EL co-teacher would come into the classroom and give the active English learners their service hour, especially focus on phonics, spelling and reading. Though Jose's main class teacher is an EL teacher herself, in addition to the EL students, she also has to do guided reading with the students who are native speakers during the center time, and if they (the ELs and native speakers) are mixed together in one group, the service hour does not count. The school is very strict about this and I think it has guaranteed the education equity.

Besides the guided reading time with the EL co-teacher, the active EL students are also on a computer program called Imagine Learning during the center time. Imagine Learning is a software aiming to help students progress in language and literacy. It teaches critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency through a large variety of engaging activities ("Imagine learning", n.d.). At the beginning of the semester, the student did an assessment on Imagine Learning and the software has designed a personal curriculum to meet his needs. Jose spends 60 minutes on Imagine Learning every week, and the instruction and tasks in the program will continually adjust to his needs. The software also provides comprehensive data and analysis of every student for the teacher, so that the teacher could get an idea of where they

are in language learning and their growth. Imagine Learning also has a Spanish version, in case the student do not speak English at all, the school could know from the Imagine Learning assessment result the kid's L1 proficiency as a reference to whether special education is needed. What's more, Imagine Learning has met the Every Student Success Act (ESSA) evidence standards. Under ESSA, educational technology is considered evidence-based if it is supported by research that meets the methodological requirements of a Strong, Moderate, or Promising study design and demonstrates significant, positive student outcomes ("Every student succeeds act | ESSA", n.d.). Imagine Learning has passed the evaluation and prove itself to be effective in helping students with language and literacy learning.

Before the semester started, Jose had also taken an MTSS Universal Screener assessment which is "an instructional support system designed to give students the individual support they need to learn, no matter where they stand academically" ("2018-19 Required Tennessee student assessments & district assessments", n.d.). He was assigned to a group with the other first graders of his academic level based on the assessment results and together they receive a one-hour instruction provided by an EL teacher in the afternoon. The content of the lesson might be math, reading, or writing.

Although not required by law, Jose, as all the other student in the first grade, will receive Text Level Assessments three times a year to see his current reading level and progress. When Jose first entered the first grade, his reading level was D, but one month has passed, his reading ability has improved to E now. The Text Level Assessment can help the teacher identity each child's instructional needs and independent reading levels ("2018-19 Required Tennessee student assessments & district assessments", n.d.). Moreover, first graders at J.E. Moss Elementary have to take a spelling test every Friday. The test usually includes 6 to 8 words they've learned during

the week and one sentence as the bonus points. Students' papers will be graded and put into record, so it's a formal test. There is also a checkpoint test on Math for students periodically, but it's an informal one hoping to find out whether students have mastered the Math strategies and where still needs help.

In conclusion, Jose's needs are being met in the context of state and federal assessment requirements. As required by ESSA and TN standards, he had done Home Language Survey and W-APT assessment upon his enrollment. WIDA ACCESS was taken after his kindergarten year to determine his English language proficiency and MTSS Universal Screener was carried out to differentiate instructions. The teaching staff are all ESL certified and are equipped "with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards" (U.S. Department of Education, 2016). The school is doing all they can to provide individualized instruction for each student's needs by using educational technology, doing level-differentiated guided reading and having MTSS time. with the appropriate identification, placement, individualized instructions and professional EL services received. I believe Jose can thrive at J.E. Moss Elementary.

Part IV: Oral language, Reading, and Writing in a Content Area

Many teachers underemphasize and underestimate the value of content-area assessments for CLD students despite the fact that those assessments are essential to the teacher's monitoring of CLD student progress toward the mastery of academic content and skills. This is mostly because there is a sense that "language is the paramount issue that must be addressed before academic knowledge can or should be measured in the classroom" (Herrera et al., 2012, p. 184). Obviously, teachers have recognized the considerable influence that language can have on students' achievement, so they tend to spend more time and efforts on CLD students' language development

rather than content-area learning. However, in spite of their good intentions, "postponing content-area instruction until CLD students gain academic language skills widens the achievement gap between these learners and their native English-speaking peers" (Herrera et al., 2012, p. 184). Language acquisition and academic material learning are inextricably intertwined; thus, it is crucial to look at the student's language abilities in a content area.

I observed Jose in the content area of English Language Arts, where he had ample opportunities to share his ideas and background knowledge, read various types of books, and practice writing. I was able to collect information about his ability of using the English language in the Language Arts context, and I will talk about his performance in this content area in terms of his oral language, reading, and writing abilities.

Oral language. From the general observation and conversations with Jose, his oral language abilities seem to be highly proficient. In Part II of this analysis project, I assessed Jose's oral language abilities in the way of picture-cued storytelling (Brown, 2010), using the SOLOM rubric (California Department of Education, n.d.[a]). The result indicates that Jose is a proficient English speaker, gaining a score of 22.5 out of 25. He did an outstanding job in grammar and comprehension. And he also had pronunciation and intonation approximately those of a native speaker despite just 1 or 2 unintelligible words/phrases. Although there were times that he paused or rephrased his speech to search for the correct manner of expression or appropriate vocabulary, those occasions were rare. According to my observation, Jose is able to communicate with his classmates and teachers without difficulty. He is always active during the class, trying to answer every question raised by the teacher. I've taken notes about his answers to the teacher's questions during his ELA classes (see Appendix H), which demonstrate his academic oral language abilities.

My mentor teacher, Ms. Johnson, was reading an informational text about owls to the students, and she asked questions in the reading process to check the students' understanding and keep them engaged. When she asked the children if they thought it was safe for some owls to build nests on the ground, Jose immediately raised up his hand and answered, "If one baby owl falls out, someone can step on them." From his sentence we can see that he is able to use hypothesizing language like "if" to express his thinking and concern. And when the teacher asked them why owls camouflage, Jose said, "They camouflage so other animals cannot see them, so they can swoop down and catch them." The response demonstrated his capability of using language to show cause and effect, and that he could incorporate new and more difficult vocabulary like "camouflage" and "swoop" which he learned just one day ago into his answer effortlessly without any grammar mistakes. But if he just met a new word that he had not gotten familiar with yet, he would use one of its synonyms according to his understanding instead. For example, in another ELA class learning about other nocturnal animals, Ms. Johnson asked "why they can see at night" after introducing frogs' bulging eyes, Jose replied, "Cuz they use their big eyes to catch the prey." "Bulging" was a new word for him, which he could understand within the context and the help of illustrations but could not use yet. So, he searched in his word inventory and chose to use "big" instead. This suggests his ability to use the language he has mastered flexibly in his oral speech.

Reading. Jose is grouped with the median proficiency students in the class for guided reading, who started with level D guided reading books at the beginning of the semester but progressed to level E materials two months later. During the guided reading session, the students will first read one sight words list which has about 20 sight words like from, four, put etc. Normally the students can recognize them all since those are high frequency words which they see or hear a lot in all content areas, but if they come across any word that they are unable to sound out, they

can seek help from the teacher. According to my observation, Jose could recognize most of the sight words on a list but words in the present continuous tense or with blends they had not learned yet could be problems, such as going, every, think and so forth.

To gain more insight into Jose's reading level, I did a running record on him reading a level E fiction text *Toad's Birthday* (see Appendix N). Of all the 135 words, Jose got 122 correctly, which was 90 percent of the text. This indicates that the book *Toad's Birthday* is a challenging instructional text for Jose which requires too much work and support. Jose was not quite a confident reader. He would frequently look at me to check if he got the words right, and when he got to a word he did not know, he would make an extending sound of the first letter but would not go on, waiting for the teacher's help. However, this proves that he was using his knowledge of the visual features of words and letters and then connected these features to his knowledge of the way words and letters sound when spoken (Guizani, 2018). He also used visual cues for self-correction. For example, once he read "wanted" as "went", he was using the information gathered from print when he got it wrong, since both words contained letters "w", "n", and "t". But soon he realized his mistake and corrected himself using the same skill. Jose was also able to use meaning cues and structural cues. He read the sentence "Toad went to Turtle's house" as "Turtle went to Toad's house". Though got it wrong, the sentence still made sense – it was Toad's birthday, so Turtle could go to his house to celebrate. Jose's attempt also sounds right considering the structure and syntax of the English language, a typical sentence following the "subject + verb + object" word order. What I think keeps Jose at a lower percentage is that he did not utilize the illustrations in the book to help him understand or guess the words. He stumbled a lot of times over nouns like "toad", "turtle", "frog", "cake", and "spider", which were all illustrated on related pages. After spending more than 50 hours in class with him, I am pretty sure that he knew all those objects,

probably not in written forms, but since he could get the first sound of each word, if he referred to the pictures, he could have avoided those mistakes.

I had been doing guided reading with Jose for a month before taking this running record and based on this experience, I expected better performance from him. Other reasons for his underperformance might be the complexity of the material and his health condition. Though the same level as the guided reading book he usually reads, Toad's Birthday is a level E book with language complexity exactly on the level, which is somewhat more difficult than the books he has been exposed to during the guided reading session – books marked with level E but the language complexity is actually below the level. I was unaware of this at that time, but it indicates that Jose's reading level is somewhere between level D and level F. Another factor could be his general well-being status. The assessment was conducted on a Tuesday morning, at about 8:50. Jose had a fever the last Friday, so he took several days off and did not return to class until Tuesday. He was not fully recovered and seemed to be nervous when doing the assessment, which could have negative influence on the results. Anyway, Jose did well in terms of comprehension. I let him retell the story and asked some questions related to it, he excelled in both parts.

Writing. As a first grader, Jose just started learning writing this semester. To look into his writing abilities, I have gathered samples of his writing for a unit culminating task. After learning about nocturnal animals for 3 weeks, the students began to work on their final project: writing a paragraph about nocturnal animals. Paragraph writing is not easy for first graders, so teacher's support is provided to help them reach the goal. Having done intensive reading of several book in the past 3 weeks, the students were equipped with a wide knowledge of nocturnal animals. Thus, the first step was to organize the information, which they did by completing a tree map of what nocturnal animals are, what they have, and what they can do (see Appendix I). Then they chose

information from their tree maps to fill in a "POW + TIDE" chart which could help the students to create a paragraph (see Appendix J). Here "P" is "pull apart prompt", "o" means organize my notes, "W" says "write and say more", "T" stands for topic sentence, "ID" means important details, and "E" refers to ending. Once they finished this graphic organizer, they could put the sentences they have already had onto the final writing paper (see Appendix K). It made the students more comfortable and confident to get the task done with all these scaffolding.

On his final draft, Jose wrote: "I lik Nok turnal Animals. d r is et. d(?) ot raNmo IZ to B ShKac wis pray. They wak up at nit. I lik I r h eG." On the bottom right corner of this worksheet is a checklist for the student's writing, which includes topic sentence, 3-5 facts, closing sentence, start with capital letter, punctuation, finger spaces, and invented spelling, tries to use word wall. Despite the fact that Jose had all those boxes checked, problems can still be found with his writing. He did start most of the sentences with capital letters, but he forgot it in the second sentence. What is more, he did not only use capital letter at the begging of every sentence, he had them randomly in the words as well. He had good command of punctuation and finger spaces, but it seems that he was not sure which letters should be together as a single word, like "Nok turnal", by which he means "nocturnal". He was able to use invented spelling, such as "lik" for "like", "IZ" for "is", and "wak" for "wake", which suggests that he has wonderful phonetic awareness to write words based on their sounds. We could tell from his writing structure that he included a topic sentence, 3 facts, and a closure. But unfortunately, some of the words and sentences are unintelligible for me due to his spelling and handwriting.

My mentor teacher graded Jose's work according to a rubric developed by all the first-grade teachers (see Appendix L). The rubric looks at the students' works in three aspects: conventions, structure, and content, and each aspect is scaled from 1 to 4. Jose got a full score 12

from my mentor teacher, which means he begins all sentences with capitals, uses correct punctuation, and uses finger spaces; he has a topic sentence, 3 or more details, and a conclusion; he stays on topic and gives 3 correct details. It is encouraging for students to see a good grade on their work, however, strictly speaking, I would give Jose 3 in terms of conventions and content. A score of 3 in those two areas means he begins most sentences with capitals and gives 2 details. Jose did not start his second sentence with a capital letter and this sentence, which serves as one of the details, was too hard for readers to understand.

From my point of view, using this kind of scaffolded writing activity to assess students' writing abilities can be considered a form of authentic assessment. It is authentic in that it offers students freedom to choose what they want to write within a big topic, allowing them "to demonstrate how they understand, access, and apply their knowledge" (Herrera et al., 2012, p. 23). With the checklist provided on the student's worksheet and the teacher's rubric, the activity has "included measurements and evaluations relevant to both the teacher and the student" (Herrera et al., 2012, p. 22), which is another commonality of authentic assessments. Since this kind of culminating task takes place at the end of every unit, I think it is an effective way for teachers to monitor individual growth and learning over time.

To confirm if Jose has any difficulty with spelling, I collected information from his most recent spelling test (see Appendix M). The students have a spelling test every Friday, which includes 8 words with certain phonemes that they have been learning for the whole week, 2 bonus words related to the phonics they are going to learn the next week, and a simple sentence containing some of the words they have learned. The spelling words are scored by letters, one correct letter gets one score. The bonus words are not counted, they are just a means of preassessment. The sentence has 4 scores, which consists of capital letter, punctuation, finger space, and spelling. In

the most recent spelling test about words containing ph, wh, and sh, Jose got 45 out of 47, only misspelled "fish" as "phis", and "phonics" as "phonix". Based on the sounds of the words, his mistakes are understandable. As for the bonus words, although he did not get them right, he used what he learned before – the "-ck" blending – for the sound [k], which is a good sign that he was trying to apply his language knowledge. Jose got 3 out 4 in the sentence dictation, losing one score for the spelling of "fish" again.

Overall, Jose was able to meet the writing requirements at the current stage. He displayed strong awareness of the conventions, structure, and sound-letter relations, and the ability of turning the knowledge from books into his own. Spelling is something that he can continue to work on and considering his oral language proficiency, I think he could have done better in writing.

Part V: Instructional Recommendations and Assessment Plan

Herrera et al. (2012) defined assessment as "a range of procedures used to gather information about what students or other individuals know and are able to demonstrate" (p. 4). No matter the assessments are formal or informal, formative or summative, the most imperative use of them is to gather information that helps teachers plan, adapt, and individualize instruction (Herrera et al., 2012). Therefore, I have developed an instruction and assessment plan for Jose based on my observation and the information collected from assessments over the course of the semester.

Instructional recommendations. First, I will discuss instructional practices that can support Jose's language development in the classroom. As I have mentioned in Part II when assessing Jose's oral language proficiency using SOLOM, he scored a 5 in terms of comprehension, which means he understands everyday conversation and normal classroom discussion without difficulty, and it matches with my observation throughout the whole semester. Thus, I think he has

outstanding listening skills and I will just talk about the instructional recommendations in language domains of reading, writing, and speaking.

Reading. I worked with Jose within the context of guided reading sessions several times this semester. He is placed in the level E reading group with 6 other children who are also at an intermediate level of language proficiency. There are only two girls in the class who read books at a higher level than theirs. Just as I explained in Part 4, although this group of children are reading level E texts, the language complexity is actually below this level. We can consider those texts as a transition from level D to the real level E. I believe that this is the appropriate placement for Jose's reading level, because I assessed him with the level E "on the level" book by doing a running record, and the result shows that he is not ready for it yet. However, Jose is a smart student, with proper support and guidance, I think he will be on the level and even exceed level E in a short time.

To further supplement instruction, I recommend that reading strategies be taught explicitly to Jose and other students in the group. In Chamot and O'Malley's article (1996), a model called Cognitive Academic Language Learning Approach (CALLA) which "integrates content-area instruction with language development activities and explicit instruction in learning strategies" (p. 259) is introduced, and I believe it is a suitable approach to follow in order to improve Jose's reading ability.

I would like to teach him cognitive strategies like elaboration of prior knowledge, which helps him actively connect the new information with his funds of knowledge; making inferences, in which he can make logical guesses based on context clues; imagery, or visualization, which benefits his comprehension and production (Chamot and O'Malley, 1996). With these strategies, when Jose meets a text like *Toad's Birthday* again, he will do a much better job. When he stops at the word "frog", instead of asking for the teacher's help, he will resort to the illustrations for clues.

He will see a frog in the picture, and then he will recall what he has learned about this "thing" and the word "frog" will appear in his head. Since he has strong phonetic awareness, he can totally match the sound that he knows in his head to the printed word "frog" in the book, and everything is figured out.

In addition to those cognitive strategies, I would also like to teach him some metacognitive strategies such as monitoring and evaluating, which can help him excel in reading not only in guided reading sessions, but also when he reads by himself. Monitoring requires the student to think while doing language activities, like checking his understanding and production while reading. If Jose can master this strategy, he will be able to avoid mistakes made by carelessness, such as reading "saw" as "was", and he will be able to correct himself immediately after the mistakes. Doing self-assessment is also unquestionably a crucial skill. Cultivating a habit to check back and reflect on what he learned informs himself of aspects that he should be working on and whether the current strategy he is using is effective. To teach this evaluating strategy explicitly, the teacher can start with organizing her own class or guided reading sessions. She can model this by writing clear class objectives and having them read at the beginning of the class and leading the students to check if they have accomplished the objectives together at the end of class, telling them that they can do the same while they are reading – setting themselves 2 or 3 goals (like "I am going to practice my summarizing skills by reading this book", "I will learn 2 new words from this text") before starting to read and reflect on them after reading.

"Strategies instruction can not only help students achieve cognitive learning goals but can also increase their motivation and self-confidence" (Chamot and O'Malley, 1996, p. 266). With those tools on hand, I believe Jose will become an effective and confident reader.

Writing. Jose's writing does meet the current requirements of his grade: a topic sentence, 3 details, a closure, capital letters, proper punctuation, and space between words. Nevertheless, I do not think he really understands what a topic sentence is and that the details he provides should be consistent with the topic sentence. In another writing task about two scientists, Jose had the topic sentence "This is a story about Jane Goodall and Mr. Bentley" and ended his paragraph with "This is the end of the story". It is not wrong for a first grader to have an opening and ending like this, but I believe he can create a more meaningful topic sentence and closure if he knows better about them and the functions they serve.

The Teaching/Learning Cycle (TLC) is a highly scaffolded model of teaching writing that can be used in Jose's class. The model involves three stages: deconstruction, which is the analysis of mentor texts; joint construction, in which teachers and students work together to compose a new text; independent construction, in which students write their own texts (Caplan & Farling, 2017). Take the writing task about nocturnal animals as an example, as the students have read several informational texts about different nocturnal animals, the teacher can choose some paragraphs from the books as mentor texts for students to analyze how those writers form their paragraphs. A well-written paragraph with the structure of "topic sentence – details – closure" is normally easy to find in an informational text, if not, the teacher can adapt the original text to fit in the form or come up with her own. In the process of analyzing, the teacher and students can color-code the sentences: color the topic sentence red because it is the heart of the paragraph, the ending can be blue, and the details can be purple because they glue the topic sentence and ending together (Olson et al., 2010). After color-coding, the class can look at the topic sentences, closures, and connections among those 3 parts together and summarize what the writers usually say in each part. For instance, the topic sentence can be a general statement of an animal, like "Owls are special". Then the details

should support the topic sentence, listing the special features of owls (a neck that can rotate, internal ears, quiet in flight etc.). At last, the end of the paragraph can be an answer to the question "so what?", it can either be a logical consequence of what was written just now or a personal commentary, like "Those special features makes it easy for owls to catch a prey" or simply "I like owls". Analyzing good works gives students an opportunity to see concrete examples and offers inspiration.

After deconstruction part comes joint construction, the teacher-led, whole-class collaborative writing. This is the first try for students to write a similar paragraph after analyzing the examples. The teacher reminds the students of the structure and the possible kinds of thoughts can be written in each part, and then "elicits words, phrases, and sentences, recasting or providing language and content as needed" (Caplan & Farling, 2017), which is a good time to review and expand the knowledge they have learned in the unit. With the teacher's support and whole class efforts, the students achieve a group success in their first try, which not only makes them be clearer about the writing content and process, but also gives them more confidence to complete the individual writing.

The TCL model can be inserted between the tree map and POW+TIDE chart, helping the students to select information and form ideas. I could totally envision Jose writing a more meaningful and cohesive paragraph after this activity, and I would encourage him to reread what he wrote to a teacher or himself. Jose has no special problem with spelling and he has strong phonemic awareness, but he likes to finish the task in a hurry so that his invented spelling words are not complete, and his handwriting can be sloppy. To orally process his own work again can help him monitor what he wrote, calling his attention to the spelling by sounding it out, and rewrite the parts that even could not be recognized by himself.

Speaking. Jose has great speaking skills, reaching a Level 4 Expanding according to the WIDA standards. To climb up to Level 5, he should be able to produce multiple, complex sentences, expressing cohesive and coherent expression of ideas, having a broad range of sentence patterns and grammatical structures, and using technical and abstract content-area language. I think the key for him to reach this goal is to incorporate meaningful interactions into his classes which help the students form deeper understandings of the content while offering ample opportunities for them to practice academic speaking in a content area (Echevarria et al., 2018).

I will take the ELA class as an example. After learning the stories and character traits of the two scientist Jane Goodall and Mr. Bentley, the teacher can organize a group discussion about a question that promotes higher order thinking, like "How those two scientists are similar or different? Why?". In order to let the students use varied sentence patterns and grammatical structures, sentence stems and different ways of expressing one idea can be provided. For instance, "Jane Goodall and Mr. Bentley are similar/different because ___.", "Jane Goodall is ___ because___. Mr. Bentley is ___because___. Thus/Therefore, they are ___". As they have summarized the two scientists' character traits, a word wall or bubble maps can be displayed so that the students can practice the academic words in the discussion. While they are engaged in the interaction, the teacher can circulate the classroom to monitor the activity. She can provide language support if need, and make sure the students are having a rich discussion by using Silent Support Cards ("Constructive conversation tools", 2018). Silent Support Cards offer suggestions for students when they are not talking, they are off topic, they are arguing un-academically etc. A teacher can create her own set of cards with hints like "ask for an example to support the idea", "encourage your partner to talk more", "ask your partner to clarify (why…how…)" etc. This is a

wonderful way to facilitate students' academic speaking practice and challenge them to improve little by little without interrupting their ongoing conversation.

Meaningful interactions can happen in every content area. Even in a Math class, which most people think only deals with numbers and symbols, students can practice academic language by explaining to a teacher or partner how he solved a problem. With more practice like this, I think we will see dramatic progress in Jose's academic speaking after a semester.

Assessment plan. Jose will be assessed throughout the school year using standardized tests assigned by the district and classroom-based assessments designed by the teacher. Both types of assessment are essential in order to monitor Jose's learning and growth and inform instruction. Since I have proposed instructions which are supposed to help Jose progress in every domain of English language, related assessments should also be planned to see whether those changes are effective.

As a first-grade student studying in a Metro Nashville public school, Jose will take his second WIDA ACCESS test in the coming Spring. In the second part of this analysis paper, I examined the reliability and validity of this assessment and find it a useful tool which can reflect the student's learning outcome. This exam is administered annually as long as Jose remains an English Language Learner. One thing that the teacher should pay attention to is his performance in each language domain. Jose's overall English language proficiency might be at Level 4, but it does not mean he performed equally well in listening, speaking, reading, and writing. As I discussed in the former parts of the paper, Jose has outstanding listening skills which can be placed at Level 5. In contrast, his writing ability is not as satisfying as that in listening and speaking, which might be lower than Level 4. Therefore, apart from an overall level, the teacher should check his performance in each language domain separately to see which part needs more efforts.

Reading. Jose is now placed among the group of students with intermediate English language proficiency, reading level E (below the level) texts during guided reading sessions. However, with proper reading strategies taught, he is completely able to challenge more difficult texts. When teaching a strategy explicitly, the teacher should constantly ask questions to check the student's understandings so that she can change the pace of teaching or ways of explanation accordingly. Activities or tasks should be designed to offer the student chances to practice using the strategy. Mastering a certain strategy requires time, so Jose might be assessed weekly on the command of the strategy. The teacher can give him a level-appropriate text that he has never read before, asking him to read the text, completing a task by using the strategy. For example, the teacher can ask Jose about the meaning of a new word which he can get by making inference from the context and illustrations and let him explain how he did it, if this is the strategy they have been practicing. This can either be done during the guided reading time on Fridays or if the class time is limited, the teacher can let him take the book and question home, record his reading as well as his answer and thoughts, and add it to his learning journal on Seesaw, a digital portfolio. In addition, an informal reading inventory assessment should be done monthly by using the tool of running records to determine whether Jose can move to the next level.

Writing. I think Jose's writing ability would be most accurately assessed in the form of authentic assessment. The teacher should keep the writing assignment at the end of every unit as a formative assessment. Authentic assessment which is directly linked with the content area learning like this can best demonstrate what Jose can do and do know after a unit's learning. This assessment is usually done every two or three weeks depending on when the unit is finished. At the current stage, students' checklists and teachers' rubric can be used to grade the works. But as Jose's writing ability develops, those criteria will no longer be appropriate as they are too general

and have rather low standards. The 6 +1 Traits Rubric for K-2 (Guizani, 2018) can be used to asses his writing when he gets more practices in the TLC model (Caplan & Farling, 2017) and is able to produce longer writings. This rubric is more specific and demanding, examining every aspect of writing including the presentation of the topic, the organizational structure, the writer's voice and so forth, which can provide the teacher more insights into Jose's writing ability.

Another aspect of writing is spelling. A spelling test should be done weekly to check the student's mastery of the spelling words taught during the week. In addition to placing 2 words which they are going to learn the next week as a preassessment, I think the spelling test should also include 2 to 4 words that they have learned in the past, in case they never look back again after the spelling test. What is more, I observed that almost all the students in the class would just look at the score when the worksheets were handed back to them, no caring about what they got wrong and why they were wrong at all. Based on this situation, I suggest that the teacher requires them to correct their mistakes and copy the right ones onto their word work journal as a means of memorizing the right spelling of those words. And as for Jose, if the teacher notice any particular pattern in his spelling mistakes (like he tends to use the letter "d" to represent the "[ð]" sound, which should be "th"), she should get his attention to it immediately so that he can monitor himself to avoid this kind of spelling mistakes in the future.

Speaking. Jose's oral language ability is generally better than his writing. Previously, I recommended that his teachers incorporate activities of meaningful interactions into the content-area classes to improve his (and other students') academic speaking skills. To monitor his progress and measure the outcome, the focused anecdotal recording assessment (ARA) can be adopted by his teachers. As a form of authentic assessment, ARA "allows the teacher to record a wide range of authentic experiences and even unintended outcomes of literacy development" (Boyd-Batstone,

2004, p. 230), which provides her "an insider's perspective of the child's educational experience" (Boyd-Batstone, 2004, p. 231).

The teacher should maintain a focus during the observation process, otherwise it is easy for her to become distracted from observing the actions directly related to the class objectives. To address this problem, the teacher can write down her dominant focus (either selected content standards or class objectives) on the recording sheets beforehand. And then while Jose is in class discussion with his group members, the teacher will focus on his performance and take notes. When writing observable data, the teacher should be clear and precise, avoid redundancy and ambiguous language like "a lot" and "a few", and support her records with examples as evidence (Boyd-Batstone, 2004). It is also imperative that the teacher do not use the word "can't" which implies the student's incompetency, just because he did not do something cannot mean he is unable to do it (Boyd-Batstone, 2004). The ARA can be conducted on daily bases during classes. The teacher will able to know whether Jose is able to use the academic language that has been taught, how much has he mastered, and which communication skills he is able to use.

In addition to the ARA, I also suggest the teacher using WIDA standards or SOLOM rubrics to assess Jose's speaking skills on a quarterly basis in any form of group discussion, oral presentation about a topic, or picture-cued storytelling (Brown, 2010). I believe the combination of those two assessments would be sufficient to monitor Jose's progress.

With these instructional recommendations and assessment plans, growth should be seen in Jose's English language proficiency. And I hope he can exit from the ELL designation with all these supports since he is so close to it. The last thing that worth the teacher's notice is that none of the suggestions is fixed, they should be continually adapted to meet Jose's specific needs and growth.

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Appendix A

WHO AM I

My name is ▮

I'm __6__ years old!

My home, my family

Where are you from? (Country, city)

MƏ✗Ọico

How many members are in your family? Who are they?
Where are they?

3 sisters → English
parents → Spanish

What language do you speak at home?

M: take care of plants
D: make houses

Did you go to school in your home country? If yes, what was it like? Did you like it?

No. He was born in the U.S and came to J.E. Moss since kindergarten.

New country, new identity

When did you come to the U.S.?

Born in the U.S.

Where do you use English? How well do you use it? Why?

Pretty well.

Do you like school here? Why or why not?

Yes. Because Ms. Johnson is a good teacher and he likes playing "TAG" with friends.

off school and at home with sisters.

What is difference between school here and the school at your home country?

N/A.

What do you expect to learn from school here?

Swimming.

My hobbies

What do you like to do at school and afterschool?

To read.

THUNDER BOY JR. → silly names.

If you could choose, which hobby would you want others to learn and discuss about during class?

Reading. Books with maps.

My goals

What is your goal for this semester?

Finish homework.

What is goal at J.E. Moss Elementary?

What do you want to do in the future?

Police. Because they help people.

• Help ~~them~~ friends to write. Translate for Axiel.
• Is there anything else that you want to share with me about yourself?

This is a picture of me!
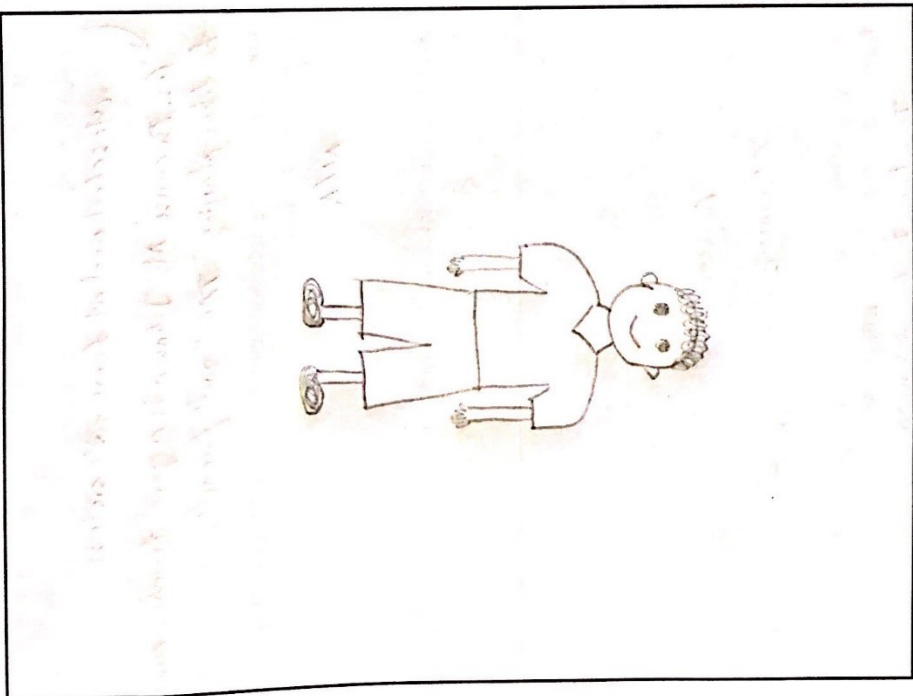
Appendix B

METRO NASHVILLE PUBLIC SCHOOLS

615 Fessey Park Rd. Nashville, TN. 37204
(615) 259-8608 ~ Fax (615) 214-8655

Instructional Support
Office of English Learners

EIS Pin #   **NELB Registration Form 2017-2018**

Infinite Campus Id #:190270456

Student Information

Student Name: ▓▓▓▓ (last name) ▓▓▓▓ First ▓▓▓▓ Middle

Address: ▓▓▓▓   Zip Code: ▓▓

Date of Birth: ▓▓▓▓   Age: **5**   Recommended Grade Placement: **K**

Race: ☐ Black/African American ☐ American Indian/Alaskan Native ☐ Native Hawaiian/Pacific Islander ☐ Asian ☒ White

Etnicity: ☒ Hispanic ☐ Non-Hispanic   Sex: ☒ Male ☐ Female

Country of Birth: **USA**   First and/or Home Language: **Spanish**

Date of Entry into U.S. School: **08/03/2017**   Date of Entry into MNPS: **08/03/2017**

Date of Entry into the U.S.: **Born in USA**   Last Grade Attended: _____   Year: _____

Year Started School: _____

Yrs In Home Country: _____   # Yrs In Refugee Camp: _____   # Yrs In U.S. School _____

☐ Refugee

☐ Bilingual ☐ ESL ☐ English Only

Parent/Guardian Information

Father/Mother/Guardian: ▓▓▓▓   Phone: ▓▓▓▓

Country of Language acquired: ▓▓▓▓   Primary Language: **Spanish**   Speaks English ☒ Yes ☐ No

Emergency Contact: ▓▓▓▓   Speaks English ☐ Yes ☒ No

Relationship: **Friend**   Phone #: ▓▓▓▓

(ISRC) International Student Registration Center Only

2017-2018 Zoned School: **JE Moss ES**   2017-2018 SIFE Center: _____

☒ New to MNPS   ☐ Returning to MNPS   Transp. Ticket _____

Comments: **No PreK**   EL REGISTRAR: **LG**
                        EL REGIST. DATE: **03/08/2017**

Registration Documents Attached

☒ Infinite Campus Screen ☒ Registration Forms ☐ Proof of Birth ☐ IEP ☐ Alternative Grade Placement ☐ POA ☐ HERO ☒ HLS
☒ Record of Physical Exam ☒ Immunization Record Complete ☐ Immunization Record Temporary ☒ Proof of Residency ☒ Migrant Survey

Student EL Status

☒ Active/English Learner (EL)   ☐ Non-English Language Background (NELB)
☐ Refused/Waived (EL)   ☐ Exited _____

Appendix C

METRO NASHVILLE PUBLIC SCHOOLS

Student:
Student ID:
School: J.E. Moss Elementary
Teacher: BLAKENEY, AMANDA KRISTEN

Metro Nashville Public Schools Grade K Report Card 2017-2018

Attendance Summary

	Qtr 1		Qtr 2		Qtr 3		Qtr 4	
	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
	0	0	0	0	3	0	0	0

-ENGLISH LANGUAGE ARTS & LITERACY-

	Q1	Q2	Q3	Q4	Final
Overall	U	S	P	E	S
STANDARD CATEGORIES					
Written Expression		2	2	4	
Reading Literature					
Reading Informational Text					
Speaking & Listening		2	2	4	
Foundational Literacy	0				

-MATHEMATICS-

	Q1	Q2	Q3	Q4	Final
Overall	P	E	S	E	S
STANDARD CATEGORIES					
Counting & Cardinality	1		4	4	
Number Operations & Relationships	2		3	4	
Geometric & Measurement Concepts	3		2	4	

-SOCIAL STUDIES-

	Q1	Q2	Q3	Q4	Final
Overall	E	E	E	E	E
STANDARD CATEGORIES					
History		4	4	4	
Government & Civics		4	4	4	
Geography					
Economics			3	4	
Culture		4	4	4	

-SCIENCE-

	Q1	Q2	Q3	Q4	Final
Overall	E	E	E	E	E
STANDARD CATEGORIES					

-SCIENCE-

STANDARD CATEGORIES	Q1	Q2	Q3	Q4	Final
Inquiry					
Technology & Engineering		4			
Life Science		4	4	4	
Earth & Space Science			4	4	
Physical Science			3	4	

-RELATED ARTS-

STANDARD CATEGORIES	Q1	Q2	Q3	Q4
ART	E	E	E	E
COMPUTER	E	E	E	E
MUSIC	E	E	E	E
OTHER	E	E	E	E
PHYSICAL EDUCATION	E	E	E	E

SOCIAL AND EMOTIONAL LEARNING

	Q1	Q2	Q3	Q4
Self-Awareness	DR	DR	DR	DR
Self-Management	DR	DR	DR	DR
Social Awareness	DR	DR	DR	DR
Relationship Skills	DR	DO	DR	DR
Responsible Decision Making	DR	DR	DR	DR

HOMEWORK

	Q1	Q2	Q3	Q4
Homework Overall	4	3	3	3

LEGEND

ES Overall 2-4: Excellent (90-100)(A), Above Average (80-89)(B), Average (70-79)(C), Low, but passing (60-69)(D), Not Passing (below 60)(F)

ES Overall K-1: Excellent (90-100)(E), Satisfactory (80-89)(S), Progressing (70-79)(P), Needs Improvement (60-89)(N), Unsatisfactory (0-59)(U)

ES Homework Rubric K-4: Always Completes(4), Frequently Completes(3), Sometimes Completes(2), Rarely Completes(1), Never Completes(0)

ES SEL Rubric K-4: Demonstrates Regularly(DR), Demonstrates Occasionally(DO)

ES Standard Score K-4: Mastered(4), On Track(3), Approaching(2), Below(1), No Evidence(0)

COMMENTS

Not every Standard Category will be scored each term. Standard Category scores may show that students are likely to reach that performance level by the end of the school year.

Placement for 2018 - 2019

Your child will be assigned to Grade 1.

Appendix D

32

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

Student/ID#:		Date: Age: Teacher:
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:		Out of 6 total =
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.
		Displays difficulty with understanding and applying cause and effect.
% Checked:		Out of 6 total =
Culture and Language		Comes from non-English speaking home.
	X	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.
		There is no support in the home for bilingual and bicultural development.
% Checked:		Out of 6 total =
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.
		Uses survival strategies that are not appropriate in the classroom.
% Checked:		Out of 9 total =
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		Appears to know English but cannot follow English directions in class.
		Out of 8 total =

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Appendix E

Appendix F

Student Oral Language Observation Matrix: SOLOM

Student Name __Jose (pseudonym)__   Rater Name __Han Xiao__   Date _____   Total Score __22.5__

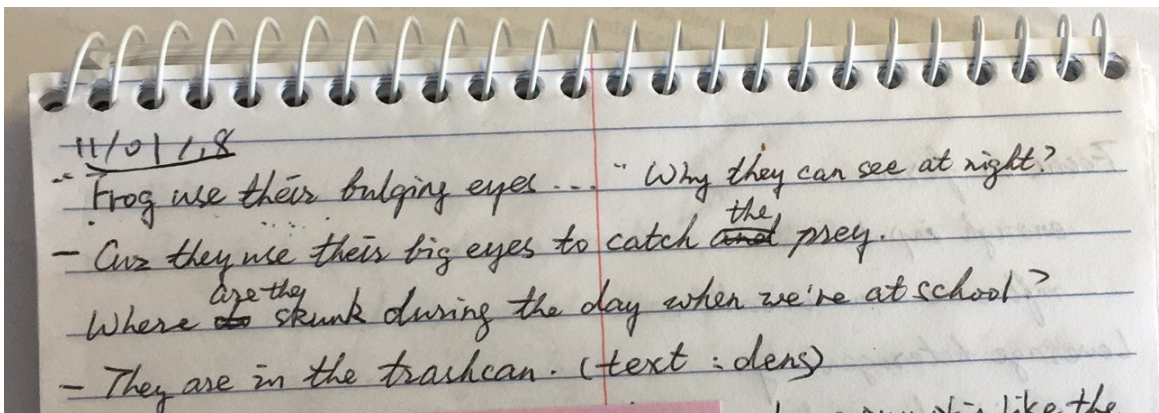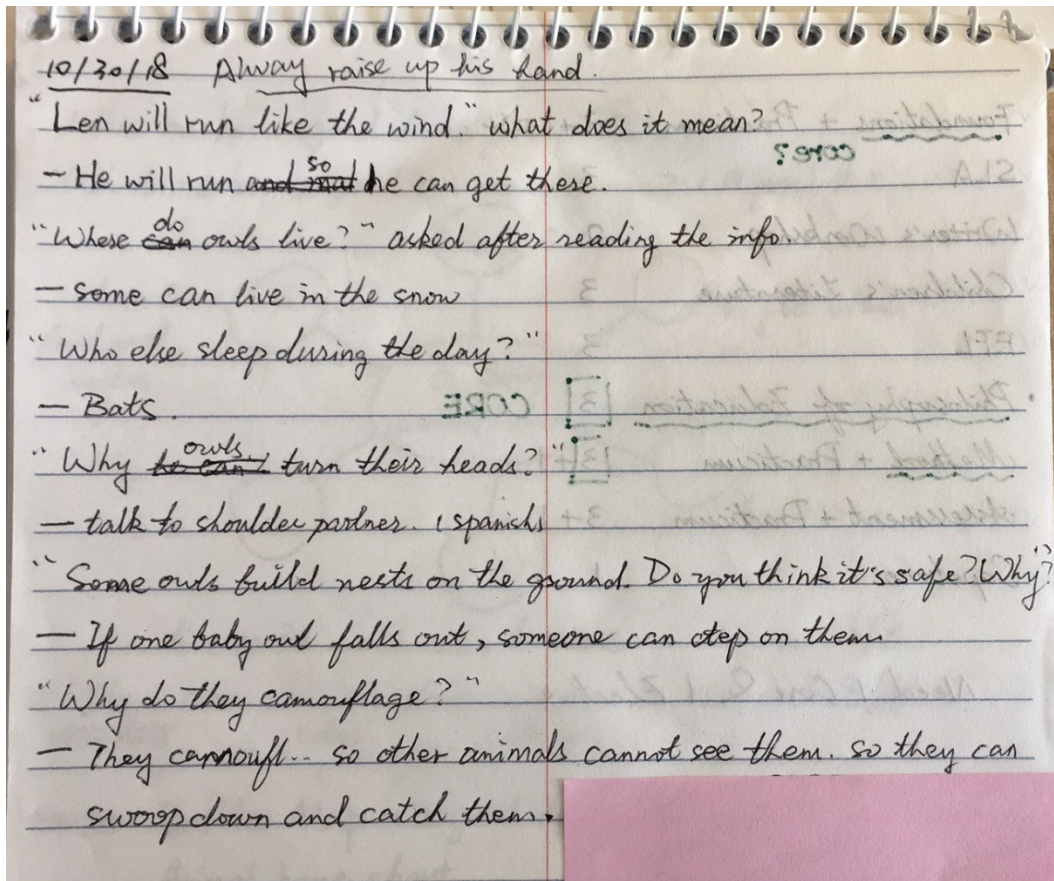| Category						Notes	Score
Comprehension	Cannot understand even simple conversation.	Has great difficulty following everyday social conversation, even when words are spoken slowly and repeated.	Understands most of what is said at slower than normal speed with some repetitions.	Understands nearly everything at normal speed, although occasional repetition maybe necessary.	Understands everyday conversation and normal classroom discussion without difficulty. ✓	And she ran, She was walking through the snow.	5
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.	The wolves were running up... She... she was w... she was walking up a hill.	4
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.		4
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.	And then the wolf ran ran into its mom. And xxx walking back into (she went?) the house.	4.5
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 not obscured.	Occasional errors in grammar or word order; meaning not obscured. ✓	Grammar and word order approximately those of a native speaker.	Tense: "She found, carried etc." "She start walking again..."	5

Appendix G

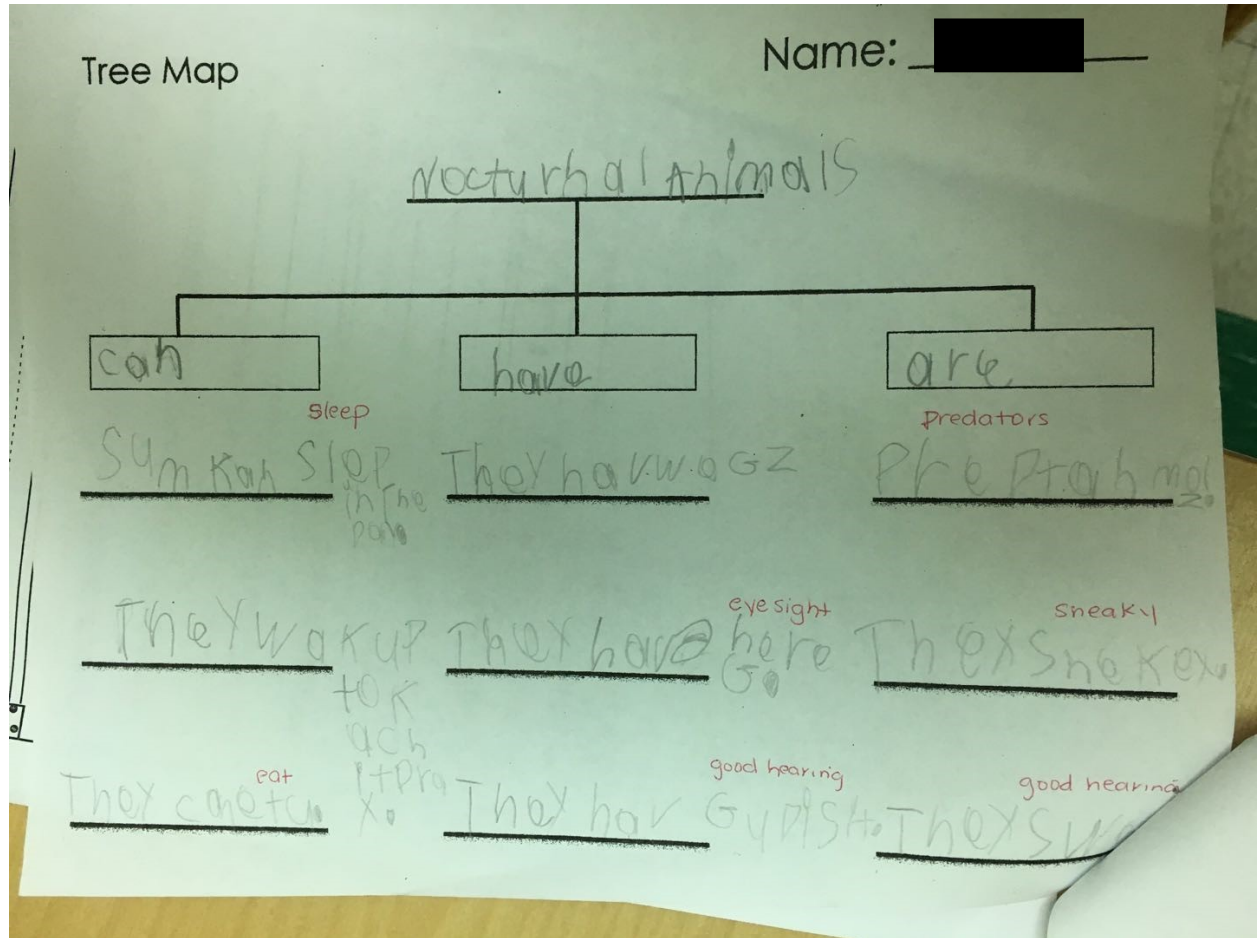## Expressive Communication Rubric

Student Name Kavina T. *Jose*

Date(s) Completed: X above 9/22/05   X below 2/28/06   "O" below 10/04/18

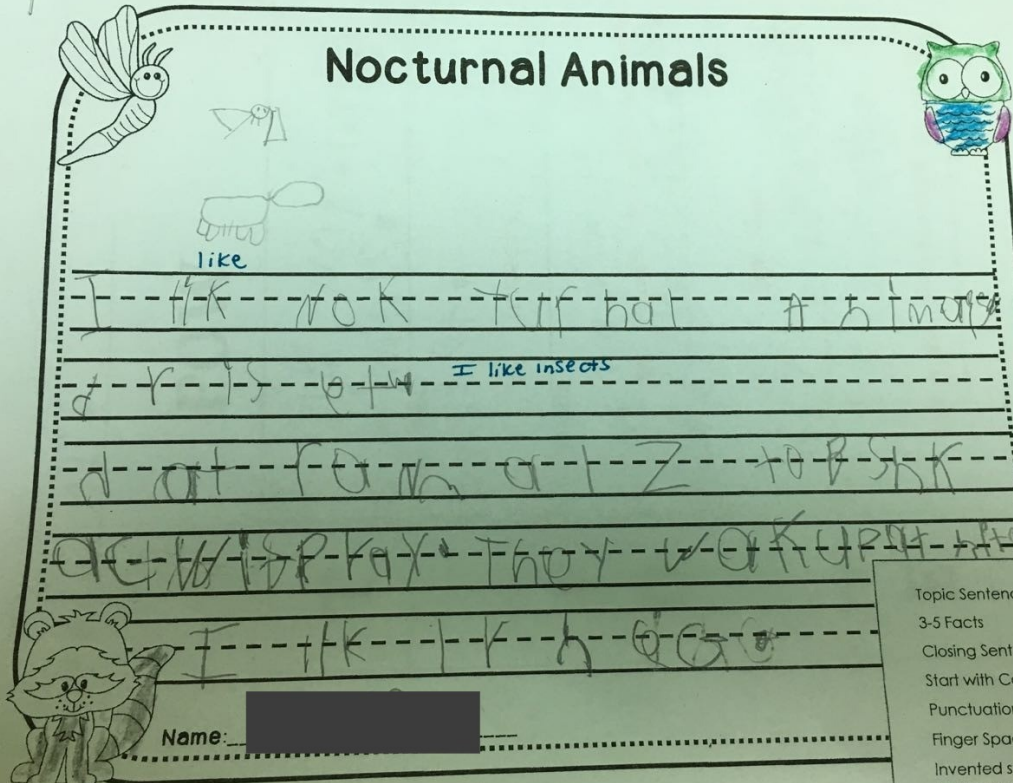|	Level 1	Level 2	Level 3	Level 4
Message effectiveness	Unable to understand intent/ meaning.	Difficult to understand. X	Able to understand most but not all of message. X	Message is easily understood. O
Language structure	Multiple errors with word order and grammar. X	Noticeable errors but student able to convey aspects of the message. X	Uses mostly correct structures with some errors.	Use of language structures is similar to that of a native speaker. O
Vocabulary	Incorrect word choices and/or limited vocabulary hinder social and academic communication.	Relies on a limited range of vocabulary to communicate. X	Vocabulary is not usually conspicuous but is rarely specific or elaborate. X O	Varied types of words, including idioms, are used with facility.
Pronunciation	Speech is often unintelligible.	Speech is understandable with careful listening and known context.	Speech is generally understandable to familiar and unfamiliar listeners. X	Speech pronunciation is similar to that of a native speaker. X O

Appendix H

10/30/18   Alway raise up his hand.
"Len will run like the wind." what does it mean?
— He will run and ~~not~~ ^{so} he can get these.
"Where ~~can~~ ^{do} owls live?" asked after reading the info.
— Some can live in the snow
"Who else sleep during the day?"
— Bats.
"Why ~~to can~~ ^{owls} turn their heads?"
— talk to shoulder partner. (spanish)
"Some owls build nests on the ground. Do you think it's safe? Why?
— If one baby owl falls out, someone can step on them.
"Why do they camouflage?"
— They camoufl... so other animals cannot see them. So they can
swoop down and catch them.

11/01/18
"Frog use their bulging eyes..." "Why they can see at night?
— Cuz they use their big eyes to catch ~~the~~ prey.
Where ~~do~~ ^{are the} skunk during the day when we're at school?
— They are in the trashcan. (text : dens)

Appendix I

Appendix J

Name: ███████

POW

T	Topic: I lik Nokturnal Ahimals.
I	Important Detail: pris et. *I like insects.*
D	Important Detail: Hot raNmoilz toBS *be quiet to catch their prey* Ake to kaclispitio
	Important Detail: *~~eat~~ are* They wakupotlito
E	Ending I ll Kirneo. *I like nocturnal animals.*

Appendix K

Appendix L

|	4	3	2	1
Conventions Does the student use correct punctuation and capitalization? **4**	Student begins all sentences with capitals, uses correct punctuation, and has spaces between words.	Student begins most sentences with capitals, ends most sentences with punctuation, and has spaces between most words.	Student begins some sentences with capitals, has some punctuation, and has spaces between some words.	Student does not begin sentences with capitals, has little or no punctuation, and does not put spaces between words.
Structure Does the writer have a topic sentence, details, and conclusion? **4**	Student has a topic sentence, three or more details, and a concluding sentence.	Student is missing 1 of the following: topic sentence, one out of three details, or a conclusion.	Student is missing 2-3 of the following: topic sentence, one out of three details, or a conclusion.	Student is missing 4-5 of the following: topic sentence, one out of three details, or a conclusion.
Content Does the writer provide accurate information about the topic? **4**	Student stays on topic and gives three or more correct details.	Student stays on topic and gives two correct details.	Student stays on topic for the most part, with 0-1 correct detail(s).	Student writing is not on topic.

Student:_____   Score:___12____

Appendix M
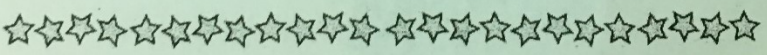
Appendix N

Running Record Sheet

Name: _Jose_

Date _11/13/2018_ Book Title (Level) _Toad's Birthday_ (Level E)

Number of Running Words _135_

Text	E	SC	Information Used (M S V)	Information Used (M S V)
✓ ✓ T/ A ✓ It was Toad's birthday	1		V	
✓ went/sc ✓ ✓ ✓ F/ A Toad wanted to see her friends	1	1	V	V
✓ ✓ ✓ Friend'sh/ A Toad went to Frog's house	2		(M)(S)(V)	
✓ s/ A ✓ She saw Frog	1		V	
✓ ✓sc he ✓ Frog said Hi Toad	1	1	V	V
✓ ✓ b/ A ✓ c/ A ✓ ✓ I am baking a cake said Frog	2		V	
✓ ✓ ✓ ✓ ✓ ✓ ✓ I like to eat cake said Toad				
✓ ✓ ✓ ✓ ✓ ✓ I like cake too said Frog				
Turtle ☑ ✓ ✓ Toad's ✓ Toad went to Turtle's house	1		(M)(V)(S)	
said ✓ ✓ ✓ She saw Turtle	1		V	
saw Turtle ✓ x ✓ x Turtle said Hi Toad			V	
✓ ✓ ✓ ✓ ✓ I am making hats said Turtle				
✓ ✓ ✓ ✓ ✓ I like hats said Toad				
✓ ✓ ✓ ✓ ✓ ✓ I like hats too said Turtle				
✓ ✓ ✓—✓ ✓ Toad went to Spider's house				
was ✓ x s/ A She saw Spider	2 1		V	
Total	11	2	2 2 10	2

Analyze the errors the child has made. Which cues has the child used?

M Did it make sense?
❏ Did meaning influence the error? Did the child make a meaningful substitution?

S Did it sound right?
❏ Did the child's response still fit the structure (syntax) of the sentence?

V Did it look right?
❏ Did the child's response show evidence of information gathered from the print?

Observations

• Not using the pictures to help with words.

• Tend to stop or repeat the first sound if he can't recognize the word, and then look at the teacher for help.

• A little bit nervous.

ALPHAKIDS ASSESSMENT

2

Running Record Sheet

Name **Jose**

Date **11/13/2018** Book Title (Level) **Toad's Birthday** (Level E)

Number of Running Words **135**

	E	SC	Information Used							Analyze the errors the child has made. Which cues has the child used?
			M	S	V	M	S	V		
✓ ✓ ✓ ✓ Spider said Hi Toad										**M Did it make sense?** ☐ Did meaning influence the error? Did the child make a meaningful substitution?
✓ ✓ b/ A ✓ ✓ ✓ ✓ I am blowing up balloons said Spider	I				Ⓥ					
✓ ✓ ✓ ✓ ✓ I like balloons said Toad										**S Did it sound right?** ☐ Did the child's response still fit the structure (syntax) of the sentence?
✓ ✓ ✓ ✓ ✓ ᵒs/ A I like balloons too said Spider					Ⓥ					
✓ was/⁻ᵗ/sc ✓ ✓ ✓ Toad went to the pond	I				Ⓥ			Ⓥ		**V Did it look right?** ☐ Did the child's response show evidence of information gathered from the print?
✓ said ✓ f/ A ⁻ˣ She saw her friends					Ⓥ					
✓ ʰᵒ/T ✓ ✓ Frog had a cake	I									
Toad h/A ✓ ˣ ˣ Turtle had hats					Ⓥ					**Observations**
s/ A ✓ ✓ Spider had balloons										• Able to understand the general idea of the story.
✓ ✓ ✓ ✓ ✓ Happy birthday Toad said Frog										
✓ ✓ ✓ ✓ ✓ ✓ Happy birthday Toad said Turtle and Spider										
Total	2	1		5			1			

ALPHAKIDS ASSESSMENT

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