Capstone EFL Portfolio

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Abstract

This portfolio is a final reflection of what I have learnt in my two-year master study in the English Language Learners program at Peabody College, Vanderbilt University. In the past two years, I finished ten classes, four practicums and one independent study. This portfolio helps me to link up my teaching philosophy, my actual learning on theories, my assignments that I finished and my future teaching implications.

This portfolio contains three sections: philosophy of teaching, artifact analysis and implications and future considerations. My philosophy of teaching expands under four categories: students and their communities, the curriculum, sociocultural, psychological and political variables to facilitate English learning, and partnerships and advocacy. In the artifact analysis, I provide five artifacts from different class assignments as supporting evidence for my understanding of four professional knowledge areas: the learner, learning context, curriculum, and assessment. The last implication section goes over the teaching identity I want to set up in my future teaching, the challenges that I consider I might face and a simple overview of how to continue improving myself as a language teacher.

Content

Philosophy of Teaching

Before I started my master studies, all my former teaching experiences are basically developed on my own understanding of how to acquire English. After three semesters of class readings, school and immigrant community investigations, guest speeches and student teaching at my practicum site, I have been gradually constructing a general teaching philosophy for my future educating of English language learners who come from culturally and linguistically diverse backgrounds. I want my students to become well-rounded in all of their language repertoires instead of just one or two language domains. This philosophy of teaching will be expanded under the following four categories: Students and Their Communities, the Curriculum, Sociocultural, Psychological and Political Variables to Facilitate English Learning, and Partnerships and Advocacy.

Students and Their Communities

The relationship between students and their own communities and the cultural knowledge of their knowledge that they can take into classroom are valuable resources that we have been talking about in almost every class we take through the whole program. It's not just about students simply blending their prior knowledge in their English learning, it's also teachers' responsibility to probe into their families and communities and to utilize these naturalized and untapped resources as part of our pedagogies. We use the term "funds of knowledge (Moll, Amanti, Neff & Gonzalez, 1992)" to refer to these historically accumulated and cultural developed bodies of knowledge and skills essential for household or individual functioning and well-being (Greenberg ,1989; Tapia, 1991; Vélez-Ibánez, 1988). Bringing such "family fortune" into the classroom can make students' English learning thrive in a more flexible, adaptive and active way.

I plan to teach English to adolescents and adults after I graduate. As for my adolescent students, I will try to motivate them to take their family funds of knowledge into my classroom, since having knowledge about the multiple spheres of activities within which the child is enmeshed will help me know the child as a "whole" person, not merely a "student" (Moll, Amanti, Neff & Gonzalez, 1992). Besides, working on my students' own intention of cultivating themselves with funds of knowledge, I want a positive interpersonal connection with their parents to further my investigation, no matter from parent-teacher conferences, send-home surveys or regular home visits to ensure I get things about my students on the right track.

When talking about my adult students, I may or may not utilize their family funds of knowledge based on the contents and contexts of our class. I would rather do a quick survey about whether they want to take their funds of knowledge into my classroom, if so, I will ask them about they want to do this by what kind of means, if not, I will more concentrate on the class content itself. Usually adult students come to ESL or EFL class with specific expectations and goals, so I will pay close attention to those things and tailor my instructions for them. Due to adults' different learning goals and motivations from adolescents, I will be more cautious when putting funds of knowledge into practical instructions.

The Curriculum

In my curriculum setting, students' funds of knowledge, a translanguaging space for multilingual and multicultural students, and their prior experiences of translating are three pillars to support my instructional activities and to cultivate a safe and comfortable atmosphere for my students. I want them to feel that I truly care about them and respect them for who they were, who they are and who they want to be in the future. I want to sustain a classroom culture that values diversity and individualization. I believe that making these three pillars involved in my

classroom setting can be a powerful catalyst for bridging the mind gaps between my students and I and for a better teacher-student relationship.

Embracing and implementing transnational and community literacies is one way for teachers to begin to build productive relationships with students who are English-language learners (ELLs) (Jiménez, Smith & Teague, 2009). This will be my first step and part of the foundation in designing my future curriculum by transforming their special literacy practices into our unique instructional activities. Taking this step makes it possible for me to better understand the life world of my students and to build more meaningful relationships with them (Jiménez, Smith & Teague, 2009). Accordingly, I want my students to learn more about the culturally and historically diverse formation of their communities, to build their present learning on their prior knowledge and to fully participate in class and outside class.

Creating a translanguaging space for students inside classroom is also absolutely essential in my curriculum, which will focus on multilingual speakers' creative and critical use of students' socio-cultural resources (Wei, 2011). I believe the translanguaging theory will work more efficiently on adolescents since they are actively shaping their multilingual and multicultural identities. When they see specific recreational and personal benefits in language learning (Wei, 2011), they may willingly embrace the spaces and networks multilingualism opens up for them. In addition, a translanguaging space can lessen their stress when facing a totally strange language that comes from a language system that is entirely different from theirs.

Giving the atmosphere of welcoming students' community literacy and supporting students to own their translanguaging space, valuing their prior experiences of translating and using translating as a pedagogy will also provide significant aid for curriculum. Translation is already a familiar activity for many students because they translate for their families (Orellana,

Reynolds, Dorner, & Meza, 2003), and instruction can help students recognize translation as a cognitive and linguistic resource useful for reading and comprehending English-language texts (Martínez, 2013). Translating can both heighten students' awareness of their L1 and endow them with new understanding of their L2. Students might not immediately recognize the richness of their translating practices, but we as educators can help them develop meta-linguistic awareness, and then draw on these linguistic and communicative resources to develop competence in writing (Martínez, Orellana, Pacheco, & Carbone, 2008). But thinking about my future teaching, I would like to expand the using of translating practices in my curriculum to reading and speaking, too.

All in all, in my curriculum design, students' cultural background and translation experiences will be valued and utilized while a translanguaging space is developed for them to talk about the two pillars mentioned before.

Besides those three pillars that I mentioned in the former text, I will advocate the zone of proximal development and make appropriate and flexible scaffolding in my future instruction. Also, I would like to make my class not that teacher-dominant with more discussions between peers to both create a zone of relevance and improve their communicative competences. As for my assessments for evaluating my students' learning progress, I will make them as formative as possible and avoid using one-take end-of-semester summative assessments to conclude their language learning performances.

Sociocultural, Psychological and Political Variables to Facilitate English Learning

Besides the curriculum setting that I can put hands on and make adjustments for as a classroom teacher, I should also focus on sociocultural, psychological and political variables that shape students' English learning. For instance, I should take the relation between linguistic

diversity and globalization into consideration, and familiarize myself with the language policy and program models within the country where I am going to teach.

According to de Jong, the impact of globalization and the spread of English cannot be simplified as either positive of negative. The future of linguistic and cultural diversity must be understood in the context of "globalized" practices (de Jong, 2011). Helping students understand the meaning of globalization in a macro way and the importance of learning English in a micro way can be use as great means to improve their competence.

Having a general framework and understanding of the language laws and policies throughout years is also an important channel for educators to help their students. The language policies in the United States have been constantly changing overtime. These federal and state language-in-education policies have simultaneously reflected pluralist and assimilationist tendencies (Schmidt, 2000). Therefore, understanding laws and policies that specially related to ELLs like Lau v. Nichols, ESEA and the shift from NCLB to ESSA helps teachers get to know our ELLs real positions in a macro and more decision-making level. Sometimes thinking for students from a different perspective can help with discovering the imperfection of teaching and make it up.

Being familiar with the program models that are beneficial to my students is also needed in my future plan. For me, I will follow the Principle of Promoting Additive Bi/Multilingualism. Educators who apply this principle view language minority students' native language or languages as resources for teaching and learning (de Jong, 2011). From my plan for my curriculum of advocating a translanguaging space and valuing my students' translation practices, I hope their first language or home language can be less untapped and more visible. Also, I will

try hard to create opportunities for them to use, display and participate in languages other than "standard" school language.

Partnerships and Advocacy

After talking some external factors that we teachers should know and may cause influence on our students, I will come back to things that are more internal for students-their families and community.

For my adolescent students, besides parent-teacher conferences and home visits, I will have more personalized and efficient interactions with each one of them and their family. Also, I will always make myself be aware of the valuable language and literacy learning opportunities that exist in students' literate activities in non-school spaces (Skerrett, 2015). For this reason, the first step I am going to take is to ask parents' expectation, their positions of their children, and a general understanding of their family funds of knowledge. I will achieve this goal with a take-home card and a survey to build the basic mutual trust between me and their parents. Throughout the semester, I would like my students to have a take-home journal with them as Skerrett suggested. But for adolescents, the content of the journal might be a little bit different. I will ask both my students and their parents to think about and write down their progress at school, which doesn't have to be restricted to their English learning. Their feelings of learning in other content areas can also be written down in our journal. Thus, I could have more connections with teachers from other subjects while giving them feedback. We can all get to know our students' progress in an all-round way.

For my adult students, the collaborations with their families can be really different from adolescents'. I will focus more on the role of learning model that adults can be for their children. If I have an English language arts class for adults, I will ask about some basic information of

their children's when we become more familiar. I may ask them about their children's ages and English levels so I could assign some take-home parent-child literacy activities like reading a picture book and writing a feedback journal together. This might help them improve their English proficiency mutually and increase their cohesion within the families.

As for collaboration with students' community, I believe I would dig into it after I get some basic information from my students, especially the adolescents' ones. Then I might have regularly field trips and classroom guest speakers coming in with the funds of knowledge that my students want to know more about, so they can learn English better with further improvement of their home languages.

From three semesters' reading, lecturing, discussing and practicums, I have a general idea about how to serve my ELLs better in the future. Although it's still a little bit vague, I will gradually add more principles and theories that I could use to improve myself. I know the actual teaching cannot just be about advocating culturally responsive pedagogies, eliciting family funds of knowledge, translanguaging and so on. Being a great teacher needs a lot of external support from my students, their families and community and also my colleagues. The factors that left by culture, history and governments are also indispensable. There is a still long and arduous way for me to go and to test the truth by practicing and examining. But as an English teacher, I will never lose heart in teaching culturally and linguistically diverse students and keep revising my teaching philosophy as I grow.

Artifact Analysis

My philosophy of teaching constructs a conceptual framework for my major direction of teaching ELLs in the future. This framework needs to be embodied by areas of professional knowledge to be practical and tangible. The purpose of this artifact analysis is to demonstrate my understanding of these professional knowledge areas with the support of five artifacts that comes from different class assignments. The four professional knowledge areas that I will address in this part will be learner, the learning contexts, curriculum and assessment. I will start from the "learner" area, which concerns about students' identity and context and their learning.

Professional Knowledge Area 1: Learner

TESOL Domain 4: Identity and Context

As a language teacher, recognizing students' cultural and language identity and paying attention to students' learning contexts are like the foundation of my teaching and instruction. In my teaching philosophy, I emphasized the importance of valuing the relationship between students and their own communities, and the cultural knowledge of their knowledge that they can take into classroom. Valuing students' background like their communities, heritages and goals is not just helping students simply blending their prior knowledge in their English learning, it's also about teachers' responsibility to probe into their families and communities and to utilize these naturalized and untapped resources as part of our pedagogies. Bringing in their funds of knowledge to the classroom and valuing their backgrounds as some "family fortune" can make students' English learning thrive in a more flexible, adaptive and active way.

The artifact that I chose for this domain is my second lesson plan (See Artifact 1) at my practicum site. I had my student teaching at the Belmont ESL program, which was non-profit and serves thousands of students from all over the world who are immigrants, dependents,

refugees in the past fifty years. My classroom consisted of 34 students from more than ten countries of origin. Among them, most of the class members were from South America and East Asia. Therefore, tying in activities that would help them bring up South American and South Asian culture was a way to make them feel more engaged and involved.

In this lesson, I used a contextualized text to help students to infer, to get the meanings of a few idioms that were related to food and utilize them in their own speaking and writing. Considering the diverse ethnic and cultural background of my students, I designed our warm-up activity with the introduction of a few commonly-used food idioms in English with a few follow-up questions that helped them to activate their memory of similar food idioms from their native languages. In order to ensure that all of students could be actively involved in our discussion, I made the questions more specific to each culture, such as "Do you have any similar food idioms in Cuba?" and "How do you say 'a piece of cake' in Korean?" Students actively shared the similar expressions in their languages and explained thoroughly in English. This warm-up activity not only helped students to be more focused to the content of this lesson and also connected with the knowledge that they took from their culture and community with what they were going to learn. Based my observation of their eagerness to participate in this activity, I think it's a good way to help them to bring in their cultural and language identities in our learning process.

When I was in my first year of my master study, I paid a school visit to the Belmont ESL program and had a short interview with my mentor, Frank. Frank told me that his classroom was English-only when we talked about the number of languages that were allowed to use in class. However, during my own practicum, I noticed that he also encouraged students to support one another when their native languages were more efficient for explaining new concepts and

helping their peers to have a clearer and straightforward understanding. From the artifact of my video microanalysis (See Artifact 1) from Methods and Material class, a group of students were trying to infer meaning of a few food idioms from a contextualized text. In the transcript of their 8-minute table discussion, I jotted down a few lines like "Yeah, but meaning you… like in Brazil, bring the bread home, it means you bring the money to home, to buy… ," "We don't have (this expression in our country)," "It's (crop) like a (Spanish word), a (Spanish word)," and "Like ummm, we have this expression in Mexico (Spanish), it's like…" These moment-to-moment interactions showed that the whole table group had the strengths in leveraging their prior knowledge by activating their funds of knowledge (Moll, Amanti, Neff & Gonzalez, 1992), translanguaging and using their L1 in elaborating upon both their own ideas and their peers' ideas. This kind of encouragement of using their L1 to elicit their background knowledge and helping peers who come from the same or similar origins is also another way to take students' identity and context into cautious consideration.

TESOL Domain 5: Learning

If I start building a profile of each of my students' context and identity and viewing them as my foundation of instruction, I can better understand and push forward the process of their learning with my theoretical basis, since their in-class and out-of-class learning contexts become more crystal clear to me. As I mentioned in my teaching philosophy, I will widely apply scaffolding in my future teaching to help my students to acquire English flexibly in and out of my classroom settings. Before students have their ability of freely utilizing a new language, a large amount of scaffolding is needed for students to get enough chance to observe, to imitate and to form their own right utterances. According to Hammond & Gibbons (2005), scaffolding

has two different levels: the macro "designed-in" level and the micro interactional level. The artifact that I chose for this domain is my first lesson plan (See Artifact 2) on simple future tense.

In this lesson plan, I laid more emphasis on the macro "designed-in" level of scaffolding that mostly about looking into students' prior knowledge and experience, selection of tasks and sequencing of tasks and the micro interactional scaffolding in cued elicitation. Looking in two directions of students' prior knowledge and selection of tasks alludes to the fact that all programs explicitly embraced both students' current levels of knowledge, their language learning abilities, and the goals of the curriculum (Hammond & Gibbons, 2005). My selection of tasks in this lesson plan strived to cover all the four language domains of reading, listening, writing and speaking. For reading, students read the lyrics and short stories. For listening, they listened to the song "Say Something" and teacher's lecturing. For writing, they finished the tasks of writing to fill the blanks and writing the complete sentences in simple future tense with the hints from reading the short stories. For speaking, they had the group discussion of the blank-filling task and the fortune-telling game. To look into students' background knowledge, some strategies were incorporated throughout both activities related to the receptive domains and the productive domains. Not only did I want them to investigate, activate, bridge, and build background knowledge in the pre-teaching and warm-up phases of this class, I also wanted them to trigger as much background knowledge as possible to better equip their language output in the practicing and reviewing phase.

Making decisions about sequencing of the tasks is also a necessary part of planning any program. The careful planning of task sequences enabled students to move step-by-step towards more in-depth understandings of challenging content (Hammond & Gibbons, 2005). The sequence of the tasks of this lesson started with some activities that focused on practice in

receptive language domains of listening and reading and then shifted to some modeled and hands-on productive skills training of speaking and writing.

Cued elicitations are interactions that teachers offered strong verbal and gesture hints about expected responses, which occurred at the beginning of lessons where the teacher wished to do a quick revision of the previous lessons to make information more memorable (Mercer, 1995) and occurred when the teachers were working to ensure participation of all students so the specific students who would otherwise lack the confidence to participate in group or class discussions would be provided with very strong support to do so (Hammond & Gibbons, 2005). To meet the needs of students from various language proficiency levels and maximize the effect of cued elicitation, I incorporated example sentences in my lecturing handouts, sentence starters for fortune-telling speaking activity and guiding questions to help finish complete sentences for the simple future stories. Students had their own freedom to choose from these cued elicitations and decide whether to use them or not based on their varied language proficiency and their different strengths in different language domains.

The "learner" area discusses about what could learners bring into the classroom like their culture and unique identities and how could they become engaged in the lessons. Those questions connect more with the interior factors of their learning. When there is a need for talking about the exterior factors, the area of the learning contexts will come into the picture.

Professional Knowledge Area 2: The Learning Contexts

TESOL Domain 2: Instructing

When an English language teacher is equipped with a thorough understanding of their students' identity and background while feeling confidence in the theories he or she knows about how to foster and support students' learning, it can be a proper time to start instructing. When the

planning of instruction starts, supportive and engaging learning environments, straightforward and comprehensible learning purposes, caring and respectful interacting atmosphere should be included.

To ensure the well-designed lesson plans to be effectively executed, careful instruction cannot be isolated. According to Echevarriá, Vogt and Short, the maximum learning also occurs when the teacher enables students to make connections between their own knowledge and experiences and the new information being taught and gives students practice using and applying the new information (Echevarriá, Vogt & Short, 2012). As I advocated in "The Curriculum" part of my teaching philosophy, excellent instructing also aligns with the creating a ZDP and making contingent and flexible scaffolding available to all. Besides that, it is really important for me to develop students' communicative competence by utilizing CLT approach and to engage students in meaningful higher-order thinking.

The artifact I chose for this domain is my first lesson plan for my practicum site about simple future tense (See Artifact 2). I designed five consecutive activities and ensured every one of them initiates productive communication and negotiation of meanings in different kinds of group configuration as the original intention of our ESL program. The five activities were respectively the warm-up activity that brought up prior class content and recognized the future tense used in the lyrics, blank-filling exercise with a partner, fortune-teller game for practicing "going to-future" orally in pairs, simple future tense story retelling jigsaw and the future of 2035 in your home country writing practice. The instruction of this lesson was intended to be more learner-centered, giving learners the "power" (Brown, 2000). Also, cooperative and collaborative learning is also enhanced in this class by students sharing information and come to each other's aid as they work together in pairs and groups (Brown, 2000). The heart of communicative

competence learning – interactive learning was also valued in this lesson by doing a significant amount of pair work and group work, producing language for genuine, meaningful communication and practicing oral communication through the give and take (Brown, 2000).

There were three activities in this lesson that specifically allowed for opportunities to investigate, activate, bridge and build their background knowledge – the warm-up activity, the fortune-teller game and the 2035 future writing. The first phase of the warm-up activity aimed to help learners to activate and connect to the content that they had learnt in the previous lessons. The incorporation of the fortune-teller game allowed for opportunities for activating and bridging background knowledge since there were only icons without words provided. Therefore, students would have a chance to revisit and employ their vocabulary inventory and connect with the new learning content. Also, the little adaptation on the 2035 future writing that narrowed down the range of writing to students' home countries held the intention for the adult learners to take in their sociocultural background knowledge and build new content on them.

This lesson started with practicing more on receptive language domains like listening to the song, listening to the teacher's lecturing and reading short stories before the more productive skills like writing and speaking were practiced. Through this sequence, I wanted my students to be enabled to move step-by-step towards more in-depth understandings of challenging content (Hammond & Gibbons, 2005). In most of the activities, guided instructions like example sentences, sentence starters and guiding questions were provided for students to choose to use or not based on their language proficiency. Peer-support was also available to create a zone of relevance for some of the learners since I wanted my culturally and linguistically diverse adult learners to become active participants (Martin-Beltrán, Daniel, Peercy, & Silverman, 2017).

As for the cultivation of students' communicative competence, this lesson mainly focused on the development of their discourse competence, linguistic competence, actional competence and sociocultural competence. The areas of cohesion and coherence were practiced in the retelling activity while linguistic competence could be developed in this grammar learning class itself. Actional competence and sociocultural competence could also be developed when students were communicating and negotiating while using their prior knowledge in the few interactional activities.

According to the sequence of tasks of this lesson I mentioned earlier, learners could feel that their confidence about this class content is building gradually by setting up these tasks. At first, learners were only required to utter a few words to complete settled sentence or make sentences with guidelines in those tasks, but they would finish the final writing task with more thinking on a wider spatial and sociocultural environment that triggers their higher-order thinking. The order of these tasks sort of followed Webb's The Depth of Knowledge model (1977) from recalling to the destination of extended thinking by connecting and applying concepts learnt in class.

After analyzing what did I create a learning context to my adult learners and how did I give the instruction to them. This analysis will lead to a closer look to the center of instructing: curriculum. In the "curriculum" area, planning and content are two most imperative factors that provide a powerful support for successful instructing.

Professional Knowledge Area 3: Curriculum

TESOL Domain 1: Planning

Planning plays an irreplaceable role in the whole instruction. For me, instructing and planning are mutual and reciprocal for each other. Thoughtful and well-rounded planning leads

to successful instruction while careful instruction can help with better backward design of the lesson plans. For maximum learning to occur, planning must produce lessons that target specific learning goals and assess student learning (Echevarriá, Vogt & Short, 2012). Therefore, teachers should make explicit lesson plans that specify content objectives and language objectives that go along with one single class, one unit and even the whole semester.

During the process of setting these goals, students real needs, concerns and ongoing questions that exposed in real teaching should all be considered. Based on these objectives, determinations of what kinds of activities will be used should be made. While selecting the activities, two norms should be cautiously considered: whether these activities make the instruction more interactive and student-centered and whether they find a balance point between the dominance of the teacher and the students. This resonates with what I mentioned in my teaching philosophy that I want them to feel that I truly care about them and respect them for who they were, who they are and who they want to be in the future. Also, a space to give students periodical assessments in different forms and effective feedback are also needed at the end of each lesson plan.

I chose my rehearsal presentation of an activity in my Methods and Material class (See Artifact 3) to justify my understanding of planning. I chose the activity "Find Your Match" as a review activity for my students and made some adaptations to make it more catered to our classroom instruction and could help with some problems that I found during my classroom observation.

My practicum site was the Belmont Adult ESL Program. Unlike English learning for content-area, adult English education focused more on language learning itself. Therefore, we always had a few independent language objectives in each three-hour class session. As what we

had learnt in the past few semesters, improving students' communicative competence and

initiating productive interactions were really important in their language learning. My mentor

teacher also always emphasized that the major objective and top priority of our program was

better communication and negotiation of meaning among students, which made oral

communication a general big language objective that went throughout the whole semester and

ran through almost every activity. We usually did activities like listening comprehensions,

grammar and vocabulary learning, reading-aloud on the podium, oral language exercises like

differentiating words with similar forms or pronunciations in separate blocks with independent

language objectives. There were always highly interaction-based exercises followed these

activities to ensure students got enough chance to practice their oral language. No matter we

chose what combinations of activities each class, the learning of phrasal verbs was always a

necessity of each class, which made understanding and appropriate usage of phrasal verbs

another important language objective for our program. We would usually learn ten or more

phrasal verbs on Tuesday and review them with a "replacing the italics with learned phrasal

verbs" exercise on Thursday.

My students were most females from South American and Asian countries that were

talkative and active when following the teachers' instructions for better communication and

negotiation of meanings for most of the time. However, the problem occurred when they were

asked to do the follow-up exercise of the phrasal verbs. Our teacher would always ask them to

discuss with their partners to retrieve back what they had learnt and figure out the right answers,

but they always went straight back to refer the handouts from last class session instead. This

might impair the main objective of better communication. So, I adjusted and planned this review

activity. It was also worth mentioning that we didn't have any periodic summative assessments

to evaluate students' performance, which made the seizing of these practicing activities more precious and serve as some informal formative assessments.

In this review activity, half of the students was given index cards with original phrasal verbs on them that matched the definitions on the other half of students' cards. Students mixed with each other, quickly reading aloud the information on their cards to have some opportunities to share their information. Later, they found their matches by describing what was on their cards. Then, they were to search for the matches among their peers. When the two with a match found each other, they went to the back table and find the index card on which they could use their phrasal verbs to replace the underlined part in the sentence. They should bear in mind to use the correct verb forms and negotiate with each other for the right answer. At last, all partners read both of their cards and their sentence with phrasal verbs replaced to the rest of the class.

The reason why I think this activity reflects my understanding of planning is that it resonates some of the major objectives of the program and can be incorporate with them after making some adaptations. Also, it can be used to help resolve some ongoing problems that occurs in real teaching scenarios. Last but not least, it can be served and make up the space of informal formative assessment if the teacher closely monitors students' performance during the activity and gives useful and detailed feedbacks in our practicum setting.

TESOL Domain 7: Content

Perfect lesson planning can't be achieved unless the content provides ample opportunities for student to communicate in the lesson. When learners are viewing language as a bridge of communication and using language for genuine communicative purposes, excellent language learning will occur. From our EFL class, we learned about the importance of using authentic texts in authentic contexts and how that would help with students' acquiring of language and

help with teachers' meet their lesson objectives. The artifact that I chose for this domain is my final instructional plan (See Artifact 4) from our EFL class. In this lesson plan, I used an authentic text called "Disney Animated Ladies Census" that was retrieved from BuzzFeed.

This lesson plan was designed for 8-to-10-year-old Chinese ELL students with high novice English language proficiency. The content objective that I set for this lesson was SWBAT can talk freely about their basic features like their ages, countries of origin, hair colors, eye colors, their skills, their friends and so on while the language objectives were using "Is she/he…?" / "Does she/he…?" to start up questions and utilizing new words that can describe people from many aspects. This lesson was the third one in a unit that uses authentic texts to teach students to learn when to use "do/does" or "is/are" to start a question as the primary goal and learn antonyms, end rhymes, oral descriptions of personal features and some new vocabulary as subordinate goals. Before this lesson, students already got enough background knowledge from two prior lessons of learning and a piece of researching homework at the end of the second lesson, so they would be fully prepared in the class to meet both of the content and language objectives. The in-class pre-text activity and the reviewing jigsaw activity aimed to help students to improve their interpersonal and communicative skills since students from traditional educational English learning settings in China might not get enough chance to practice their oral language frequently in class.

The processing activity of this lesson is a picture talk, to meet the content objective, the picture talk was limited to the four different traits out of twelve in total that I mentioned above. For instance, the category of age and country could help student use "Is she…?" to start a question while the category of hair color and eye color could help student use "Does she…?" as a sentence prompt more proficiently. Since I wanted my students to form their own

understanding for the texts, I also designed a few processing questions in the b part of processing activities that can trigger their deeper thoughts.

I didn't want the review phase and assessment to be too overwhelming for my students and I also wanted to lay emphasis on their interpersonal communicative skills. Therefore, I designed a jigsaw activity for conscious application so students can not only further understand what they learnt and also have a space to practice in order to maximize their learning effect. The roleplay activity also aimed at assessing students' ability in describing some personal traits. Comparing with the jigsaw activity, this roleplay was a more advanced way to assess their learning results since another four categories from the original infographic that they can use and learn on their own were utilized. It was because I didn't want my students' understanding of human beings' basic traits to be satisfied with a smattering of the four traits that I chose for them. I wanted them to assess themselves and keep communicating with their peers who have different perspectives.

According to Mousavi, assessment is "appraising or estimating the level or magnitude of some attribute of a person" (Mousavi, 2009). In educational practice, assessment is an ongoing process that encompasses a wide range of methodological techniques. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an appraisal of the student's performance (Brown & Abeywickrama, 2010). This "appraisal" is not only a way to give effective feedback to students' performance, but also a way to exam how they absorb the content of the curriculum.

Professional Knowledge Area 4: Assessment

TESOL Domain 3: Assessing

While planning, instructing, providing appropriate content towards standards play important roles in the phase of pre-teaching and during-teaching, assessing is also irreplaceable in students' learning. It helps teacher to evaluate students' learning outcomes after class, adjust their teaching goals and strategies and have a more thorough understanding of students' ongoing and potential learning needs. I mentioned in my teaching philosophy that authentic assessments are one form of assessment that I would like to use for my students in my future teaching. In this domain of assessing, I will use my final analysis paper of my case study student (See Artifact 5) from my Assessment class as an artifact. There were two ways of authentic assessments used respectively in Part I and Part IV: an oral language survey to assess her oral language proficiency with the informal protocol of SOLOM and a writing sample using the rubric of six traits of writing.

In the informal conversational survey with my case study, I used some questions that adapted from the Wright Middle School's "Who I am?" information collection chart that our professor gave us. This survey helped me to better understand her cultural background from her original country and her migrating country and her learning goals. Also, this informal conversational survey reflects a number of factors that may affect my case study's language development. These factors include native language literacy, exposure to the English language, quality of instruction, and motivation, among others (Bailey & Heritage, 2010). All that I mentioned above incorporates most of the information that I need for getting to know her background. To meet this goal of collecting information, our oral survey was divided into four different categories with related questions: "My Home, My Heritage," "New Country, New Identity," "Interest/Hobbies" and "Ongoing and Incoming Learning Goals."

My case study students' oral language proficiency was evaluated by student oral language observational matrix to make up the limitation information provided by the standardized tests that I administered to her. I also took her class performance into consideration because I wanted to know more about her language proficiency in different contexts. The oral interview consisted of a few questions that related to her daily life, learning experience, dream job, future goals and her opinions on some controversial issues. She was proved to be a highly proficient speaker from the result of the informal observational protocol: a total score of 22 out of 25. She got a 5 in the "comprehension" category since she always showed her great ability in understanding others' words no matter she was in a small group, negotiating meaning and finding the right answers with her peers, or she was in the whole group instruction, absorbing information and language knowledge from the teacher. She got a 4 in fluency for her oral language was fluent and logical for most of the time. However, when she was striving to seek for a more situational-appropriate expression or rearranging her wording sequence to be more comprehensible, she might show some occasional lapses or references to her native language. For her vocabulary, she also scored 4 with her getting hold of American culture vocabulary inventory and her limitation in locating a proper word among its synonyms and using appropriate adjectives in some conversational settings. Her pronunciation scored a 5 since her intonation and pronunciation were really similar to a native speaker while her grammar scored a 4 since she had a few grammatical errors in really nuanced places.

I used a writing sample that my case study student wrote in her college writing class with the used the "6-Trait Scoring Rubric." She showed her overall strong writing strengths presenting ideas and content, organizing smoothly, grasping standard writing conventions,

attaining an appropriate voice and finding precise and suitable word choice. What she needed to improve was her sentence fluency and variety.

In the last part of this analysis paper, I gave out some instructional recommendations and assessment plan that might facilitate her future learning. Some ideas that were closed related to authentic assessments were discussed in the assessment calendar I designed for her, especially in the writing and reading part. For her future improvement in writing, I suggested her to keep a writing log all year round as a formative assessment that includes all her writing pieces, rubrics and reflection of each piece. After going through the whole assessment calendar. As for her speaking, I hoped her to take a long-term journal for her speaking progress. This journal should include her sparkling ideas, evidence and arguments that she can use in her speaking prompts, key words that are frequently used in different speaking themes and as many test-related speaking prompts that she can practice as possible. I hope these open-ended authentic assessments could help her future self-English-study to become more contextualized and foster her intrinsic motivation.

Implications and Future Considerations

In the past three semesters at Peabody College, I learnt a lot of teaching theories about the foundation of educating English language Learners, understanding linguistic from educational perspective, how to teach English as a foreign language, methods and materials that can be used on teaching ELLs and assessments that can be used to track and evaluate about ELLs' learning progress. Although I had some practicum experience, the actual teaching in my own classroom still seems extremely challenging and hard for me since there is huge gap between theory and practice. In this part of future implications, I want to talk about my considerations from the following three perspectives: my teaching identity in the classroom, the challenges that could be foreseen and my plan of continuous self-development.

My Teaching Identity in the Classroom

No matter who will be my future target students, I won't change anything about the major traits that my teaching identity contains. I want to be a teacher who is caring about all her students, respecting the funds of knowledge (Moll, Amanti, Neff & Gonzalez, 1992) that students bring into the classroom, eagerly facilitating interactions among students and teachers and maintaining high but reasonable expectations towards students with different language proficiency levels.

To be a caring teacher, I will make efforts in treating each of my students as a whole person instead of solely considering their academic performance. Therefore, I want to know who they were in their past, who they are right now and who they desire to become in the future. To achieve this goal, I will strive to create more opportunities of one-on-one sessions with every student to get to know more about their individual needs and to build bonds between teachers and parents like sending home notes to let parents describe how they view their children and

have home visit to make parents feel more involved and empowered in their children's education. As I mentioned quite a few times in my philosophy of teaching, students' funds of knowledge (Moll, Amanti, Neff & Gonzalez, 1992) can play a powerful role of catalyst in their language learning. I won't repeat too much here, but I will also use it as a tool of strengthening the bonds between family and school and facilitating students' learning motivation.

Effective academic conversations inside the classrooms also help with accelerating learning of language. As a language teacher, I hope I could do my best to facilitate all kinds of interactions like discussions between shoulder-partners, table-group discussions, whole-class discussions, presentations, etc. It's really important to balance linguistic turn taking between the teacher and students and among students (Echevarriá, Vogt & Short, 2012). So, I want to make sure everyone could have the chance to talk in different group configurations in each class, Also, I will apply some strategies to encourage students to have more elaborate and explicit answers instead of simple answers like yes or no and answers with one word like grouping low-level students with high-level students, providing sentence starters and securing sufficient waiting time for students' responses. As students' language facility increases, they become more competent language uses. Language in turn helps to organize and guide thinking and become a key factor in their development of higher cognitive process (Carrasquillo, Kucer, & Adams, 2004)

It is quite understandable that students who come from different family background and with different prior schooling experiences may have variant language proficiency levels. What I hope I can do well is to have appropriate pre-assessments, to know how to provide them with contingent guidance and instructions in all the language domains and adjusting goals that they can achieve with some efforts they make. Thus, I can maintain high but reasonable for each of my students.

Challenges that Might be Faced in teaching

Though we were talking about language teaching terminologies like scaffolding and higher order thinking over and over again in our class, it can still be challenging to realize these concepts in our future teaching. The challenges in my future classroom practice that I can now foresee is how to incorporate scaffolding without interfering students' individual learning too much and how to make the pacing of each class stable and easy to be followed by everyone.

How to give students appropriate scaffolding is a really tricky task for every language teacher to learn. Successful scaffolding cannot be isolated from the making of clear and straightforward language objectives and content objectives, using effective lesson-planning techniques like backward design, gradually releasing the responsibility from teachers and regularly practicing different types of scaffolding. All of the four points I mentioned above are more dispersed challenges that I need to face.

Clear language and content objectives can provide a sound foundation for contingent scaffolding. They can serve as the ceiling to prevent over-scaffolding. For me, setting language and content objectives with "simplicity, clarity and priority" like Schmoker (2011) suggest is a long-term goal to achieve. He recommends "whole class lessons focused on a clear learning objective in short instructional 'chunks 'or segments, punctuated by multiple cycles of guided practice and formative assessment.' Also, the SIOP model suggests that written, student-friendly objectives serve to remind us of the focus of the lesson, providing a structure to classroom procedures. I really find it challenging to make contingent scaffolding to happen in those "chunks" and structures. Backward design is also a challenging lesson-planning strategy that help appropriate scaffolding come true. By taking the three steps of identifying desired results, determining acceptable evidence and planning learning experiences and instruction, the teachers

consider the goals, examine established content standards and review curriculum expectations, and then "think like an assessor" thus to consider up front how they will determine if students have attained the desired understandings. At last, they fully think through the most appropriate instructional activities (Wiggins & McTighe, 2005). With more clear instructions to apply and more meaning for activities to practice, appropriate scaffolding may seem easier to happen.

According to Vygotsky (1978), zone of proximal development (ZPD) means the distance between the actual developmental level as determined by independent problem solving and the level of potential development as deter- mined through problem solving under adult guidance or in collaboration with more capable peers. Pearson and Gallagher (1983) describe ZPD and scaffolding as the "gradual release of responsibility (GRR)". In the SIOP model book, there are some strategies that I can use to meet the challenge like motivating students' strategy use, highlighting the vital role of prior knowledge activation and connection, using mentally model like think-aloud, etc. (Echevarriá, Vogt & Short, 2012). When talking about familiarizing with the classification of scaffolding, there are mainly three different types: verbal scaffolding, procedural scaffolding and instructional scaffolding (Echevarriá, Vogt & Short, 2012). Informed by some distinct examples of these three types, I can use paraphrasing to restate students' responses, utilize "think-aloud" and reinforce contextual definitions verbally to meet the challenge. As for procedural scaffolding and instructional scaffolding, I can apply guided practice with peers, one-on-one or small-group instruction and modeling and graphic organizers and model of completed assignments.

About the pacing of my teaching, I found it troublesome in almost every lesson I delivered at my practicum site. Trying to find a point of time management that is optimal for everyone is another challenge I will continue to face in my following career of teaching. When I

was teaching my adult students, there were usually six groups of people, with four to six them at each table. Half of the class would usually finish the task that I assigned for group discussion while the other half might be left behind a little bit. When the left-behind group was starting to spend twice of the time of the finished groups, I felt unsure whether to let them continue and provide some extra help or stop them in the middle in their discussion. In most cases, I would choose the first option to ensure that everyone feel fully-prepared and better equipped with what they just learnt. But this may also lead to the distraction of those who finished the tasks first. To meet this challenge in the future, I will design more differentiated activities that embedded in each lesson plan that I make, grouping students based on their language proficiency levels and assigning them tasks that best suit their levels. I will put effort into including follow-up or meaning-making questions and activities at the end of each tasks to keep everyone busy and make their best use of class time. In a nutshell, I will always have a "Plan B" or even a "Plan Z" for everybody to ensure maximum opportunity to happen. Besides that, I will improve my skills in improvised teaching to make myself better prepared with any emergency situations happen in the pacing of my future lessons.

Continuous Self-Development

After reviewing my teaching identity and the challenges that I might face in the future, I cannot overlook the importance of continuous self-development as a teacher. A language teacher should never stop learning since no language is static. English is forever dynamic with the elapse of time. I will keep getting access to up-to-date news articles to accumulate newly-created buzzwords and familiarize myself with present-day expressions. Moreover, I will form the habit of ensuring enough input of reading and listening with different types of material to keep my "sense" of language, express myself correctly and be a model for my future students.

In my first years of teaching, I want to find one or more mentors that I can learn from them like what we did in the practicum. By observing the mentor's class regularly, I will learn about how they handle the emergency situations that are unprecedented in my own teaching, how they face the challenges and solve the problems with their experience and how they create meaningful and practical instructional activities based on their understanding of their own students' language proficiency levels and background.

There are far more things for a future English teacher to learn than what I mentioned. I won't stop learning and exploring the fantastic world of language after my job as a teacher begins.

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Appendix

Artifact 1 micro video analysis with lesson plan on food idioms

The Context of This Video Clip

The video I choose is a student discussion clip from my lesson of food idioms. In this clip, three student – Student M, Student L and Student D are trying to infer meanings of 9 food idioms they didn't know before based on a contextualized text. The content objective of this lesson is to infer the meanings of all the food idioms from the context and replace the ordinary descriptions in sentences with these idioms they learn while the language objective is to make sense of these idioms and use them appropriately in writing and speaking. The sequence of the tasks arranged in this lesson is reading a contextualized text with 20 food idioms and guessing meanings from it, matching the explanations I provide them, and replacing the original descriptions with these idioms in correct forms (in next class). Since all my adult students have more advanced oral language proficiency, I make this lesson heavily discussion-based for the whole class instruction since interaction with others is an important component of reading instruction that increases motivation and comprehension (Echevarriá, Vogt & Short, 2012). The clip used in this analysis thoroughly reflects the moment-to-moment interactions among the three students.

Before allowing them to infer meanings of the food idioms on their own, I first introduced a few food idioms like "as cool as a cucumber," "couch potato," and "go bananas" that are commonly used in daily conversations with their definitions to generate student learning. Then I asked a few students who come from different countries to tell us about some similar food idioms in their own languages to activate and elicit their funds of knowledge. To make sure that

they could work in groups in a right and effective way, I also use the first idiom "bring home the bacon" to model my own process of inferring meaning.

The Analysis of Students' Moment-to-moment Interactions

In this clip, Student M, L and D shows their great strengths in learning, supporting each other, leveraging their prior knowledge and building and elaborating upon their own ideas and ideas of their peers. These strengths are demonstrated balancedly throughout their whole interaction process, which I will analyze line by line to elaborate their moment-to-moment interactions.

In line 1, Student M says that they need to talk about the expressions, which builds connection to our language objective that I clearly state at the beginning of the class. In line 2,3,4 and 6, Student M and Student L try to make sense the first food idiom they encounter through repetition, think-aloud and guessing by connecting to their life experience. M makes connection between bacon and money while L interprets bacon as something good because of her judgement made on her prior experience. In line 5, Student M helps distracted Student L to return back on track by simply stating part of the content objective of this lesson. In line 7, Student M strives to get the meaning of "bring home the bacon" right by referring to her funds of knowledge from her own cultural background, Brazil. When Student L states that they don't have this kind of expression in their own country in line 8, their interactions are explicitly grounded in their prior experience, especially in their out-of-school and home experiences (Hammond & Gibbons, 2005). L and M not only leverage their prior knowledge and also compare from the perspective of their nuanced cultural background. From line 9 to line 14, Student L, Student D and Student M support each other by reiterating and finishing each other's unfinished utterances. D also reviews previously learned work ("bring home the bacon" means bringing home money) and

builds on it to introduce new concepts and language (Hammond & Gibbons, 2005) since bacon and bread and butter both belong to the food category. So, she guesses that they both mean money in these two idioms. Though M doesn't have a clear understanding on "bread and butter," she shows how supportive she is by confirming D's idea.

From line 15 to line 22, Student L, Student D and Student M build on both their own ideas and also their peers' ideas when they are guessing the meaning of "bad egg." D first utters the word "not friendly" by inferring from the clue "bad," then she adds the word "indifferent" on her prior idea. In the meanwhile, M elicits the word "hardest" and "lazy," which can both be viewed as building on D's ideas and trying to appropriate D's wording. M doesn't state her own opinion but shows her peer support by repeating and verifying L's idea. From line 23 to line 25, Student D and Student L help each other to finish reading the sentence with new language knowledge in it, then Student M talks about her explanation of "big cheese" by referring the clue "big" to make sense. From line 26 to line 37, when encountering a new word "crop" in the idiom "the cream of the crop," Student L and Student M show that they need more processing time. L first uses the translanguaging approach between English and Spanish after looking the word up in her English-Spanish dictionary and explains to M since they share the same L1. And then L shows her sociocultural competence by gesturing to help her two peers to understand the new word, which belongs to non-verbal communicative factors (Celce-Muria, Dörnyei, & Thurrell, 1995) in this certain communicative competence. In line 38, Student L uses the hint "smart" to infer the meaning of "a/one smart cookie" like what D does in guessing the meaning of "bad egg" and what M does in guessing the meaning of "big cheese." From line 39 to line 43, Student M and Student L once again build on each other's idea. In line 41 and 42, L makes a wild guess that "noodle" in "use his noodle" means ability from the context. And then M expands her idea

on L's by trying to come up with an example. From line 44 to line 49, Student L and Student M once again show their strengths in leveraging their prior knowledge. For L, she refers back to their own Spanish saying originated from her home country Mexico that shares the same meaning with "chew the fat" in line 45. For M, she makes her inference based on her life experience like chewing fat is really hard in line 47. Although they don't get close to the right meaning, they still support each other by trying to come up with more examples and questioning themselves in line 48 and 49.

In a nutshell, these moment-to-moment interactions show Student M, Student L and Student D's strengths in supporting one another by confirming and completing their peers' ideas, causally referring back to part of the language objective or content objective when one of them is off the track, leveraging their prior knowledge by activating their funds of knowledge, translanguaging and using their L1 and elaborating upon both their own ideas and their peers' ideas with adding more words and appropriating one another. Their learning ability is demonstrated well in guessing most of the meanings of the food idioms right by utilizing their strengths that mentioned above.

Future Instructional Implications

It's a pity that I am not in that video clip to immediately respond to their real-time interactions. However, from the analysis of this 5-minute video, I would like to do the following adjustments in response to their communication and negotiation next time. First, besides necessary modeling of the tasks, I will also raise some thoughtful questions based on the content of the tasks since they encourage students to discuss what the tasks (passages) are about and to think at deeper levels. Also, new understandings are constructed through interactions (Echevarriá, Vogt & Short, 2012). Second, I will provide them with a phrase bank with sentence

starters like "The author stated," "The text shows," "A salient idea," and so on from the book *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding* to offer students a chance to quickly generate examples that support and idea, perspective, or argument (Zwiers & Crawford, 2011) in their future discussion with peers to seek a more challenging but inclusive environment of peer support. Also, I will prepare them with a list of appropriate idea-building language before students start up their interactions, such as *I would add that…, To piggyback off your idea about…, I also have an example of that…, Some people might say that this…, This is important because…,* and *Yet some might argue against this because…* (Zwiers & Crawford, 2011). Once they are familiar with this academic language and utilize them in their interactions, their abilities to build on one another's ideas and challenge one another's ideas through their conversations will be improved. Thus, their interactions will be more engaging for every one of them and be more fruitful and effective.

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Appendix A Transcript of the video clip

1. M: We have to talk about the expressions.

2. L: Bob needs to bring the bacon.

3. M: Bring home the bacon.

4. M: Bring home the bacon. The meaning, bring money, bring, bring…

5. D: This is answer. I think she didn't sent out. Maybe first we talk about and guess the meaning.

6. L: So maybe something good because bacon was… is good.

7. M: Yeah, but meaning you… like in Brazil, bring the bread home, it means you bring the money to home, to buy…

8. L: We don't have (this expression in our country).

9. L: And put bread and butter, maybe…

10. D: Put the bread and butter on the table. Maybe put the money on his family table?

11. M: I have no idea what this means.

12. D: Money? I think.

13. M: Yeah! Could be. I don't know.

14. D: Or food. Put bread and butter?

15. D: Every morning, he drags himself to his desk at the bank and faces his tedious 10-hour-a-day job.

16. L: His boss, Mark, is a bad egg.

17. D: A bad guy. Not friendly guy, maybe?

18. M: Bad egg.

19. L: It's the hardest person, maybe.

20. D: I think indifferent, not friendly.

21. L: Very lazy or?

22. M: Lazy, yes!

23. D: But he has somehow taken a liking to Bob so he always speaks well of Bob in front of Mr. Davies.

24. L: The owner and big cheese of the company.

25. M: The big cheese is the big part of the company. He's the big person of the company.

26. L: Mark tells Mr. Davies that Bob's the cream of the crop.

27. M: That's crop.

28. L: I don't know what's crop.

29. D: And is one smart cookie.

30. (Student L is looking up the Spanish explanation of "crop.")

31. L: It's (crop) like a (Spanish word), a (Spanish word).

32. M: Yeah, it's for food.

33. L: To get the things a little (gesturing)…

34. D: Big cheese, I think is the biggest boss of the company.

35. M: Then the cream of the crop.

36. D: The cream of the crop,

37. L: He works like, working a lot for the company, maybe. Is an important part of…

38. L: And one smart cookie is just smart.

39. L: Who uses his noodle. Who uses his noodle?

40. M: His noodle.

41. L: His ability, who use his ability.

42. M: Yes, yes. Maybe, I'm thinking something like this… I don't know how to explain. But something like he uses his own ability to do his job like it's…

43. L: I think so. What do you think?

44. D: Mark likes to chew the fat

45. L: Like ummm, we have this expression in Mexico (Spanish), it's like…

46. M: But chew the fat, I think the…

47. M: You persist in something that will not be solved like chew the fat. You're gonna chew. Not that important thing, like when you chew the fat you gonna chew forever because the fat is not (inaudible), so it's when somebody persisting talking something you can't do nothing about.

48. L: Yeah, I think fat will be so hard. Something you couldn't do job with. Like remove the softie…

49. L: This is something but not so hard to… Maybe? Could be? I don't know.

Appendix B Original Lesson Plan

Bringing Home the Bacon on the Gravy Train

Activity I) What do you think these expressions mean?

Bob works hard to **bring home the bacon**[1]**,** and put **bread and butter**[2] on his family's table. Every morning, he drags himself to his desk at the bank and faces his tedious 10-hour-a-day job. His boss, Mark, is a **bad egg**[3] but has somehow taken a liking to Bob so he always speaks well of Bob in front of Mr. Davies, the owner and **big cheese**[4] of the company. Mark tells Mr. Davies that Bob's **the cream of the crop**[5] and is **one smart cookie**[6] who **uses his noodle**[7]. Mark likes to **chew the fat**[8] with Bob during coffee break and discusses **half-baked**[9] company plans with him because he trusts Bob and knows that Bob won't **spill the beans**[10] behind his back. On these occasions, Bob

tries to avoid any **hot potatoes**[11] and, even if Mark isn't **his cup of tea**[12], Bob makes an effort to **butter** him **up**[13] by leading Mark into discussions about electronic gadgets which Mark **is nuts about**[14]. Bob really thinks that Mark is **out to lunch**[15] and **nutty as a fruitcake**[16], but **in a nutshell**[17], if he **polishes the apple**[18], his job could become **a piece of cake**[19]and maybe one day he will find his **gravy train**[20].

bring home the bacon
1.To earn money, as from steady employment.
Now that I have a full-time job, I'm bringing home the bacon!
2. To be successful.
After so many losing seasons, we definitely need a new quarterback—someone who can really bring home the bacon.

bread and butter
1. A vital component of something. Bread and butter, as foodstuffs, are considered basic forms of sustenance.
A flourishing stock market is the bread and butter of a successful country.
2. A job or task that provides one with a steady income.
I'm an artist on the weekends, but being a tutor is my bread and butter.

bad egg
A dishonest or ill-behaved person.
We could tell he was a bad egg even at a young age.

big cheese
An important, successful, or influential person. / The boss; the key figure; the leader.
I'm the big cheese around here, so you have to do what I say.

the cream of the crop
The best people or things in a particular set or group.
These three students are very bright. They are the cream of the crop in their class.

a/one smart cookie
A clever and intelligent person with good ideas.
Don't underestimate Cindy's intelligence—she's one smart cookie!

use (one's) noodle
To use one's own intelligence and intellectual ability; to think logically and rationally.
Come on, Dean, I know you can figure this out on your own. Use your noodle for a change!

chew the fat
To discuss, chat, converse, etc., especially at length and in a leisurely, friendly manner.
My sister and I haven't seen each other in nearly five years, so we stayed up half the night chewing the fat.

half-baked
Not well thought out or planned.
Stop coming up with these half-baked plans! They'll never work!

spill the beans
To reveal something that was meant to be a secret.
We were trying to keep it a secret from Peter, but Mary spilled the beans.

hot potato
A situation or issue that is difficult, unpleasant, or risky to deal with.
He dropped the topic like a hot potato.

one's cup of tea
Something that one excels in or enjoys.
Opera is not my cup of tea.

butter up
(separable) To praise or flatter excessively.
He's always buttering up the boss.

be nuts about
Be crazy about.
I'm not crazy about that place, so can we go somewhere else for dinner?

out to lunch
Not connected or in touch with the real world; absentminded or uninformed.
Sorry, what did you say? I was out to lunch there for a minute.

nutty as a fruitcake
Crazy or wacky. Usually used humorously.
The kids are always nutty as fruitcakes when they've had something sugary to eat.

in a nutshell
In summary; concisely.
I don't want the long version—just tell me what your paper is in a nutshell.

polish the apple
Try to win favor through flattery.

Brian is always polishing the apple with the boss for some vain hope of a promotion.

a piece of cake
A very easy task or accomplishment.
I thought I was going to fail the test, but it turned out to be a piece of cake!

gravy train
A job that brings in a steady supply of easy money or gravy.
This kind of job is a real gravy train.
Here are some non-food idiom expressions which you can use to substitute the food idioms in Activity I. Check answers with your teacher.

	NON-FOOD EXPRESSIONS	FOOD IDIOMS
A	boss	4 - big cheese
B	food	2- bread and butter
C	very easy	19- a piece of cake
D	on the table but still unofficial	9- half-baked
E	the best	5- the cream of the crop
F	continues to be servile and brown-nose his boss	18- polish the apple
G	scoundrel	3- scoundrel
H	make a living	1- bring home the bacon
I	is an intelligent person	6- one smart cookie
J	show admiration	13- butter sb. up
K	basically	17- in a nutshell
L	share confidential information	10- spill the beans
M	means to a big income with little effort	20- gravy train
N	chat	8- chew the fat

O	thinks	7- use his noodles
P	a little out of touch with reality	15- out to lunch
Q	problematic issues	11- hot potatoes
R	a little crazy	16- nutty as a fruitcake
S	really likes	14- be nuts about
T	the type of person he likes	12- one's cup of tea

Artifact 2 "Simple Future Tense" lesson plan

SIOP ® Lesson Plan

Teacher: **Jingjing Meng**	Date: **10/11/2018**		Grade/Class/Subject: **Adult ESL Class**
Unit/Theme: **Simple Future Tense**		Standards:	
Content Objective(s): ·SWBAT to understand what is simple future tense and when to use it. ·SWBAT to understand and differentiate among the four forms of simple future tense: will + v./be going to + v./present progressive/present simple.		Language Objective(s): ·SWBAT talk and write correctly about future events. ·SWBAT make predictions based on images. ·SWBAT retell stories clearly using simple future tense. ·SWBAT make simple sentences using simple future tense.	
KEY VOCABULARY: will/evidence/logical/sequence/ prediction/assumption/plan/goal/ event/calendar/schedule		SUPPLEMENTARY MATERIALS: 1. Say Something (the audio and lyrics) 2. Blank-filling worksheets. 3. Fortune-telling icons (in Ziplocs) 4. Simple future stories handouts 5. The future in 2035 writing charts.	

SIOP FEATURES		
PREPARATION ❑ **Adaptation of content** ❑ **Links to background** ❑ **Links to past learning** ❑ **Strategies incorporated**	**SCAFFOLDING** ❑ **Modeling** ❑ **Guided practice** ❑ **Independent practice** ❑ **Comprehensible input**	**GROUP OPTIONS** ❑ **Whole class** ❑ **Small groups** ❑ **Partners** ❑ **Independent**
INTEGRATION OF PROCESSES ❑ **Reading** ❑ **Writing** ❑ **Speaking** ❑ **Listening**	**APPLICATION** ❑ **Hands-on** ❑ **Meaningful** ❑ **Linked to objectives** ❑ **Promotes engagement**	**ASSESSMENT** ❑ **Individual** ❑ **Group** ❑ **Written** ❑ **Oral**

LESSON SEQUENCE:

1. **Warm-up activity – bringing up prior class content and recognizing the future tense in the lyrics:**
   Play the song **Say Something** from A Great Big World twice and hand out its lyrics to the students.
   Ask the students to highlight the sentences in which they think simple present tense and present progressive tense are used when listening for the first time (4 minutes).
   Quickly ask two or three students to share the sentences they find that use the two present tenses and simply explain why (2 minutes).
   Ask them to use another color to highlight the sentences in which they think future tense is used when listening for the second time (4 minutes).

Let them quickly discuss with a partner about their choices (2 minutes).
Come back in the whole class group and ask up to five students to share their highlight results and the symbols of future tense that they assume and discover in these sentences (3 minutes).
Revisit the lyrics with them and tell them the right answers (1 minute).

2. **Lecturing on simple future tense with ample and detailed examples – Part I (20 minutes):**
Distribute the handouts with simplified grammar rules and example sentences (See Appendix B).

The following is my lecturing transcript:
Usually, we use the simple future tense to talk about things and events that haven't happened yet. The speaker or writer will take an action in the future. Today we are going to cover four different forms of the simple future tense.

The first form is employing the helping verbs *will* with the original form of the verbs. This form is usually used in the following situations: talking about a general future event, making predictions or assumptions with no accurate evidence or even no evidence and making promises. Here are some example sentences related to the three situations:
　　Talking about a general future event: I will see you later in class. / I will miss you to the moon and back. / She will come back to the house.
　　Making predictions or assumptions with no accurate evidence or even without evidence: I think Vanderbilt will win this week's football games. / Nick thinks Hailey will hang out with him.
　　Making promises: Mom, I will wash my clothes and clean my room tomorrow. I swear! / I will always love you no matter what happens. / I will finish my paper within one day even though it's hard.

The second form is using "be going to" plus the original form of the verbs.
This form is usually used in these two situations: stating someone's future plans and goals and making predictions based on enough evidence or logical sequence.
Here are some example sentences related to the two situations:
　　Stating someone's future plans and goals: I am going to be a teacher after I graduate. / Peter is going to give a speech on his brother's wedding day. / Annabelle is going to Taylor Swift's concert next Friday.
　　Making predictions based on enough evidence or logical sequence: Look at the cloudy sky. It's going to rain soon. / Bertram is going to Nashville because he has to meet someone there.

The third form is present progressive. This is usually used for plans that are already made in near future.
Here are some example sentences:
　　Bobby is babysitting this Friday night. / Ruby is working at the gas station tomorrow morning.

The fourth form is present simple, which is widely used in the following situations: describing facts and set events, giving information about times of TV shows, movies, travels, etc. and fixed events on a calendar or schedule.

Here are some example sentences related those situations:

Describing facts and set events: Peabody Library opens at 7 am./ Melissa Sweet's award-winning speech starts at 8 pm.

Giving information about times of TV shows, movies, travels, etc.: The Big Bang Theory airs this Thursday night. / My flight leaves at 11 o'clock next Friday.

Fixed events on a calendar or schedule: My individual meeting with my professor starts at 9 am./ Noah's meeting with his business partner ends at 2 pm.

3. **Blank-filling exercise with a partner (15 minutes):**
   I will handout students two sets of blank-filling exercise (see Appendix C) with ten sentences on each of them. Students will be divided into a few groups of two. Each of them finishes their own specific part individually first without any discussion. (5 minutes)
   After finishing their own part, exchange their part with the partner. They will review each other's worksheet, telling their partners about what their partners did right or wrong and try to justify their judgement based on the former lecture. They should discuss and negotiate dynamically in this part of exercise. I will briefly revisit the right answers with them after the discussion. (10 minutes)

4. **Lecturing on simple future tense – negative sentences and questions (Part II) (5 minutes)**
   (See Appendix B)
   I will give them a simple introduction about how to make negative sentences and questions based on some example sentences we've already reviewed.

5. **Fortune-teller game – oral pairing activity for practicing going to-future. (15 minutes)**
   Students will work in pairs for this predicting activity. Each of the groups will be assigned to a few (at least 40) fortune-telling icons (derived from: https://eslgames.com).
   The pairing students will alternatively be each other's fortune-teller, using sentence starters like "(I see) you are (not) going to…"/ Your son/daughter/mother/wife… is (not) going to…"
   I will give them a few sentence models using the three pictures in the first line of the fortune-telling icon charts (see Appendix D). "I see you are going to eat a birthday cake. "/ "You father is going to do the house painting." / "I see your husband is going to drive a truck."
   Then students will have enough space and freedom to use their imagination and form their predictions as much as possible in the rest minutes of the activity.

6. **Simple future tense story retelling jigsaw (20 minutes)**
   (See Appendix E)

In this part I will use four simple future tense stories and following exercises from https://www.really-learn-english.com/simple-future.html.

The whole class will be divided into four groups, each group will read the same story together and then try their best to retell the story in the simple future tense using their memory to their group members while seeking support from them if necessary. If someone is not confident enough to retell with their own words, he or she can answer the exercise questions about the actions, locations, characters and so on first and then retell from these answers. If someone's confident enough, he or she can feel free to retell the story in their own words. (The sequence of the events in the story is not so important. Instead, the accurate use of simple future tense is more important). (10 minutes)

After students finish their own retelling, the ones who come from one original group will reorganize into a few new groups of four with new group members from the other three groups. They will each do the retelling of their story to their new group members. (10 minutes)

7. **The Future of 2035 in Your Home Country Writing Practice (20 minutes)**
(See Appendix F)
In this part, students are required to write their expectations and predications on their home country in 2035 under the 10 categories listed in the table (retrieved from https://eslgames.com). I make a little adjustment with the content of writing from the future within the whole world to the future in their home countries.
Students can write their tables by imitating the sentence examples while they can also create sentences that used simple future tense all on their own.

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

Appendix A The Lyrics of *Say Something* (with Highlighting)

Say Something - A Great Big World

Say something, ==I'm giving up on you==
==I'll be the one, if you want me to==
Anywhere, I would've followed you
Say something, ==I'm giving up on you==
And ==I am feeling so small==
It was over my head
==I know nothing at all==
==And I will stumble and fall==
==I'm still learning to love==
Just starting to crawl
Say something, ==I'm giving up on you==
==I'm sorry that I couldn't get to you==
Anywhere, I would've followed you
Say something, ==I'm giving up on you==
==And I will swallow my pride==
==You're the one that I love==
==And I'm saying goodbye==
Say something, ==I'm giving up on you==
==And I'm sorry that I couldn't get to you==
And anywhere, I would have followed you
Oh, oh, oh, oh say something, ==I'm giving up on you==
Say something, ==I'm giving up on you==
Say something

Appendix B Lecture Handouts
<p align="center">**Simple Future Tense**</p>

A simple future tense is a verb form that generally marks the event described by the verb as not having happened yet, but expected to happen in the future. We are going to cover a few forms of simple future tense today.

1. **will + verb (will-future):**
   a. talking about a general future event
      e.g.: I will see you later in class.
              I will miss you to the moon and back.
              She will come back to the house.
   b. making predictions or assumptions with no evidence
       e.g.: I think Vanderbilt will win this week's football games.
              Nick thinks Hailey will hang out with him.
   c. making promises
       e.g.: Mom, I will wash my clothes and clean my room tomorrow. I swear!
              I will always love you no matter what happens.
              I will finish my paper within one day even though it's hard.

2. **be going to + verb (going to-future):**
   a. stating someone's future plans and goals
      e.g.: I am going to be a teacher after I graduate.
              Peter is going to give a speech on his brother's wedding day.
              Annabelle is going to Taylor Swift's concert next Friday.
   b. making predictions based on evidence or logical sequence
      e.g.: Look at the cloudy sky. It's going to rain soon.
              Bertram is going to Nashville because he has to meet someone .

3. **present progressive (be doing):**
   a. future plans that are already made
      e.g.: Bobby is babysitting this Friday night.
              Ruby is working at the gas station at 8:30 tomorrow morning.

4. **present simple:**
   a. describing facts and set events
      e.g.: Peabody Library opens at 7 am.
              Melissa Sweet's award-winning speech starts at 8 pm.
   b. giving information about times of TV shows, movies, travels, etc.
      e.g.: The Big Bang Theory airs this Thursday night.
              My flight leaves at 11 next Friday.
   c. Fixed events on a calendar or schedule
      e.g.: My individual meeting with my professor starts at 9 am.
              Noah's meeting with his business partner ends at 2 pm.

Here are some examples on how to make negative sentences and questions using the four forms of simple future tense.

1. **will + verb (will-future):**
   affirmative sentence: I will see you later in class.
   negative sentence: I will not (won't) see you later in class.
   question: Will I see you later in class?

2. **be going to + verb (going to-future):**
affirmative sentence: We are going to fly to Detroit next Wednesday.
negative sentence: We are not (aren't) going to fly to Detroit next Wednesday.
question: Are we going to fly to Detroit next Wednesday?

3. **present progressive (be doing):**
affirmative sentence: Bobby is babysitting this Friday night.
negative sentence: Bobby is not (isn't) babysitting this Friday night.
question: Is Bobby babysitting this Friday night?

4. **present simple:**
affirmative sentence: Peabody Library opens at 7 am.
negative sentence: Peabody Library does not (doesn't) open at 7 am.
question: Does Peabody Library open at 7 am?

Appendix C: Blank-filling exercise 1
1. The train to New York _____ at 12:45. (leave) leaves
2. We _____ lunch at that fancy Italian restaurant on Friday, but we haven't called them to book a table yet. (have) are going to have
3. On Saturday at 2 o'clock I _____ a book. (read) am reading
4. The movie *The Hate You Gave* _____ at 5 pm. (start) starts
5. I promise you I _____ you the feedback by next Monday. (give) will give
6. He _____ me a ride. (give) will give
7. Look at the heavy rain. They _____ the outdoor training today. (cancel) are going to cancel
8. I think my neighbor _____ a party tonight. (hold) will hold
9. Lydia _____ the concert of her favorite singer at 9 pm tonight. (enjoy) is enjoying
10. Belle _____ fun at Disneyland this year because she receives an annual pass. (have) is going to have
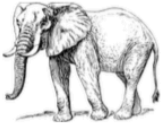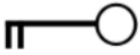
Blank-filling exercise 2
1. The cruise to the Caribbean _____ at 15:50. (leave) leaves
2. They _____ the one football game at Vanderbilt Stadium on Sunday, but they haven't booked their tickets yet. (watch) are going to watch
3. On Monday at 4 o'clock Bob _____ a meeting. (attend) is attending
4. Kevin Hart's talk show _____ at 7 pm today. (begin) begins
5. Jane promises her little brother that she _____ him gift on his birthday. (send) will send
6. Jenna _____ that book. (read) will read
7. See the wonderful sunlight outside? We _____ a picnic in the park today. (have) are going to have
8. Linda assumes that she _____ the award. (win) will win
9. Lindsay _____ her part-time this time tomorrow. (do) is doing
10. Yolanda _____ a lot of reading for her course requirement. (finish) is going to finish

Appendix D: Fortune-telling Icons

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Appendix E: Simple Future Tense Stories (with Guiding Questions)

Simple Future Story 1

By Really Learn English

Visit the Simple Future Section for More Resources

Who is she? What will she do?
What is going to happen?

On Saturday, Katie will be one year old. Katie's parents are going to have a birthday party. The party is going to begin at noon on Saturday. Many people will be at the party. Katie will have so much fun!

Katie's dad is going to cook hamburgers. Katie's grandmother is going to bring ice-cream. Katie's aunt is going to bake a cake. It will be a chocolate cake. Katie will love her cake!

All of Katie's relatives will bring presents. Katie is going to open her presents after lunch. Then, everyone will eat cake and ice-cream. Katie is going to have a good first birthday!

Simple Future Story 1, Page 2

Simple Future Story 1 – Exercises

A. Answer the following questions. Use the Simple Future tense.

1. How old will Katie be on Thursday? What time is her party going to start?

_____

_____

2. Who is going to bake the cake? What kind of cake will it be?

_____

_____

3. When is Katie going to open her presents? What will happen then?

_____

_____

Simple Future Story 2

By Really Learn English

Visit the Simple Future Section for More Resources

Who is she? What will she do?
What is going to happen?

This weekend, Erica is going to compete in a tennis tournament. She will practice hard all week because she wants to win the tournament. The winner will receive $1,000. Erica hopes she will get first place!

Erica's husband is going to travel to the tournament with Erica. He will watch her compete. He will sit in the stands and cheer for Erica. He is going to be proud of Erica even if she does not win first place.

Erica's parents are not going to travel to the tournament. They will watch the tournament on television. They will cheer for Erica at home. They are going to be proud of Erica whether she wins or loses.

Simple Future Story 2, Page 2

Simple Future Story 2 – Exercises

A. Answer the following questions. Use the Simple Future tense.

1. What is Erica going to do this weekend? What will the winner receive?

_____

_____

2. Who is going to travel to the tournament with Erica? What will he do?

_____

_____

3. Where will Erica's parents watch the tournament?

_____

_____

Simple Future Story 3

By Really Learn English

Visit the Simple Future Section for More Resources

Who is he? Where is he going? What will happen?

Brent is an American astronaut. Today, he will travel into outer space. At noon, his space shuttle is going to launch into space. Brent and the other astronauts are going to travel to the International Space Station. They will stay in space for almost 6 months.

The crew is going to continue research at the space station. They will do some experiments. They will record their data. They are also going to make some repairs on the space station.

Brent will learn a lot in space. He is going to make videos of his time on the space station. His family will watch the videos on the internet. They will see what Brent is doing in space.

Simple Future Story 3, Page 2

Simple Future Story 3 – Exercises

A. Answer the following questions. Use the Simple Future tense.

1. Where will Brent travel today? When is the space shuttle going to launch?

_____

_____

2. What is the crew going to continue at the space station? What will they record?

_____

_____

3. Where will Brent's family watch Brent's videos? What will they see?

_____

_____

Simple Future Story 4, Page 1

Simple Future Story 4

By Really Learn English

Visit the Simple Future Section for More Resources

What is it? What is going to happen?

There is going to be a wedding today. At 4 o'clock this afternoon, Megan Smith and Mark Jones are going to get married. After today, they will be Mr. and Mrs. Mark Jones.

It is going to be a huge celebration. Everyone will be there! They are going to serve dinner and dessert. The best man will give a speech. Then everyone will dance. The dance will last until midnight.

The day after the wedding, Megan and Mark are going to leave for their honeymoon. They are going to travel to Hawaii. They are going to stay there for 7 days. They will have a good time in Hawaii!

Simple Future Story 4, Page 2

Simple Future Story 4 – Exercises

A. Answer the following questions. Use the Simple Future tense.

1. Who is going to get married at 4 o'clock? Who will be there?

_____

_____

2. Who will give a speech? Who will dance?

_____

_____

3. Where are Megan and Mark going the day after their wedding? How long are they going to stay there?

_____

_____

Appendix F: The Future of Your Country in 2035

Write a word or idea in each box that shows how you think your country might look in the year 2035.

Work	Energy
Transport	Money
Technology	Culture (tv, music, movies, etc.)
Global politics	The environment
Fashion	Languages

Examples

I think that in 2035 there will be a digital currency in our country.
It's possible that India will be the biggest economy in the world.   *Maybe everybody will speak Chinese.*

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Artifact 3 PowerPoint of "Find Your Match"

FIND YOUR MATCH

JINGJING MENG 10/16/2018

1

BASIC INFORMATION ABOUT THE PRACTICUM SITE

- The Belmont Adult ESL Program
- 35 students from more than ten countries
- The TOP priority and main goal of the class: Communication
- Listening exercises, grammar/vocabulary/pronunciation learning, read-aloud, oral language exercises in separate blocks
- No assessments administered throughout the semester
- Only three types of homework: 1. making 5 sentences using phrasal verbs. 2. reading fictional short story (2 A4 pages) 3. reading one article from newspapers or magazines and share orally
- The learning of phrasal verbs: important routine of each week

2

PROBLEM FOUND IN PRACTICE

- Learning phrasal verbs on Tues, reviewing on Thurs
- In each sentence, replace the words in italics with a PV beginning with…
- The teacher requires students to interact with each other to retrieve back what they learned
- Students usually go directly refer back to the handouts instead of negotiating with their peers

ORIGINAL ACTIVITY PROCEDURE

- Each student is given an index card with info on it that matches the info on another students' card (e.g., word and definitions; antonyms and synonyms; characters and story titles, etc.)
- Students mix with each other, reading aloud the info on their cards and having some opportunities to share their info.
- Teacher calls time. Students are to find their matches by *describing* (not reading) what is on their cards. When searching for matches, student #1 listens to student #2 use his/her own words to describe.
- When the two student with a match find each other, they move to the side of the room until everyone is finished. Then all partners read both of their cards to the rest of the class.

ACTIVITY WITH ADAPTATIONS

- Each student is given an index card with info on it that matches the info on another students' card (phrasal verbs and their definitions).
- Students mix with each other, quickly reading aloud the info on their cards to have some opportunities to share their info. Then they find their matches by *describing* what is on their cards. (Even if someone has definition on their cards, he/she is encourage to interpret with their own words).
- Students are to search for the matches among their peers. When the two with a match find each other, go to the back table and find the index card on which they can use their phrasal verb to replace the underlined part in the sentence. Remember to use the correct verb form and negotiate with each other for the right answer.
- All partners read both of their cards and their sentence with phrasal verbs replaced to the rest of the class.

5

QUESTIONS

- Besides serving as a review activity, what can **Find the Match** also do in ESL/EFL instructions?
- How can this activity intrigue higher-order thinking and develop academic language skills (especially in K-12 classrooms since our ESL adult class usually doesn't do academic language learning other than grammar) ?

6

PURPOSES OF USING *FIND YOUR MATCH*

- Serving as a more active review activity that initiates productive interactions
- Improving students' oral proficiency by describing in their own words
- Improving students' ability in listening
- Better understanding peers' language output for future classroom interactions

THANK YOU!

Artifact 4 final instructional plan

Target Students: Chinese ELL students with high novice English language proficiency. They are 8 to 10 years old.

Teaching Objectives:
- Students can talk freely about their basic features like their ages, countries of origin, hair colors, eye colors, their skills, their friends and so on.
- Use "Is she/he…?" / "Does she/he…?" as question prompts.
- To learn new words that can describe people from many aspects.

Related Materials:
- In-class presentation PowerPoint
- Handouts for processing activities.
- Handouts for practice activities.

Authentic Text: "Disney Animated Ladies Census" from BuzzFeed

Class Time: 60 minutes

Methodology Statement:
This lesson is the third one in a unit that uses authentic texts to teach students to learn when to use "do/does" or "is/are" to start a question as the primary goal and learn antonyms, end rhymes, oral descriptions of personal features and some new vocabulary as subordinate goals. While the last two lessons use a poem – The Akond of Swat and an infographic about food safety from Travelers' Health as an authentic text respectively, this one uses another infographic "Disney Animated Ladies Census" from BuzzFeed. The original "Census" is really long and comes with 12 different categories about these ladies' ages, countries, races, hair/eye colors, skills and so on. So, I choose four categories of them related to the teaching objectives for processing part and four for practicing part.

For the pre-reading part, I leave students a piece of homework after the second lesson, since I want the knowledge they gain to not be distracted by too much information they search online so I make a format that leave the necessary information in blank.

To avoid the pitfall of presenting too much content in one class period (retrieved from: https://englishwithjennifer.wordpress.com/2010/07/06/four-pitfalls-of-working-with-authentic-texts/), I pick four of these categories for the processing activities. The category of age and country can help student use "Is she…?" to start a question while the category of hair color and eye color can help student use "Does she…?" as a sentence prompt more proficiently. Unluckily, there are few words on the infographic itself, so I have to do the appropriate scaffolding by a picture talk. I put all the necessary information beside the character's portrait and write down my own narrow reading materials by four-round cycle of saying one or more patterned sentences – asking one or more questions – answering my own questions or asking the students to answer. Since I want my students to form their own understanding for the texts, I also designed a few processing questions in the b part of processing activities that can trigger their deeper thoughts.

For the concept part, I design a jigsaw activity for conscious application so students can not only further understand what they learnt and also have a space to practice in order to maximize their learning effect.

I don't want my students' understanding of human beings' basic traits to be satisfied with a smattering of knowledge of simple age, origin, hair color and eye color, so I utilize another four categories from the original infographic that they can use and learn on their own in their roleplay practice. Authentic text allow them to acquire more language than can be directly taught, and hence differentiate the instruction (retrieved from: https://worldlanguageclassroom.wordpress.com/2011/11/16/authentic-texts-part-deux-the-hows/).

Teaching Procedure:

1. **Pre-text activities (5 minutes):**
   a. Homework from last class: do some research on your favorite Disney lady after class about their basic features, be familiar with those and write those down. When you are doing the writing, following this pattern:

   My character is _____.
   She has _____ hair.
   She has _____ eyes.
   She is _____ years old.

   b. In class: Work in pairs and share with the one next to you and interchange other Disney ladies' basic features from each other.

2. **Processing activities (5+20+5minutes):**
   a. Read the infographic, underline the unclear new words in the infographic and try to infer their meanings from the pictures and students' prior knowledge of these ladies. (New words for students might be: Caucasian, married, single, sidekick, deceased, royal & royalty, employment, primatologist.)

   b. Picture talk:
   Wendy is 13 years old.
   Is Ariel 16 years old?
   Yes, she is.

   Wendy is 13 years old. She's from UK.
   Is Belle 17 years old? Is she from France?
   Yes, she is. Yes, she is.

   Wendy is 13 years old. She's from UK. She has blue eyes.
   Is Ariel 16 years old? Is she from the Middle East？ Does she have red hair?
   Yes, she is. No, she isn't. Yes, she does.

   Wendy is 13 years old. She's from UK. She has blue eyes. She has brown hair.

Is Rapunzel 21 years old? Is she from Germany? Does she have blonde hair? Does she have brown eyes?
No, she isn't. Yes, she is. Yes, she does. No, she doesn't.

c. Processing questions:
Who is the youngest/oldest among them?
Who is living in the warmest/coldest place?
Who can swim?
Who is the one with unknown age?
Who is living near/far away from you?
Who is the most mysterious one?
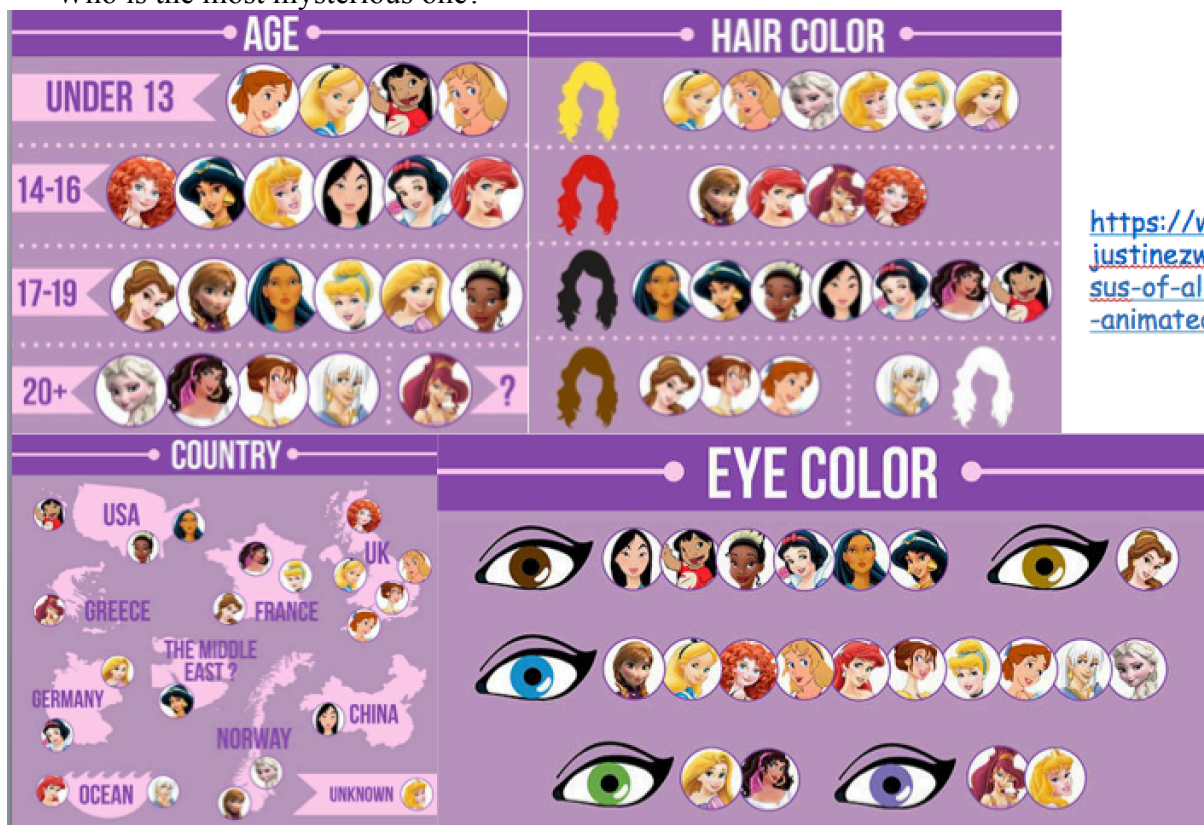
(Parts of original text that used in processing part.)

3. Concept (10 minutes)
a. Jigsaw: Find one Disney lady that you are interested in and use sentences prompts "Is she… years old?" /" Is she from…?" / "Does she have… hair?" and "Does she have… eyes?" to come up with four questions based on the infographic. For example:

Is Jasmine 15?
Is Aurora from China?
Does Ariel have red hair?
Does Anna have blue eyes?

Using the number I give you to find your partners. Share your questions that you come up with them and seek answers from them.

4. **Practice (15 minutes)**

   Role play in pairs: You will work in pairs, pick a Disney lady that you want your partner to perform, and then introduce yourself with that lady's more basic features like their race, their skills, their friends, their employment and so on based on the extended infographic. If time allowed, you can also introduce your real selves using the same pattern again.
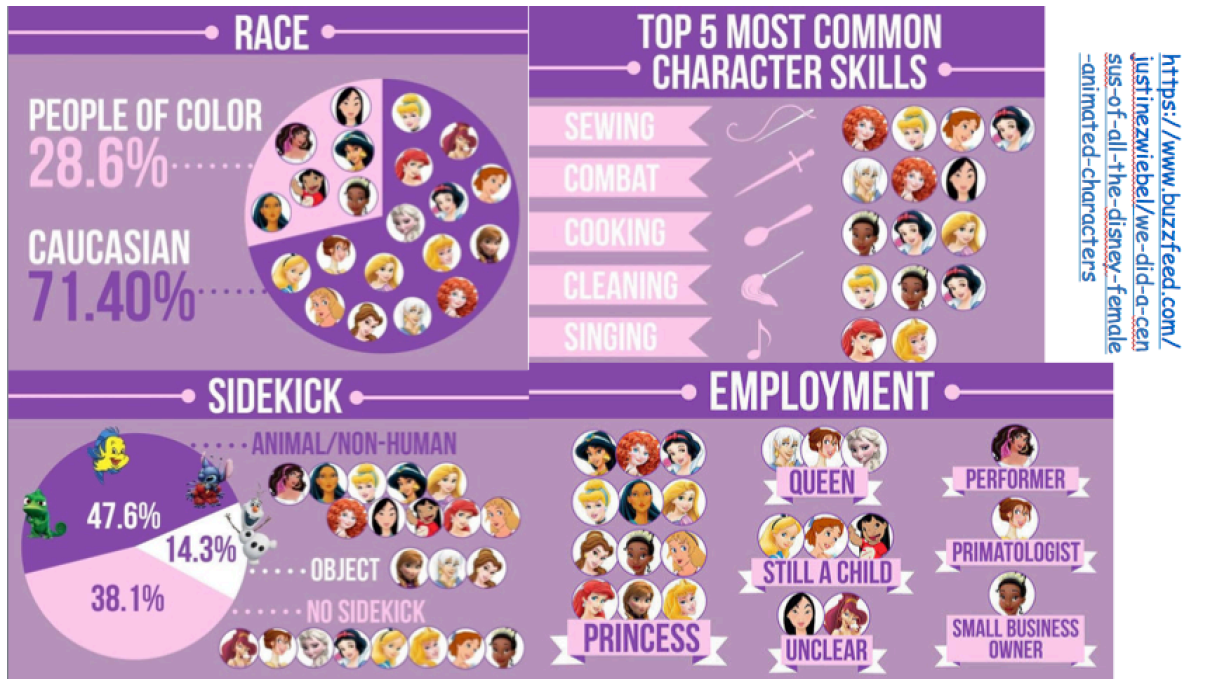
(Parts of original text that used in practicing part.)

Artifact 5 assessment analysis paper

Part I - Participant's Cultural and Linguistic Background

My case study student, Shinie, is an adult English learner at the Belmont Church ESL program. Shinie was placed in the level-6 class (the most advanced level). She's now 22 years old. She recently graduated from an undergraduate institution in China and received her bachelor degree in Business English this June. Shinie is originally from the City of Zhanjiang, Guangdong Province, China with more than 21-year life experience there. She moved to Nashville for almost a year with her mother as an immigrant since her mother remarried to her American stepfather. She never stepped on the land of the States before and received her primary, secondary and college-level education all from China. Shinie can speak two kinds of native language – Mandarin and Cantonese fluently. She usually uses Cantonese for family communication and uses Mandarin in a broader range of communication like in school settings and in larger community. Getting to know Shinie's language and education background will provide more specific information on her language needs and concerns so I can better help her within the curriculum and outside of class. To retrieve more information about Shinie's social, cultural and linguistic background, I also did some informal assessments since those funds of knowledge can be invaluable in supporting her language development and linguistic competency (Moll, Amanti, Neff, & González, 1992).

  Classroom and School Environment:

Unlike others in my cohort who go to Metro Nashville schools to complete their student teaching, my practicum setting is far more different since it's a nonprofit adult ESL program offered by the Belmont United Methodist Church. Our whole class only meets twice a week for six hours in total. The program has been running for more than fifty years with the instructions of

the generous church members and volunteers. The program served more than four thousand students from all over the world who are immigrants, dependents, refugees and so forth in the past years and aimed to both improve their language proficiency and get more accustomed to American culture. There are six different levels of English language class in the whole program. The one I am now doing my practicum in is the level six – the most advanced one. In this fall semester, we have 34 students who are from more than ten countries. The most popular origins of the students are countries of South America and East Asia. Almost 90% of the students are female. Based on my simple informal interview, their purposes of coming to the US can be mainly divided into these following categories: accompanying their working spouses, being graduate students or visiting scholar in the local universities and research institutions and working as nannies in host families. Although the advanced level class contains all four language domains of listening, reading, speaking and writing in its teaching content, speaking is at the first priority rather than others. The principal instructor always tells our students that our ultimate goal of taking this class is better oral communication.

Oral Language Survey:

I had an informal conversational survey with Shinie, using the adaptation to the Wright Middle School's "Who I am?" information collection chart that Nicole gave us. This survey helped me to better understand her individual identities that can play a role in planning, instruction, and assessment (TESOL, 2008). I made an adjustment to the "Goals" part.

From "My Home, My Heritage" part, I know that her father lives in China while Shinie and her mom are already settled in Nashville. She speaks Cantonese at home in China for daily communication with her biological father and speaks English at home Nashville.

In the "New Country, New Identity" part, back when she was in China, she only used English for some courses that she required to accomplish in school and for her part-time job. Since now she has her green card and plans on her permanent stay in the US, she has to use English everywhere she goes. From her own statement on her English language proficiency, she has the most confidence in her speaking and pronunciations because she has been learning English since kindergarten. What she really recognizes as an urgent need to improve is her vocabulary. As for the comparison between her schooling in the home country and the schooling here, it is currently unavailable since she hasn't experienced formal schooling here. However, from her own prior perceptions, she thinks the major difference between Chinese and American education lies in secondary education and post-secondary education. For her, secondary education in China seems stricter and more disciplined than post-secondary education while in the US the condition is reversed. She is now preparing for her TOFEL (Test of English as a Foreign Language) test and GRE (Graduate Record Exam) test for her master's degree application. If she succeeds in getting accepted by her ideal schools or programs, she hopes to further improve her oral language proficiency and ability in critical thinking and analyzing while also acquiring more content knowledge in business management.

Her "Interest/Hobbies" part is really simple because she told me she loves music, photography, shopping and watching TV series and she would love to share her enthusiasm in photography with her classmates and let them learn from her and discuss about during class.

She told me about her short-term goal for this semester and long-term goal for the future in the last part. She wants to improve her ability in all of the language domains that the TOEFL test requires and to be better prepared for the Verbal Section and the Analytical Writing of the GRE test in this semester. As for her long-term goal, she hopes that she could find a job about

foreign trade or business management. In the meantime, she expects to travel for a few times around the world every year.

This informal conversational survey reflects a number of factors that may affect Shinie's language development. These factors include native language literacy, exposure to the English language, quality of instruction, and motivation, among others (Bailey & Heritage, 2010).

Classroom Language Interaction Inventory:

Besides the oral survey, I finished the CLIC checklist (See Appendix A) to examine Shinie's ability of social language interactions and academic language interaction during my observation. She got a total possible score of 15 out of 15 on classroom social language interactions and a total possible score of 38 on academic language interactions. The total scoring of her CLIC falls on advanced fluency level. From my classroom observation on her individual work and group work, Shinie did well in following general directions, verbalizing key words, giving commands to peers, exchanging common greetings, initiating and responding to a conversation and participating in sharing time on the sociocultural interaction levels. She always gave quick response to teacher's requests, asked for her peers' answer and reactions when doing the take-turn group activities and actively engaged in either daily causal talks or academic conversations. In the academic language settings, she also showed her strength in understanding teacher's discussion, completing simple unfinished sentences generated by her peers or herself, asking and answering specific questions regarding topics, volunteering to answer questions, reading for comprehension and maintaining two-way conversations. She might make some pronunciations and basic grammatical errors but her language is still understandable no matter to those who have experience with interacting with English learners and to those ones who do not.

Sample Literacy Survey for ELLs:

I also asked Shinie to finish the literacy survey (See Appendix B) about what kinds of materials that she read and write outside of school and which language is used in these literacy practices. She checked all the reading and writing items in the column of "both language (L1+L2)." She explained to me that she tended to use English more in the reading practices since she had already settled down in the U.S. However, she still keeps the habit of reading and acquiring information from Chinese news portal websites and social network applications and enjoying the works from her favorite Chinese authors. For her writing literacy practices, she wrote all the items in both English and Chinese but was more inclined to use Chinese in writing things like emails and songs.

The oral language survey, Classroom Language Interaction Inventory and literacy survey helped me to understand Shinie's cultural and linguistic background in a more well-rounded perspective. Since her performance on informal and formal assessments cannot be isolated when doing the interpretations and analysis of her overall language proficiency, her background knowledge is an irreplaceable cornerstone to build on.

Part II: English Language Proficiency Level

Woodcock-Muñoz Language Survey:

Since there is no mandatory placement assessment or requirements of taking any kinds standardizes tests for entering the Belmont ESL program, students' test records cannot be retrieved from the class documents. To evaluate Shinie's English language proficiency level, I administered Woodcock-Muñoz Language Survey to her in 45 minutes and got raw scores of the 7 subordinate tests. Woodcock-Muñoz Language Survey is a test that provides information about an individual's Spanish and/or English language abilities. The 7 individually administered tests are Picture Vocabulary, Verbal Analogies, Letter-Word Identifications, Dictation, Understanding

Directions, Story Recall and Passage Comprehension. This language survey mainly evaluates student's listening, speaking, writing and comprehension.

I had difficulty in accessing the scoring program of WMLS but I kept all the raw scores for analyzing purpose (See Appendix C). She did extremely well in Verbal Analogies, Letter-Word Identifications, Understanding Directions, Story Recall and Passage Comprehension. Each of these tests hit the ultimate ceiling (the last item) of the scoring table and get the maximum correct number. From this result, Shinie showed her "Very Advanced" English language proficiency in reading, listening, speaking and comprehension based on raw score sections on test record card. As for her test results for Picture Vocabulary and Dictation, her ability in vocabulary and writing might fall on the level between "Less advanced "and "Advanced."

Validity and reliability: According to Gronlund, validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment (Gronlund, 1998, p.226). Referring to comprehensive manual of WMLS-R, to ensure content validity, the items included in the various tests were selected using Rasch-based item validity techniques as well as expert opinion. Also, the principle of cluster interpretation was adopted to improve the content validity of measures for broad abilities such as oral language and reading-writing (Alvarado, Ruef & Schrank, 2005, p.81). Besides, special samples from preschool study and school-age study to university study and bilingual study were administered different test batteries to provide evidence for the validity of the WMLS-R. Intercorrelations among the measures of a battery provide one type of validity evidence. Growth curves provide further evidence of the validity of the WMLS-R (Alvarado, Ruef & Schrank, 2005, p.81).

A reliable test is consistent and dependable and should yield similar results when the examiner gives the same test to the same student or matched students on two different occasions.

The reliability of the test fluctuates for a few factors: the student, the scoring, the test administration and the test itself. (Brown & Abeywickrama, 2010, p. 27). To lower student-related unreliability like anxiety or "bad day" to the least, WMLS-R is arranged in a quiet, comfortable and adequately ventilated and lit testing room with no auditory and visual distractions (Alvarado, Ruef & Schrank, 2005, p. 16). Internal consistency reliability coefficients (r 11) and standard errors of measurement (SEMs) were calculated for all English version tests and clusters across their range of intended use. The calculation of reliability statistics for each age level is based on the data from subjects at that level in the norming sample who took each test. The test reliabilities were calculated by the split-half procedure, using odd and even raw scores, and were corrected for length by the Spearman-Brown formula. The cluster reliabilities were calculated by Mosier's (1943) procedure (Alvarado, Ruef & Schrank, 2005, p. 81).

Language assessment checklists: Brown and Abeywickrama provided a few checklists to examine the practicality, reliability, validity and authenticity of an assessment (2010). Reliability applies to the student, the test administration, the test itself, and the teacher (Brown & Abeywickrama, 2010, p. 27). Since our administration of WMLS-R occurred under an informal testing environment, I tried to secure the test reliability by giving her a cleanly photocopied test sheet, making my voice clearly audible to her, trying to avoid intra-rater unreliability and arranging the test in a place that had conditions like lighting and temperature optimal to her. I believe the formal administration of WMLS-R will be more reliable since well-trained and well-prepared examiners are available while more strict scoring procedures of test responses can be followed by using the test scoring software.

In Brown and Abeywickrama's checklist (2010) that examines an assessment's content validity, the first four parameter questions for a unit test are not applicable to WMLS-R since it

provides a theoretically and technically sound procedure for evaluating English and/or Spanish language proficiency (Alvarado, Ruef & Schrank, 2005, p.5). Therefore, it's more like a summative standardized test instead of a unit test. However, WMSL-R's tasks do involve actual performance of target tasks (Brown & Abeywickrama, 2010, p. 42).

Student oral language observational matrix:

Besides administering WMLS-R to Shinie, I also gave her an oral interview outside of class. I used the student oral language observational matrix (SOLOM) as an informal observational protocol to evaluate her oral language proficiency based on both my class observation on a continual basis of her and the oral interview because I wanted to know more about her language proficiency in different contexts. The oral interview consisted of a few questions that related to her daily life, learning experience, dream job, future goals and her opinions on some controversial issues.

There are five categories that assess student's oral production in the SOLOM: comprehension, fluency, vocabulary, pronunciation and grammar. In the area of comprehensive, I gave Shinie a 5 since I witnessed her ability in comprehending my questions with no difficulty and her ability in easily understanding the meaning of her peers' discussion in class though some of they had different accents.

As for fluency, Shinie got a 4. Her spoken language was fluent for most of the times no matter in classroom discussions or over interviews, following a logical sequence. However, occasional lapses might occur when she tried to find more appropriate expressions or rephrase the whole sentences to avoid mistakes or ambiguity.

When it turned to vocabulary, I gave her a 4 because of her occasional use of inappropriate terms. She had a few vocabulary inventories on daily English related to

American's culture and life, like she knew that the safety baby chair provided in American restaurants was called a "highchair," and she listed potato products that were common on the US dining table like potato tots, French fries and mashed potatoes in our conversation about her favorite food. However, she had some limitations of differentiating synonyms like "score "and "grade" and also of using appropriate adjectives.

I gave Shinie a 5 on pronunciation because her intonation and pronunciation approximated those of a native speaker. I didn't hear any accent from her. As for the last category – grammar, I gave her a 4 for her "occasional errors in grammar and or word order." Her grammatical errors usually occurred when she tried to decide whether singular or plural noun form should be used in her speaking. For instance, she said "an amazing thing" and "another goals is" when we were talking about her future goals. Shinie got a total score of 22 that placed her at "proficient" level of the SOLOM, which showed her great oral language proficiency.

Part III- State and Federal Assessment Requirements

Under Title II of the Workforce Innovation and Opportunity Act (Adult Education and Family Literacy Act) (WIOA; PL 113-128), Section 242, OCTAE (Office of Career, Technical, and Adult Education) carries out a program of national leadership activities to enhance the quality and outcomes of adult education and literacy activities and programs nationwide (OCTAE, 2017). Under section 243 of WIOA (Workforce Innovation and Opportunity Act), Building Opportunities through IELCE (Integrated English Literacy and Civics Education) provides technical assistance to states in implementing the new requirements of the IELCE program, including helping states directors and designated local program administrators to create a network of providers implement programs consistent with WIOA's expanded focus on career

pathways, integrated education and training, and placement in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency (OCTAE, 2017). In response to the WIOA, States are adopting challenging academic content standards like the English Language Proficiency Standards (ELP) for adult education (AE) with the goal of ensuring that adult learners are adequately prepared for careers and postsecondary education (U.S. Department of Education, 2016).

There's no mandatory assessment required in entering or exiting this program. Therefore, students can enter this non-profit ESL program based on their own judgement of their language proficiency. They can also move to different levels freely based on their own needs. I can only talk about in this part about which ELP standards do this program help the students to achieve and be corporated to support and focus instruction.

For the development of students' macro-level linguistic language proficiency, the lesson design in this program tends to help students achieve ELP Standards 1, 2, 3 and 7. These standards are advocated and practiced more in oral language and barely in written language since the top priority of this program is oral communication. To meet Standard 1 - construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing (U.S. Department of Education, 2016), the teachers always give comprehensible input via oral presentation, employing various informational texts from road signs, ballots, material for citizen test preparation to newspaper articles and so on to improve their ability of constructing meaning by reading and viewing. Listening materials with different kinds like excerpts from the musicals, country music songs, TOEFL listening tests and VOA special English news are widely used to construct meaning through listening.

For Standard 2, I think the program mainly focuses on "participating in level-appropriate oral exchanges of information, ideas and analyses, in various social and academic contexts, responding to peer or audience comments and questions" (U.S. Department of Education, 2016) since a lot of the class activities and exercises are designed on the basis of negotiating meaning and communicate orally and advocate peer-scaffolding. You can always hear students sharing opinions in the classrooms no matter they are just doing a simple blank-filling activity or trying to explain the complicated grammar points to their peers.

For Standard 3, students are encouraged to speak about level-appropriate complex literary and informational texts and topics (U.S. Department of Education, 2016) by doing a mini presentation of sharing one piece of informational text of any topics to his or her table group and a native speaker volunteer every week. This activity can also be leveraged as a way of authentic assessment of their oral language proficiency and record their progress through the whole semester. Last but not least, the program instruction helps students to "adapt language choices to purpose, task, and audience when speaking" (U.S. Department of Education, 2016)"by teaching spoken language under different scenarios.

As for the micro-level linguistic development of the students, Standard 8 and 10 are highly valued in the instruction by teaching level-appropriate vocabulary, phrases and grammatical knowledge and doing immediate reflective activities on these contents. Therefore, the students' needs of "determine the meaning of words and phrases in oral presentations and literary and informational text" and "demonstrate command of the conventions of standard English to communicate in level-appropriate speech" (U.S. Department of Education, 2016).

Doing an analysis of how students' needs are being met in the context of state and federal assessment requirements is nearly impossible with this program because it is a voluntary program, but it is possible to focus on which standards are raised and practiced in the teaching context.

Part IV – Oral Language, Reading and Writing Abilities in a Content Area

Since my practicum placement is an adult ESL program, unlike those who are in the K-12 settings, the only content area that gets involved in this program is English language arts. Getting to know a student's language proficiency thoroughly in different language domains is helpful for making further instructional adjustment on assessment plans that cater to this student's individual needs and fostering his or her better English language proficiency. Based on my observation of Shinie in the classroom, her SOLOM rubric, her reading running record and her writing sample, her language abilities in oral language, reading and writing will be discussed in this part.

Oral language. According to the mini-interview and the SOLOM rubric that I explicitly talked about in Part III of this analysis paper, Shinie showed her excellent language proficiency in speaking. She was proved to be a highly proficient speaker from the result of the informal observational protocol: a total score of 22 out of 25. Shinie got a 5 in the "comprehension" category since she always showed her great ability in understanding others' words no matter she was in a small group, negotiating meaning and finding the right answers with her peers, or she was in the whole group instruction, absorbing information and language knowledge from the teacher. She got a 4 in fluency for her oral language was fluent and logical for most of the time. However, when she was striving to seek for a more situational-appropriate expression or rearranging her wording sequence to be more comprehensible, she might show some occasional

lapses or references to her native language. For her vocabulary, Shinie also scored 4 with her getting hold of American culture vocabulary inventory and her limitation in locating a proper word among its synonyms and using appropriate adjectives in some conversational settings. Her pronunciation scored a 5 since her intonation and pronunciation were really similar to a native speaker while her grammar scored a 4 since she had a few grammatical errors in really nuanced places.

In our large-scale classroom, adult students were usually sitting in a group of 4 to 6 with 6 groups in total. When they started discussion in small group, I frequently went to sit by Shinie's side first and observed her reactions. Though Shinie's was absent for a few days this semester, I still could tell that she was enthusiastic to talk and share her ideas both in small group discussion and with the whole class. My adult students loved to take turns to speak in their small group but they would sometimes face the awkward silence at the beginning of the discussion. From my observation, Shinie was always willing to start up the discussion and facilitate the conversation among her table group peers.

Reading. Since reading activities were scarcely applied in our program, I didn't get too much information on Shinie's reading ability in class. To capture what she knew and understood about the reading process and to determine instructional needs, I offered Shinie a article called "Measure R" to read and made her a running record (See Appendix E). The article was picked from the leveled reading website "ReadWorks." It was an article that suited for 11th-12th graders in America and belonged to the themes of "civic & government" and "geography and societies." Shinie finished reading this article within 15 minutes. After reading, Shinie showed her strong

skills in reading comprehension by recalling the content and concluding with a concise summary of the article.

There were 1190 running words in total. Shinie made 63 errors during reading. By subtracting 63 from 1190, she scored 1127, so her percent of accuracy was 94.71%. This percent meant that this was an appropriate instructional text for her. The total number of Shinie's self-correction was 8, and the sum total was 71, so her self-correction rate was 1:8.88, which meant that she self-corrected one time for around every 9 words misread. From the self-correction rate, it was obvious that Shinie's didn't do enough in self-monitoring and using decoding strategies.

I recorded the errors that occurred frequently in Shinie's reading in the following figure.

Word in text	Read as
legislative/legislation	"legis'lative/legis'lation"
density	"desity"
official	"'official"
losing	"lawsing"
residences/improvements/additional/sponsored/ included/scheduled/afforded/levels four-dollar	residence/improvement/addition/sponsor/ include/schedule/afford/level four-dollars
issue	"i sue"
inaccessible/accessible	"inassessible/assessible"
Los Angeles	"Los Angel"
occur	"o cure"

county	"couty"
furor	"feror"
traffic	"traffric"
advertised	"advised"
accepted	"accepty"
soak	"shoak"

Addition to the errors that I enumerated in the figure, Shinie did not read some proper nouns like "Angelenos," "Carmageddon" and "Sepulveda" right for multiple times. From the figure, it was clear to see that Shinie was familiar with those words but couldn't get the pronunciations correct. However, for each error she made, her attempt was visually resembled in way the word in the text with a little part of the whole pronunciation of the word missing so she used visual cues (Fountas, & Pinnell, 2011) that focused on meaning. Though sometimes she put the stress in the wrong place and sometimes she just neglected the inflections at the end of words, it was undeniable that her errors didn't interfere with her comprehension of the text and her reading vocabulary was quite abundant.

Writing. I used the "6-Trait Scoring Rubric" to evaluate one of Shinie's writing samples that she finished in her college writing class (See Appendix F). The writing sample was an argumentation about studying abroad. For the six individual traits: ideas, organization, conventions, voice, word choice and sentence fluency, the writing sample scored respectively 5, 5, 5, 5, 5 and 4 for each of them. Her ideas in this writing sample were well-marked by details and information. A clear theme – the pros and cons of studying abroad had been developed from the topic – studying abroad, which was focused but still could be narrowed down additionally to the pros and cons to the whole overseas student group or only to herself. Though she talked

about the advantages and disadvantages of studying abroad that generally applied to the whole group, she only talked about her own choice at the conclusion part of the text. The organization of the writing piece was smooth overall with a few small bumps here and there. This kind of pattern made the transitions within the text logical but lacked some originality but it generally worked satisfactorily. Three paragraphs were displayed in a conventional argumentation pattern: the introduction and advantages of studying abroad, disadvantages, and the conclusion. She used an introduction "As we all know, many Chinese parents would like to send their sons and daughters to study abroad." The introduction did draw the reader in the text, but it could be more convincing and compelling.

As for the trait of conventions, everyday words were consistently handled for most of the time expect for the misspelling of "country" and the separation of "anymore." Shinie's use of punctuations showed strength and enhanced the readability in most of the cases, they were usually used correctly. Her grammar and usage were quite simple and straightforward, which helped to improve the accurateness of the whole text. By reading through the article, it was obvious to see that Shinie had been making a sincere attempt to address the purpose and audience for writing in a reasonable way. However, the voice of the whole skipped a beat here and there. She paid attention to which tone was best used on the piece but she sometimes switched the tone from "they/them" to "I" and "us", so the tone was not always consistent, but at least it leaned in the right direction.

Shinie's word choice scored a 5, proving by her attempts made to reach for better and more precise words although not as often as possible. In this piece of writing, words were correct for most of the time, but in a few cases, they were "just correct." For instance, she used the word

"free" to describe the education system abroad. I knew that she meant that the foreign education gave more liberty to student learning, still, she could replace the word "free" with a more accurate synonym to avoid ambiguity. As she tried new words and phrases like "yield oneself up" and "social evils," they were usually more right than wrong. I was able to see that she paid care and attention to selecting the best words to fit the piece, and the words and phrases she chose worked pretty well. What I thought her weaknesses lied was the sentence fluency in her writing. The text hummed along with a steady beat, but tended to be more businesslike than musical, more mechanical than fluid. Although all the sentences in the text were quite plain and straightforward without too much artfully craft, they were done in a routine fashion. Also, they were usually constructed correctly and hung together soundly. The only thing that I was concerned about was her way of hunting for clues. Instead of using various connecting words and phrases like however, therefore, although, later, etc. to show the interrelations of sentences, she used "and" for multiple times, which seemed a little bit dull throughout the whole passage.

Overall, Shinie showed strong writing skills in presenting ideas and content, organizing smoothly, grasping standard writing conventions, attaining an appropriate voice and finding precise and suitable word choice. What she needed to improve was her sentence fluency and variety.

Part V – Instructional Recommendations and Assessment Plan

After giving various assessments and evaluating students' language ability in different domains, it is important to take immediate actions to make adjustments for teachers' instruction and make palpable assessment plans that meet students' individual needs. In this part, I would

like to talk about my instructional recommendations and assessment plan of Shinie's reading, writing, speaking and listening if I were her future teacher.

Instructional Recommendations

Reading. I barely had any chance to work with Shinie about reading instruction during my practicum. I taught two lessons of idioms and phrasal verbs using contextualized texts to promote my student reading. Unfortunately, she was absent for both of the two lesson. The only resource I had for her reading ability was her running record. From the running record, Shinie's showed her strong strengths in reading by making a clear and concise summary of the high-level text that in belonged to the subjects related to social studies, by reading accurately for most of the time using her abundant reading vocabulary and by using visual cues to self-correct. The only problem that revealed by her running record was that she lacked the ability in self-monitoring and using decoding strategies with a self-correction rate of 1:8.88. The reading recommendations that I want to give to this problem is introducing her some learning strategies that taught in the cognitive academic learning approach (Chamot & O'Malley, 1996) before she starts reading complicated context next time. From the metacognitive strategies section, what are useful for her are the monitoring strategy and evaluating strategy. By learning how to monitor, she will gradually get the ability in checking her comprehension during reading (Chamot & O'Malley, 1996) in order to make less mistakes. By doing some self-assessment to evaluate herself, she will be able to judge how well she has accomplished her reading task by using aids like keeping a reading log and checking back. (Chamot & O'Malley, 1996). From the cognitive strategies section, resourcing, note-taking, elaborating prior knowledge, summarizing, imagery and make inferences (Chamot & O'Malley, 1996) might be important strategies that she could use during reading. She will be able to get the chance of recognizing and making good use of her prior

knowledge, expanding and refining her knowledge frameworks and engaging in higher-order thinking. These learning strategies are closely tied to student motivation (Chamot & O'Malley, 1996). I hope Shinie would gradually get to know that she has the power over her reading comprehension by using these strategies.

The other instructional recommendations for Shinie is based on her needs of taking TOFEL and GRE for her master application. I will provide her with some authentic reading material from different scientific magazines from different subject areas like history, psychology, anthropology, astronomy, etc. Due to the depth and breadth that the reading sections of these two standardized tests involved, extensive reading in different subject areas will help her to feel more fully-prepared for the tests.

Writing. By analyzing Shinie's writing sample about the pros and cons of studying abroad, I could tell that she did have her strengths in ideas, organization, conventions, voice and word choice. One thing that needs to be urgently improved is her writing ability in sentence fluency. Her grammar usage was mostly correct, but she used the same sentence connector too many times so that some of the interrelations among sentences became blurred. To promote better writing, the instructional recommendation I give in this language domain refers back to Zwiers and Crawford's activity of idea building (2011). I can make some adaptations to their graphic organizer for idea building. This graphic organizer contains six different categories that students can fill the ideas in: examples, importance, perspective, application, challenge the idea and comparison. Instead of putting ideas in these blank categories, students can brainstorm and look up to the dictionary to get as many as possible sentence connectors and put them in the graphic organizers. They can share with the whole class after they finished, which can be a

practical way for Shinie to enrich her inventory of sentence connectors. The metacognitive strategy of monitoring and evaluating that I mentioned in the reading part will help her monitor her own writing and decrease her spelling errors.

Speaking. From my classroom observation and the SOLOM rubric, Shinie's oral language was quite fluent. She was active and eager to talk with her partners and with the teachers. However, what she needed to improve were her fluency, vocabulary and grammar. To help her speak better in these areas, appropriate speech for her proficiency level (Echevarriá, Vogt & Short, 2012) should be provided by the teachers throughout her learning process. For advanced students like Shinie, teachers should use a rate speech that is normal for a regular classroom (Echevarriá, Vogt & Short, 2012) and ensure enough complexity of their speech like making Shinie be exposed to higher-level vocabulary that comes from various subjects, conveying meaning with more complex and accurate sentence structures and promoting the use of idioms. Also, the speech should avoid oversimplification of spoken language that eliminates exposure to a variety of sentence constructions and language forms (Crossley et al., 2007). With the guarantee of appropriate amount of comprehensible input that caters to her level, Shinie's oral language proficiency could gradually and naturally improve in those areas mentioned at the beginning of this part. Repeated exposures to certain words, grammar concepts and skills (Echevarriá, Vogt & Short, 2012) should always available for her whenever the teachers feel it necessary. Also, it is important to balance linguistic turn taking between the teacher and students, and among students, so using the interactive approaches to endow Shines enough student talking time is also affective in promoting her oral language proficiency. When Shinie is talking in class, teachers should encourage elaborated responses (Echevarriá, Vogt & Short, 2012) from her,

using some techniques that help her to speak and frequent as possible and ensure her accuracy in speaking.

   Listening. Shinie showed her strong listening comprehension skills in both whole class discussion and communication with her peers in the small group. That was the reason why she received a 5 in the "comprehension" part of her SOLOM rubric. She understood everyday conversation and normal classroom discussion without difficulty. The only instructional recommendation that I want to give to her listening is that she has already gotten enough listening input that is on or under her current listening ability in class. So, for her future learning in listening, more complex and difficult listening materials that are just above her level should be provided (like the "i+1" theory). These materials will meet her individual learning needs better if they are in the format of academic lectures and conversations about overseas survival, since Shinie plans to pursue her master study and permanently live in the United States.

   Assessment Plan

   This assessment plan was made based on the guideline that Shinie would need to pass some standardized tests for her application of master studies in business management. Shinie had already received her bachelor degree in business English and showed her strengths in each of the language domain. Therefore, the assessment plan that I made for her focused more on self-assessment that she could manage and monitor the pace for herself, granting her some flexibility and autonomy in her future language learning even when I wouldn't be able to be around. The assessment plan goes along with a sequence of daily assessments, weekly assessment, monthly assessments and yearly assessments.

Reading and Listening. While getting more reading and listening instructions with the materials that related to the scientific subjects that involved in TOEFL and GRE tests, the assessment plan go as the following:

Daily: Shinie needs to finishing at least one piece of simulating reading and listening test per day, jotting down all the new words she learnt from the reading and listening material. After acquiring new reading/listening vocabulary from different subject areas, she can use some vocabulary memorizing tools like flash cards or Quizlet to do self-assessment to remember as many new words as possible. After the self-assessment, she should write down the words that still confused or hard to recall.

Weekly: The teacher will conduct a diction or other assessment that facilitate Shinie's vocabulary-memory weekly. The diction will cover all the new words that Shinie learned in the past week and lay emphasis on those words that are still difficult for her to remember.

Monthly: Shinie needs to finish 2 to 3 sets of complete reading and listening modeling tests and self-evaluate her scores with the keys followed with the modeling tests. Then she should self-reflect her progress and drawback in each month's reading and listening.

Yearly: Shinie needs to keep a long-term reading/listening log throughout the whole year to help her classify all the reading/listening materials that she encounters into different subject categories or themes and put the key words that belong to the same topics together. After going through the whole assessment calendar, Shinie needs to sign up for an authentic standardized test and go check her learning outcomes.

Writing.

Daily: Shinie needs to do an imitative writing with the excellent paragraphs from the modelling texts every day, then she needs to compare her own writing pieces with the modelling texts and do a self-reflection.

Weekly: Shinie needs to finish at least one writing prompt that was used in the past real testing environment and reflect herself with the writing rubrics.

Monthly and yearly: Shinie needs to keep a writing log as a formative assessment. In this writing log, she should include all her writing pieces, rubrics and reflection of each piece. After going through the whole assessment calendar, Shinie needs to sign up for an authentic standardized test and go check her learning outcomes.

Speaking.

Daily: Shinie needs to practice one speaking prompt that was used in the past real testing environment per day and record her utterances.

Weekly: Shinie needs to check back all the recordings she took from the past week, analyzing her ongoing and emergent strengths and weaknesses in speaking.

Monthly: Shinie needs to finish at least 2 set of speaking tests that was used in the past real testing environment and reflect herself with the speaking rubrics to find her space of improvement.

Yearly: Shinie needs to take a long-term journal for her speaking. This journal should include her sparkling ideas, evidence and arguments that she can use in her speaking prompts, key words that are frequently used in different speaking themes and as many test-related

speaking prompts that she can practice as possible. After going through the whole assessment

calendar, Shinie needs to sign up for an authentic standardized test and go check her learning

outcomes.

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