

English Language Learners Capstone Portfolio

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Abstract

This Capstone Portfolio delineates my journey towards teaching excellence. First, I describe my teaching philosophy, which is informed by coursework and refined by practice during my time in the ELL program at Vanderbilt University. My philosophy consists of three cornerstones: cultural and linguistic responsiveness, communicative competence, and meaningful assessment. Next, I demonstrate my enactment of practices derived from this philosophy in accordance with the TESOL domains through an analysis of artifacts I completed during my graduate studies. Finally I delineate potential challenges in enacting the philosophy in future implementation, particularly in the under resourced and test-driven school climates where I will likely work, and offer proposals for overcoming these challenges.

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Philosophy of Teaching

Prior to graduate school, I had been working in an international high school in Shanghai, China as an overseas guidance counselor. My responsibilities in the first year included assisting and collaborating with students who were applying for colleges and universities in the United States. Beginning in the second year, I was assigned one more position, homeroom teacher, to a class of 23 seniors. In this boarding school, this new role required me to act as a versatile bridge that connected students with the school, students with parents, and parents with the school. At the same time, I was the counselor for this class. The immediate merits of my taking both the roles, among others, is that second month into the fall semester, I successfully amassed a databank of my students. Reaching out to subject teachers and parents, and conducting interviews and class observations opened a window to my students' previous education, lived experience, family background, future aspirations, and sorrows and joys characteristic of this population on the cusp of adulthood.

As I perused the information, the thought of what would I do differently if I were their English teacher surfaced and lodged in my mind. I pictured in my mind's eye the approaches I would adopt if I was teaching them English. What do I believe about English education? What are the roles each of us, parents, students, teachers, could play to assist the learning? Answers and aspirations emerge as I reflect on this experience and attempt to connect it with what I have learned in the English Language Learners program. My teaching philosophy consists of four elements. First and foremost, I believe English education is about and for communication, the proficiency of which is best represented in the fluency users employ when engaged in conversations oral and written (Brown, 2007). Secondly, I believe in the necessity of being culturally responsive and creating an inclusive and empowering learning environment (Moll,

Amanti, Neff, & Gonzalez, 1992). Furthermore, I value constructivism for the reason that it validates and builds on learners' previous knowledge, thus facilitating authentic and independent learning. Lastly, I intend to practice the Sheltered Instruction Observation Protocol (SIOP) model, specially focusing on backward design and scaffolding as they lay out a road map for lesson planning, delivering, and assessing (Echevarria, Vogt, & Short, 2008; Hammond & Gibbons, 2005; Wiggins & McTighe, 2005).

Championing for Communicative Language Teaching

Brown (2007) contends that developing learners' communicative competence should be the focus of language teaching. According to Brown, Communicative Language Teaching is "an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes (Brown, 2007, pp. 378). Teachers adhering to this theory engage learners in learning activities that encourage them to use the target language for meaningful purposes, in authentic and practical contexts. It is a familiar but often lamented fact that English language learners have limited access to target language usage when they are educated in a context where the target language is exclusively used in classrooms. My students' example may illustrate this point. One student Yahui confided in me that in a typical two-hour session, her English teacher would dominate the whole classroom by first delivering, aggressively, the grammar content and then dispensing exercises and assigning homework. All the grammar knowledge taught notwithstanding, she was not given the opportunity to use it to perform language tasks that are improvisational, that value fluency over accuracy, and that enable contents to supersede forms. Unfortunately, Yahui was not alone in this. Many English language learners in similar situations

share the experience of not being encouraged to or assisted in using English for authentic and meaningful communication.

I am determined to put Communicative Language Teaching into practice so that my future students would be active collaborators in the learning, who would have the opportunity to use what they learn to convey information and share ideas in and out of the classroom.

Setting Being Culturally Responsive as the Principle

In China there is a prevalent attitude towards students attending international schools as the one I worked in. It is commonly held that these students are too well-provided for to care for academic work and their parents work towards nothing but the bulging of the school coffer. As I set out to collect information about my students, I made my fair share of encounters with this belief. For instance, Mr. Neverman, the American English teacher asserted that they were not learning and did not care to. Again, I could only gasp when Ms. Chen, the Teaching Affairs Office Director contended that their lackluster performance started at home, that indifferent parents breed incompetent children. What came after my reaching out to parents was a whole new understanding of them, their expectation for their children, and the efforts they would make for their children's education. This is consistent with what Culturally Responsive teaching, specifically, funds of knowledge advocates for (Gay, 2010; Moll et al, 1992). This philosophy acknowledges and speaks for the "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being that learners possess (Moll et al, 1992, pp. 133). Further, it sets to introduce teachings that capitalizes on this knowledge so that these learners can receive quality education hardly present in the traditional teaching philosophy. In my case, one student's parents were chefs at a family restaurant that had been running by three generations and featured traditional Zhejiang dishes.

Had they been used in the classroom, the amount of knowledge and wisdom boasted by these parents would have assisted students' learning.

In my future role as an English language teacher, I would seize every chance to be familiar with my students' parents, their households and their stories, and make use of this valuable information in my instruction.

Applying Constructivism in Language Teaching

I believe that learners' background knowledge, when appropriately capitalized, greatly impacts their learning process and results. As noted in Windschitl (1999), learners approach tasks with prior knowledge and actively construct meanings around them. He argued for a constructivist approach towards authentic and meaningful learning. This approach encourages students to engage in learning activities that will enable them to build on what they have learned towards what is to be learned. First of all, constructivist teaching alters the roles teachers and students play. By having teachers as guides and facilitators and students as initiators and collaborators, it goes against the traditional belief that entrusts teachers with the responsibility of dispensing knowledge and allocates students to the receiving end. In constructivist classrooms, teachers explain, clarify, and assist, but never dominate. Students initiate the learning in an unfettered and collaborative manner with their peers. Secondly, to promote authentic and independent learning, teachers design activities that will not only draw on students' previous knowledge but also push for deeper understanding. Students' background knowledge affects their understanding of a particular topic or approaching a specific task. With this knowledge, in designing tasks, teachers can invest more in those that will set students' previous knowledge in motion. These tasks enable students to construct and reorganize knowledge in the way they respond most to instead of being marched along throughout a session.

Implementing Effective Lesson Planning, Delivering, and Assessing

Viewing language teaching through the lens of communicative approaches, constructivism, and culturally responsive pedagogy prompts me to design lesson plans, instructions and assessments that are in line with the SIOP model (Echevarria, Vogt, & Short, 2008). Specifically, I find backward design and scaffolding to be particularly relevant and useful (Hammond & Gibbons, 2005; Wiggins & McTighe, 2005). Collectively, these teaching approaches inform me of the necessary preparation, instructional maneuvers, and reflections that are fundamental for the delivery of effective language teaching.

To begin with, the prevailing practice in language instruction largely ignores the dynamic between instruction and assessment. Too often, teachers proceed the instruction in a manner that begins with transmitting information, accompanied with exercises and completed with exams. In this model, teachers heavy-handedly decide the teaching content and assessment format and dominate the learning pace, giving little consideration to students' reception and response. In contrast, backward design prompts teachers to prepare, deliver and assess instruction by beginning with the learning objectives and moving backward to the corresponding teaching steps (Wiggins & McTighe, 2005). I believe objectives, rather than schedules, are more effective for advancing learners' language proficiency. Secondly, scaffolding by building on what learners have learned towards what they are capable of learning defines effective instruction (Hammond & Gibbons, 2005). I believe that learners come to the classroom with previous knowledge that can be and should be capitalized on to bridge the gap between what is known and what is to be known. It serves teachers well when we design teaching and learning activities that are "ahead of students' ability to complete alone, but within their ability to complete when scaffolding is provided," when we "handover", seeing that students have acquired knowledge and skills that

can be transferred to the acquiring of new knowledge and skills (Hammond & Gibbons, 2005, pp. 8.). Lastly, it is my conviction that learners are collaborators not passive recipients of textbook knowledge. As a result, in assessing learning results, I would include my collaborators as advised in the SIOP model to derive constructive and comprehensive feedback (Echevarria, Vogt, & Short, 2008).

Unfortunately, my observations in classrooms and conversations while working at the international school did not follow the principles of SIOP, scaffolding, and backward design. I often found that the learning content was not accessible to students until it was given in class. Students were not introduced to or consulted with the ultimate learning objectives with the exception of immediate homework and exams, neither were they informed of their learning results, their strengths and areas of improvement saving the grades. My students were not scaffolded in learning new knowledge and skills but pushed or dragged forward as the curriculum dictated. Moreover, the limited feedback they received on their English learning proficiency kept them from gleaning much else from the grades except the awareness that they met the curriculum standard or not. In my future teaching, I will involve students as much as possible, be it in teaching content consideration, or regarding more supportive instruction, or about learning goals and assessment communication.

Reflecting on my past experience and the learning in the English Language Learners program provides me with the opportunity to propose a teaching philosophy that highlights the purpose, the methods, and the evaluation of English education. This philosophy serves as reference when I attempt to deliver efficient and successful instruction that promotes authentic communication, advocates for being culturally responsive, engages students in constructive learning, and delivers effective instruction and informative assessment.

Artifact Analysis

TESOL Domain 1: Planning

In my understanding, this domain asks teachers to plan instruction based on learners' needs and promote learning. It challenges teachers to improvise instruction within the constraints of a prescribed curriculum as is often the case in classrooms. As is known, schools, districts, or states have a set of curriculum and assessments in place and it falls on teachers to be creative in instruction design so that authentic learning can take place. More importantly, this domain requires teachers to be able to adapt, promptly responding to students' reactions to the instruction being delivered. It is rare to have lessons delivered as planned on account of the complex and unpredictable nature of language teaching. As a result, as language teachers, it is crucial for us to plan our instructions with students' needs and learning objectives in mind. At the same time, we also need to be adaptive in our instruction so to better support students' language development.

Artifact: Lesson Plan for EFL Course Assignment

Introduction. This assignment required us to design a seven-minute language lesson plan for an imagined class. Our plan should promote authentic language learning and appropriate for the student group, their age, grade, language ability, and interest, that we have in mind. Guided by these requirements, I designed a mathematic lesson plan for a class of Fourth Grade Chinese students learning English as a second language. I set the class size at 20 and the location in Shanghai. In the lesson plan, I listed the unit theme, Can-Do statements, materials, methodological approach for language teaching. I divided the lesson plan into three stages: preparation, task and review. For each stage, I included activities for both the teacher and the students, issues anticipated, and time limit. Grouping is another issue I took into consideration in the plan in light of the fact that my methodological approach is communicative language

teaching, which addresses the indispensable role collaboration and discussion plays in second language acquisition. In my lesson plan I wrote a mathematic problem in English and required students to work in groups to come to a solution and share in English to the whole class their thought process.

Analysis. The two overarching guidelines that informed me of my lesson plan are the knowledge of the existent curriculum and students' proficiency in both mathematics and English in my targeted classroom; my instruction objectives derived from my methodological approach. In designing the lesson plan, I aimed to foster students' English texts comprehension and communication skills. Specifically, my instruction objective is to help them build vocabulary knowledge by providing them with multiple exposures in different contexts. Prior investigation into the textbooks adopted in elementary schools in Shanghai convinced me that there has been a lacuna in effective vocabulary instruction in English class. In other words, students are exposed to English words that have one meaning in one context, which is usually included in the textbooks. This limited vocabulary instruction poses challenge to reading comprehension when words take different meanings as the contexts shift. At the same time, according to the national curriculum, these students would have learned basic percentage functions in Chinese at second grade and have been learning English for two years. This, to an extent means that the ability to comprehend the text in English would directly contribute to the completion of the task.

Having decided on the learning objectives, the task, and students' knowledge and language background, the next step I took is to specify the assessment. I asked myself two questions: How would students demonstrate that they have achieved the learning objectives? What are the knowledge and skills necessary for them to complete the tasks? Cross-referencing students' mathematic knowledge and English proficiency convinced me that designing a percentage

problem in English where meanings different from those learned in the textbooks are included would be a rational option. I anticipated that knowledge of additional meanings of the key words in this context would be necessary for solving this problem. Following this, I designed this question:

“The year is 2015. In the U.S., 90 schools have adopted the Single-Gender module. All-girls schools comprise one-third of those 90 schools. How many all-girls schools are there? Explain your answer.”

I highlighted the two words (single and adopt) that have meanings different from what students would have learned in last class, and asked them to work in groups and shared their thought process in English. For every group there would be students who were more proficient in English and could help those in need. I required them to share answers in English in the hope to encourage them to use this language whenever possible. I would be checking on them when they were working to monitor the progress and provide assistance when necessary.

Assessed from the above, I believe this lesson plan process is congruous with my teaching philosophy in that it provides objective-oriented lesson plans as proposed in the backward design (Wiggins & McTighe, 2005). Instead of beginning with instruction based on learning objectives and ending with assessment, I began with setting the learning objectives and assessment and working backwards to instruction. Instead of handing out assessment after instruction, in my lesson plan I included the knowledge and skills necessary for completing the assessment. In addition, this “designed in” lesson plan intended to bridge the gap between students’ prior knowledge and desired learning results also allows me to exercise scaffolding instruction (Hammond & Gibbons, 2005). Well aware of where students are and where I want to them be, I would be able to provide them with instructional assistance to facilitate their learning.

Reflection. As insightfully contended in Pearson & Hoffman (2011, pp. 20), “For a teacher to simply carry on down a planned path ignoring the reality of current circumstances is a recipe for failure.” Examining this artifact also enables me to understand lesson plan in a new light. Designing lesson plans with a backward design mindset may be more effective and authentic-learning promoting. Nevertheless, I believe that it is also imperative to adopt an adaptive instruction approach at the same time as learning is a collaboration of individuals (Vaughn, Parsons, Gallagher, & Branen, 2015). In instruction, it is only when teachers are adaptive and improvising according to students’ response can a well-designed, theory supported lesson plan be delivered in a manner that meets students’ needs and advances learning. As a result, in my opinion, this adaptive mindset should also be included in lesson plans.

TESOL Domain 2: Instructing

My understanding of this TESOL domain is that teachers create a supportive learning environment where learners are engaged in valid learning activities that lead to meaningful learning outcomes. This requires teachers to design instructions that incorporate learners’ strengths and tailor to learners’ needs. I believe that in such a supportive environment, learners’ previous knowledge will be capitalized for accessing new and deeper content; learners’ language proficiency development is concomitant with their content knowledge acquirement; learner’s interactions with teachers are encouraged and celebrated.

Artifact: Class observation in the EL classroom at Eakin Elementary School

Introduction. One of the most diverse elementary schools in the state, Eakin Elementary School enrolls students coming from more than 40 countries who speak over 20 languages. It sets up an EL class to meet the English language needs of this diverse student population. My observation at the EL classroom consists of two visits. In my first visit, I had the pleasure of

meeting and interviewing the instructor, Ms. Stephens, a monolingual native speaker of English. Aiming for a more detailed and accurate picture of the instruction, I visited the classroom for a second time and observed one session. My notes from both visits serve as my source of analysis for the learning environment in this EL classroom.

Analysis. My notes record that my conversation with the instructor centers around her views on and approaches to EL instruction at the school. The EL classroom at Eakin serves 20 students across the grades. Every school day one to four ELLs in need of language support are pulled out from their regular classrooms and spend one hour learning English language with Ms. Stephens. Students are assigned according to their language needs rather than their grades. That is to say, a typical EL session will have one to four ELLs speaking different languages, of different ages, and in different grades. I noted that in the interview the instructor was emphatic that English conversation skills and grade content knowledge proficiency are her two instructional objectives for her students. In her instruction, she aims to develop learners' competence in the language required for social and academic success. She believes that for newcomers, being able to "survive" in the American classroom means two things. The first is that these students need to learn the language and content for school work. The other is being socially competent and able to engage in conversations with peers and instructors. My notes suggest that I found this perception valid. Notes on my second visits describe the administration of the TLA assessment on three children. I recorded the procedure, interaction between the instructor and the students, and the reaction of the students during and after the assessment.

This piece of artifact is in agreement with what I state for the instruction section of my teaching philosophy. Not only does it draw attention to the demanding instruction found in traditional classrooms where learners' diversity is prominent, it also proposes more constructive

alternatives. As Curran states, “teachers in general are not being adequately prepared to work with students from diverse linguistic backgrounds,” (2013, pp. 1) despite the increasing diverse linguistic presence in American classrooms. It is especially the case with teachers who have students that come to the classroom with learning experience drastically different from the mainstream American setting. This makes creating an environment conducive to learning essential and also challenging. As noted in Hammond & Gibbons (2005), an effective classroom is one where the instruction scaffolds on learners’ previous abilities, for knowledge achievable with guidance, and towards independent learning. In order to achieve this, teachers intentionally design instruction that taps into learners’ world knowledge, make use of linguistic symbols and gestures, and deliver the instruction in a collaborative fashion. In the case of the EL classroom, it can be argued that the instructor is mindful of this necessity and has taken actions to construct a classroom that would improve her students’ learning experience and learning outcome. To begin with, a World-Class Instructional Design and Assessment test (WIDA Consortium) is administered when a student enrolls in the school. Scores on the test informs the instructor of the language strengths and needs of her students, which assists with her instruction design. Throughout the year, the instructor administers formal and informal assessments such as the TLA to track students’ learning progress. Secondly, the instructor taps into students’ previous knowledge for content teaching. For instance, many of the students have mastered the grade-level content knowledge in their native languages. Perceiving this, the instructor encourages students to refer to their native languages and life experience in decoding new information. Moreover, the instructor uses different modalities in her teaching, including drawing concept cards to connect students’ prior knowledge with new language representation. Lastly, the instructor is strategic with grouping. Whenever opportune, she groups together students speaking

the same native languages but of different English proficiency. She believes this grouping allows students to capitalize on their native language ability, especially considering that she is a monolingual speaker.

Looking at my notes, I still find my comments on the instructor's teaching objectives, equipping learners with the language competence to engage in academic and social activities, well-founded. What's more, I also agree that a more supportive environment could have been built for this EL cohort if the instructor had been more intentional with her instruction. One note explains this. In her TLA assessment, it is evident that there is one student who struggled to the point of mentally wandering. Instead of being more supportive and accommodating in her interaction, the instructor neglected his obvious frustration and "pushed through" the assessment. It is my understanding that for children, being placed in a new environment and asked to participate in activities in a different language can cause stress and anxiety. This emotional condition can raise the affective filter (Krashen & Terrell 1983). When the affective filter is high, a barrier is formed and it impedes learner's language acquisition. Consequently, it is necessary to take into consideration of students' emotional needs when creating a supportive classroom. Indeed as advocated in Peregoy & Boyle (2000), emotionally supportive learning experiences play an important role in students' language acquisition. I wonder if the instructor would react differently when students' emotional wellbeing is at stake. After my observation I caught this student in the hallway and had a brief conversation with him. I learned that he came to the States nine months ago; he did not learn English at his home country, and his mother works as a waitress in this new place. I also became aware that he showed apparent uneasiness when asked about his performance on the assessment. My impression is that had the instructor taken into the student's lived life experience into consideration, she could have made a more supportive, and

thus, effective pedagogical judgement, and been able to offer more appropriate scaffolding that supports this student's growth.

Reflection. Reflecting on this artifact reminds me of the necessity of creating a supportive learning environment where learners thrive. Students come to the classroom with different strengths and different needs. In our instruction, it is paramount to build on and incorporate their strengths and needs. This can be achieved when instructors refer to learners' prior knowledge, make use of learners' metalinguistic awareness, utilize linguistic and non-verbal symbols. This, in turn, can be realized when instructors take actions to know the learners and being conscious about the experience of being an ELL. Being aware that learning can be challenging for ELLs also promotes teachers to manage classroom in a manner that lowers learners' affective filter. It is in this environment where ELLs develop language proficiency collaboratively and independently.

TESOL Domain 3: Assessing

Assessment plays an instrumental role in language teaching and learning. Appropriate instruction plans and their adaptation and scaffolding can take place when teachers obtain a solid understanding of learners' learning progress. This is precisely what TESOL Domain 3: Assessing addresses. It draws teachers' attention to the need and importance of providing assessments of various types on different occasions concerning learners' content and language knowledge growth. Information extracted from these assessments inform instruction. More importantly, it urges teachers to involve learners in the assessment process by sharing with them the format and purpose of assessments and providing constructive feedback.

Artifact: Case Study Project for Second Language Acquisition Course

Introduction. This artifact, a paper, is the culmination of a semester-long project featuring me partnering with a Chinese student pursuing a master's degree in Computer Science at Vanderbilt's School of Engineering. For the duration of the project, I designed and gathered informal assessments of his overall English proficiency, running the gamut from pragmatics to phonology to grammar. Of note, the grammar assessment covers morphology, syntactics, and semantics. A variety of assessments are adopted, including in person conversations, interviews, text reading, and writing. Regarding content, both causal conversation and discipline-specific exchanges, verbal and written, are gathered. Information on this student's oral language performance collected in this manner is then analyzed by the Student Oral Language Observation Matrix (SOLOM), which rates on a scale of 1-5 his command of oral language as observed in these occasions. The SOLOM matrix consists of five domains: comprehension, fluency, vocabulary, pronunciation, and grammar. Meanwhile, his written language proficiency is mainly examined with a focus on lexical diversity by tools such as UsingEnglish.com and Type-Token Ratio (TTR). Instructional recommendations and reflection based on these observations and analysis are offered at the end of the paper.

Analysis. I believe this artifact is in line with what I advocate for in my teaching philosophy because it demonstrates a solid understanding of assessment. As argued in Echevarria and Short (2008), when it comes to assessment, performance tasks that require learners to use the target language for authentic purposes are more instructionally informative, which is the utmost goal of assessment. Moreover, assessments are continuous commitment rather than one-time activity. As discussed in the introduction, this artifact presents my assessment of the learner's proficiency by asking him to perform a range of meaningful on-the-spot language activities. Take the example of the writing assessment for the grammar section. I asked the student to produce in 30-minutes

two pieces of writing sample: one is a casual writing on any topic he might find interesting; in the other piece he stated his purpose for studying computer science and future professional goals. Analyzing his writings by working out the lexical diversity and density allows me to have an understanding of his ability in semantics and syntactics. More importantly, comparing his performance in writing with that of conversations in the same lexical measures enables me to confirm the findings that there is a noticed discrepancy between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) as well as in receptive and productive vocabulary (Cummins, 1979, 1981a; Peregoy & Boyle, 2015). Further, the assessment progressed through the course of a whole semester during which time the learner had been learning the language, which to a great extent suggests its validity and efficacy.

I would not have been able to provide specific instructional recommendations as I did in the artifact had I not consulted with these assessments. In my recommendation, I detailed the areas and approaches I would take to support the learner's language growth. For instance, as shown in the assessment, deep knowledge of vocabulary is one area my language partner needs to work on. Accordingly, I wrote "I can begin with selecting an article with the targeted academic vocabulary included and teaching it via explicit-inductive instruction. Multiple modalities can be employed such as writing, speaking, reading, and listening to increase vocabulary exposure. Word learning strategies such as morpheme knowledge and scaffolding can also be utilized." Indeed, effective assessments inform instruction.

However, I do notice limitations of this artifact in terms of providing a more comprehensive assessment. According to the TESOL guideline for this domain and the assessment part of the SIOP model, teachers should involve learners in the assessment format and content and provide feedback to learners accordingly. Though I did explain the purposes and formats of the

assessments, I did not elicit or take my language partner's views in designing them, nor did I consider his particular language learning experience, or whether his affective filter played a role in his performance. This might compromise the validity of the score I gave on the SOLOM.

Another limitation of the artifact is its shortage of assessment types. A more effective assessment consists of formal and informal evaluations. Though diverse in forms, the assessments in the artifacts is exclusively informal and not related to a specific lesson plan as constrained by the nature of the project.

Reflection. This artifact in explicit description calls for my attention to the importance of assessment and the different ways assessments can and should be done to support learners' language development. In my future role, I would like to employ the many ways, formal and informal, that can be used for instruction purpose. At the same time, I would also want to explore more on communicating assessment results with learners. Specifically, how can we conduct assessment in a less obtrusive but more constructive manner, especially to learners who need accommodation in assessment formats and accessibility?

TESOL Domain 4: Identity and Context

This TESOL standard calls for educators' commitment to acknowledging and capitalizing the valuable assets learners possess and bring to the classroom. It prompts educators to discard the deficit model and view learners as human beings who possess rich linguistic and cultural resources accumulated at home and from community. It motivates educators to gain a comprehensive understanding of learners' background, including their families and their lived experiences, and how this background shapes learners' identity and their expectations and ambition for school. Moreover, it inspires educators to actively design and deliver well-informed instructions to celebrate and make the most of this understanding.

Artifact: Community Literacy Investigation Paper

Introduction. This paper describes my visit to the vibrant, diverse, and inclusive community in Nolensville Pike, Nashville, Tennessee. It introduces Casa Azafrán, one epitome of the efforts private enterprises have been making to support the growing diverse linguistic population in the city. More importantly, in the paper I explain in detail the linguistic and cultural richness this community boasts. I also discuss the inspirations drawn from the example set by Casa Azafrán in validating and valuing learners' identity. Throughout the paper, I reflect on the educational implications by comparing the positive experience at this community with my knowledge that a great number of ELLs are underrepresented and underserved in schools across the country.

Analysis. This artifact underscores the necessity of being culturally responsive in language teaching, which corroborates with what I argue for in my teaching philosophy (Gay, 2010). As Moll, Amanti, Neff and Gonzalez state, there are “prevailing and accepted perceptions of working class families as somehow disorganized socially and deficient intellectually; perceptions that are well accepted and rarely challenged in the field of education and elsewhere” (1992, pp.134). ELLs and their families are not spared from being viewed from this wrong but popular lens. I take up Moll, Amanti, Neff, and Gonzalez's argument in my paper: “...more often than not, they will be stripped of every element that defines their identity, language, tradition, and culture for the sake of blending in; ELLs in public schools bear the brunt of this phenomenon in the most challenging manner.” Additionally, I also note in my paper that ELLs and their families are collectively labeled immigrants and children of immigrants, which “...obliterates their distinct identities and the cultures accompanying them...” that “the linguistic assets this population boasts, vast and diverse as they are, are largely left untapped, if not bluntly discarded

as becoming proficient in English, the dominant language of this land, is a priority for success in academics and daily life.”

In my paper, I outline the benefits of leveraging funds of knowledge, “these historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being,” arguing that they can provide for ELLs’ academic success and identity construction and the negative impact neglecting them can cause (Moll et al., 1992, pp. 133). I cite the experience of Paw, a Laotian refugee enrolled in an American school at the age of 18, who had great ambition for academic success, who wanted to go to college but ended up being a translator in the refugee camp (Townsend & Fu, 2001). I contend that her teachers should be held accountable for Paw’s unachieved literacy dream by explaining how their disregarding her cultural roots, family background, and life experiences and demanding heavy-handed assimilation into the mainstream classroom takes a toll on her learning. I assert that as teachers and educators, it is imperative that we affirm learners’ identity and incorporate their funds of knowledge in the classroom to assist and fuel learners’ growth as students as well as precious members of our community.

My paper advances my belief in valuing and leveraging funds of knowledge by listing practical measures I would take in my position as a language teacher. For instance, I propose “community investigation and household visits” as part of teachers’ efforts to understand learners’ identity and its effect on their learning. I believe it is only when teachers venture out of the classroom and into the homes and communities where learners live and thrive will they be able to gain a more profound understanding of the identity cultivated in these contexts. I believe that when teachers are willing to make the efforts to know learners’ parents, the experiences and skills they have, and the traditions they cherish can they be more informed in designing

instructions that meet their children's needs. Furthermore, my paper proposes specific instructional strategies that may draw on funds of knowledge. For instance, it suggests that when teaching a social studies unit, teachers can invite parents to the classroom and have them share their traditional ways of celebrating important festivals. This not only sends the message that ELLs' identity and cultures are valued but also facilitates instruction by tapping into the funds of knowledge ELLs boast. As reflected by the participating teachers in Moll et. al's seminal work, "this project helped me to reformulate my concept of culture from being very static to more practice-oriented. This broadened conceptualization turned out to be the key which helped me develop strategies to include the knowledge my students were bringing to school in my classroom practice" (Moll et al, 1993, pp. 138).

Reflection. I believe this artifact is closely related to the TESOL Domain 4: Identity and Context. It demonstrates my understanding of this domain, the importance of incorporating learners' identity and the context shaping this identity into instruction plan, delivery, and assessment. Specifically, it explores the rationales for and merits of tapping into funds of knowledge to develop instructional practices that empower ELLs. While I agree with the proposals for the possible actions that can be taken in collecting and using funds of knowledge as listed in the paper, since the introductory course when I wrote the paper, I have grown to understand the importance of not only drawing on funds of knowledge in my own instructional design, but also advocating for asset-based instruction with other educators.. I truly believe that the role knowledge of learners' identity and context plays goes beyond language and literacy teaching. In helping ELLs grow and thrive, we may also want to align with other subject teachers and make known the importance of valuing our students' identity and cultural assets. Taking a step even further, as teachers, we set examples for our students. When we model affirming

diverse learners' identities, it encourages students to also take on an inclusive stance, thereby creating a community where all students are welcome.

TESOL Domain 6 : Learning

This domain requires teachers to have a solid understanding of language acquisition, its theories and process and are able to apply this knowing into their instruction. It prompts teachers to challenge the participant structure in a traditional classroom where there is a clear definition of roles, and hence, responsibility, between teachers and students. More specifically, it encourages teachers to be aware of the fact that students approach a problem with prior understanding, not with a blank slate. As a result, successful learning hinges on creating meaningful problem-solving activities where students arrive at a solution or explanation by collaborating with peers. Teachers, in turn, take a supporting and guiding role rather than one that exclusively or passively transmits information.

Artifacts: Foundation for ELL Education Practicum Paper & Final Presentation

Introduction. I include two artifacts to demonstrate my understanding of this domain. Both of them are assignments for the Foundation for ELL course and are derived from my observations at Belmont International English School, an adult English school that has served over 4,000 students from around the world since its establishment in 1966. My observations took place in the advanced classroom that held a cohort consisting of 36 adults from 16 countries. Rooted in my observing, interviewing and conversing with both the instructor and his students, the first artifact presents the instructor's teaching philosophy and the interactions noted in the three-hour session, supplemented by my interpretation of the learning and its validity in the context of second language education. In the pursuit of a more detailed and comprehensive understanding of the learning in this school, I observed in the classroom for a few more times.

This results in the second artifact, a presentation, which renders a more in-depth picture of the learning by narrating one activity that left a deep impression on me.

Analysis. Combined, the two artifacts allow me to more thoroughly examine my understanding of Constructivism in language learning, which is a focus in my teaching philosophy. As argued in Windshitl (1999, pp. 752), the key message of constructivist learning is that "...students' background knowledge profoundly affect how they interpret subjects matter and that students learn best when they apply their knowledge to solve authentic problems, engage in "sense-making" dialogue with peers, and strive for deep understanding of core ideas rather than recall of a laundry list of facts." In other words, in teaching language, constructivist instructors create a classroom where students are able to contribute their prior knowledge and work with peers on meaning-making assignments. Teachers lead, guide, push, but never dominate students' learning process. It is the students who take charge of the learning, confident in knowing that the collected knowledge of peers and guidance from teachers will sustain them in their language acquisition. It is precisely what I noted in my second artifact. In it, I describe how the whole class engages in an Act-it-out activity where the students act in pairs in front of the classroom according to their interpretations of the prompts. The instructor gives the instruction, hands out the prompts, takes a back seat (literally by stepping down from the podium and sitting among the students), watches and circulates the tables. Meanwhile, the students are preoccupied with thinking, negotiating, and practicing. When the students take their interpretation of the task to the stage, the instructor listens, watches, comments, and applauds. Additionally, artifact 2 demonstrates my understanding that language instruction is a mediated social practice whose efficacy calls for learners' active participation (Iddings, Risko, & Rampulla, 2009). I draw upon my knowledge of language acquisition to identify effective

features of the lesson; students to approach learning based on their knowledge and understanding while using the target language to realizing their objectives. In particular, in artifact 2 I connect the success of instruction with the instructors' use of comprehensible input (Krashen & Terrell, 1983) and reduction of the affective filter (Krashen & Terrell 1983). In sum, in Artifact 2, I demonstrate my knowledge of language acquisition by using that knowledge to evaluate instruction.

Windshiti (1999) cautions against taking constructivism as an addition to instruction practices rather than a culture, a philosophy that guides these practices. Of particular note, he questions the efficacy of the traditional instruction mode featuring teacher-centered and drill-and-practice teaching. While my analysis in artifact 2 demonstrates my ability to recognize effective instruction, my analysis in artifact 1 demonstrates my ability to recognize potential areas for instructional improvement. For instance, it is explicit in pointing out that "Belmont International English School fits the profile of a typical adult English program where the language is learned in a banking model of teaching. This model features the instructor aggressively and intensely transmits to learners the information and knowledge of a fixed curriculum (de Jong, 2011).....the dynamics in the classroom is one of initiation-response-evaluation (IRE) where the roles of the instructor and the students fall into that of dictating and obeying: the instructor leads the class by giving information and expecting answers and adding comments when *he* deems necessary while the whole class sits tight to receive what is uttered by the instructor and written on handouts (Gutierrez & Larson, 1994; Cummins, 1986, 2001)." It further argues the importance of making input comprehensible and lowering affective filter by citing the teaching of a piece of grammatical knowledge. In it, it narrates in details the struggle learners experienced when unpacking this piece with little bridging offered by the instructor; how anxiety is evident judging

from “their knit brows.” Its evaluation culminates by revealing that the process is so frustrating that students began “turning heads” and checking answers online.

Reflection. I include two artifacts in demonstrating my knowledge of TESOL domain 6 on account of my belief that a better understanding of this domain requires my analyzing and evaluating instruction from different angles. Standing on their own, the two artifacts depicts a learning that is superficial and incomplete. However, bound together, they render me a deeper and wholesome understanding of this domain as it plays out in a real classroom. They make me even more aware of the importance of language acquisition knowledge as it directly informs instruction. Derived from class observation, they also allow me to see the challenge and necessity of bridging the gap between theory and practice, in this case, applying constructivism into language teaching. As communicated in Windshitl (1999), a variety of practical constraints and demands compounds the already entrenched unwillingness prominent in traditional education to adopt constructivism. In addition to those listed in the paper, I also want to add that transitioning from a traditional learning model to the constructivism one makes demands on students’ part, too. It expects students to be active in their language learning, to venture out of the comfort zone of being spoon-fed by teachers, and to engage in authentic sense-making tasks using the target language. With this being said, my willingness to design instruction based on language acquisition knowledge rather than tradition persists. I am willing to put it to test in my future practice.

TESOL Domain 7: Content

TESOL Domain 7 states that it is necessary for language teachers to develop students’ communication proficiency in the target language by designing lessons that equip them with content knowledge as well the language knowledge. In my opinion, the ultimate goal of language

teaching is providing students with the knowledge and language indispensable for engaging in authentic and meaningful conversation. This conversation can take a variety of forms, ranging from its general format of eliciting and offering verbal responses to extended variations of deciphering and producing written texts. As a result, it is incumbent on language teachers to design lessons that support students' content acquisition as well as language development.

Artifact: Creative Writing Lesson, Notes, and Text Source

Introduction. This artifact is a three-hour lesson on creative writing for a 10th Grade Chinese student learning English as a second language in Shanghai, which was delivered through WeChat. The writing prompt is an excerpt (opening to Line 28, Appendix 6, pp.97) from Smith: *The Story of a Pickpocket* by Leon Garfield. The title was intentionally omitted to promote text-to-text comprehension and this was the first read for the student. This artifact consists of three parts. The first part is a SIOP lesson plan where I listed the learning objectives for both the content and the language, key vocabulary, supplementary materials, SIOP features, and lesson sequence. The second part is a note of the actual instruction that renders a picture of my teaching process. The last part is my reflection on the lesson plan as well as the instruction. In a nutshell, this lesson invites the student to write a timed (30 minutes) 350-word composition based on the excerpt, providing a continuation of the plot from his understanding. Essentially, it requires the student to come to a solid understanding of the text, including the characters and setting and to be able to respond to the prompt with creativity in accordance to the principle of creative writing. Of note, this lesson is a one-to-one session rather than a whole class teaching.

Analysis. Deriving from my understanding of the SIOP lesson plan structure and key elements, this artifact connects well with my teaching philosophy. To begin with, I set "Student will be able to (SWBAT) be familiar with metaphor and simile usage in English writing; practice

text-to-text reading comprehension technique” as Content Objectives; SWBAT be provide a piece of writing congruent with the text” as Language Objectives. The selection of the text and learning objectives are derived from the linguistic and content features of the text and my assessment of the student’ language ability. Then, the objectives beg the questions: What language knowledge would the student need to comprehend the text and to respond in writing as listed? What is the scaffolding I could provide to help the student achieve the objectives? This consideration informs me of the vocabulary instruction. Accordingly, as shown in the artifact I highlight in yellow the vocabulary and semantic features that I deem crucial to text comprehension and may be unfamiliar to the student. In terms of supplementary materials, since the instruction is conducted in Skype, we were able to share and exchange notes, search online resources such as pictures when the necessity arises, which proved to be effective.

The next part of the artifact I am going to examine is the Skype instruction. In the two-and-half-hour instruction, I began with sharing and reviewing the lesson plan with the student. I walked through with him what I wrote in the plan, constantly monitoring his understanding and providing explanation when necessary. It turned out that introduction to creative writing was needed. Accordingly, I explained with examples for the student the key elements of creative writing. Our conversation revealed that thought not fluent in writing creative pieces in English, the student has been working on this type of writing in Chinese. Therefore, I believe that his background knowledge about creative writing immensely assisted him with this task. I pre-taught the target vocabulary by either giving definitions or synonyms. With some of the vocabulary that proved to be too abstract to him, I shared pictures found online. I gave him twenty minutes to read through the text, and reminded him to take notes for texts that need further explanation. The independent reading turned out to be rather successful except that additional assistance in

vocabulary teaching and text paraphrasing was provided. As shown in the artifact, I asked the student to highlight the additional words unfamiliar to him in blue. To ensure that he was able to write as required by the prompt, I asked the student to verbally summarize the key information in the text as an informal assessment for text comprehension. Gauging that a connection between text and writing thoughts was established, I set the timer and had the student to work on the task.

The instruction ended with me commenting on the language accuracy and efficiency as demonstrated in the writing sample. In addition to verbally exchanging my feedback with him, I also provided the student with a written assessment, which is included in the artifact. In the assessment, I displayed the learning objectives, possible challenges, learning outcomes, and overall grade for this session. Considering that text-to-text comprehension is my main teaching objective, in my assessment I highlighted his improvement in this regard. I also included advice on vocabulary, specifically, replacing general words with more accurate and apt expressions as required in the writing context.

Reflection. Overall, I believe that this artifact demonstrates my understanding and application of TESOL Domain 7: Content. As illustrated in my lesson plan and instruction, I designed and delivered a lesson guided by my understanding of authentic language acquisition, which is communication skill development. To achieve this, I provided clearly defined learning objective as well as support in both content and language in my lesson. Moreover, I derived and delivered the lesson by matching the learning objectives with the students' prior knowledge and experience. This designed-in lesson presents a lucid structure for tasks selection and sequencing, instruction modality, and assessment (Hammond & Gibbons, 2005). As a result, my student was able to practice listening, speaking, reading, and writing in the target language. However, I am

also aware that more considerations such as differentiating instruction for a multi-level class should be taken into consideration when I am teaching in a classroom where students are of various language ability and content need. Still, I am confident that this artifact and the experience gained from it better prepares me for my future class.

Application to Practice: Implications and Future Considerations

TESOL Domain 8: Commitment and Professionalism

I came to the ELL program with the question: what makes an excellent language teacher? In my search for an answer, I attended courses which informed me of and refined my understanding of second language acquisition; the necessity of valuing students' cultural and linguistic backgrounds; the importance of instructing to the end of fostering communicative competence; and the crucial role of meaningful and informative assessments. With the aim to enrich my theoretical understanding, I participated in and initiated practices by which I was able to apply what I learned in the classroom. From these experiences of theoretical learning and practical application, I came to my definition of an excellent language teacher. It is my understanding that such a teacher unwaveringly advocates for teaching practices that promote communicative skills; appreciates and leverages students' linguistic, cultural, and academic assets; and enacts comprehensive and performance-driven assessments. I see myself working toward this model. I see myself as one who is committed to empowering my students through language learning as they advance in their pursuit of linguistic and academic development.

Indeed, the coursework and my practice equip me with necessary knowledge and skills as I prepare my role as a language teacher. At the same time, of particular note is that these experiences also help uncover the problems and challenges persisting in this field. I was able to obtain invaluable experience that will provide indispensable support for me in my future role.

However, my attempts at enacting these approaches and proposals were not always embraced with open arms or rewarded with improvement in students' learning. In my practice I came to an analogy when looking at the faces of students and their work. It occurred to me that teaching language to students who bear marks left by their individual lived experiences is similar to tending flowers in a garden.

This analogy immediately produces two things to consider. First, "gardens" in the current system have a set of regulations in place and goals to meet, regulations and goals that may not be compatible with what I as a gardener believe to be appropriate. The other consideration is that the flowers come in varieties, requiring differentiated care from me to bloom. I always remind myself of the inevitability of challenges when tending these flowers in such a garden. And I had my fair share of less empowering encounters. For instance, I noticed that test-oriented language teaching becomes even more prevalent as the benefits of English proficiency increase unabated in this day and age. As a result, preparing for tests, especially high-stake ones, dominates the instruction, virtually demolishing the possibility of enacting Communicative Language Teaching. Instead of engaging in meaningful activities that exercise their language capability as Communicative Language Teaching advocates, students are placed in incapacitating decontextualized drills so to be excellent blank-fillers and multiple-choice makers. The test-oriented culture further undermines the possibility of involving students and parents for effective language teaching and learning. When the primary concern of learning English is to ace tests, motivation for other causes such as being communicatively competent inevitably wanes. Consequently, students see little motivation to learn for purposes other than savvy test taking skills; parents have scarce opportunity to engage, to contribute with assets such as funds of

knowledge; and teachers, ambition aside, are left alone in the cause of promoting learning for communicative competence.

While this is cause for concern, reflecting on coursework and practices, I also realize that there are answers and solutions. I believe involving and seeking support from colleagues are actions worth considering. Dismantling the entrenched test-oriented language learning culture is a tremendous challenge, yet, concerted efforts can make a difference. It is my conviction that many school stakeholders have long perceived the detriment this culture poses to students' learning motivation and outcomes; that they, too, aspire for advancement towards more effective teaching. Hence, I believe that they will entertain instructional adaptations that feature communicative language teaching, that involve parents and students, and that accompany with informative assessments other than the traditional midterms and finals. It is my ambition to enlist those who are invested as collaborators in the endeavor to provide students with quality language learning.

Another lesson I learned from my practices relates to access to authentic instruction materials for the purpose of introducing Communicative Language Teaching. Redesigning or supplementing textbooks derived from the test-oriented curriculum becomes essential in developing students' communicative competence (Celce-Murcia, Dornyei, & Thurrell, 1995) According to Celce-Murcia et al., communicative competence, the model for Communicative Language Teaching, consists of five components, namely, discourse competence, linguistic competence, actional competence, sociocultural competence, and strategic competence. My understanding is that to achieve competence in these areas, exposure to authentic texts, written or oral, is crucial. On the other hand, lamentably, target language immersion is limited in language classes. My observation is that in China bilingual education that may offer effective development

in communicative competence is available in private schools that very few students' families can afford. This puts the vast number of language learning students at a disadvantageous position. Fortunately, the rapid development of and increased availability to information technology represented by the internet may offer a ray of hope. Experienced language teachers often share their expertise on text selection in online blogs. Electronic copies of texts in different formats in the target language are abundant and videos focusing on language and subject contents are plentiful. In summary, we are in an age in which access to authentic and communicative competence-promoting information is much more obtainable. As a language teacher, I will avail myself of these resources to assist my students in acquiring communicative competence.

I am aware of the difference between the potential of a teaching philosophy and the difficulty in exercising it, especially in the context of Chinese classrooms where roles of teachers and students are enshrined, if not entrenched. As in my former school, teachers stood in front of the podium facing four rows of students, lecturing tirelessly. Students, on the other hand, sat tight, taking in what came out of the teachers' mouths. The teachers lent little support in helping students construct meanings in a manner that would utilize their existing knowledge. Still, I strive to turn my future classroom into one where students are free to use their knowledge to explore and interpret concepts. Perhaps I must begin with small steps, but I aspire to work towards authentic and meaningful learning experiences. Armed with the knowledge, skills, experience, understanding, and tools, all assembled in my coursework and practice, I am confident that I am on the right track to become the excellent language teacher that I envision in my teaching philosophy. I am committed to attending to the garden of flowers, respecting and appreciating their varieties, and watching over them as they blossom.

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Appendix

Artifact 1: Lesson Plan for EFL Course Assignment

Lesson Plan – Final Task

Student:	Grade 7 Chinese students learning English beginning at Grade 3; Class size: 22
Unit Theme:	Let's do the Math in English!
Which "Can Do" statements for this unit will students be making progress on today?	<ol style="list-style-type: none"> 1. I can recognize basic calculation operations 2. I can understand a math problem 3. I can work out a solution and explain it in English 4. Doing Math in English does not scare me at all
Materials Needed:	Projector/Chart paper + marker x 5
Methodological Approach:	<p>Communicative Language Teaching</p> <ol style="list-style-type: none"> 1. Rationale: language acquisition is realized in communication 2. Vocabulary is learned via multiple exposure in various contexts 3. A supportive environment such as discussion-based group work lowers affective filter, which boosts language acquisition

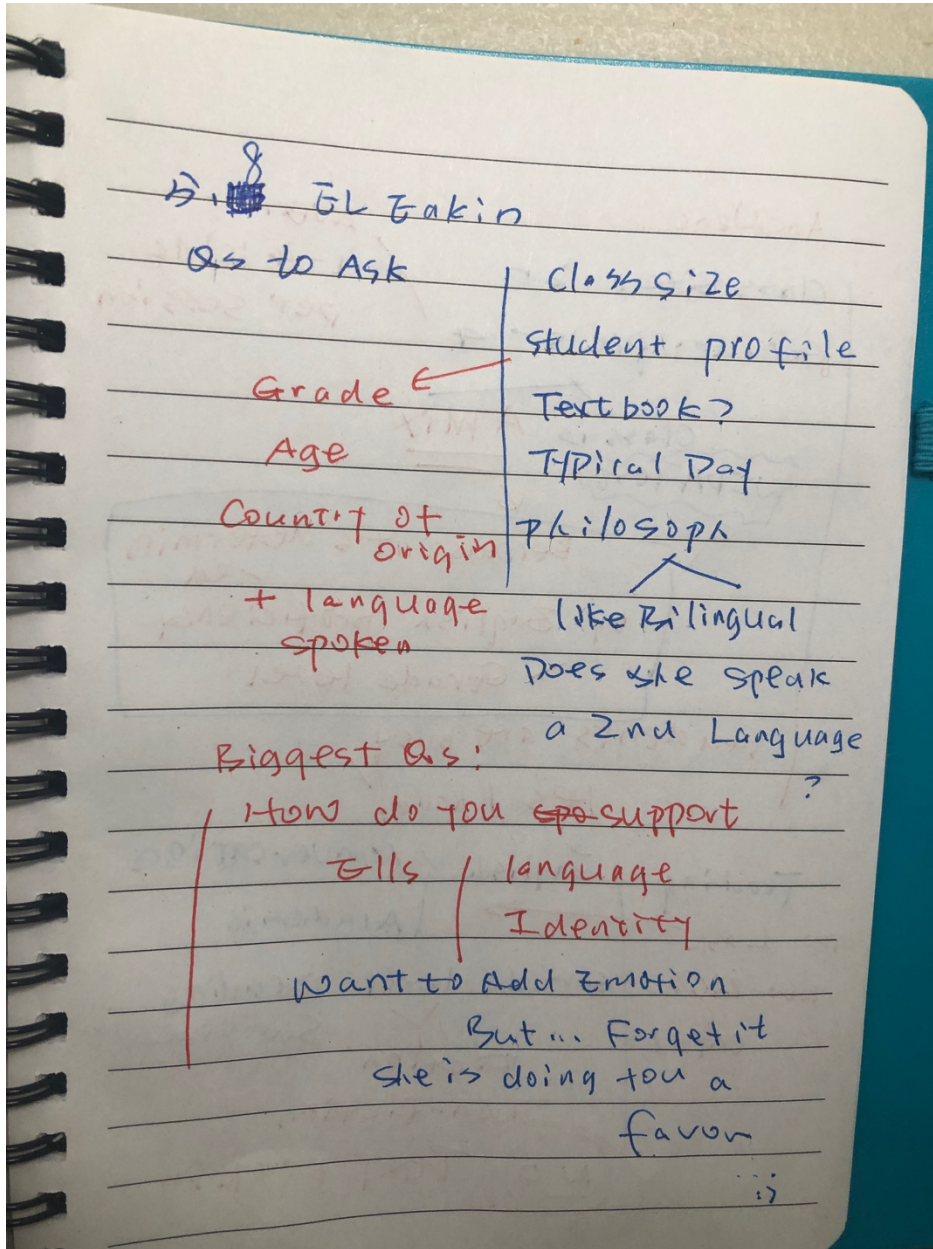
Stage	Teacher Activity	Student Activity	Issues Anticipated	Time
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1) Preparation	Vocabulary Review (Ask students define the 3 words and/or make sentences)	Word definition + sentence making (Group 1 gives the definition, Group 2 makes a sentence and so on)	May have to constantly remind students of time limit	2 minutes
2) Task	Work out a math problem where the 3 words may take meanings different from what students have learned	<ol style="list-style-type: none"> 1. Work out a math problem within group 2. Give explanation for the solution 	Students may give short-cut, repeating other groups' explanation	3 minutes
3) Review	<ol style="list-style-type: none"> 1. Review the target words; 2. Make explicit that words may have more than 1 definition 3. More, different exposure helps learn vocabulary 	<ol style="list-style-type: none"> 1. Summarize definition for the 3 words 2. Reflect on vocabulary learning tricks as shared by the teacher 	Students who have learned the different meanings of one word may not find this useful	2 minutes

Task: solve this mathematic problem with English, in English

“The year is 2015. In the U.S., 90 schools have **adopted** the Single-Gender module. All-girls schools **compromise** one-third of those 90 schools. How many all-girls schools are there? Explain your answer.”

Artifact 2. Class observation in the EL classroom at Eakin Elementary School



Answers

Class Size: 20

Grade: pre 1s - 4

Avg.

1-4 kids per session

Class is A Mix
WIDA Test

Because it's determin-
-ed by English proficiency
→ Grade level

students are busy
It's 1 hour.

Teaching

English { Conversation
Academic

↳ Task
for PICS
& CAPS?

Grade-level Reading
Survive

Fiction
Non-fiction

NO TEXT BOOKS

NO NO NO: Grades
Teacher's Informal ASE
- assessment
+ TLA

Quote: Help students be
native like
in English

To me: You're never gonna
be native-like

→ :L :C :C

Do I say this to my
future students?

I wish I had the guts
...

[visited classroom & took
pictures later

she does not smile ...

5.15 EL. Eakin

TCA session | should be fun?

Basically | students pick
a text | Fiction
 | Info Text
 |
 ↓
 Read for fluency

Answer for comprehension

5 Core Reading standards

Phonetics

Fluency

Evaluation

Inference

Vocabulary

In total 3 kids
(newly enrolled)

They: Teacher assess. 1 kid
the other 2 play
word games
on iPad
Take turns
interruption
because malfunction

Assessment Teacher does not smile

Personal connection

What does it mean?

What would you do?

A Tornado looks like this

draws on table with

markers

Bravo

draw
she is
artistic!!

Artifact 3. Case Study Project for Second Language Acquisition Course

Case Study of an English Learner

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Part I: Introducing the Learner and the Sociocultural Factors

Eric is a 29-year old Chinese student currently pursuing his master degree in Computer Science at Vanderbilt University's School of Engineering. Before coming to Vanderbilt, he studied material science in a graduate program at a university in Nebraska for one year. Before venturing to America, Eric had been working full-time for five years after obtaining his bachelor's degree in Mechanical and Material Science in China. In total Eric has been learning

English as a foreign language for fifteen years. Nine of these years were in English classes at school and college, and six years were intermittently spent in language tutoring programs that trained him for his TOEFL and GRE tests. Mandarin accompanied by a paltry English were the instructional languages in both of the settings. In addition, grammar and vocabulary were the two components of the English language that Eric was taught to focus on in his study. This is expected from an educational philosophy that caters mainly to test preparation, which in turn serves a culture that measures meritocracy by test scores. Lastly, Eric is self-motivated, ambitious, and conscientious. He studied in a first-ranking college in China where undergraduate admission is decided solely by the scores on a one-time-a-year test. Furthermore, Eric applied successfully for graduate study in America twice.

Part II: Presenting the Learner's Oral and Written Language Abilities

All of our conversations took place in person at Wyatt Center from which five samples were collected - three oral samples, one academic writing sample, and one casual writing sample - in an attempt to analyze Eric's linguistic abilities in four aspects, namely, Pragmatics, Phonology, Grammar (morphology and syntax), and Semantics. In the final report, analysis of the four areas will be made across the samples wherever appropriate in my belief that persistent patterns are more valid in assessing the EL's language abilities than his one-time performance.

Pragmatics Analysis

For all of our interviews, none of them are pre-scripted. Though I did have in my mind the theme for each of them, oftentimes as the conversations moved on we expanded and improvised while retaining their meaningfulness. We would begin with plans for academic assignments and switched to teaching English in China to one Indian professor who taught signal processing. Or, we might turn to reflect on privacy terms on websites when we planned to discuss algorithms.

Nevertheless, in most of the durations in terms of pragmatic ability, Eric proved himself by adhering to the Cooperative Principles. He was capable of providing responses and comments required by the different contexts in a manner featuring candidness, relevance, informativeness, and lucidity.

Specifically three types of context, namely linguistic, situational, and social, have been examined. For instance, when Eric uttered “Yeah, that’s crazy,” I knew for sure that he was not commenting on how the unpredictable weather in Nashville drove him crazy. Neither was he agreeing that it was crazy to believe that pigs can fly. Rather, he was concurring with my remark on how impossible it would be to stay up late till 4 o’clock in the morning and be able to go to work five hours later. By virtue of linguistic context, both of us were aware of what was being discussed. On another occasion we made such an exchange: [I: Because the job opportunities are more? Eric: Yeah, right, and they get higher salary.] Uninformed readers may have a difficult time decoding “What kind of job opportunities?” “Who are *they*?” However, both Eric and I knew with certainty that the answers to the two questions are: “Computer science engineering” and “Engineers working in such an industry” because we shared the same situational context. Lastly, when it comes to social context, Eric and I are of similar age, speak the same first language, share a streak of black humor, suffer from the absence of Chinese dishes on the dinner table, and study full-time at Vanderbilt. As a result, we were able to engage in these conversations with ease and little formality while being respectful at the same time.

On most occasions Eric adhered to Grice’s Cooperative Principles (Appendix 1). He provided me with honest and sufficient information, obeying the Quality and Quantity maxims. There are two areas where Eric may need to improve to produce more cooperative utterances. The first is that he could be digressive in response, providing irrelevant information. For instance, when

prompted with his plan for his assignment, not only did he include his classmates, he also spent around twenty seconds narrating his decision to take extra credits. The other is that Eric occasionally broke the Manner maxim. One example is that when asked to list one thing that made him study Computer Science, Eric responded with two that had 6 utterances and 108 morphemes. In fact, within this answer, 4 utterances and 75 morphemes would have been sufficient. Instead of replying succinctly and with organization, Eric described how computer science helped with his forging knowledge and promised better salary. He could have ended with “So that’s why I think I need to learn that,” instead, he continued with “...why don’t you learn computer science?” “I think why not?” Apparently, he has room to improve on this maxim.

Phonology Analysis

According to the Contrastive Analysis Hypothesis (CAH) (Lado, 1957), similarities and differences between L1 and L2 influence L2 learning. In terms of phonology between Mandarin and English, it may be less challenging to develop English phonological skills for Mandarin speakers when there are similarities between the two speech systems. At the same time, these similarities can be too nuanced for untrained ears, which may be unintentionally mistaken as identical. Further when the differences are too drastic, learners may resort to substitutes to compensate for these differences. To render a clear understanding, charts illustrating the two systems are included in the appendix. For a great part of the three interviews Eric was able to produce intelligible responses in a coherent and fluent manner. For instance, he successfully gave a brief introduction to Material Science that is accessible to me despite the fact that I have no professional knowledge about this area. This can also be proven by the results of MLU (6.43) on the oral academic sample. Eric produces 205 continuous utterances and 1,319 morphemes in ten minutes when the length of time for my questions and comments is subtracted from this

fourteen-minute conversation. Occasionally he repeated himself or paused either to pass on a large amount of information within one response or to recall past activities. And the instant he gathered the information, he could continue with his lucid and coherent manner. He managed to accomplish this regardless of the topics or the unexpected turns in our conversations, further demonstrating his competency in English phonology.

Nevertheless, there are areas where Eric fell short in regard to English phonology skills. After careful examination, I was able to list the following phonological errors demonstrated in Eric's speech in all of the three oral samples. First, in Mandarin, there is one sound for [i], which is similar to the English /i:/ while in English there are both the long /i:/ and short /ɪ/. Apparently the nuance is so subtle that in speech Eric tended to mispronounce *Tim* as /ti:m/, *Jim* as /dʒi:m/; *titanium* as /tʌɪ'teɪni:əm/. Secondly, the English consonant /v/ is absent in the Mandarin speech system. What happened in Eric's speech when he tried to produce words with /v/ sound is that he omitted it. Accordingly, he pronounced *every* as /eri/, *interview* as /ɪntəju/, *November* as /nɒv'embər/ across the samples. Another consonant that is present in English but absent in Mandarin is /θ/. To address this difference in the two phonological systems, Eric circumvented by replacing /θ/ with /s/. Consequently, he pronounced *think* as /sɪŋk/, *theatre* as /siədər/, and *three* as /sri:/. Thirdly, Eric displayed a discrepancy between knowing a word and correctly pronouncing it. For instance, in the pragmatics sample "semester" was mentioned four times and each time Eric pronounced it wrong. It is exactly the same with "assignment." Further, Eric had no familiarity with the pronunciation of academic words such as *aluminum* and *prediction* despite his correct usage of them in his academic writing sample. All the above reveals Eric's shortcomings in English phonology skills and suggests that in conversation or reading Eric may not be able to precisely convey what is on his mind or grasp what is written.

Grammar Analysis

I collected one oral academic sample as well as one academic and one casual writing sample to attain an understanding of Eric's English grammatical ability, specifically in aspects of morphology and syntax. Our conversation centered around the learning content and employment prospect of English education and computer science. In addition, he was willing to send me his statement of purpose draft for graduate program application and wrote another piece for the casual written sample. Comparisons are made between written samples and the oral one as well as within the written pieces in the hope to yield a more comprehensive understanding of his grammatical skills. Mean Length of Utterances (MLU) of the oral sample and Mean Length of Sentences (MLS) of the two written samples are calculated. In both of the cases, morphemes include free morphemes, -s in plural nouns, past tense, present perfect tense, passive sentences, progressive tenses, gerund and contractions. Due to Eric's lack of catenatives, -s in possessive, reduplications, proper names, and irregular plurals in the samples, these categories will not be addressed in this analysis. In the case of MLU, meaningful utterances are identified as fluent and intelligible spoken responses, excluding repetitions, fillers and compound words. With regard to MLS, complete sentences count toward meaningful written responses in the absence of incomplete sentences in Eric's production. Results for both the samples are included in (Appendix 2).

Eric's Morphological Performance Results for MLU and MLS indicate that Eric has a solid grasp of English morphological rules and applications. For instance, he was aware that -ing should be added to verbs coming after a preposition and correctly formed words such as "coding," "performing," and "dealing." Forming plurals and matching the pronouns accordingly is another piece of morphological knowledge that Eric possesses. In all three of the samples -s is

added after countable nouns to form their plurals, and pronouns are changed correctly at the same time. We see the correct collocation such as “make gears...make parts...and assemble them,” “those models,” and “Materials are not always what they look like.” This knowledge is also proven in Eric’s pragmatics transcript where he accurately produced utterances such as “They may be..., and some of them....” However, past tense usage in oral production has proven to be a challenge, as evidenced by both his oral academic and pragmatics transcripts. In the former, Eric managed to obey the rule four times while missing fourteen, scoring an accuracy rate of 22%. In the latter, for twenty nine verbs that should have been in past tense form, only six of them are in the correct verb tense. The accuracy rate is 21%. When compared with the two writing samples, Eric’s accuracy is rate 100% for both (Appendix 3).

Eric’s Syntactic Performance In the oral sample, Eric produced 205 utterances and 1,319 morphemes; he generated 205 words with nine sentences in his academic writing and with eighteen sentences in his casual writing. These lead to an MLU of 6.43, MLS of 23.67 and 13.50, representing Eric’s proficiency in English syntax. He constantly produced replies that are complex in structure, and very rarely did he pause or repeat the same information using the same structure. Rather, he effortlessly presented a breadth of information while achieving clarity and coherence at the same time. This skill can be found in examples such as “It is my personal view that...,” and “The long history and wide application ... lead to....” This is further corroborated by his production in the pragmatics interview where Eric frequently created these utterances, including “They may be ... because ...,” and “do you have ...which....”. This demonstrates that he was able to fluently utter responses that are rich in information and compact in structure.

It should be noticed that there is deficiency in Eric’s syntactic skills. Beneath the long and dense utterances and sentences is his artless formation of them. Eric constantly resorts to

connectives such as “but,” “and” and “because” to link ideas, demonstrate contrast, create clauses and make sentences, but he overused them. In the oral academic sample, “but” was used for these purposes seven times; “and” thirty times ; “because” thirteen times. In the academic writing sample, “but” appears twice and “and” seven times. This suggests that Eric yet needs to develop knowledge of alternatives to achieve similar syntactic composition. The incorrect usage of “because” reveals Eric’s lack of solid grasp of forming cause and effect sentences. He frequently begins a sentence with “because” without knowing that this word should either be used as a subordinating conjunction to introduce a clause or combined with “of” to form a compound preposition. Sentences that begin in this manner make their appearances regularly across his samples. Examples include “Because that’s...,” “Because they don’t...,” and “Because government should ...”. These indicate that he has not yet achieved a solid development in English syntax.

Forming questions is another aspect worth noting about Eric’s sentence composition limitation. Questions only appear in his oral samples, and when they do in most cases they are formed with the words “right” and “you know that” accompanied with a rising pitch. As a result, we see questions such as “I think it depends on persons, right?” “You know your voice is different than mine, right?” “Yeah I can also be a data scientist. You know that?” “You know that, signal processing?” Again, frequent usage of these methods indicates that Eric has not yet developed skills in diverse interrogative sentence formation.

Semantics Analysis

Eric’s academic writing sample is analyzed to represent his semantic ability. In this sample, Eric wrote in English about his motivation for applying to a PhD program in Material Engineering in America. Intended as a statement of purpose for his application, this sample

demonstrates Eric's ability in distinguishing between academic and casual language. At the same time, it displays his skills in producing a writing sample that is demanding in word choice, logic transition, and sentence construction. Specifically, in the contiguous excerpt made of 13 sentences and 265 words, he employed vocabulary that is more common in and more appropriate for academic writing, was able to diversify word choices and demonstrated adequate knowledge in word breadth. To illustrate, in the sample, words such as "ceramics" and "super-alloys" frequently appear, attesting to the fact that Eric has a good grasp of discipline-specific academic vocabulary. Secondly, he is meticulous about diversifying vocabulary. For instance, instead of repeating "important" Eric utilizes its synonyms, such as "significant" and "crucial" to convey a similar meaning. Moreover, Eric is familiar with using connectives to signal relations between ideas and sentences. An example is that he frequently uses "but" and "therefore" to contrast and to summarize.

In the hope of obtaining a thorough understanding of his lexical diversity, I analyzed the 265 words via the Text Content Analysis Tool drawn from UsingEnglish.com. As illustrated in appendix 5, Eric scores fairly high in lexical density. The result, 19.17 on his Fog Index suggests that the readability of his writing requires higher than college graduate level formal education. Accordingly, Eric produced a writing sample that is abundant in disciplinary-specific vocabulary, is information-packed, and is ,concisely delivered. Indeed, by availing himself of dense and diverse vocabulary as well as complex structure, Eric manages, to a great extent, to achieve precision and specificity as required in this piece of academic writing. However, in light of his frequent misuse of words, I tend to believe that Eric has not yet developed solid word knowledge. Eric is justified in attempting to present a writing sample that is formal and representative of his English proficiency by experimenting with word diversity. Nevertheless,

this comes at the expense of semantic accuracy. To begin with, he adds “started” after “dawn of human civilization” without knowing that he is being redundant. Then, his usage of “play crucial roles” and “has significant impact on” reveals his unfamiliarity with the correct forms of the two phrases. What is even more worth noting is that Eric includes English words without genuine comprehension of their proper usage. For instance, he mistakes “research orientation” for “research field.” This leads me to believe that Eric knows more words on the surface than in depth.

As discussed above, Eric has a good command of English semantics and is capable of acceptable usage as dictated by the context. He is competent in producing an academic writing piece that abounds with disciplinary-specific vocabulary, diversity in lexicon, density in information, and efficiency in complex sentence structures. Despite this, his production accuracy is compromised by his lack of a solid grasp of word meanings. As a result, precision is occasionally absent.

Part III: Assessment of Learner’s Stage of English Acquisition

I am convinced that Eric is a competent English learner after examining the samples collected in the three interviews. When measured by the SOLOM chart, Eric would score between 4 and 5. As discussed above, a variety of tasks and topics from both speaking and writing were included to investigate Eric’s linguistic ability in four areas: Pragmatics, Phonology, Grammar, and Semantics. Throughout these tasks he was able to actively participate and contribute. Eric was asked to speak in length on different topics, ranging from introducing material processing to reflecting on the relationship between English accents. He wrote about his research experiences as well as his view on civil matters. His performance in all of these are commendable, for he effectively and truthfully conveyed information in a manner that features clarity, fluency,

coherence, and cooperation. On these occasions rarely did Eric require assistance in clarifying the questions. Neither did he hesitate to give or stammer out responses. In light of these evaluations, I am confident that Eric scored a solid 4 on SOLOM.

Eric has not yet reached 5, largely due to his mispronunciation and occasional digression in speaking. Rudimentary sentence composition and minor word usage inaccuracy also constrain his writing competency. On some occasions Eric's mispronunciation compromised intelligibility to the extent that he was incomprehensible. I would not be able to understand him when he incorrectly pronounced "semester" and "assignment" if it were not because we were talking about academic matters. Similarly, the way he pronounced disciplinary academic words such as "titanium," "aluminum," and "matrix" would have been baffling to me if I did not know he was listing the materials studied in his major. His major happened to be Material Science and I happened to know these words and their pronunciations. More importantly, he was not aware that he pronounced them incorrectly and continued these pronunciations even after I tried to remind him. This should attest to the fact that he did not make a slip of the tongue. The other shortcoming with regard to conversational proficiency is that Eric can be digressive and include irrelevant information in his responses. For instance, in answering my question about English-speaking teachers in his college in China, in providing me a response he also introduced information about how Mandarin-speaking faculty "serve" these teachers.

With regard to writing, Eric displayed an inconsistency between the breadth and depth of word knowledge. In his attempt to diversify vocabulary choices, Eric unintentionally used words that are not appropriate and phrases that were in wrong collocation. For example, he wrote "since the dawn of human civilization began" to describe the long history of material application. Apparently he has knowledge of the word "dawn" but not of its correct usage. Confusing the

fixed formation of phrases such as “play a role in” and “have an impact on” leads him to write “play crucial roles in” and “have impact on.” Eric’s deficiency in diverse sentence structure creation is also worth noting. While he is aware of using connectives in sentences, Eric has limited knowledge about alternatives. As a result, he relied too heavily on two of such devices — “and” and “but”—in his writing. This limitation restricts Eric from achieving higher writing competency.

Part IV: Specific Instructional Plan

Peregoy & Boyle (2015) remind us that word knowledge can be classified into four language domains: listening, speaking, reading, and writing. When we say we know a word, we have it in our receptive oral and written vocabulary as well as productive oral and written vocabulary. This is to say, we recognize and understand the word upon hearing and reading it; we can speak and write with it. Simultaneously, academic language should also be included in this word knowledge as it impacts academic success and independent thinking development (Uccelli & Phillips Galloway, 2016). A close examination of the areas of weakness in Eric’s current stage of English acquisition indicates that the lack of a deeper word knowledge is the main culprit. It causes him to mispronounce and misuse words, and limits his sentence creation ability. Peregoy & Boyle further contend that obtaining this word knowledge requires extensive exposure and usage. In light of the above, my instructional plan for Eric and ELs who are at a similar stage focuses on deepening their word knowledge. Specifically, it emphasizes incorporating vocabulary teaching into curriculum, implementing innovative instruction, and providing opportunities for usage in the hope that students will gain exposure to and be able to use English language in authentic contexts.

For instance, to assist pronunciation, explicit instruction lays the foundation. Teaching pronunciation according to International Phonetic Alphabet (IPA) will not only provide students with the fundamental knowledge of English pronunciation but also correct misunderstandings such as mistaking /s/ for /θ/. When this piece of knowledge is obtained, I would move from single letters to words and explicitly teach their pronunciation. I would set aside an amount of teaching time for students to communicate in English and practice by reading out words in carefully selected reading materials. This will also give me the opportunity to assess their learning results and provide feedback to them.

Meanwhile, when it comes to actually teaching academic vocabulary, I would pay particular attention to creating the contexts for students to learn and use what they have learned (Nagy & Townsend, 2012). I would avail myself of the numerous resources for vocabulary learning. For instance, the recommendations for teaching academic content and literacy to ELs in elementary and middle school listed by the Institute of Education Sciences can be applicable even for adult learners. I can begin with selecting an article with the targeted academic vocabulary included and teaching it via explicit-inductive instruction. Multiple modalities can be employed such as writing, speaking, reading, and listening to increase vocabulary exposure. Word learning strategies such as morpheme knowledge and scaffolding can also be utilized. Take *assignment* that Eric mispronounced for instance. To help him have a solid knowledge of this word, I would begin by breaking down the syllables and teach him the pronunciation of each of them according to IPA. Then I would teach him its formation (verb “assign” plus suffix “-ment”), its meanings and part of speech. Next, I would ask him to read the word in articles where it is used but has different meanings. This would encourage him to find out whether as a noun it is countable or not, and how its meanings differ. I may assign him an assignment where he will be using this

new word. In my following instruction, even if it is not related to the teaching of this word, I will constantly mention *assignment* to enhance his retention. In this process I am implementing explicit instruction, promoting word consciousness, teaching word learning strategies, creating multiple exposures, and fostering usage (Stahl & Fairbanks, 1986; Graves, 2000). This process can also be experimented with in teaching connectives, another area where Eric needs improvement to diversify sentence structure construction. I am confident that this instruction plan will immensely enhance ELs' word knowledge, assisting them in obtaining both receptive oral and written vocabulary as well as productive oral and written vocabulary.

Finally, this deepened word knowledge will also advance Eric's pragmatics skills. Oftentimes ELs find that due to limited vocabulary, it is difficult for them to engage in conversations where they have a good understanding of what is being asked and where they are able to fluently, precisely, and concisely produce responses. Consequently, being able to make use of a wide range of words and their appropriate usages will facilitate communication. Though Eric is a competent participant in conversations, he could be digressive and verbose. When this happened, it is because he struggled to find words that could best convey his ideas. As a result, he tried to give more information at the cost of relevance and succinctness. Achieving a higher level of word knowledge would only make him even more proficient in communication.

PART V: Critical Reflection

To begin with, this case study transformed my mindset about second language acquisition. I was able to objectively form an understanding about his language ability through communicating with and observing my EL, and collecting and analyzing the samples. At the same time, connecting my understanding with course readings and in-class discussion afforded me an even more comprehensive and deeper appreciation of second language learning. I learned to take

theories in this field with a critical eye. Before carrying out this case study, I believed without questioning Critical Period Hypothesis and was adamant that it would be too challenging for adults to either learn English from the beginning or recast established wrong productions. I was not aware of other explanations, for instance, the Social Interactionist Theories, for how languages are learned. Unwarrantedly I lowered my expectation for the possibility that adult students in my future classroom may achieve a native speaker's proficiency. Then again I was reminded that approximating native speakers' level of English skills may not be the ultimate goal for every English learner. For a great number of ELs, my EL included, the standard to measure their acquisition level is communicational intelligibility and functionality. It matters less whether they have succeeded in ridding themselves of accents. In my very first class I learned that there is no such thing called "native English" or Standard English. Every English speaker speaks English with a dialect and in fact, the Standard English that I mistakenly viewed as the touchstone of English proficiency is one dialect of English language. My EL expressed exactly the same view regarding accents and dialects in one of our interviews.

Secondly, by working with Eric I was able to look beyond the perspective: "My EL has limited English proficiency. That is a *deficiency*," to "My EL has limited English proficiency. He speaks and writes in English *differently*. What are the factors? How can I prepare instructional plans or recommendations that may help him improve?" Upon noticing areas of shortcomings, I learned to analyze them from different angles with different tools. For example, I began to see how L1 interferes with L2 learning and how learning out of context takes a toll. I reflected on how incorporating the IPA chart with educational technology would be more efficient in teaching phonology. I see how introducing explicit-inductive instruction would encourage independent learning. By reading and acting out the plethora of teaching strategies, I have

become aware of how diverse and engaging instruction can be offered. In addition, I was informed of the content that should be included in the curriculum that may assist my students with academic reading comprehension and writing. Constantly I envision myself experimenting or implementing pedagogical methods introduced in the readings and in class.

Finally, it dawned on me that instructional methods are more than what they represent. In classrooms in America or in China, there are established teaching practices that have been failing students. As stated in the assessment part, my EL for this case study had been one of these students. Looking back on my own learning experience, I see how these practices created a classroom experience that discouraged—if not inhibited—learning. How many students, for instance, would have been achieving more if the rote learning, a staple of traditional education, was replaced by more diverse and innovative methods? Could the classroom experience become inviting, inclusive, and stimulating when instructional methods that assist and facilitate learning are introduced? At this point I ask myself, do I want to create a classroom experience that has students look forward to another day of learning something that is challenging but also rewarding? Or, one that stultifies interest and motivation? By courtesy of this case study, I think I know the answer.

Appendix 1

Grice’s Maxim Adherence in Pragmatics Sample & Oral Academic Sample

Four Maxims	Responses	Violations	Adherences & Adherence Rate
Quality	47; 36	0; 0	47, 100%; 36, 100%
Quantity	47; 36	4; 3	43, 91%; 33, 92%
Relevance	47; 36	5; 4	42, 89%; 32, 89%
Manner	47; 36	12; 6	35, 74%; 30, 83%

Appendix 2

MLU in Pragmatics Sample & Academic Oral Sample

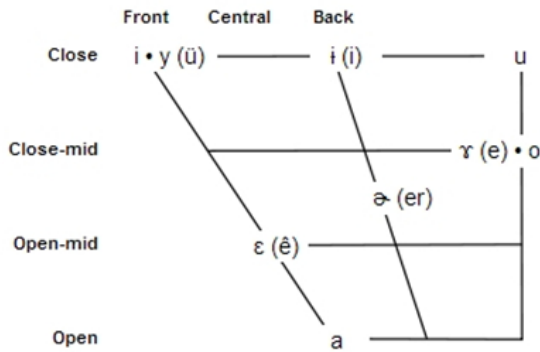
Pragmatics Utterances	Pragmatics Morphemes	Academic Oral Sample Utterances	Academic Oral Sample Morphemes
205	1,251	205	1,319
	MLU: 6.10		MLU: 6.43

Appendix 3

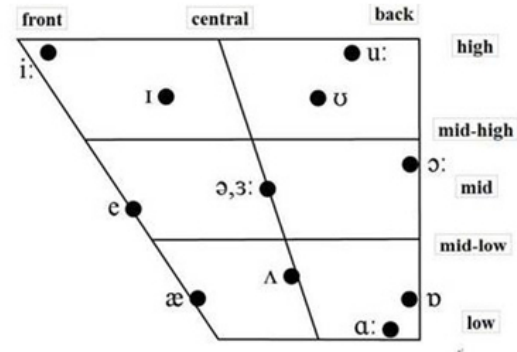
Past Tense Usage in Speaking & Writing Samples

	Pragmatics Sample	Oral Academic Sample	Academic Writing Sample	Casual Writing Sample
Correctly Used	6 (had, came, took for twice, wrote, said)	4 (studied, did, was for twice)	2 (chose, was)	17 (heard, told, was, fell, died, missed, hit, tried, refused, insisted, interpreted, lost, ran, did, didn't, checked, found)
Wrongly Used	23 (give, will for four times, post, have, speak for twice, can for three times, teach for three times, are for twice, get for three times, am, receive)	14 (get for twice, study, is, learn for three times, need, analyze for twice, use for twice, "sink" for twice)	0	0
Accuracy Rate	21%	22%	100%	100%

Retrieved from: http://econcord.ied.edu.hk/phonetics_and_phonology/wordpress/?page_id=328



Mandarin Vowels (Yi Tso-lin, 1920)



English Vowels (Roach, 2004, p242)

Appendix 4 continued

English Consonants

Retrieved from http://accent.gmu.edu/browse_native.php?function=detail&languageid=18

CONSONANTS
(PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d			k g				
Nasal	m			n			ŋ				
Trill											
Tap or Flap											
Fricative		f v	θ ð	s z	ʃ ʒ						h
Affricate					tʃ dʒ						
Lateral fricative											
Approximant				ɹ			j				
Lateral approximant				l							

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

Mandarin Consonants

Retrieved from http://accent.gmu.edu/browse_native.php?function=detail&languageid=44

CONSONANTS
(PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p		t					k			
Nasal	m		n					ŋ			
Trill											
Tap or Flap											
Fricative		f		s		ʃ ʒ	ç		χ		
Affricate				tʃ		tʂ	çç				
Lateral fricative											
Approximant							j				
Lateral approximant				l							

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

Appendix 5

Text Statistics

Total Word Count:	265
Total Unique Words:	165
Number of Sentences:	13
Average Sentence Length:	20.4
Number of Paragraphs:	3
Hard Words:	(27.55%) (what's this?)
Lexical Density:	62.26 (what's this?)
Fog Index:	19.17 (what's this?)

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Artifact 4. Community Literacy Investigation Paper

Experience Paper

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Home to 601,222 people (2010 US Census), Nashville has witnessed a steady growing immigrant population in recent years. From 2012 to 2016, 16.9% of its total population with age 5 and above speak a language other than English at home (2010 US Census). A plethora of private and public institutions and enterprises have been established with the mission to support this thriving population, of which Casa Azafrán stands out by being a cross-cultural, empowering, and inclusive hub for immigrants and locals in the most ethnically diverse area of Nashville. Founded in 2012, its 28,800-square-foot, two-floor premise holds 9 non-profit organizations that are committed to serving the community by providing services covering education, health, legality, financial, and artistic and cultural immersion. The implementation and display of such an ambitious endeavor are reflected in the designs and layout of the building as well as its amenities, the rich mosaic mural “Migration” towering near its front door and multi-language supports being the most conspicuous. For instance, information on orienting in the new country, navigating through legal, financial and educational systems, connecting within and beyond community, and sharing and celebrating native and personal pride is available in English, Spanish and Arabic.

Truly, Casa Azafrán is a home for all, or as in Spanish, *mi casa es tu casa*. What is even more illuminating for perspective educators who may have English language learners (ELLs) in classroom, myself for example, lies in the full-fledged community facilities right out of the door of Casa Azafrán. Along the way to this community center, bright advertisements line Nolensville Pike, including signs for auto sales and repairs, computers, markets, bakeries, salons, cafes, banking, furniture, restaurants and more. Accompanied by the phonological differences uttered on these premises, the “international corridor of Nashville” as one business owner proudly stated, immediately activates and engages visitors’ auditory and visual functions as soon as they

step onto this street. Every minute of every day in every business venue or household, immigrant families bask in this inclusive environment beyond the invisible wall of a different culture.

Regrettably, as these immigrants step outside this wall and into the mainstream Nashville more often than not, they will be stripped of every element that defines their identity, language, tradition, and culture for the sake of blending in; ELLs in public schools bear the brunt of this phenomenon in the most challenging manner. As of 2015, 4.8 million ELLs studied in public schools across the country (U.S. Department of Education, National Center for Education Statistics, 2015-2016) with the majority of them being underserved, underrepresented, and undervalued. To begin with, this population is collectively scribed as immigrants when more accurately they hail from Chinese, Mexican, Turkish, Indian, Brazilian, Italian, and Filipino backgrounds, among others. Convenient as the classification may be, this term obliterates their distinct identities and accompanying cultures which are in desperate need of protection when they resettle in a new country that demands assimilation for survival. Secondly, the linguistic assets this population boasts, vast and diverse as they are, are largely left untapped, if not bluntly discarded as becoming proficient in English, the dominant language of this land, is a priority for success in academics and daily life.

Advocacy and arguments for multilingualism in schools have long concluded that access to multiple languages plays an important role in developing identity, metalinguistic awareness, and cognitive flexibility and channeling cross-culture communication (De Jong, 2011). Yet whether to adopt the multilingual educational attitude is still debated today and English-only teaching is still widely seen in schools where monolingualism policy has been failing ELLs. Lastly, by the time of school enrollment, members of this population has been constantly observing, absorbing, and practicing transnational literacies (Jimenez, Smith & Teague, 2009)

rather than being a “blank slate” (Cummins, 1996, p. 21). These students come from families and communities that possess immeasurable and invaluable linguistic and cultural wealth, which would produce incalculable benefits to their academics and identity construction and contribute to cultural enrichment in classroom and beyond, if promptly recognized, valued and creatively utilized.

These reflections would not make sense to educators if they did not adopt a Culturally Responsive Caring (Geneva, 2010) outlook that holistically regards these students as human beings e development calls for caring, compassion, commitment and responsibility; if they did not venture beyond the walls of the classroom and take a funds of knowledge approach, they would be unable to observe students from the view of accommodating and supportive families and community members’ rich linguistic and cultural reserves (Gonzalez & Amanto, 1992). This argument is firmly grounded on my recent excursion to the Nolensville Pike district, starting from Casa Azafrán and ending at a Mexican bakery. In addition to providing the wide range of services for the welfare of the residents of the community (see artifact 1, 2, and 3), Casa Azafrán also acts a venue for ELLs to showcase their unique native treasures in an artistic and creative way by exhibiting their artworks for organizations including Poverty & the Arts (see artifacts 4 and 5) and sharing their cherished traditional recipes (see artifacts 6 and 7). Prosaic as they are, they are the window through which ELL educators catch a glimpse of ELLs as human beings of no less value or depth, whose language proficiency is often connected to intelligence (Zamel, 1995), whose cultural distinction is often neglected, if not downright misunderstood. At the Mexican bakery, I made another delightful encounter with arroz con leche and had such a pleasure to be introduced to the making and tradition of this dessert by the young Mexican cashier. Indeed, I was generously rewarded by this tightly scheduled visit during which I arrived

at a deeper understanding of the proposal of lending an ear to ELLs' stories, opening eyes to their family backgrounds and values (Townsend & Fu, 2001).

As a matter of fact, researches carried out in the decades expound the difference including or excluding ELLs' backgrounds in the classroom produces on these learners' success. As an illustration, in 1995 Danling Fu observed Paw, an 18-year old Laotian refugee enrolled in an American school, in her classrooms for one school year. An academically ambitious teenager who believed "the most exciting thing for me is to get good grades" (Townsend & Fu, 2001, p. 110), who was afraid that her college dream would be impeded by her English. Paw struggled in school academically and mentally at the time of the observation and ended up being a translator for other Laotian refugees not a college graduate as she had hoped. A close look reveals that it is detachment from her cultural and linguistic roots that cuts short Paw's American literacy journey. Instead of reaching out and getting to know Paw's Asian roots, her family background and her life experiences, Paw's teachers turned a blind eye to her reluctance to participate in class and moved her to a lower grade, where she was assigned course work that she found meaningless, dampening her spirits and discouraging her engagement even further. On the contrary, a few years earlier, Luis C. Moll, Cathy Amanti, Deborah Neff and Norma Gonzalez initiated a collaborative project that studied Mexican students in Tucson, Arizona from the angle of their families and communities, focusing on collecting and extracting knowledge and skills within these venues and applying them in classroom. As reflected by one of the participating teachers, "participating in this project helped me to reformulate my concept of culture from being very static to more practice-oriented. This broadened conceptualization turned out to be the key which helped me develop strategies to include the knowledge my students were bringing to school in my classroom practice" (Amanti, Gonzalez, Moll & Neff, 2005, p. 99). Educators are

learners, and engaging these activities illustrates the two-way process where both teachers and students obtain more and deeper understanding of each other, which is ultimately conducive to successful learning.

I am confident that the above reasoning based on previous researches by pioneering figures in the field and my community excursion experience make a forceful argument for the significance and necessity for ELL educators to go beyond classroom and build meaningful relationship with their students. In practice, I propose that educators include community investigation, household visits, and parents on-campus sharing and school project involving in their teaching and policy making with the aim of connecting and caring for their learners, all of which opens doors to drawing on funds of knowledge. Likewise, in curriculum design, it is suggested that teaching content and activities that engage ELLs and assist their meaningful and functional learning be added. Take ELLs from the Nolensville Pike district for instance, designing a class activity that asks students to share the traditions observed for a nationally celebrated festival such as Day of the Dead or Chinese New Year will not only send the message that their identities are valued but also enable them to put learned knowledge in practice, only in a more meaningful and engaging manner. As advocated by Jiménez, Smith and Teague (2009), including transnational and community literacies in the classroom, and integrating these practices into the curriculum, brings ELLs' prior knowledge into play and facilitate their language and literacy acquisition. I am confident of the changes this approach would make in ELLs' education and look forward to practicing it in my role as an educator.

Artifact 1



Artifact 2 & 3

Información importante para la obtención del pasaporte americano (Menores y/o Adultos)

¿Quien debe estar presente al momento de la aplicación?
 Si se esta aplicando por un menor de edad ambos padres deben estar presentes en caso que se comparta la custodia. El niño(s) debe estar presente

¿Que hacer si uno de los padres con custodia no esta presente o desconozco su paradero?
 En caso de que uno de los padres no se encuentre presente al momento de la solicitud, el padre ausente debe llenar la forma DS-3058, tomar fotocopia del documento de identidad por ambas caras.
 La forma DS-3058 debe ser NOTARIZADA y enviada de regreso al padre presente quien aplica por el hijo.
 En caso de NO ser posible localizar alguno de los padres. Comuníquese a Davidson County Clerk, asesoria en Español, 615-862-6223

¿Que documentos debe presentar por cada aplicante?
 Documentación necesaria de ambos padres: Identificación con foto de cada uno de los padres del menor (preferible dos, si fuese posible), VIGENTE. Esta identificación puede haber sido expedida en los Estados Unidos o su país de origen.

¿Cuanto debo pagar?
 Usted necesita un money order para el US. Department of State

Producto	Menores de 16 años	Mayores de 16 años
Libro	\$80	\$110
Tarjeta	\$15	\$30
Tarjeta y libro	\$95	\$140

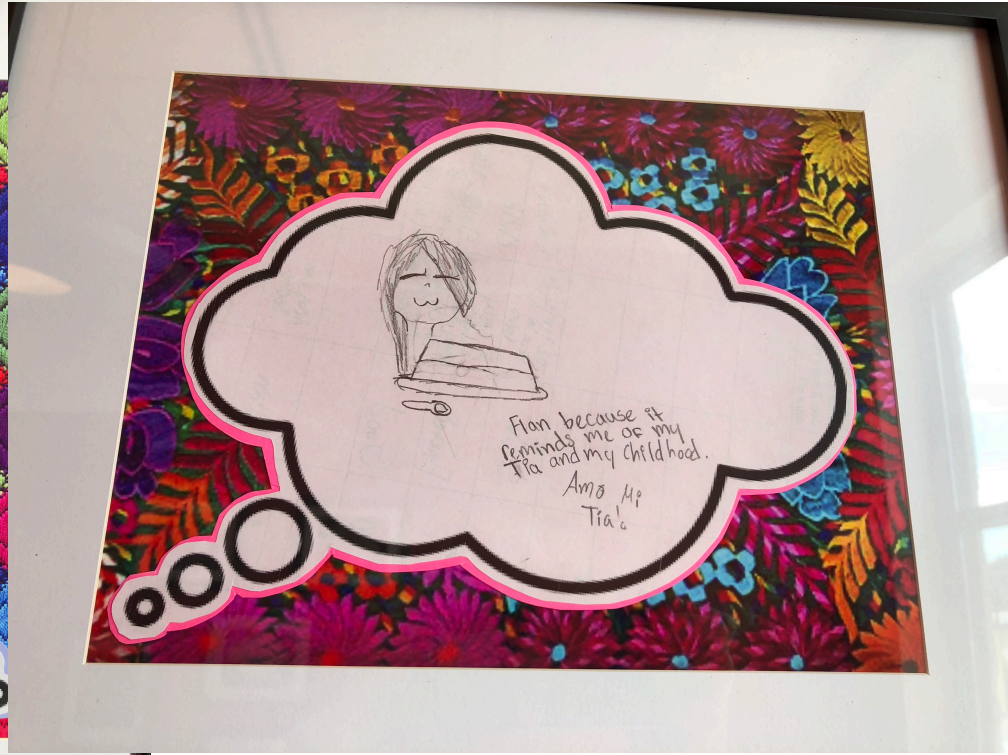
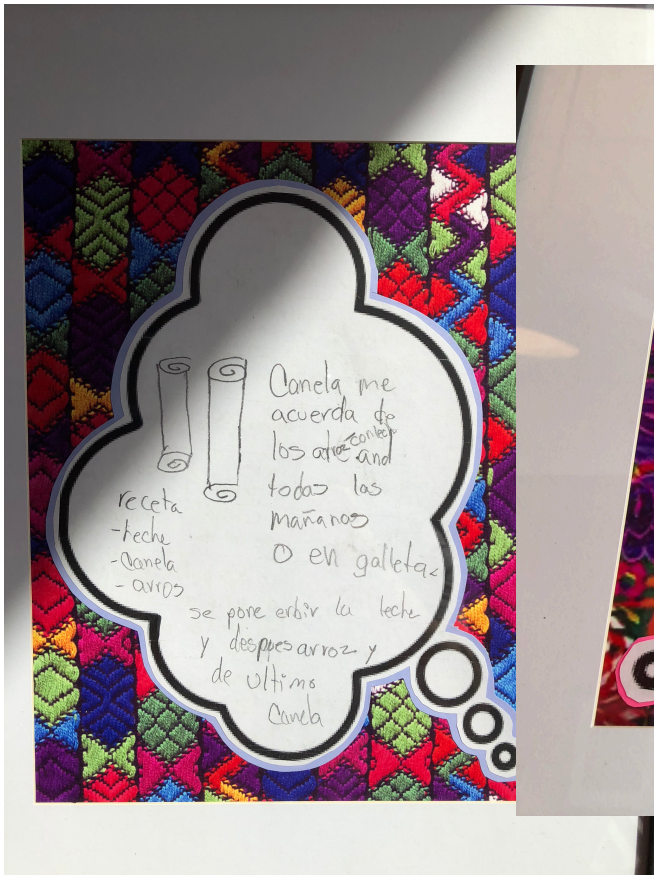
Debe pagar tambien a DAVIDSON COUNTY CLERK
 Costo por tramite \$35

Cada pago es por separado ya que son entidades diferentes. Si esta aplicando por varios hijos cada hijo/aplicante debe traer cada pago de manera individual, ya que los money orders se envian adjunto a la solicitud de manera individual

¿Que fotos debe llevar el aplicante?
 No lentes, ganchos para el cabello, coletas, gorros, nada que cubra la cabeza (a excepción de razones por religión, médica o declaración jurada). No audífonos o aparatos electrónicos inalámbricos.
 En cualquier droguería lo pueden ayudar PIDA FOTOS TIPO PASAPORTE



Artifact 4 and 5



Artifact 5. Foundation for ELL Education Practicum Paper & Final Presentation

Final Presentation

Shanshan Zhu

Practicum



Belmont International English School

2018 Fall Level 6 Cohort



<http://www.frankjones.org/index.html>

Dr. Jones



- Director
- The man in the red sweater
- A Vanderbilt alumnus
- 20-year English teaching

Dr. Jones



- Director
- The man in the red sweater
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2018 Fall Level 6 Cohort



<http://www.frankjones.org/index.html>

The Teaching as Observed





The prompts (paraphrased)

- ✦ You found that the bag of apples bought from the market the other day are rotten. You are at the market speaking to the cashier.
- ✦ You are walking on the street. And a stranger bumps into you.
- ✦ You found your car window is broken. You turn to a policeman for help.
- ✦ You borrowed the notebook from you friend and promised to return it the next day. You forgot and your friend needs it now.



Constructivism in the classroom



<https://www.artbasel.com/catalog/artwork/59662/Alexander-Calder-Three-Tentacles>

Constructivism Ed

- A. Students interpret & organize ideas and thoughts based on their background knowledge
- B. Students learn best when they apply the knowledge to sense-making tasks, when they work with peers
- C. Teachers guide, facilitate, assist, scaffold

Traditional Pedagogy

- A. Teachers as authority, students work individually on identical, skill-based assignments for learning uniformity
- B. Classrooms should be quiet and orderly
- C. Teachers as spoon-feeders, dispensing knowledge via drill and practice

Windschitl, M. (1999). The challenges of sustaining a constructivist classroom culture. *Phi Delta Kappa International* 80 (10), 752-753

Students' Role

- A. Break down the task in question
- B. Communicate ideas with partners
- C. Work out the lines with partners
- D. Showtime!

Dr. Jones' Role

- A. State the assignment
- B. Housekeeping
- C. Give comments and feedback on students' performance
- D. Provide constructive suggestions

Practicum Paper – English Language Learners Program

Shanshan Zhu

Vanderbilt University, Peabody College

On Tuesday and Thursday mornings at around 9 o'clock, flocks of men and women, in ones and twos, walk into the rooms on the second floor of the west side of the Belmont United Methodist Church on 2007 Acklen Avenue. There, in these well-lit, tidy rooms, they are greeted by silver-haired, hale and hearty Church members with whom they will be spending the following three hours learning American English and culture. Belmont International English School, by courtesy of the Church, has been serving around 4,000 international English language learners since 1966. Incoming learners are assigned into six levels and it was in the Level 6 classroom, the highest level, where I had the honor to be acquainted with Dr. Frank Jones, Director of the School. I also had the pleasure of meeting his 2018 Fall cohort. At the time of submitting this paper, I had visited this class four times, during which I meticulously recorded the learning and teaching and interviewed or conversed with both Dr. Jones and his students. In this paper, I will objectively present the classroom and the participants as well as the teaching and the learning with a focus on assessing this particular English education model. Critical views and suggestions, wherever proper and applicable, are included in the conclusion.

The Learners, the Instructor, and the Classroom

The cohort in question is composed of 36 students coming from 16 countries. In their late twenties or early thirties, they come to Nashville to accompany their family members who either study at Vanderbilt University or work at multinational enterprises that have branches in the region, or to pursue the American Dream. As a result, a *mélange* of languages, including Mandarin, Korean, Japanese, Indonesian, Russian, Portuguese, varieties of Spanish, and English of various levels of proficiency are spoken in one room. At the same time, the objective for learning English is clear: to be able to live a comfortable existence in a country where English skills are a prerequisite, be it for everyday communication with strangers, friends or children

who are studying English in schools; employment necessity; or social network development. They chose to spend six hours every week at this school because of recommendations or religious affiliation. Meanwhile, qualifications of the instructor, may well persist as one factor that keeps the school running at capacity. Dr. Jones had been practicing orthopedics for decades before starting the position at the School in 1998, around which time he had been awarded Master degrees in both French and ESL-focused education. Years of experience in the classroom, both as a student and a teacher, have sharpened his perception about English language learners' strengths and areas of improvement. Discerning the needs of his students, Dr. Jones is emphatic that English proficiency for them boils down to verbal communication ability. He brings to the fore the importance of practicing what is learned by providing a wide range of opportunities for them to work on in class. Dr. Jones is rigorous about student comfort, and this is at work in the arrangement of the classroom. To accommodate such a class size, for instance, the room is taken up by six long tables with chairs that are arranged in two rows. On either corner in the back, a dozen coffee mugs find their niche on the wooden shelf along with decorations; on the other, one table shoulders two coffeemakers that never fail to serve tea bags and cookies. Another table by the door holds handouts and an iPod that plays classic songs. Every class day, thanks to Dr. Jones' painstaking attention to the details, students walk into a classroom defined by the aroma of freshly brewed coffee and the sound of compelling rhythms.

The Learning

The learning at the Belmont International English School is a rigorously informative, intellectually stimulating, and pleasantly interactive affair. As aforementioned, students come to the classroom with the purpose of improving their English communication skills. Dr. Jones has precisely the set of tools for them to accomplish that goal. On Tuesday mornings, class begins

with reading the lyrics of a song, usually culturally or historically rooted, where Dr. Jones walks through words and a few collocations. Listening exercises similar to those on TOEFL usually follow and then readings and grammar instruction. On Thursdays, a special activity, speaking English with volunteers who are retired native English speakers, replaces the second half learning for that morning. For every three-hour session, Dr. Jones has his routine and sticks to it and expects the whole class to follow his lead. Every time after one piece of grammar or pronunciation rule is introduced, there are exercises enough to have every student to go a second round. Dr. Jones is not inclined to hold or pause to repeat what has been covered for late comers: the hard work of catching up falls on the students. When a wrong answer is given, he corrects it himself by giving the right answer or asking the other students for suggestion and chop, chop, onto the next. Accordingly, the class progresses like the chords in the songs he cherishes so much.

Here I include one observation with abridged excerpt in the learning of “Making Antonyms Using an Affix”.

Dr. Jones: (*read from the handout*) Antonyms can be made by adding prefix un-, in-, im-, il-, non-, an-, dis, dys. (*goes on listing antonyms that are made in this manner for a good part of 2 minutes*). Suffixes can also be used to make antonyms. Useless, worthless, clueless, ruthless. On the back of the handout is the exercise. Work in groups.

10 minutes or so passed. Dr. Jones sat on the table by the door and started drawing his beloved sticks with students’ name written on them from a can and called on them one by one. Sophie (pseudonym for one student).

Sophie: No. 10? Well nourished (paused) I don’t know.

Dr. Jones: Well nourished, malnourished. Juan (another pseudonym)

Juan: Violent, nonviolent.

And the lesson marched on.

A 15-minute break follows the first hour and a half of class, during which most of the students catch up with classmates who speak the same language over hot black coffee and cookies. They leave the room one after another when the class ends at noon and will not return until next time.

Critical Analysis and Recommendations

At first blush, our Belmont International English School fits the profile of a typical adult English program where the language is learned in a banking model of teaching. This model features the instructor aggressively and intensely transmits to learners the information and knowledge of a fixed curriculum (de Jong, 2011). In our packed but comfortable room, with the exception of pleasantries exchanged in the beginning and ending of the morning, few non-academic interaction takes place between the instructor and his students. When the interactions do occur, it is one of quickly paced exchanges. As a result, I notice a communicational lacuna that stands to compromise learning outcomes. To illustrate, let us take another look at the lesson about antonym. If it were not for “the opposite of their meaning” on the handout, judging from their knit brows, their turning heads, their nimble finger movement across the phone screens, and their murmuring within the group, I doubt our students would understand *Antonym*. Further, questions about the ambiguity among the rules of making antonyms via add-ons were not raised, neither was the differentiation between adding prefixes and suffixes and opting for complementary, relational or graded counterparts given. Indeed, the dynamics in the classroom is one of initiation-response-evaluation (IRE) where the roles of the instructor and the students fall into that of dictating and obeying; the instructor leads the class by giving information and expecting answers and adding comments when *he* deems necessary while the whole class sits

tight to receive what is uttered by the instructor and written on handouts (Gutierrez & Larson, 1994; Cummins, 1986, 2001).

Additionally, if reasonably utilized, native languages can play a significant role in second language learning by building constructive connection to prior knowledge and facilitating the comprehension of new vocabulary (de Jong, 2008b; Manyak, 2002). Unfortunately, Dr. Jones discourages students from using their mother tongues when learning English despite the considerable presence of world languages in the room. As a result, students' vast linguistic repertoires are left untapped, their meta linguistic awareness not developed or leveraged. More importantly, the technique of translanguaging, "the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages," has been neglected (Baker, 2011, p.288). Translation, rudimentary but fundamental for English reading and text comprehension (Martínez, 2013) has not been promoted, either. On many occasions I caught the expression of relief following "aha" moments and nodding heads when they dismantle a language barrier in the group discussion and exercises by modifying the task into their first languages. I wonder, would the comprehension be enhanced, and thus the learning results optimized if they are explicitly encouraged and instructed to translate, to code-switch, to "manipulate" languages and linguistic assets? Lastly, Anton & DiCamilla (1999) suggests that when learning a second language, students who speak the same first languages and are grouped together are able to exploit both the two language resources for literacy and linguistic improvement. However, students of the same native languages in this classroom are separated because Dr. Jones also arranges the seating plan in the way that they are mixed in the hope that they will practice more in English and thus improve their language ability. I am afraid that Dr. Jones's effort is of little avail, considering their frequent use of cellphone for easy answers.

De Jong (2011) cautions that program features, specifically program objectives, student characteristics, and teacher qualifications be taken into consideration in the evaluation of ELL education models. As a fellow English language educator, Dr. Jones may as well be a maverick on account of his adherence to monolingual education policy and traditional transmissive instruction. Nonetheless, when the goal of his teaching and attributes of his students are analyzed, Dr. Jones' teaching philosophy is meritorious, his efforts admirable. After all, our Belmont International English School has never set to be a bilingual education program. Instead, it is committed to empowering ELLs, a minority in this land that is foreign to many of them, by conferring them the most powerful and direly needed gift: English language learning and American culture exposure. Consequently, I find it presumptuous of me to take a swipe at the absence of multilingual education practices here. None of the instructors at the school are paid for their service, yet every one of them makes every effort in facilitating our students' learning and ensuring the learning take place in a welcoming and inclusive environment. Dr. Jones may not be aware that he has constantly and consistently manifested Culturally Responsive Teaching, but he believes that respecting and valuing students' diverse identity is a practice that is intuitively understood and supported without necessarily or ostentatiously churning out turgid bromides; he has high expectations for our students and holds them accountable; he spares no effort in assisting them to achieve their goals (Gay, 2010). In class, Dr. Jones frequently asks questions such as "How do you grade students in Colombia?", "How do you teach children that in Japan?" In order to prompt our students to draw on their background knowledge with the intention to promote authentic learning and its retention (Windschitl, 1999).

From what has been analyzed and reflected, I believe that the learning outcome and experience would be immensely improved when more exchange regarding class arrangement,

curriculum design, and instruction modes take place between Dr. Jones our students and when modifications are adopted based on the feedback. Specifically, it would optimize the learning when more explicit, more direct, and more individualized teaching plans are adopted and implemented. To illustrate, take the example of vocabulary teaching. Peregoy & Boyle (2017) conclude that for students, including ESLs, generally vocabulary falls into three categories: high frequency words, general academic words and academic content-area words. I recommend Dr. Jones assess our students' vocabulary proficiency and needs, adjust the instruction accordingly and encourage more activities that aim at availing themselves of the invaluable first language resources so to better serve their reading comprehension and writing development. All things concluded, teaching and learning goes hand in hand.

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Artifact 6. Creative Writing Lesson, Notes, and Text Source

- Date: 2019. 4.5
- Grade: 10
- Content objectives: student will be able to understand the setting, plot, and key characters of the excerpt; SW be familiar with creative writing structure and requirement;
- Language objectives: SWBT write a draft on the given topic, using key vocabulary

Key Vocabulary

Pocket picker

Confusion

Prosperous

SIOP Features

Preparation

 Adaptation of Content Strategies incorporated

Integration of Processes

 Reading Writing Speaking Listening

Scaffolding

 Modeling Guided Practice

Assessment

 Individual Written Oral**Lesson Sequence**

1. Content/Language objectives

2. Connection to reading: What is a pocket-picker? What do you know about such a “profession?”

3. List the key words collected from connection

4. Pre-teach key vocabulary
5. Guided reading
6. Summarize setting, plot, and characters
7. Brainstorm writing topic and plot
8. Organize writing thoughts and practice draft writing
9. Review and assess draft

Reflections:

I talked too much, partially because I did not have an accurate understanding of the student's English proficiency beforehand. The instruction proceeded well, thanks to the lesson plan, especially pre-teach vocabulary part.

creative writing lesson notes

1) Vocabulary

student knew pocket picker - or not?

confusion

↳ mentally

→ situation { crowded traffic

prosperous

Goal of a pocket picker:

steal money ←

prosperous = get rich

NO.

Chinese Translation

Real life + news

Background

↳ Into

Matters

Characteristics of pocket pickers

stealthy swift

smith fits the profile

east targets

country gentleman

Bust { rush hour

2)

setting: winter morning street target

Characters: Smith + Gentleman

plot: From the last sentence, Is smith going to make a move?

Will he succeed?

Background for creative writing content

3)

student's idea: Smith is going to steal

But Justice prevails

So Smith is going to get

4) writing:

.. solid understanding of caught reading.

Make sure you share this with student after class

2. lack vocabulary to describe the setting, actions

3. Very original.

Take away

provide vocabulary for writing?

He was called "Smith" and was twelve years old. Which in itself was a **marvel**: for it seemed as if the **smallpox**, the consumption, **brainfever**, **jailfever**, and even the hangman's rope had given him a wide berth for fear of catching something. Or else they weren't quick enough. For Smith had a turn of speed that was **remarkable**, and a **neatness** in nipping down an alley or **vanishing** in a court that had to be seen to be believed. Not that it was often seen: for Smith was rather a **sooty** spirit of the **violent** and **ramshackle** Town, and inhabited the **tumble-down mazes** about fat St. Paul's like the **strong smells** and **jaundiced** air itself. A rat was like a snail beside Smith, and the most his thousand or more victims ever got of him was the powerful **whiff** of his passing and a cold draft in their **dexterously** emptied pockets. Only the **sanctimonious** birds that **perched** on the Church's dome ever saw Smith's progress entire. As their beady eyes followed him, they chattered savagely, "**Pickpocket** Pickpocket! Jug him! Jug-jug-jug him!" as if they'd been appointed by the Town to save it from such as Smith. His favorite spot was **Ludgate** Hill, where the world's coaches, chairs, and curricles were met and locked, from morning to night, in a horrible, blasphemous confusion. And here, in one or other of the ancient doorways, he leaned and grinned while the shouting and the cursing and the scraping and the raging went endlessly, hopelessly, on. Till, sooner or later, something **prosperous** would come his way. At about half past ten of a cold December morning an old gentleman got **furiously** out of his carriage (in which he'd been trapped for an hour), shook his red fist at his helpless coachman and the roaring but motionless world in general, and began to stump up **Ludgate** Hill. ("Pickpocket Pick pocket!" shrieked the cathedral birds in a fury.) A country gentleman, judging by his complexion, his clean, old-fashioned coat, and his broad legged, **lumbering** walk which **bumped** out his pockets in a manner most **provoking**. (Smith twitched his nose and nipped neatly along **like** a shadow . . .).