

CAPSTONE EFL Portfolio

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Abstract

Interaction plays a critical role in language teaching, which facilitates students' meaningful language learning and effective learning by encouraging students to negotiate meaning in language acquisition. In this ELL Portfolio, I illustrate my teaching philosophy based on interactive teaching and demonstrate my proficiency in teaching English Language Learners (ELL) according to TESOL standards by reviewing the artifacts I completed in English Language Learners program. The portfolio consists of three parts: 1) my philosophy of teaching, 2) analysis of artifacts, and 3) discussion and reflection. In the first part, I give a full account of my teaching philosophy which promote interactive teaching. I also include in this part different critical factors that impede students' interaction and teaching strategies to promote students' interaction. In the second part, I review and evaluate artifacts that I created during study in ELL program to demonstrate my teaching proficiency within TESOL standards and identify weakness for improvement. In the last part, I point out challenges of English language teaching in China and envisage future practices.

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Teaching Philosophy

A teacher plays various roles in a language class. A qualified teacher will be observant, responsive and sensitive to keep all his/her students engaged in the class, that is, a teacher will elicit and maintain interaction during instruction with students to keep students getting involved in the class. I had a passive learning experience during my second language acquisition. All students sat in the classroom quietly, listening to the teacher's lecture for the whole class. Having been an English language learner and teacher for decades, I maintain that initiating and maintaining interaction with and among language learners should be the core of language instruction. Walsh (2011) maintained that it is in interaction that language learners acquire language knowledge, develop new skills, and establish and maintain relationship through language.

Sundari (2017) investigated what factors affect classroom interaction in English as foreign language classrooms and concluded that teacher factors, such as instructional language and pedagogical competence, student factors, such as interests and motivation, learning objectives, content materials, and classroom context will exert impact on classroom interaction. Indeed, students' involvement and interaction with their teachers or their peers in class largely depends on if the teacher is able to transmit comprehensible input by appropriately setting up teaching aims, selecting teaching materials, and applying appropriate instructional language; and if the teacher can apply various teaching methods to provide sufficient opportunities for students to engage in various interactive activities. Therefore, in this part, I will illustrate my teaching philosophy through the dimensions of setting teaching and learning objectives, constructing comprehensible input, facilitating effective output, and encouraging continuous learning.

Setting appropriate teaching and learning objectives

Teaching and learning objectives of a language class refer to what students are able to know and to do at the end of the class. It is the guide to a language teaching as well as language learning in the class. Class activities, teaching methods, and teaching materials should be designed or selected for the sake of facilitating students to achieve the learning objectives of each language class.

Language is a tool for communication. According to World-Readiness-Standards for Learning Languages, “Communication is a goal that is at the heart of language study”, regardless of the situation where the communication occurs. Being able to communicate in target language should be the ultimate goal of language teaching and learning. For example, the goal that students will be able to memorize the spelling of words should not be an ultimate learning objective of a class as memorizing words cannot guarantee learners’ capability of communication in target language. Most of students, including me have an experience of memorizing words required by language teachers. However, based on my own experience, though I have words in my mind, I don’t know how to use them and neither do I have an idea of the meaning of the sentence the words are in. Therefore, learning objectives should be centered on communication in the target language. In addition, the communication should not be limited to a specific language class or context. Students should be able to use language across different subjects and different contexts. In this case, to support language development, what language form is essential for the class and what linguistic function students could achieve after the class should be considered. For example, if “could” is the core language form of the class, when setting up language goals, the teacher should first recognize the linguistic function of the modal verb “could”. The objective of this class should be based on this language function which can be

transferable or useful across different contexts, such as using “could” to describe possibility. In line with this goal, centered on communication, the class activities arranged to build up language development and the teaching materials selected to facilitate language input will promote classroom interaction among teachers and students.

Constructing comprehensible input

Interaction is a bilateral activity which requires the participation of comprehension and then expression. One of the most dominant reasons that students are unwilling to interact with teachers is that they are not able to understand what the teacher is talking about. Furthermore, learners can acquire the language only when they are able to comprehend the language. Krashen (1981 & 1982) proposed that language acquisition “requires meaningful interaction in the target language and ‘comprehensible input’ is the crucial and necessary ingredient for the acquisition of language”. Therefore, in language instruction, in order to facilitate language comprehension, promote the interaction, and scaffold language learning, the language teacher should construct comprehensible input for students. Numerous factors affect students’ comprehension, such as, student factors, like language proficiency, knowledge scope, life experiences, interests, and characters; classroom context, like class duration, teaching materials and class facility; and teacher factors, like instructional language, and language proficiency. Constructivism learning theory emphasizes the essentialness of prior experience and knowledge in new knowledge construction (Jonassen, 1991 & Bednar et al., 1991). According to this theory, by combining with their prior experiences and knowledge, students mediate input in their mind to comprehend new knowledge. Instructional tools that can be highly associated with students’ prior experience and knowledge are teaching materials, the instructor’s instructional language, and students’ funds of knowledge. In this case, to construct comprehensible input, the language instructor should pay

more attention to selecting and employing proper teaching materials, collecting and employing students' funds of knowledge, and appropriately framing instructional language.

1. Selecting and employing proper teaching materials

Teaching materials are an integral part of a language class. Teachers often utilize text books, reference books and other kinds of materials as language input for students. Whether students are able to have comprehensible input depends much on the teaching materials used in the class. Inspired by Vygotsky's zone of proximal development (1978), the teacher should select materials which are a little higher than students' language levels. If the materials are far beyond students' language proficiency, they will feel frustrated and have no confidence in language learning. However, if the materials are too simple or easy, students will lose interest. According to Krashen's Input Hypothesis (1981,1982), language acquisition takes place when the comprehension level belongs to "i+1", which means that students will learn the language when they can understand but not output. In this case, the teaching material with difficulty level higher than students' language level but within students' comprehensible ability, will facilitate students' comprehension and effective learning.

However, materials with appropriate language levels are insufficient. Guerrettaz and Johnston proposed that interaction between learners and materials "seem to occur when connections can be made between the content of the materials and students' "lives". Based on this statement, I believe that authentic materials, which are related to students' real life will facilitate students' comprehensible input and stimulate students' interaction with teachers as well as with their peers by encouraging them to process input based on their previous knowledge and life experience. Their related life experiences also provide more chance for students to give more oral response because students are familiar with the content.

2. Collecting and employing funds of knowledge

In order to render students a sense of belonging, stimulate students' active interaction with teachers and their peers, and help students construct new knowledge based on their previous knowledge and familiar experience, teachers can collect students' funds of knowledge and then employ them into class as resources. Funds of knowledge refers to the "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll, L., Amanti, C., Neff, D., & Gonzalez, N, 1992, p.133).

Iddings points out that learning students' household background information "allows the teacher to know the child as a whole person" (Iddings, 2009, p.305). She also points out that if teachers draw on students' cultural resources, both students and teachers are able to reflect on how they use literacy as a tool to inquire and think. At the same time, it can improve teaching and learning (Iddings, 2009).

As for collecting funds of knowledge, family visits, interviews, and surveys are all feasible and effective ways, by which teachers not only have a full knowledge of students' cultural tradition, interests, skills in household settings and so forth, but also "establish a fundamentally new, more symmetrical relationship with the parents of the students" (Moll, 2001, p.139). As for utilizing the funds of knowledge as resources, the teacher can first develop theme-based classes. Based on what the teachers have collected, they could recognize the themes that students frequently experience and are interested in. Then teachers could measure what specific vocabulary, expressions, and sentence patterns students can develop under this theme and arrange the themes in sequence according to the difficulty of language knowledge and language skills to develop a successive course system. After that, they could figure out activities that students can participate in under different themes. It will be more helpful if the activities are also

derived from students' daily life. By employing students' familiar experience or knowledge in class, teachers are able to stimulate students' interests in learning and promote students' participation. Students will be more active in interacting with their teachers and classmates, and contribute more ideas and knowledge, which allows them to be active participants in learning and construct knowledge by themselves.

3. Choosing appropriate instructional language

It is undeniable that the linguistic features of teachers' instructional language and how teachers talk in class will, to a large extent, affect students' comprehensible input. One on hand, using appropriate instructional language corresponding to students' listening ability and language ability will facilitate students' understanding of teachers' explanation and order, thus promote students' comprehension and mastery of the language. Only when students are able to understand the teachers' language, can they give effective response to interact with teachers. Otherwise, a language teacher who always uses complicated language structures and difficult words when instructing new knowledge would find his/her students sitting at the table, gazing at her, giving no response and feeling helpless. Except for simple and clear instructional language, teacher's questions that elicit students thinking and response should be more open-ended rather than only requiring yes or no answers. Reznitskaya (2012, p.447) proposed in *Dialogic Teaching* that the questions should be "fundamentally open or divergent". This kind of questions will elicit students' thinking and more interaction to serve new understandings.

Encouraging effective output

If comprehensible input is the prerequisite to students' understanding and language processing, then meaningful and effective output will function as a guarantee for language learners' interaction. The "interaction" here not only refers to language learners' in-class active

and meaningful response with language instructors and their peers, but also refers to language learners' real-life language interaction with other speakers.

After facilitating students' comprehensible input, language teachers should design various activities for students to have sufficient output, which is an effective way to support students in becoming language producers and rather than passive listeners as described at the beginning of my teaching philosophy. What's more, this also promotes students to apply the target language in real situations, to realize the ultimate goal of language learning—communication. Communicative Language Teaching and Task-Based Language Approach emphasize language learners' communication and interaction in language acquisition. Therefore, these two teaching methods are advocated in my teaching philosophy.

The World-Readiness Standards proposed that there are three modes in communication. They are interpretive mode, interpersonal mode and presentational mode. Interpretive mode refers to one-way communication via reading and listening. Interpersonal mode is a two-way interactive communication via conversation and email. Presentational mode is a one-way communication via speaking and writing. Though these three modes are interpreted separately here, they are not independent. Students' performance on a previous mode will have a great influence on the performance of the next mode and ultimately affect their language competence for communication. To scaffold students' communication, my teaching philosophy is in line with these communication modes.

1. Assessing language learners' understanding—Interpretive Mode

In order to maximize students' meaningful response and interaction with teachers and peers, assessing language learners' understanding of input is necessary to stimulate their output, though comprehensible input has been enhanced by applying appropriate materials and

capitalizing learners' prior experiences and knowledge. This could be realized by interpretive activities such as picture sequencing, summarizing main idea, True or False and so forth. It is worth mentioning here again, as it is so essential, that before assessing students' understanding, comprehensible input, which can be realized by appropriate teaching materials and students' funds of knowledge, is critical for language learners' understanding. Language instructors arranging these interpretive activities are able to, on one hand, check students' understanding of teaching content and adjust his/her teaching practice in time; on the other hand, facilitate students' comprehension of the teaching content and grasping key points of the class by focusing students on important information.

2. Consolidating understanding of new language knowledge—Interpersonal Mode

The Interpersonal Mode involves “two-way interactive communication”. It can be either written or oral activities, where two or more speakers are engaged in the activity. After being exposed to comprehensible input, interpersonal activities, such as role play, discussion, and making conversations about the text can be employed for students to initially practice the language they just understand. The activities in this mode can function as a transitional part for language learners to get familiar with the usage, meaning, and function of the language and practice in a quasi-real situation.

3. Applying language in real life—“Presentational Mode”

As for Presentational mode, which refers to a one-way communication via speaking and writing, I would propose that in this mode, language instructors set up real-life situations for students to use language to solve problems, to complete projects, to do things. Presentational activities, such as presentation, make posters, and so forth are conducive to students' consolidation of the new language knowledge and facilitate students' usage of language. The

previous two modes scaffold students' application of language in this mode. Therefore, activities under these three modes can facilitate students' understanding of the text and promote interaction, negotiation of meaning in language acquisition.

It is essential for language instructors to bear in mind that English language learners are assets of language classes. They can bring resources for meaningful interaction in class to optimize language instruction and learning. Language instructors should also be aware that language instruction is not a one-way practice where a teacher is continually instilling language knowledge or language rules into language learners' brain but an interactive practice between language instructors and learners. Language learners are not language machines; they need to interact with different participants both in class and real-life situations. Teachers should employ different strategies to promote students' interaction in class, such as applying learners' funds of knowledge, constructing comprehensible input, and encouraging output so that students are capable of communicating in various real-life situations. In the next part, analysis of various teaching artifacts is provided to prove that my teaching practice is in line with my teaching philosophy within in TESOL standards as well as to point out weakness for improvement.

Professional Knowledge

Professional Knowledge Area 1: Learner

Learner is the center of the class. Student-centered classes are promoted, which means language instructors should take various learner factors into account in planning and implementing language instruction. They are: students' characters, cognitive development, interests, cultural background, community, studying ability and so forth. These factors, if well incorporated in class instruction, will promote interaction because an instruction devised based on students' cognitive development, interests and studying ability will facilitate students'

comprehension; and integrating students' cultural backgrounds, interests and recognizing their community will encourage students to show their language response and to interact with others.

TESOL Domain 4: Identity and Context

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

In my opinion, this standard promotes two requirements for language instructors. First, it is necessary for language teachers to have a full knowledge of their students, including students' cultural and family background, their interests, their characteristics; that is, their funds of knowledge; second, instructors should also be aware to employ this kind of knowledge in their instruction so that students can be attracted by the content of the class and be willing to interact with teachers and their peers. In order to render students a sense of belonging and help students construct new knowledge based on their previous knowledge and familiar experience, teachers can collect students' funds of knowledge and then employ them in class as resources. Iddings points out that learning students' household background information "allows the teacher to know the child as a whole person" (Iddings, 2009, p.305). She also points out that if teachers draw on students' cultural resources, both students and teachers are able to reflect on how they use literacy as a tool to inquire and think. At the same time, it can improve teaching and learning (Iddings, 2009).

My teaching philosophy which aims at creating an interactive language environment is well in line with these two requirements. To promote interaction with and among students, the theme and content of the topic should be familiar to students. The knowledge and application of

students' funds of knowledge provides a bridge between teachers and students, between new knowledge acquisition and existent knowledge, which can connect teachers' instruction with students' learning.

Artifact A

When planning instruction, I always pay attention to applying students' various identities, including their characteristics, interests, their learning abilities, cultural backgrounds, and the community they are in. My final instruction plan of the course Teaching English as Second Language is designed for a review class whose objective is that students are able to use the names of food they have learned in real situation. The language learners in this class are Chinese students who are in grade 4. Students at this grade are supposed to have been able to master and use 500-600 words. They can understand simple stories with pictures and make conversation about daily topics, such as family, food, sports and so forth.

This instructional plan promotes interaction from three aspects by recognizing and applying students' identity. Firstly, I set "Healthy Eating" as the topic of my class, which is a hot issue in China in present days. In this large community of China, students are quite familiar with this topic. No matter in school or at home, students are always encouraged to eat healthily--having more green food and less junk food. By watching the video about eating a rainbow and checking their everyday food on the Handout 1(See Appendix Artifact A Handout 1), students will pay close attention to this topic because it is closely related to students' daily life, which will increase their interaction with teachers and their peers because when familiar with what the teacher is talking about, students are able to use their previous knowledge and life experiences to comprehend the class content and express their own opinions. The familiar topic will decrease the difficulty in comprehending class content and

provide a sense of belonging for students in the class, which makes the class easy for students to follow and express their ideas.

Second, using authentic materials that students are interested in. In this instructional plan, firstly, I use a video to show a song named *Eat a Rainbow* to raise students' interests. Students at the age of ten like watching cartoons. They are also fascinated by colorful things. Taking their interests into consideration, I use the video "Eat a Rainbow" and the "Eat a Rainbow" table (See Artifact A Handout 1) as teaching aids to raise students' awareness of their eating habits and the activity-creating a colorful menu based on the table provide opportunities for students to use the words about food in real situation. In the rainbow table, different colors represent corresponding vegetables and fruits. Since students like rainbows, they will be curious to see what vegetables and fruits are in different colors and willing to participate in class activities. Interest is one of the most important aspects of students' identity. The interests will motivate students to interact with teachers and their peers, participate in class activities, and extend efforts to complete learning tasks.

Thirdly, designing activities based on students' interests, characteristics and learning abilities. In this instructional plan, I set up various activities to promote interaction, such as singing a song, Ask and Answer, reading and checking, pair work, and drawing. It is difficult for students at the age of ten to focus on teachers' instruction for the whole class. Therefore, it's easy for students to distract from teacher's instruction if the teacher give lecture for the whole class. The various activities will attract students' attention by creating opportunities for students to answer teachers' questions, discuss with their peers, speak to the class and cooperate with their partners. Therefore, the activities, which are designed based on students'

characteristics and learning abilities, will form a highly interactive language learning environment for students to promote their effective learning.

Learning about students' identity and learning context is essential for a language instructor to recognize what factors and how they will influence learners' language acquisition. To create an interactive learning environment, a language instructor should also have a systematic knowledge of the mechanism of language acquisition.

TESOL Domain 6: Learning

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

A professional language instructor should not only be able to employ students' cultural background but also have a full knowledge of how learners acquire foreign language, which means that a teacher should have a systematic professional knowledge on the process of second language acquisition. The knowledge of Second Language Acquisition should be applied as theoretical foundation for teachers to design, plan, and implement their instruction in language classes. Having a full knowledge of how language is acquired, the language instructor will design and implement class activities and instructing procedure in a more intentional way, which will be in line with learners' learning characteristics. In addition, teacher should bear in mind that there exists individual difference in language acquisition. When it comes to a certain student, teacher should dig further into the details of how he/she acquires a second foreign language.

Artifact B

The artifact I will use to demonstrate my competency in this domain is the Final Case Study Report in Second Language Acquisition class. In this report, I interviewed a language learner to learn about her language acquisition trajectory and then analyzed her oral and written English, based on which I provided an instructional plan for her to enhance her language proficiency. In the introduction part, I mainly learned about the learner's language proficiency and her learning context. I found that the interviewee learned English at the age of 15. She experienced Chinese outdated ways of language instruction, such as learning vocabulary by memorizing vocabulary lists, and learning grammar starting from being crammed with countless grammar rules. During her spare time, she rarely had opportunities to speak or use English. Now as a teacher as well as a researcher, she is learning and improving English mainly through reading research paper. Since her first year as a graduate student, she has read English research papers related to mathematics to further her research projects. Then in the second and third part of the report, I analyzed the interviewee's language proficiency from four aspects, they are, pragmatics, phonology, grammar and semantics. The interviewee had limited language proficiency in these four aspects. I also analyzed the errors that the interviewee made in her speech or writing language and categorized the errors according to my language knowledge. For example, one of the most obvious limitation of the interviewee's language problem is her inaccuracy of pronunciation. She pronounced inaccurately on many phonemes. But some errors were similar, such as adding the retroflex approximant [ɻ] in the middle or at the end of the words, pronouncing /l/ as /n/. Based on the categorization of English phoneme, I classified the errors into different types, which gave me a clear view of what kind of mistakes the interviewee made frequently. I also dug further into the reason why certain errors occurred based on her

learning context and learning process. Based on my accumulation of the knowledge on language and previous teaching experience, I found that lack of practice and authentic language environment is only part of the reason. The dialect that the interviewee speaks had exerted a tremendous influence her language acquisition. For example, in the interviewee's speech, the reason why she always pronounced /l/ as /n/ is that she could not distinguish /l/ and /n/ in Chinese because of her Hunan accent. In Chinese, the pronunciation of word "milk" for Chinese Pinyin is /niú nǎi/, but the interviewee would unconsciously pronounce the word as /liú lǎi/. That is why Rong's pronunciation of /l/ in English sounds like /n/.

By learning about how the interviewee acquired foreign language, I provided pertinent instructional plans for the interviewee in which my language knowledge and accumulation of theories of language acquisition were applied. For example, according to the mechanism of language acquisition, language is mainly acquired initially by imitation. In this case, it is indispensable for teachers to show correct example for language learners. In addition, because of the influence of her dialect, I suggested that teacher should describe how to pronounce a certain phoneme and have learners make comparison between similar sounds.

Therefore, in this report, I collected data about learners' language proficiency and the process of her language acquisition, and then I analyzed the reason about her performance in speaking and writing. This analysis allowed me to have a clear view about how she learned second language and what contributed to her present language proficiency. Then I applied my knowledge on English language and second language acquisition in making instructional plans for the language learner, providing learning and instructional advice based on how language is commonly learned, what common problems usually exist among certain learners, and how to avoid or deal with such problems.

As mentioned in the teaching philosophy, language learners are valuable assets and resources of language instruction, which teachers can draw on in their instruction so that students will provide more meaningful response and interaction with language instructors and their peers. In this case, learning about students' language learning trajectories and background information, and employing the information in class instruction is essential for an interactive class.

Professional Knowledge Area 2: The learning Contexts

The language instructor should construct supportive learning contexts for language learners. A supportive learning context means that the language teacher constructs a favorable environment in which students believe their teachers and feel pleased to interact with each other. A supportive learning context depends on various variables, including the students' psychological feelings when learning, class activities the instructor designed, teachers' feedback, and so forth. The language instructor should take all of these factors into consideration when constructing learning contexts.

TESOL Domain 2: Instructing

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

Three words demonstrate the core of this standard on learning environment—supportive, purposeful and respectful. The language instructor should create a supportive learning environment which promotes students' interaction with themselves and others through scaffolding their comprehension of class content, meeting their learning needs, respecting students' various cultures, learning characteristics, personalities and interests, and facilitating students' continuous learning. Purposeful learning, for one thing, literally, means

that students are able to achieve the objectives of the class or language learning after they complete activities or finish a class; for the other thing, purposeful learning, more profoundly, should be interpreted as meaningful learning that students in the supportive learning environment can achieve. Meaningful learning requires learners not only to understand the information, to associate the new information with previous knowledge, and to boost further understanding (Allrich, 2017), but also to apply language knowledge and language skills to initiating and maintaining effective communication with others. Allrich (2017) proposed that the learner will be fully engaged if the meaningful learning is occurring. Language instructors will establish trust with learners when they respect their different learning characteristics, their various needs, their rich culture backgrounds, and interests. Therefore, this standard requires language instructors to acknowledge language learners' differences and integrate these differences in language instruction. My teaching philosophy is well in line with this standard. For one thing, by recognizing, acknowledging students' differences in culture backgrounds, interests, and learning characteristics, valuing these aspects as determining factors for students' meaningful learning when implementing language instruction, student will obtain a sense of being respected and cared about, thus, they will fully participate in the class activities and interact with teachers and their peers. For another thing, a purposeful and meaningful language learning requires language teachers to design class activities which can facilitate students to achieve language objectives, and encourage and scaffold their understanding and interaction.

Artifact C

The artifact that I analyze in this part to demonstrate my competency is Instructional Plan 1 of the course Teaching English as Second Language (Version 1). In this instructional plan, teachers were required to design class activities which was conducive to language learners'

comprehension of the teaching materials. To scaffold students' understanding, four interpretive activities were designed: vocabulary learning, listening for the main idea, acquiring detailed information, and putting sentences in order; to encourage students' interaction, one interpersonal activity was designed: interview. The activities were designed based on learning objectives, learners' learning and developmental characteristics, and interests.

Supporting and facilitating students' meaningful learning by engaging students in interpersonal activities and cooperative learning. The pair work both in the fourth interpretive activity and interpersonal activity allowed students to have more opportunity to interact with their peers. In the first place, to finish the task, it was necessary for students to negotiate their products of the task, at which time the meaningful interaction occurred and lasted for the whole task. Furthermore, students in cooperative learning would also interact with themselves to promote self-learning when they discovered their partners' strength and learned from them. In the interpersonal activities, students were asked to do an interview by working with their partners. To complete this task, students would use the target language they had learned in the previous activities in the quasi-real situation set by the teacher to realize communication. This bilateral activity not only called for students' language use as a basis for communication, but also required continuously effective understanding and meaningful output so that students were able to initiate, maintain, and properly end the interview.

Supporting and facilitating students' purposeful and meaningful learning by creating a respectful learning environment. As mentioned above, creating respectful learning environment requires language instructors to acknowledge students' cultural backgrounds, learning and developing characteristics, and interests; and also to integrate these factors into language instruction. In this instructional plan, considering that the concentration duration of

students at the age of ten is relatively short, I designed various activities including watching a video and competition, which called for multi-sensory to draw students' attention. However, the video was about two adults having dinner in a restaurant, which might be less interesting to students at this age. If I replaced the video with a cartoon which had the same content and situation, it would have further enhanced students' engagement in the class activities. In addition, though I incorporated cultural learning in language instruction by asking students to categorize the food by starter, main course, sides and drinks in the first interpretive activity, I did not take students' learning characteristics into full consideration. This is a well-intentioned activity which aimed to have students realize the different food cultures between China and western English countries. However, students had no knowledge background about starter, main course and sides. In this case, students would be most likely showing no response or no interaction in this activity since the teacher did not scaffold the understanding of different categorization of foods. Therefore, to facilitate students' cultural learning, it is necessary to take students' culture and learning characteristics into consideration.

Professional Knowledge Area 3: Curriculum

When it comes to a good curriculum, countless factors will be considered, such as learner, learning context, content of the curriculum, language teachers, implementation of class, and so forth. This part will mainly focus on planning instruction and content of the language instruction. As mentioned in the teaching philosophy, learning objectives provide directions for instruction planning and the ultimate goal of language learning is to be able to communicate in real-life situations. It is essential to set up appropriate learning objectives based on learners' background information. An instruction plan should be able to meet learning objectives. A language teacher should also be aware that there is no perfect plan and

that teaching situation may change unexpectedly at any time, which requires a qualified teacher to be flexible and ready to adjust his/her teaching practice in class. An instruction plan with communicative purposes, which involves listening, reading, speaking and writing will promote students' interaction by designing real-life language activities and tasks for students.

TESOL Domain 1: Planning

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

The typical demonstration of a good curriculum is by curriculum design. However, there are various definitions of curriculum design. Some define it as “the part of an education career that focuses on developing new curriculum for students.” (“Curriculum Design,” n.d.) Some refer to it as “a term used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course” and describe it as a “way for teachers to plan instruction”. (“Curriculum Design," n.d.). This knowledge area will mainly deal with making instruction plans, that is, how to make a favorable instructional plan.

Every teacher should embrace the competency of planning his/her class and must be able to plan and design his/her each lesson in advance. As Burke (2002 & 2013) put, neither language learning nor language instruction should be left to chance. Language learning or language instruction are not improvisations; they should be created intentionally. Both language teacher and language learner should be well-prepared for the language activities. In this case, the language instructor should deliberately plan his/her each lesson before each class and also have language learners be ready for language learning. In addition, the instructor should also be capable of revising and adjusting his/her plans immediately based on the learning context to meet learners' needs and guarantee learners' engagement.

In order to promote all learners' engagement and achievement, it is essential for the language instructor to make plans based on students' learning needs and goals. The learner goals act as a guidance for language instructors to set up class objectives, to design and arrange every class activity when planning instruction. Therefore, to make an effective instructional plan, a language teacher should identify students' learning needs and constraints first, then organize the learning needs and goals into a sequence, by which the teacher will select class content and design class activities. The language teacher should also bear in mind that a good curriculum design should not only exist on paper; it should be implemented. However, since there are numerous uncontrollable factors, the language teacher should be aware of any change before class implementation, be observant and sensitive to the class situation, and be able to adjust his/her instructional plan immediately.

Artifact C

Artifact C is a design of instructional activities. Each activity I designed contained its purpose, which, if students complete all of the activities in the class, would facilitate their purposeful language learning. For example, two of the class objectives were that students were able to: 1) master the pronunciation, spelling and meaning of the words about food; and 2) acquire the meaning, function and usage of the sentences pattern: What would you like? I would like.... By finishing the first sub-activity of the vocabulary learning, which asked students to watch the video and circle the food they hear, students were able to acquire meaning, pronunciation of new words and sentence pattern about food in the video. The activities requiring students to work out main idea and details of the video aimed to expose students in the situation of having meals in a restaurant in which they would be repeatedly exposed to the target sentence patterns. Aided by the situation and the interpretive activities,

students were able to internalize the meaning, function, and usage of the target sentences, which facilitated their comprehension of the language materials and mastery of the target language. Therefore, by designing activities with clear purposes which is consistent with the language objectives of the class, I, as a language instructor, promoted students' comprehension and made a solid foundation to prepare students for interaction.

Artifact D

Another artifact I am going to analyze includes the first (See Artifact D) and modified (See Artifact A) version of my final instructional plan. In the final instruction plan, students were required to design a 9-minute activity based on a previous theme (food) and then implement it in class. The learning goals of these class, which were set according to Chinese National English Syllabus, were that students were able to: 1) make comments on food; 2) read and understand bar chart and food instructions on packages; 3) make comparison and contrast by using the information they have obtained; 4) be aware of healthy eating. Based on the language learning goals, I applied Task-Based Language Teaching in my class. In pre-task phase, students were going to see a video about a boy who was suffering obesity and find why he had the problem. This activity aimed to introduce the task to students, have them review the words they had learned in previous class, and get students ready for the task. Then in the task completing phase, students were going to read food instructions and compare the nutrients each kind of food contained, and then work out which food is healthier by completing the table provided for them. In this phase, students' reading ability will be enhanced. Specifically, it is assumed that, in this part, students were able to strengthen the reading sub-skill of scanning for specific information in this activity. What's more, by making comparison and discussing with their partners, students would figure out which food is healthier and be capable of talking about healthy and unhealthy

food with the information they had obtained, that is, being able to make comments on food. In the post-task phase, students were required to report their menu made for the boy with obesity and do a report. In this phase, students were supposed to enhance their writing ability by finishing the menu and further improve their speaking ability by doing report to the whole class. Ideally, by completing the whole task and voting for the best menu, students would be able to talk about healthy food and be aware of healthy eating.

At first, this instructional plan looked perfect for me because students were able to meet their learning needs and goals by completing the purposeful task, which appeared not only to encourage students' interaction with teachers and their peers, but also to promote effective learning through selecting life-related topic, using authentic materials, constructing real situation, and incorporating cooperative learning. However, I failed to take one most essential factor into account when setting up the learning goals for students; that is, students' current language proficiency and constraints. The instructional plan was for students of Grade four in elementary in China. Students at the age of ten in this grade are at the beginning level of language acquisition, which means that they are unable to understand or comprehend the food instructions on packages. In this case, the learning goal—students are able to read and understand bar chart and food instructions on packages—was not appropriately designed for students and the seemingly appropriate authentic materials and reading activity would neither enhance students' comprehension of the class content nor develop students' reading ability, needless to say encouraging all students' engagement or achieving learning goals. If the instructional plan is implemented, students would definitely be frustrated to participate in class activities or interact with teachers. They would also most possibly fail to complete the task, which would undermine their confidence and interests in continuous language acquisition.

In this teaching plan, though the activities designed are targeted at the learning objectives and enabling language learners to apply the language in real-life communication, such as reading food instructions to obtain nutritional information when shopping, delivering nutritional information for other speakers to talk about foods and so forth, this designing fail to take learner's factor into consideration. If learners' background information is ignored in language instruction, then the materials selected based on students' language proficiency and prior experiences, class activities designed for achieving language goals, the learning context set up according to learners' backgrounds will fail to facilitate learners' interaction and language acquisition.

Artifact A, D& E

Failing to have my instructional plan (Artifact D) passed for implementation allowed me to realize that language teachers should be conscious of not only identifying students' leaning needs, but also their existing language proficiency. The language goals should be set within the range of students' ability. In addition, teachers should also pay attention to students' developmental characteristics. Unlike adult learners, students in elementary school may have no idea of what they need to learn or acquire. It is language instructors' obligation to identify students' specific needs and make appropriate learning goals for them, and then designing instruction plans corresponding with the learning goals. Since the learning goals I set for students were much beyond their language ability, the class activities, though might seem to be conducive to achieving language goals, were of no effect for students' interaction or language acquisition in class.

I modified the instructional plan (See Artifact A Instruction Plan). First, I made a change in learning goals. The part related to reading ability was revised to that students are able to

understand the words in the “eat a rainbow” chart. Since students have acquired most of the words in the previous class, students are able to recognize the words and finish the task. Though there were still some strange words, students were able to guess the meaning of the words based on the clues of color. Second, the task was also modified. The task required students to do an interview about their partner’s eating habits. To assist students in completing the task, in preparation part, students listened to a song named “Eat a rainbow”, which elicited students’ interests and draw students’ attention to the task by using cartoon videos. At the same time, students would get an idea of eating every color of food every day, which laid a solid foundation for them to finish the task. In the task-completing part, students would do individual work first to check the table (See Artifact A Handout 1) about what color they have every day. In this part, the skill of scanning for specific information was developed when students were reading the table “Eat a Rainbow” (See Artifact A Handout 1). The pair work in this part promoted students’ interaction by applying target language and their life experience into the conversation. When the plan was being implemented in class, I obtained acknowledgement from my classmates who pretended to be the 10-year-old Chinese students.

However, when implementing the instructional plan (See Artifact E), I also found some inappropriate aspects. The time provided was so limited that I had no time to do the “menu creating” part. At that time, I changed my plan immediately. I asked students to finish this part as homework (See Artifact A Handout 2) for them. This kind of situation is not unusual in real classroom. The language instructor may encounter time limitation in a real class. In this case, language instructors should be flexible enough to make appropriate revision or modification immediately.

A professional language instructor should be prudent and critical with instructional plan which must correspond to language learners' learning goals, interests and language proficiency, guaranteeing all learners' engagement, and promoting effective learning. What' equally essential for a qualified language instructor is that he/she should also be sensitive and observant enough to make instructional plan proper all the time.

TESOL Domain 7: Content

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

This standard implies two requirements for language instructors: facilitating students' using language for genuine communicative purpose and constructing content-based language teaching. As I have mentioned above, meaningful learning takes place when language learners understand the language and apply language into communication. In this case, my teaching philosophy, which calls for interaction, is closely adhere to this standard. Using authentic material and creating real-life situation are two most effective ways to create genuine communicative purpose and to involve students in communication. By using authentic materials, students are involved in a real-life situation since authentic material is for native speakers. Creating real life situation is not only conducive to students' language use but also promotes interaction because in real-life situation, students are able to use their life experience and existing knowledge to maintain their communication.

Artifact F

The artifact I am going to use for analysis is the revised first instructional plan (See Artifact F) of the course: Teaching English as Second Language. The learning objectives after this class were that students are able to know the function and usage of the target sentences, and to use the vocabulary and sentence patterns to enquire and express their preferences of foods. Incorporating the cartoon video in which a family came to a restaurant for dinner involved students in a real-life situation when they tried to understand what the video was talking about. With instructor's guidance, students would not only focus on the meaning and pronunciation of target sentences, but also the function and usage, like, in what situation could he/she speak out the sentence, how could he/she express what she wanted to when having meals in a restaurant. In addition, an authentic material can also promote students' culture learning. As we know, authentic material is for native language speakers, which inevitably contains the native culture. For example, under teachers' guidance, when students were watching the video and trying to comprehend how the family ordered meals in a restaurant, they would notice that, unlike Chinese people who order dishes and staple, western people may start with entrée and sides. The authentic material created a real-life situation for students to communicate with each other, which would promote their language use in real situation. In turn, the cultural knowledge and cultural awareness students obtained from the material would be conducive to students' meaningful and authentic output.

Artifact G

Another way to promote genuine communication is to create real-life situation for students' classroom activities, such as role play, interview, doing a survey, and so on. In the instructional plan, students were asked to work in groups and do a role play, with one as a waiter

and the others customers. Ordering food is highly related to students' life and students all have experiences in having meals in restaurants. This activity created an authentic situation, which was closely associated with students' daily life, constructed opportunity for students to negotiate meaning with each other for real purpose—ordering food. Based on this purpose, students were able to not only use the language but also the cultural knowledge. In this case, the meaningful and purposeful language learning took place when students interact with each other.

Artifact G

To promote students' language use for genuine communicative purpose, inner classroom activity is not sufficient. Language instructors should also make full use of and develop students' out-of-school literacy. The Artifact G includes a slide and a handout for one of my presentations in Education Foundation class. In this presentation, I described what the out-of-school literacy is, shared generally how to develop students' out-of-school literacy, and organized discussion on how to develop out-of-school literacy based on different scenarios. The introduction part aimed to deliver the idea of the potential dominance of students' literacy development in out-of-school activities, and the real authenticity existing in students' out-of-school world, and the ways to assisting students in using and developing their language. The first discussion which asked pre-service teachers to work out their plans for collecting students' out-of-school activities, allowed them to have a plan for learning about their students' out-of-school contexts. The second discussion, in which preservice teachers worked in groups to make plans of developing out-of-school literacy for certain student based on his/her background, helped pre-service teachers to form the awareness and their own way to enhance students' language use. By sharing ideas with other partners, the pre-service teachers would have a much clearer view about in what kind of situations outside school how students can enhance the language use. In this presentation, one of

my main point was that students are assets not only for class instruction, but also for their own language learning and improvement outside of school settings. As Skeret (2015) suggested, to help students develop out-of-school literacy, teachers firstly use table, open questions, journal entry, video-recording, and audio-recording to learn about students' out of school activities; then analyze what language students will use in each activity, how often they did the activity, and what goals they are after for the activities; and then work with students to work out a plan for students to encourage them to use language in their interested real-life activities. Since these activities are what students have passion for, helping them work out this out-of-school literacy plan can facilitate students' language use in real situation and achieve meaningful communicative purposes. Also, this literacy development plan well integrates students' backgrounds into language learning.

The previous part focuses on how to construct and scaffold language learning through interaction by recognizing and setting up appropriate learning contexts, by identifying and employing resources language learners bring to class, and by setting up appropriate learning objectives, crafting and sequencing proper activities, and selecting suitable authentic materials based on characteristics of learners and learning contexts. Assessment is also a critical part of language instruction that cannot be ignored because assessment is an effective tool for teachers to perceive what his/her students can do, based on which, the teacher can craft his/her instruction to promote interaction, thus to facilitate meaningful learning.

Professional Knowledge Area: Assessment

Assessment of language is used in various kinds of situations. It can be used in workplace to employ foreign workers. Language assessment act as gateways for international students who intends to pursue academic degree in foreign countries in which people speak different language

than he/she does. Language assessment can also perform as a guiding tool for language teachers' instruction and learning about students' performance. This part mainly focused on the guiding role of language assessment in instruction and learning about students' in-class performance.

TESOL Domain 3: Assessing

Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction “on the spot” and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessment of their learning.

When it comes to assessment, many teachers or students will regard it as a test, and think students as the only focal of the act. Most students will be resistant to take a test because the test will put them in a tense atmosphere. Since a test typically will point out their mistakes and their weakness, they are not confident to encounter the results after a test or the act of ranking based on the scores they obtained. Therefore, a test is more diagnostic in nature; it is to measure “knowledge and application of skills” (Brantley, 2007). However, assessment is different. The function of assessment is not only to allow students to learn about where they should make improvement, but also about their progress. In addition, the assessment is not only for students but also for teachers: the assessment is to “provide appropriate instruction.” (Brantley, 2007). In this case, a language instructor should create a comfortable environment for students to be engaged in assessments. The teacher should make students realize that assessment is not to exert burden or pressure on them or not to point out their weakness or mistakes, but to help them to

make more progress. Based on this principle, language assessment should be implemented frequently and regularly to help both students and teachers for their improvement.

In addition, unlike traditional assessment which is usually carried out on certain date or at the end of a semester, language assessment should be integrated in everyday class in order for students' awareness of their progress and teachers' evaluation on their instruction and immediate adjustment. Furthermore, a language instructor should rule out bias and consider the characteristics of second language acquisition and individual variables, such as age, previous language experiences, and language proficiency (Lightbown & Spada, 2006). Last but not least, since assessment is for students' progress, language instructor should make specific rubrics for language assessment, which is in line with the learning objectives. The language instructor should also be aware of giving supportive report after assessment. Supportive report means that based on the principle of encouragement, teacher first point out the progress and strength of students' language performance to establish confidence toward their continuous learning. Then specific instruction on how to make improvement should be provided accompanied by uncovering where students should make improvement. In this case, students will see assessment an effective tool, a guide for their continuous progress, and a motive for a continuous learning rather than an obstruction in their language acquisition.

For language instructors, assessment sheds light on what students are able to do, based on which the teacher can craft meaningful activities to promote students' meaningful interaction, which scaffolds their comprehension of new knowledge and mastery of language skills.

Artifact H

In this part, the Phonology Mini-Analysis was applied to demonstrate my competency in collecting and interpreting students' language performance, adjusting and planning instruction according to the interpretation of the assessment. Students were required to analyze one nonnative speaker's English oral proficiency and then give specific advice. It is well known that an individual's speaking skill not only contains pronunciation, but also comprehension, fluency, grammar and vocabulary. In this case, I applied the Student Oral Language Observation Matrix (SOLOM), which is rating scale to measure students' command of oral language. This assessment, in part, is favorable due to following reasons. First, it is based on solid rubric which aimed to measure a speaker's oral language. Using SOLOM to evaluate the speaker's language proficiency in phonology, I have the following interpretations. Much of her utterance was intelligible and understandable though with some apparent pauses, many repetitions and excessive filter words which led to disruption and disorder in fluency. Besides, the speaker had limited vocabulary and she did not do well in the usage of vocabulary. In her expression, she not only made pauses due in part to her lack of vocabulary but also frequently misused an adjective as a noun, an adverb as a noun, a verb as a noun and so forth. For example, she uttered, "the different may be the... every people's...". Here she misused an adjective as a noun. As for her pronunciation and fluency, she paused, repeated too much due to her lack of vocabulary and deficiency in grammar. Most of the sentences she spoke out were in disorder. The speaker had also been seriously influenced by Chinese thinking. She organized her sentences in a Chinese way, that is, some sentences were translated into English one character by one character without taking into account the grammar rules. In this analysis, I selected an appropriate rubric to assess the speaker's oral language. Second, in this assessment, I also take into consideration the speaker's language learning context and characteristic when interpreting the results of SOLOM.

For example, when analyzing her pronunciation, besides instruction, lack of practice and authentic target language environment, I also found that the speaker's dialect, her habit in pronouncing first language had a significant impact on her pronunciation of second language. Third, specific suggestions were provided based on the analysis. Having a clear view of the speaker's oral language proficiency and analyzed the reason of her performance, I provided specific suggestions on her improvement, such as demonstrating specific way for pronouncing a phoneme, like the shape of the mouth, the position of the tongue and so forth, comparing similar sounds, and trying to use paraphrasing when speaking. The suggestions provided specific ways to improve different aspects of speaking. Therefore, in this artifact, the teacher demonstrated her ability to collect and interpret language learner's language performance and translate the interpretation into language instruction.

However, the teacher did not meet the whole standard because in the report part, she only focused on the language learner's weakness rather than adhering to the principle of encouragement, that is, promoting the learner's confidence in continuous language acquisition. It would be better to have students view assessment as a tool which can facilitate their language acquisition if the instructor pointed out the strength the language learner embraced first when reporting her assessment result.

Artifact C

In Artifact C, I designed interpretive activities to check students' understanding of learning materials which contained targeted language knowledge and skills for this class. Various activities in this part, including vocabulary competition, vocabulary categorization, summarizing main idea, and detail understanding were designed for checking students'

understanding and vocabular. In this assessment part, the vocabulary part aimed to check students' knowledge of words on food, which were learned in previous class. These words were essential for students' comprehension of the text. The categorization part was to have a view of students' cultural knowledge on food culture. By doing this assessment, the teacher was able to have a clear view of what food culture students had known and how much they knew. More importantly, this part of the assessment directed teachers' instruction on food culture, which could facilitate students' interpersonal activities which required them to make a menu and make a conversation about ordering food in a restaurant. Therefore, the assessment in class both helped teachers to learn about what students' have achieved, and more importantly directed teachers' instruction for meaningful learning.

Discussion and Reflection

The English Language Learners program has equipped me with large amount of professional knowledge and numerous skills in language education and allowed me to be well-prepared for the future work as an English teacher in China. However, as learning contexts and learners will change in Chinese situation, to promote meaningful and learning, adaptations and adjustment should be made. It is also necessary to foresee the challenges in advance. Either making adaptations or confronting challenges calls for teacher's continuous professional growth. In this part, what challenges a Chinese language teacher will confront will be given a full account, and how the language instructor should be catch up to meet students' need and professional standards.

TESOL Domain 8: Commitment and professionalism

Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.

Ideal classroom instruction. As I have described and analyzed in the above part, as an English language instructor, I value the learner's identity, learning needs, emotional experience as essential factors for constant language acquisition. Therefore, ideally, all of my students in my class will feel excited and motivated to acquire the new language. They are eager to use language to interact with the teacher and their peers in English. They are eager to participate in every class activity and find it not only interesting but also conducive to their progress in language acquisition and also their communicative purposes in real situations. More importantly, after my instruction, they are willing to use and learn the language continuously in their daily life. The language learner's identities, including their language experiences, family background, their interests, their out-of-school activities, will facilitate students' language acquisition in terms of scaffolding their comprehension of new language knowledge and mastery of new language skills based on their previous knowledge and experiences, and promote meaningful output and language use in real language context.

Therefore, I am going to plan the following practices to realize students' meaningful learning in and out of language classroom. Firstly, I am going to implement pre-class assessment to learn about students' language proficiency, learning needs, and interests so that I am able to make for everyone an individual learning plan. This pre-class assessment will be implemented at

the beginning of every semester and also before every class. I will conduct one-on-one communication with students. This communication will involve asking and answer questions with the language teacher and give a speech around a given topic. This one-on-one communication allows teachers to have a direct understanding and knowledge about every student's language proficiency. A specific report will be provided for every language learner by the language instructor. During one-on-one consultation, the language teacher will also illustrate individual learning goals for students and identify aspects for improvement. Secondly, having collecting students' background information, such as learning trajectories, preferred learning styles, cultural traditions, cognitive level and so forth, I am going to create theme-based classes according to learning goals to provide comprehensible input and immerse students in the language environment. During instruction, Task-Based Language Teaching and Communicative Teaching Method will be applied with authentic materials and real- life situations so that students are able to both acquire and use language in authentic contexts which are closely associated with their life experiences. Cooperative learning, combining with individual work, will also be incorporated in the language class because it can not only maximize the chance of interaction but also hone learners' other necessary personal skills when using target language, such as cooperative skill, communication skill, problem-solving skill, and so forth. At the end of each classes, students will be given opportunity to evaluate the activities they have participated in in terms of their interests and gains. Students will also assess their achievement of learning goals by using rubrics after each unit. The language instructor will assess students' performance in learning and give specific instructions.

However, this is an ideal plan. A language teacher will confront numerous unexpected situations, which requires the language teacher to promote their professionalism continuously so

that he/she is able to be observant and make immediate adjustment. The language teacher should also be acute to the teaching context, and is capable of evaluating and predicting potential challenges the students and language teacher will confront.

Challenge 1: Balancing test-orientation class and skill-orientation language class. The examination system has to a large extent put the English language instruction in a state of being exam-orientated. The English class was more a class to hone students' test skills than a class to cultivate students language skills. The language teacher should not misunderstand the learning goals of language acquisition and instruction though under such a policy and system. It is indeed to change a long-established system or policy but it is relatively easy for a teacher to manage the balance between these two seemingly conflict aspects but between which there are many overlaps. Standardized tests, especially Chinese English tests, such as College Admission Examination is more inclined to test accuracy of language. Other skills the test designed to evaluate, such as listening, reading, and writing are within basic skills for communicative purposes—the ultimate goal of language learning. In this case, to address this issue, on one hand, educators and other experts should continue to develop more equitable, sophisticated and comprehensive evaluation systems. On the other hand, teachers should promote meaningful language learning—using various resources to scaffold students' language comprehension, setting up real-life tasks for students to practice their language knowledge and skills, and caring for students' affection in language learning so that they can develop continuous passion and motivation in language acquisition.

Challenge 2: Balancing fluency and accuracy. Test-oriented language teaching also triggers another challenge, that is, whether a language teacher should give priority to language

fluency or accuracy. The language instructor is always confused about how to balance language fluency and accuracy. When evaluating the interview's oral language proficiency, grammar accuracy, pronunciation accuracy, fluency are all standards based on which favorable oral language proficiency develops. However, fluency and accuracy seem to be exclusive to each other. For example, when a language learner presenting a wrong sentence structure when he/she is speaking, if a teacher interrupts him/her to correct his/her sentence and makes it correct, the speaker's language fluency will also be interfered. If the teacher does not correct the speaker's language error to guarantee fluency, the student may not be able to realize his/her error. It is difficult for a language instructor to develop students' accuracy while guaranteeing fluency. Teachers are designing targeted class which only develop one of the two in a class and to some extent, ignoring the other one. This seems to be a feasible practice but is there any more effective way to balance these two?

Challenge 3: Classroom volume is much larger, a teacher giving instruction to an average of 35 students in a language class in China. Due to China's large population, the class volume is much bigger than that of America. Under this social situation, lots of successive problems will negatively influence students' language experience if not addressed appropriately. Problems like promoting all students' engagement, managing the whole class at the same time, covering various individual needs and interests, and discrepancies in learners' language development. It is more necessary for the language instructor to think about how to involve all students in her instruction and have all the class be engaged in class activities. It is also difficult for the language instructor to cover all students' interests and learning needs in class. A system of instruction plans for the whole semester or students' whole language acquisition appears to be significantly necessary. The group work and specific individual learning plans are helpful under this situation.

However, they are far from sufficient, which calls for the language instructor's continuous professional growth.

Professional growth to meet the challenges. Teaching is a dynamic job, which requires teachers to enhance their professionalism continuously to meet increasingly demanding standards, confront with and address various problems regarding learning and teaching. Therefore, a language instructor should make following efforts: 1) broaden knowledge scope on second language acquisition to learn about how language learners' learning experiences will affect or facilitate their language acquisition, what influence their communities will exert on their language learning, how to apply communities to facilitate students' language development. 2) doing research to explore more effective ways of language instruction. Language instructors should reflect on and draw from their teaching experiences to explore more effective ways for language instruction.

Conclusion

Communication is the ultimate goal of language learning. Communication is derived from interaction. To achieve the language goal, a language instructor should use different teaching strategies to initiate, facilitate, and promote language learners' interaction with teachers and peers. These strategies contain collecting and integrating students' background information to scaffold language comprehension, setting up student caring learning context, and designing meaningful, real-life class activities to encourage more meaningful output. Students' interaction with others cannot be restrained to class instruction. Out-of-school literacy development is also necessary for students to apply language in real-life communication. Therefore, no matter inside

or outside of school settings, a language teacher should facilitate students' language interaction with others so that they can realize communicative purposes through language acquisition.

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Appendix

Artifact A Instruction Plan

Lesson Plan – Final Task

Mengyu Chen

Table. 1

Teacher / School:	Mengyu Chen 4th Grade, Elementary School, Beijing, China
Unit Theme:	Healthy Food.
Which “Can Do” statements for this unit will students be making progress on today? <i>(Make sure these statements focus on tasks students can do, not language. The guide can be found here.)</i>	<ol style="list-style-type: none"> 1. Students are able to make comments on food. 2. Students are able to understand the words in the “eat a rainbow” chart. 3. Students are able to make comparison and contrast by using the information they have. 4. Students are able to be aware of healthy eating.
Materials Needed:	<ol style="list-style-type: none"> 1. Handout of food color. 2. Video: https://www.youtube.com/watch?v=1u5HOURq7kQ
Methodological Approach:	<p>Task-Based Language Teaching</p> <p>By completing the task, students will have opportunity to talk with each other, to negotiate meaning and to develop their different skills, such as problem-solving skills, communicating skills and so forth. According to Scott and Marica, the Task Based Language Teaching can draw students’ interests in participating in the class since the task is in line with students’ needs and interests. In addition, the task provides opportunities for students’ meaningful learning since completing a task enable students to use language for an authentic purpose.</p>

Table. 2

Stage	Teacher Activity	Student Activity	Issues Anticipated	Time
Pre-task	Preparing work: 1. Introduce the topic by using video.	1. watch the video and answer the question: what colors should we eat?	<ul style="list-style-type: none"> • By watching the video, students will be able to what the meaning of “eat a rainbow” is. • Students are able to be aware of that the more colors we eat every day, the more we will be healthy. 	5 min

Tasks	2. Present tasks: give suggestions to your partner.	2. Reading & Checking: Check your everyday food on each color. (5 min) 3. Work in pairs and Exchange your rainbow to give/write some suggestions. (5 min) 4. Make a conversation to talk about the food you eat every day and give some suggestions. (10 min)	<ul style="list-style-type: none"> • The individual work-- Reading & Checking. By checking their own daily food writing them on corresponding color, students can consolidate what they have learned and also, be aware of what color they lack of. • Pair work allows students to speak what 	20min
Post-task	3. Make notes with the rubric when students do pair work and give comments. Provide prompts if needed. 4. Ask students to select students who have most healthy eating habits.	5. Show the conversation to the whole class. 6. Create a colorful menu for yourself. Write what you will eat every day.	<ul style="list-style-type: none"> • Performance of the tasks enable students to enjoy their achievement from the class, to enhance their confidence and give them a sense of achievement, which can stimulate their continuous hardworking in language learning. • Listen to others' pair work is a favorable way for students to realize how sharing can benefit each other and it's also a good way to learn from each other. • Voting for the healthies eating habit can stimulate students' active participating in the class and concentrate more on their own tasks. • Create a new colorful menu will engage students in cultivation of healthy eating habits and also to enjoy what they have learned through the class. 	20Min






Artifact A Handout 1

Eat a Rainbow!

Answer the questions:

- How many colors do you eat ever day?
- What colors are they?
- Do you eat “a whole rainbow” every day?
- What food do you eat every day?
- What else would you like to eat/drink every day?

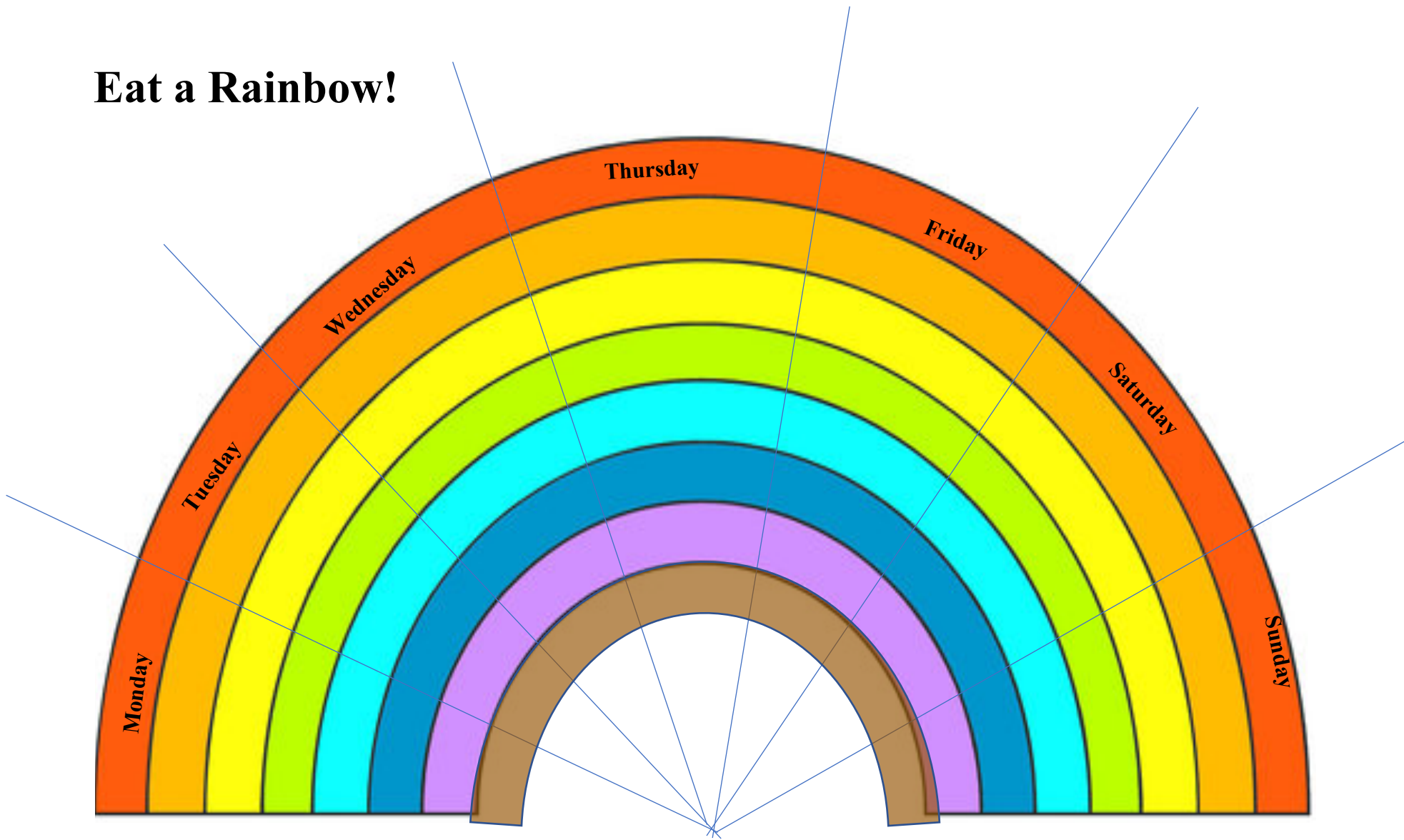
You may have heard that eating 5–9 servings of vegetables and fruits each day is good for you. But did you know that eating a variety of COLORFUL foods is just as important? Use this chart to help you learn about the different FOOD COLOR GROUPS, what nutrients they contain, and their health benefits. Check the boxes below when you have tried each item from the RAINBOW!

					
Foods to Choose	<input type="checkbox"/> apples <input type="checkbox"/> beets <input type="checkbox"/> cherries <input type="checkbox"/> cranberries <input type="checkbox"/> kidney beans <input type="checkbox"/> pink grapefruit <input type="checkbox"/> pomegranates <input type="checkbox"/> radishes <input type="checkbox"/> raspberries <input type="checkbox"/> red grapes <input type="checkbox"/> red onions <input type="checkbox"/> red peppers <input type="checkbox"/> red potatoes <input type="checkbox"/> strawberries <input type="checkbox"/> tomatoes <input type="checkbox"/> watermelon	<input type="checkbox"/> apricots <input type="checkbox"/> cantaloupe <input type="checkbox"/> carrots <input type="checkbox"/> corn <input type="checkbox"/> lemons <input type="checkbox"/> mangoes <input type="checkbox"/> oranges <input type="checkbox"/> papaya <input type="checkbox"/> peaches <input type="checkbox"/> pineapple <input type="checkbox"/> pumpkins <input type="checkbox"/> sweet potatoes <input type="checkbox"/> tangerines <input type="checkbox"/> yellow lentils <input type="checkbox"/> yellow split peas <input type="checkbox"/> yellow squash	<input type="checkbox"/> asparagus <input type="checkbox"/> avocado <input type="checkbox"/> broccoli <input type="checkbox"/> cucumbers <input type="checkbox"/> green apples <input type="checkbox"/> green beans <input type="checkbox"/> green grapes <input type="checkbox"/> green lentils <input type="checkbox"/> green peppers <input type="checkbox"/> honeydew melon <input type="checkbox"/> kiwifruit <input type="checkbox"/> lettuce <input type="checkbox"/> pears <input type="checkbox"/> snow peas <input type="checkbox"/> spinach <input type="checkbox"/> zucchini	<input type="checkbox"/> black beans <input type="checkbox"/> blackberries <input type="checkbox"/> black currants <input type="checkbox"/> black olives <input type="checkbox"/> blueberries <input type="checkbox"/> eggplant <input type="checkbox"/> elderberries <input type="checkbox"/> fava beans <input type="checkbox"/> plums <input type="checkbox"/> purple asparagus <input type="checkbox"/> purple cabbage <input type="checkbox"/> purple carrots <input type="checkbox"/> purple figs <input type="checkbox"/> purple grapes <input type="checkbox"/> purple peppers <input type="checkbox"/> raisins	<input type="checkbox"/> bananas <input type="checkbox"/> brown lentils <input type="checkbox"/> brown pears <input type="checkbox"/> cauliflower <input type="checkbox"/> dates <input type="checkbox"/> garlic <input type="checkbox"/> jerusalem artichokes <input type="checkbox"/> lima beans <input type="checkbox"/> mushrooms <input type="checkbox"/> navy beans <input type="checkbox"/> onions <input type="checkbox"/> potatoes <input type="checkbox"/> soybeans <input type="checkbox"/> turnips <input type="checkbox"/> walnuts <input type="checkbox"/> whole grains
Health Benefits	• Heart Health • Memory Function • Possible Lowered Cancer Risk • Urinary Tract Health	• Healthy Immune Function • Heart Health • Possible Lowered Cancer Risk • Vision Health	• Possible Lowered Cancer Risk • Strong Bones and Teeth • Vision Health	• Healthy Aging • Memory Function • Possible Lowered Cancer Risk • Urinary Tract Health	• Heart Health • Maintain Healthy Cholesterol Levels • Possible Lowered Cancer Risk
Health-Promoting Nutrients	Anthocyanins, Antioxidants, Biotin, Copper, Lycopene, Manganese, Potassium, Vitamins B1 and C	Antioxidants, Bioflavonoids, Biotin, Carotenoids, Potassium, Vitamins A, B1, and C	Antioxidants, Calcium, Folate, Indoles, Iron, Lutein, Magnesium, Molybdenum, Potassium, Vitamins A, B2, C, E, and K	Anthocyanins, Antioxidants, Manganese, Phenolics, Potassium, Vitamins B1, B2, B6, C, and E	Allicin, Chromium, Copper, Folate, Iron, Manganese, Potassium, Selenium, Vitamins B, E, and K, Zinc

Food Color Groups: Red, Orange & Yellow, Green, Purple & Blue, Brown & White, Other
Aim for at least two color foods at every meal and snack. Variety is as important as quantity.

Appendix A Handout 2

Eat a Rainbow!



Appendix B Language Analysis

Final Report

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Part I. Introduction to the learner

Rong is my roommate and a visiting scholar in mathematics from Fu Zhou province in the southern part of China. She is 35 years old and grew up in a village of Hu Nan province, also in the southern part of China. Her native language is Hunanese, a Chinese dialect. Rong started learning English at the age of 15. She told me that she has experienced Chinese outdated ways of English instruction during her schooling. For example, during vocabulary instruction, her teacher only asked her to learn the meaning and spelling of words by heart. For grammar learning, she was only told the rules of grammatical phenomena in Chinese and then required to finish grammar exercises like multiple choice, filling in the blank, and so forth. The main reason why she learned English was that an English test was required in her final examination, whose scores would, to a large extent, decide if she could be admitted by a top university. During her spare time, she rarely had opportunities to speak or use English. Since her first year as a graduate student, she has read English research papers related to mathematics to further her research projects. Before she came to Vanderbilt, she was required to participate in three months' language training which aimed to help her to pass the exam for a visiting scholar. Now, exposed to a whole English environment in Nashville, she is quite active in language learning. She watches English movies, actively speaks English with other people, and reads English books.

Part II. Description of the learner's language ability

1. Pragmatics.

In her speech, Rong was able to adhere to most of Grice's Conversational Maxims. She answered questions in a truthful way, which reflected that her speech was in line with the Maxim of Quality. During the conversation, Rong presented her true feelings and true facts in answering my questions, like her feeling about Nashville, her English learning experience and so forth. Most of the time, she adhered to the Maxim of Relevance and Maxim of Quantity by staying on topic, and provided only sufficient and necessary information. For example, when she introduced her research project, she provided necessary information about what she intended to accomplish. However, it is also worth mentioning that when Rong aims to convey more opinions she would violate the Maxim of Quantity. For example, when asked how she learned English, she added that "it is not a good experience" before she stated how she learned English during her schooling. Rong really has pragmatic strength in adhering to the Maxim of Relevance. During our interview, she had sufficient awareness to specify and make clear my question. She would use the term "you mean...?" or repeat my question to make clear my question when she thought the question was not clear to her.

As for the Maxim of Manner, Rong was really aware of making her ideas clear to the audience. For example, when she talked about the difference of Nashville and Fuzhou, she used "I mean..." to display her point that she was talking about social environment in case her audience will get confused. Such was the case, Rong still struggled with the Maxim of Manner. She had numerous grammatical errors, inappropriate word choice, incomplete sentences and less order in her utterance, which made her speech less clear and concise. For example, when she explained what in her research project was difficult, she said, "...And so on, we need, we also add more. So there will three, four and so on. The sister (system), all these closed." I'm not a

major in Mathematics, so I did not figure out what she should add more and what will be closed, and what “these” referred to.

2. Phonology

Rong repeatedly mispronounced words in her utterance, some of which were even unintelligible. Highly affected by her accent and learning experiences, Rong had problems with both the pronunciation of consonants and vowels. For the consonantal changes, firstly, Rong attempted to add the retroflex approximant [ɻ] in the middle or at the end of the words, such as “ago /əɻ 'gouɻ /” and “because /br 'kəɻz /”. Though Americans tend to have a /r/ sound at the end of words, Rong’s tendency of adding retroflex approximant made her pronunciation sounded heavier than that of native American English speakers. Secondly, the insertion of an /ə/ sound at the end of words that end with consonants is common in her speech, such as “and /ændə/”, “up /ʌpə/”, “but /bʌtə/”, is “ /ɪsə/” and so forth. Due to an added sound, these words were also pronounced longer. Mostly, this did not prevent my understanding, but her speech did not sound natural. The third consonantal change in Rong’s utterance was the deletion of the nasals. When she spoke, the nasal sounds “/m/” and “/n/” in the medial and final position often disappeared when preceded by a vowel, for example, the words, “province” and “system” were respectively pronounced as /'prəvɪs / and /'sɪstə /. The /ŋ/ sound was also deleted in her utterances. For instance, she would pronounce “feeling” as /'fi:l/. Fourthly, in Rong’s speech, the /l/ sound, either in the initial position or medial position would lean towards /n/ sound, such as her utterance of the words “ability /ə'bɪnəti/”, and “lot /nɑt/”. Rong cannot distinguish /l/ and /n/ in Chinese because of her Hunan accent, for example, in Chinese, the pronunciation of word “milk” for Chinese Pinyin is /niú nǎi/, but Rong would unconsciously pronounce the word as /liú lǎi/. That is why Rong’s pronunciation of /l/ in English sounds like /n/. The fifth change is /tʃ/ sound,

which was pronounced as /tr/, such as the words “Chinese /traɪ'nɪz/” and “change /tʃeɪndʒ/”.

Other changes, like /v/ turning to /w/ in the word “very /'wɛri/”, /θ/ turning to /s/ in the word “something /'sʌmsɪ/” and /s/ turning to /z/ in the word “is /ɪsə/”, also existed in Rong’s utterances.

The vowel shifts appeared to be more complicated in Rong’s speech. In Chinese, we have no /ɪ/ or equivalent. Like most Chinese people, Rong inclined to use /i:/ or short /i:/ to replace /ɪ/. Therefore, in her speech, I heard much more back vowel /i:/, like “sick” as /sɪ:k/ and “little” as /'li:təlɪ/. Besides, sometimes, she pronounced /i:/ or /ɪ/ as diphthong /ei/, such as the words “degree/dɪ'greɪ/” and “give /geɪu/”. What’s more, affected by Chinese, Rong would pronounce “of” as shortened /ɔ:f/, “word” as /wɔ:d/, “worry” as /'wɔ:ri/ and “one” as /wɔ:n/. Additionally, she also showed other shifts among the vowels that only appeared once in her speech, such as pronouncing “when” as /wi:n/, and “learn” as /len/.

Though Rong inaccurately pronounced some words, she was really aware of the tone of her pronunciation. For example, when she talked about her research program, she was aware of using rising tone while she was listing. However, it is necessary for Rong to make improvement in other aspects of pronunciation, such as stress, liaison and loss of explosion, which could rarely be heard in her utterance. For example, the phrases “give up” in her speech should sound like /gɪvʌp/. However, she split these two words clearly as /geɪu:/ /ʌpu/. What is most worth mentioning is that Rong has little phonological awareness, which refers to “an individual's awareness of the phonological structure, or sound structure, of words” (Wikipedia). When she uttered some words like average(/'æreɪdʒ/), energy(/'ɛndʒə/) and temperature (/ˈtɛmpreɪtʃər/), she knew the meaning and the spelling of the words (as she told me after the interview), but her pronunciation was inaccurate not only because she mispronounced some phonemes but also

because of the lack of corresponding syllable in her pronunciation. This indicates that she cannot break words into syllables, where I think she should make improvement.

In terms of fluency, which means to speak smoothly and naturally, Rong needs more improvement. In the first place, she used too many filler words such as “uh” and “um”, which indicated that she was not able to convey her ideas naturally and smoothly. As we can see in the transcript, excessive usage of “uh” and “um” sounds not only discontinued her utterance but also negatively affected listeners’ understanding. In addition, numerous noticeable pauses in Rong’s speech disrupted her fluency. The pauses such as that in Rong’s self-introduction, may not hinder listener’s comprehension but to a large extent, indicate speaker’s fluency disorder and speechless. Excessive repetitions also make her speech interrupted and blocked. For several parts, it was really difficult for me to follow with Rong when she repeated the words more than two times.

3. Grammar

Rong has an MLU of 2.89 (the number of morphemes: 891, the number of utterance: 308), equal to that of a child of between 30-33 months of age. Rong’s MLS in her academic writing sample is 27.8 (the number of morphemes: 389, the number of sentences:14), the responding age is far beyond 47 months. By comparing Rong’s MLU in speaking with her MLS in writing, we can see that Rong is relatively more proficient in writing.

In Rong’s speech, she paid attention to changing and correcting tense based on what she was expressing. For example, when she was talking about her friends, she made a tense error in the sentences “when I am in trouble” and “when I am sick” but she corrected them to past tense immediately. However, when Rong expressed long sentences or several sentences at the same time, she made tense errors and were unable to detect that kind of errors while speaking. For

example, when she talked about her colleagues who was seriously ill, she uttered three sentences at the same time, in which two sentences were with tense errors: She will graduate (should be “graduate”) this year... His life are go (should be “is going”) to the end. In addition, Rong should also focus her attention to the usage of subject-verb concord, especially the third-person singular, and the plural form of nouns. For instances, in her utterance, Rong would like to use “you mean” to clarify ideas. However, she would say “you means” instead. This inappropriate use not only appeared in this talk but also in the previous one. What’s worth mentioning is that in Rong’s writing sample, there were also several same errors in the usage of plural form of nouns, such as the sentences “...list the plan (should be “plans” based on the context) ...”, “I will consider the condition (should be ‘conditions’)” and so forth. From Rong’s speech, I also found that, she has a certain level of morphological knowledge. For example, when she talked about her research project, she intended to express the word “desirable”. She knew that the root of the word she tended to utter is “desire” because she was emphasizing the root several times, though having no idea of the whole word she intended to say. However, it will be beneficial for Rong if she masters the usage of prefixes and suffixes.

Most of Rong’s utterances were intelligible to me, though there were grammatical mistakes and numerous repetitions. Rong did well in word order, making questions and using negation to convey her ideas no matter in speaking or writing. No matter when she was stating her ideas or raising questions, her word order reflected English grammar rules. Her usage of negation like “cannot”, “do not”, “did not”, “without” and so forth allowed her to convey ideas clearly. In addition, Rong paid attention to using linking words to make her utterance or writing more coherent and logical. For example, in her essay, she divided her plans into three periods and explained them by using enumeration, which provided the audience a clear successive

progress of her research project. In her speaking, she would use linking devices like “but”, “because” to make her utterances clearer. However, Rong could improve her use of lexical verbs and auxiliary verbs. She frequently mixed them or misused them in one sentence in our talk, such as “The project is, like, ended so...”, “But all the bad thing is go away” and “Keep healthy more important than work hard.” The enhancement in these aspects will definitely allow Rong to speak or write in a more accurate way.

4. Semantics

The samples for semantic mini-analysis include the first interview with Rong, one academic and two other writing samples. One is a letter to her coordinator about her submitting documents, and the other one is an essay about childless life. During our conversation in our house, Rong introduced the progress of her research project and then talked about her daily routine. In this conversation, she used academic language to introduce her research project and basic daily oral language to talk about herself.

In Rong’s speech, since our interview was more like a chat between friends, she spoke with simple and colloquial words to express her ideas, such as “get sick”, “good”, “want to...”, and “give more pressure”. In writing, Rong is able to make appropriate word choice to convey her ideas, like using “would like” in the academic writing of her project plan to show her politeness. However, there still exists informal use of words in formal writing. For example, in the project plan, she repeatedly used lots of “will” to state her plans. The word “will” is more colloquial. In this formal writing, “be going to” sounds more formal than that it.

Rong has a limited word knowledge in writing and speaking, which made her unable to speak out the words or led to her misuse of some words. In her speech, for example, when she intended to express “mutual relationship” and “satisfying life”, he stumbled or spoke out wrong

words. Another example is that when she was introducing the purpose of her research, she said, “when we need average any other system, we need to make the two system are stable”. (grammar mistake, should be “...we need to make the two systems stable”). Please focus on the usage of “average” here. In fact, what she intended to convey was that in order to make two systems of static charge stable, they should find ways to balance the electricity of the two systems (I am clear about her research project because we often talk about her progress on the research). In this case, we can recognize that she knew the word average, but misunderstood the meaning of average as that of balance.

Through talking with Rong, I found that Rong was only required to recite the meaning of words during her vocabulary learning in school. Without being exposed to the different contexts a word can be applied to, or the relationships of a word with others, she only learned the literal meaning of the words, but not their usage. For example, in her letter writing, she said, “I wonder if the visiting period can be changed as 12 months in the letter of invitation.” However, there is no such an expression as “change as”. Though she knew the meaning of the word, she did not pay attention to the collocation of the word. Similarly, in her research project, she used the word “discovery” in the sentence “I will focus on the discovery of derived simple exceptional exponential weights in this period”, which refers to a finding that no one has found before. However, in a scientific context, it is typical to use “finding” to refer to a result of research. Therefore, I think Rong failed to learn vocabulary in depth, that is, learning the parts of speech of a word, its relationship with other words, its morphological families and so forth, which are proposed by Nagy, Townsend, Lesaux and Schmitt (2012).

As is shown in the Appendix, Rong’s academic writing sample which introduced her project plan showed that she had a lexical density of 43.58 and her Fog Index is 14.48 which is

equivalent to the reading level of a college sophomore. In her writing about childless life, the lexical density is 54.40 and Fog Index is 10.89 which is equal to the reading level of a high school sophomore. However, the lexical density in her speech is 26.56, far lower than that of her writing. The Fog Index of her speaking is 6.89, equal to the reading level of a sixth grader. According to the information from the website: [www. useEnglish.com](http://www.useEnglish.com), “lexically dense text has a lexical density of around 60-70% and those which are not dense have a lower lexical density measure of around 40-50%”. Therefore, in both speaking and writing, Rong should pay attention to improve her lexical identity. She was inclined to use the same words to express ideas, like the words “will” and “consider” to express her plan in her project and the words “feel” and “need” in her speech.

Rong’s use of academic language mainly appeared in her introduction of her research project both in speaking and writing. The words “function of approximation” and “polar” in her speech, the words or phrases “indecomposable”, “numerical invariant”, “orthogonal polynomials”, and so forth are quite abstract if she does not explain them. In addition, these words are morphologically complex as Nagy, Townsend, Lesaux and Schmitt suggest (). Most of them are longer because of their prefixes and suffixes. The academic language in Rong’s speech also contains the feature of “grammatical metaphor”, which means that the original meaning of words will change due to their contexts. For example, the word “polar”, whose prototypical meaning is relating to the North or South Pole, in the mathematical context, according to Rong, refers to the infinitely far way static charge.

What is also worth mentioning is that, Rong is aware of making her ideas clearer or understandable to me by using plain words or less academic words. When she introduced her project, she did not use academic words like static charge and so forth. She tried to make her

speech sound less academic and use less terminology. However, Rong should make improvement in lexical density and usage of words.

Part III. Overall Assessment

In Rong's speech, eighty five percent of her utterances were intelligible and I could understand much of what she said though with some apparent pauses, many repetitions and excessive filter words, which led to disruption and disorder in fluency. Besides, I can tell from Rong's speaking that she has limited vocabulary and she did not do well in the usage of vocabulary. In her expression, she not only made pauses due in part to her lack of vocabulary but also frequently misused an adjective as a noun, an adverb as a noun, a verb as a noun and so forth. For example, she uttered, "the different may be the... every people...." Here she misused an adjective as a noun.

As for her pronunciation, as I have analyzed in the previous part, though what she said, to a most extent, made sense to me, I had to exert much effort to conjecture what she means due to her repetition, pauses as well as filler words. Most of the sentences Rong spoke out were in disorder. She organized her sentences in a Chinese way, that is, some sentences were translated into English one character by one character without taking into account the grammar rules.

The interview showed that Rong is limited in vocabulary. She frequently paused or using filling words in her speech because she did not know what words to use to express her ideas. She also misused words in her speech, like using adjective as a noun or a noun as a verb.

In Rong's speech, she made several grammatical errors in the usage of tense, usage of the plural form of nouns, usage of lexical verbs and auxiliary verbs, subject-verb concord and third-person singular. In the writing samples, Rong could clearly express her ideas by using linking devices like enumeration, and with correct word order, appropriate tense, and right

grammar. However, it is worth mentioning that Rong would like to use simple sentences to express her ideas when she was talking with me, which made her utterances easier to understand. For instance, in her speech, totally she spoke 143 intelligible sentences, but only 10 are compound sentences, among which are mostly easy adverbial clauses with “when” and “because”. In Rong’s essay, she wrote numerous sentences with same patterns, like “I will study...” and “I will focus on...”. Her usage of simple and short sentences made her expression easier to comprehend and display less errors but the repeated sentence patterns may render audience a sense of monotonousness.

Part IV. Instructional Plan

Though I did my analysis based on the subject’s four subskills (pragmatics, phonology, grammar and semantics), they are not separate. Educators should pay attention to help students develop these four skills together.

Firstly, a teacher should tell students how to pronounce certain phonemes with specific instructions—tongue placement, mouth shape and airflow. Due to phonological varieties in different languages, students have formed their habits of pronunciation in their own language. It is difficult to distinguish the phonological differences between their own language and a target language. Therefore, describing how to pronounce a certain phoneme is necessary. Secondly, during instruction, it will be more effective to make comparisons between phonological features of English with students’ native language and conduct target practice to elicit students’ awareness of the specific differences. Using minimal pairs can enable English learners to make comparisons among similar phonemes and also help to practice pronunciation.

Thirdly, phonological learning should be combined with vocabulary learning. When teaching words, teachers should not only instruct the pronunciation, meaning and usage of

words, but also guide students to analyze the syllables of words and the pronunciation of each phoneme, that is, grapheme–phoneme instruction (Jeffrey S. Bowers and Peter N. Bowers, 2017). According to Jeffrey S. Bowers and Peter N. Bowers (2017), there are mainly two versions of this phonics instruction, one is synthetic phonics, in which teachers teach students the pronunciation of each phoneme of a word and then guide students to blend them together; the other one is analytic phonics, which is to guide students to analyze and look for a common phoneme in a group of words. When teaching new words, teachers can first ask students to try to pronounce the words by themselves. Then by showing the sound of each letter, ask students to combine each sound together. For a period of time, teachers summarize what words students have learned and ask them to recognize the letter that involves the same sound. This will not only be helpful for students to master the spelling of the words but also develop their phonological awareness.

Fourthly, it's beneficial for students to learn roots and affixes, that is, morphological instruction. Perkins and Goodwin proposed that morphological instruction facilitates students' ability to deal with difficult and unfamiliar words. They also suggested six main components of instruction in morphology (Perkins & Goodwin, 2013). Based on these six components, I have the following suggestions. First, provide the contexts words are used in. Teachers can provide a passage and ask students to try to understand the passage. Then, ask students to try to understand or guess the meaning of the new words in the article based on the context or ask students to break the words down into different parts and try to guess the meaning of words based on the affixes and roots, then use the context to check if their guessing is right. Lastly, teachers give the correct meaning of words by stressing the meaning of roots and affixes and put the words back into context again to understand the words and explore how the words are used in the context.

Finally, employing an explicit-inductive approach in grammar instruction, where students will discover and summarize the grammatical rules by themselves (Ní Dhíorbháin, A., & Ó Duibhir, P., 2017). As with morphological instruction, teachers first provide an article that contains the target grammar. Students read the article and do comprehension. Teachers can provide practices, like answering questions and discussion to check students' understanding. Then based on the context, students try to paraphrase or explain the sentences that contain the target grammar point. Next, teachers invite students to discuss with their peers and try to figure out the grammatical rules. Lastly, students will be required to state how they formulate the grammatical rules and receive feedback from teachers.

Part V. Self-Reflection

This case study elicited my awareness that a student's first language will exert significant impact on their second language learning. On one hand, a student's first language will affect their pronunciation in English. The main reason why language learners are unable to utter accurate sounds of a phoneme is not only because that they are unaware of how the sound is pronounced but also because they cannot distinguish the sound through listening. On the other hand, a student's first language also plays both a positive and negative role in students' vocabulary, syntax and semantic learning. For example, Chinese languages are different from English in sentence structure, word order, word choice and so on. When the subject expressed her ideas, influenced by Chinese, she would be inclined to speak English in a Chinese way, which sounds strange. In this case, it is necessary for teachers to make comparisons between the two languages to raise students' linguistic awareness.

In addition, this case study reminded me that language learning does not only involve learning language knowledge, like pronunciation, vocabulary and grammar, but also improving

students' language skills, such as pragmatic skills, metalinguistic awareness and so forth.

Therefore, teachers should also take into account how to improve students' language skills, not only language knowledge. From my subject's learning experience, I also found that students' phonological, morphological, syntactic and semantic abilities cannot be developed separately. They are mutually complementary. For example, the morphological learning is conducive to improving students' semantic abilities. As language instructors, we should pay attention to enhance these four aspects simultaneously.

Therefore, in my upcoming learning, I will focus more on how Chinese language will affect students' English learning: what the subtle differences between Chinese and English are, which will affect students' language learning, what the common features of Chinese and English are, and how the differences and similarities will affect language learning. Based on this information, I will concentrate on studying and researching what approaches and instruction activities are conducive to promoting meaningful learning experiences to students.

In my future work with English language learners', before teaching, I will investigate what my students' first languages (or dialects) are and what their English learning repertoire is. I am going to employ phonics instruction, morphological instruction and explicit-inductive approach in my language teaching.

Text Statistics

Total Word Count:	1235
Total Unique Words:	328
Number of Sentences:	143
Average Sentence Length:	8.6
Number of Paragraphs:	1
Hard Words:	(8.58%) (what's this?)
Lexical Density:	26.56 (what's this?)
Fog Index:	6.89 (what's this?)

Lexical Density and Fog Index of Speech

Text Statistics

Total Word Count:	296
Total Unique Words:	129
Number of Sentences:	22
Average Sentence Length:	13.5
Number of Paragraphs:	5
Hard Words:	(23.65%) (what's this?)
Lexical Density:	43.58 (what's this?)
Fog Index:	14.84 (what's this?)

Lexical Density and Fog Index of Academic Writing Sample

Text Statistics

Total Word Count:	307
Total Unique Words:	167
Number of Sentences:	19
Average Sentence Length:	16.2
Number of Paragraphs:	5
Hard Words:	(11.07%) (what's this?)
Lexical Density:	54.40 (what's this?)
Fog Index:	10.89 (what's this?)

Lexical Density and Fog Index of Writing Sample about Childless Life

*Artifact C Instructional Activity***Instructional Activity**

Mengyu Chen

Brief introduction of students

The students that I choose to teach are in Grade 4 in elementary school in Beijing, China. Students at this grade are supposed to have been able to master and use 500-600 words. They can understand simple stories with pictures and make conversation about daily topics, such as family, food, sports and so forth.

Language goals of the class

1. Students are able to master the pronunciation, spelling and meaning of the words about food.
2. Students are able to acquire the meaning, function and usage of the sentences pattern: What would you like? I would like...
3. Students are able to use the vocabulary and sentence patterns to enquire and express their preferences of foods.
4. Students are able to be aware of the difference of food culture in China and English countries.

Authentic text for students

Waiter: Hello, Can I help you?.

Kim: Yes, I'd like to have some lunch.

Waiter: Would you like a starter?

Kim: Yes, I'd like a bowl of chicken soup, please.

Waiter: And what would you like for your main course?

Kim: I'd like a grilled cheese sandwich.

Waiter: Would you like anything to drink?

Kim: Yes, I'd like a glass of Coke, please.

Waiter: Would Pepsi be OK? We don't have Coke.

Kim: That would be fine.

Waiter: (After Kim has her lunch.) Can I bring you anything else?

Kim: No thank you. Just the bill.

Waiter: Certainly.

Kim: I don't have my glasses. How much is the lunch?

Waiter: That's \$6.75.

Kim: Here you are. Thank you very much.

Waiter: You're welcome. Have a good day.

Kim: Thank you. Same to you.

Interpretive activities

Activity 1: Vocabulary Learning

1. Students watch a short video about ordering food and circle the food they hear.
2. Competition: divide students into four groups and have a competition: try to speak out the names of food as many as they can. The group who speaks most will win.
3. Categorizing the food. Students categorize the food by starter, main course, sides and drink

Activity 2: Listening for the main idea

Students listen to the conversation again and select the main idea of the conversation.

Activity 3: Acquiring the detailed information

Students listen to the conversation the third time and do True or False

- ① The customer would like a bowl of chicken soup for starter. ()
- ② The customer would like a grilled cheese sandwich for main course.()
- ③ The customer would like Coca Cola for drink. ()

Activity 4: Put the sentences in order

1. Teacher disorder the sentences of the conversation. Students work in pairs to put the sentences in order.
2. Students read the conversation after the tape.

Interpersonal Activity

Activity 1: Interview

1. Students make a healthy food menu on their own.

Prompt: What's your favorite food? Who wants to open and run a restaurant in the future? What food do you think is healthy? Let's make a healthy food menu for your customers. You have 5 minutes to make the menu by yourself.

2. Students work in pairs: one is a customer and the other is a waiter, to make a conversation about ordering food in a restaurant with the menu they have made.

Prompt: Now work in pairs, one is a waiter and the other, a customer. You are in a restaurant. The waiter provides the menu to the customer. The customer orders food. Make a conversation about ordering food. You have 8 minutes to make the conversation with your partner and then we will invite you to show your conversation to us.

Appendix D Lesson Plan-Final Task

Lesson Plan – Final Task

Mengyu Chen

Table. 1

Teacher / School:	Mengyu Chen 4th Grade, Elementary School, Beijing, China
Unit Theme:	Healthy Food.
Which “Can Do” statements for this unit will students be making progress on today? <i>(Make sure these statements focus on tasks students can do, not language. The guide can be found here.)</i>	<ol style="list-style-type: none"> 1. Students are able to make comments on food. 2. Students are able to read and understand bar chart and food instructions. 3. Students are able to make comparison and contrast by using the information they have. 4. Students are able to be aware of healthy eating.
Materials Needed:	<ol style="list-style-type: none"> 1. Food instructions: sandwich, hamburger, French fries, spaghetti, cheese cake, vegetable, fruit, coke cola, orange juice, milk, oatmeal, cereal, sweet potato, lettuce, sweet potato, spinach, salad, carrot, kale, 2. Bar chart of students’ everyday food from the survey.
Methodological Approach:	Task-Based Language Teaching

Table. 2

Stage	Teacher Activity	Student Activity	Issues Anticipated	Time
Preparation	1. Show the names of food, do a survey and ask students to finish the survey. 2. Organize the data and make a bar chart to show in the next class.	1. Finish the survey about what food they have every day.	<ul style="list-style-type: none"> • This before-class activity is a preparation for students to finish the task in the next class and to review the words about foods they have learned. 	5 Min
Pre-task	3. Present the task: to make a menu and persuade people to have healthy eating as a nutritionist.			2 Min
Tasks	4. Teacher explain the indication of the bar chart by asking questions. Like, what food are on the bar chart? What does this bar represent? How many students vote for the food? 5. Divide students into groups. Present the bar chart and ask students to discuss what they find from the survey. 6. Ask them which food is healthy or not.	2. 3 Students a group and discuss for 6 minutes about what conclusion they get from the bar chart. 3. Free talk: students speak out which food they have everyday do they think is healthy.	<ul style="list-style-type: none"> • By answering questions, students can know how to read the bar chart and the discussion activity enables students to summarize the bar chart by themselves. • This free talk activity aims to guide students to be aware of if they have a habit of healthy eating and guide students to know what healthy food means. 	15 Min
	7. Present the food instructions ask students to research what calories, fat, nutrition, etc. each kind of food contains and to compare	3. Students read the instructions to make comparison among the foods by themselves. (use the table to help them finish the task)	<ul style="list-style-type: none"> • The individual work--Reading & finishing the table-- enables students to finish their own task individually and have opportunities to check themselves if they can understand the instructions, if they have mastered the words and find their problems 	20 Minu

	the foods, then work out a healthy menu in a group.	<p>4. Make comparison and contrast in another group of 3 and then try to make a new menu.</p> <p>5. Make a conversation, one is an interviewer and the other are nutritionists to show why you choose these foods in the menu.</p>	<p>so that they can learn from their group members in the discussion part.</p> <ul style="list-style-type: none"> • Through group work, students can negotiate meaning and learn to listen to others' words and to cooperate with others. • Interview allows students to organize their ideas and do metacognition: how they get the conclusion during the task; also, it's a good way to improve students' speaking ability by combining new knowledge with previous knowledge. 	
Post-task	<p>8. Make notes with the rubric when students show their interview and give comments.</p> <p>9. Ask students to vote again for the food they choose to eat every day. Make a bar chart again and show it to the whole class to enhance students' awareness of healthy eating</p>	<p>6. Show the interview and their menu to the whole class.</p> <p>7. Look at each menu and listen to each group's interview.</p> <p>8. Vote for the menu you like best.</p> <p>9. Survey: Choose the everyday food again.</p>	<ul style="list-style-type: none"> • Performance of the tasks enable students to enjoy their achievement from the class, to enhance their confidence and give them a sense of achievement, which can stimulate their continuous hardworking in language learning. • Listen to others' interviews and appreciate the menu of other groups is a favorable way for students to realize how sharing can benefit each other and it's also a good way to learn from each other. • Voting for the best menu can stimulate students' active participating in the class and concentrate more on their ow tasks. • The repeated survey not only allow students to see what they obtain and achieve from the class but also enable the instructor to check students' progress from the class. 	13Min

Artifact E Instructional plan implementation

Video: Instructional Plan (See Artifact A) Implementation

*Artifact F Instructional activity-second version***Instructional Activity-2nd Version**

Mengyu Chen

Brief introduction of students

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4. Students are able to be aware of the difference of food culture in China and English countries.

Authentic text for students

<https://pbskids.org/video/daniel-tigers-neighborhood/2342051502>

This conversation is about ordering food in a restaurant. Being able to ordering food is required for elementary students in Grade 4 in the *Chinese National English Syllabus*.

Students are supposed to master the vocabulary about different kinds of food and the sentence patterns which are used to enquire and express preferences of foods.

Interpretive activities*Activity 1: Vocabulary Learning*

1. Students watch the short video and circle the names of the food they hear.

Activity 2: Listening for the main idea

Students listen to the conversation again and select the main idea of the conversation.

- A. The family come to have a dinner in a restaurant.

B. The family come to visit Prince Tuesday.

C. The family come for shopping.

Activity 3: Acquiring the detailed information

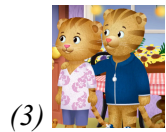
Students watch the video the third time and do a match. Students do the match themselves first, then the teacher ask students to use the letter card to show their answer. Students will be given another chance to watch the video again and the change the answer. After that, teacher ask the question: what would...like? Students answer the question.



A. Chicken



B. Spaghetti



C. Vegetable soup



D. Broccoli

E. Salad Grilled fish with spinach

Activity 4: Put the sentences in order.

1. Teacher disorder the sentences of the conversation. Students work in pairs to put the sentences in order.

2. Students read the conversation after the tape.

Interpersonal Activity

Activity 1: Comparison and Role Play

1. Students make a healthy food menu on their own.

Prompt: What's your favorite food? What do you think is Yami? Let's make a healthy food menu for your customers. You have 5 minutes to make the menu by yourself.

2. Students work in a group of 4: (1) Compare the menu with each other and choose a best one. (2) Make a conversation similar to the video.

Prompt: Now group with your neighborhood. 4 students a group, make a similar conversation with your group member. Use the menu you choose. One is a waiter and the others are customers. You have 5 minutes to make the conversation with your partner and then we will invite you to show your conversation to us.

Artifact G Presentation on out-of-school literacy



**Out-of-school
Literacy**

Mengyu Chen (Margaret)

Out-of-school Literacy

Approaches to developing out-of-school literacy

Recognize

- ✓ Literacy Log
 - Table
 - Open questions
 - Journal Entry
 - Video-, audio-
recording

Plan

- ✓ Main activities
- ✓ Suggestions
- ✓ Artifacts

Self-directed

- ✓ Self-inquiry project



Play,
Learn
and
Grow...
Together!

Out-of-school Literacy

Approaches to develop out-of-school literacy

Recognize

- ✓ Literacy Log
- Table
- Open questions
- Journal Entry
- Video-, audio-
recording

- ◇ Activities
- ◇ Frequency
- ◇ Duration
- ◇ Language
tools
- ◇ Goal
- ◇ People
- ◇ Process



Play,
Learn
and
Grow...
Together!

Out-of-school Literacy

He/She needs your **SUGGESTIONS !**

As a teacher, how are you going to develop your students' out-of-school literacy? (Based on your scenario)

Artifact H Phonological Mini-Analysis and SOLOM

SOLOM

SOLOM Teacher Observation Student Oral Language Observation Matrix					
Student's Name:			Grade:	Date:	
Language Observed:			Administered By (signature):		
	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited: comprehension quite difficult.	Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

Phonological Mini-Analysis

Mengyu(Margaret) Chen

English Language Learners Program

Part I. Context & Introduction

Rong is a visiting scholar in mathematics from Fu Zhou province in China. She is a 35-year-old married woman. She has learned English for more than 20 years in China. Since she is my roommate, I was able to interview her in our house last Saturday after dinner.

Part II. Specific Assessment of Phonological Abilities

As for pronunciation, Rong repeatedly mispronounced words in her utterance, some of which were even unintelligible. I summarized the mispronunciation in her speech through 3 tables (see Table1, 2 &3). Highly affected by her accent and learning experiences, Rong had problems both in the pronunciation of consonant sounds and vowel sounds. For the consonantal changes, as is shown in the table (see Table 1), firstly, Rong attempted to add the retroflex approximant [ɻ] in the middle or at the end of the words, which we call Rhoticity (“Standard Mandarin Chinese as an Accent”, 2012), such as “ago /əɻ 'gouɻ/” and “because /bɪ 'kəɻz/”. Though Americans tend to have a /r/ sound at the end of words, Rong’s tendency of adding retroflex approximant made her pronunciation sounded heavier than that of native American English speakers. Secondly, the insertion of an /ə/ sound at the end of words, such as “and /ændə/”, “up /ʌpə/”, “but /bʌtə/”, “is /ɪsə/” and so forth, was common in Rong’s speech. Due to an addition sound, these words were also pronounced longer. Mostly, this did not prevent my understanding, but did not sound natural. The third consonantal change in Rong’s utterance was the

deletion of the nasals. When she spoke, the nasal sounds “/m/” and “/n/” in the medial and final position often disappeared when preceded by a vowel, for example, the words, “province” and “system” were respectively pronounced as /'prəvɪs/ and /'sɪstə/. The /ŋ/ sound was also deleted in her utterances. For instance, she would pronounce “feeling” as /'fi:lɪ/. Fourthly, Rong cannot distinguish /l/ and /n/ in Chinese because of her Hunan accent, for example, in Chinese, the pronunciation of word “milk” for Chinese Pinyin is /niú nǎi/, but Rong would unconsciously pronounce the word as /liú lǎi/. Therefore, in Rong’s speech, the /l/ sound, either in the initial position or medial position would lean towards /n/ sound, such as her utterance of words “ability /ə'biːləti/”, and “lot /nɒt/”. The fifth change is /tʃ/ sound, which was pronounced as /tr/, such as the words “Chinese /traɪ'nɪz/” and “change /treɪndʒ/”. Above are the most common consonantal changes in Rong’s speech. Other changes, like /v/ turning to /w/ in the word “very /'wɛri/”, /θ/ turning to /s/ in the word “something /'sʌmsɪ/” and /s/ turning to /z/ in the word “is /ɪzə/”, also existed in Rong’s utterances.

The vowel shifts appeared to be complicated in Rong’s speech(See Table 2). In Chinese, we have no /ɪ/ or equivalent. Like most Chinese people, Rong inclined to use /i:/ or short /i:/ to replace the appropriate one. Therefore, in her speech, I heard some much more back vowel /i:/, like “sick” as /sɪ:k/ and “little” as /'li:təlɪ/. Besides, sometimes, she pronounced /i:/ or /ɪ/ as diphthong /ei/, such as the words “degree/dɪ'greɪ/” and “give /geɪu/”. What’s more, affected by Chinese, Rong would pronounce “of” as shortened /ɔ:f/, “word” as /wɔ:d/, “worry” as /'wɔ:ri/ and “one” as /wɔ:n/. Above were more common vowel shifts in Rong’s utterance. Additionally, she also showed other shifts

among the vowels that only appeared once in her speech, such as pronouncing “when” as /wi:n/. “learn” as /len/.

Though Rong inaccurately pronounced some words, which should be corrected and improved, she was really aware of the tone of her pronunciation. For example, when she talked about her research program, she was aware of using rising tone while she was making a listing. However, it is necessary for Rong to make improvement in other aspects of pronunciation, such as stress, liaison and loss of explosion which she rarely presented in her utterance. For example, the phrases “give up” in her speech should sound like /gɪvʌp /, however, she split these two words clearly as /geɪu:/ /ʌpu /. What is most worth mentioning is that Rong has little phonological awareness, which refers to “ an individual's awareness of the phonological structure, or sound structure, of words” (Wikipedia). When she uttered some words like average(/'æreɪdʒ/), energy(/'endʒə/) and temperature (/ 'tɛpreɪtʃər/), she knew the meaning and the spelling of the words (as she told me after the interview) but as we can see in the Table 3, her pronunciation was inaccurate not only because she mispronounced some phonemes but also because of the lack of corresponding syllabus in her pronunciation. This indicates that she can not break words into syllabus, where I think she should make improvement.

In terms of fluency, which means to speak smoothly and naturally, Rong need more improvement. In the first place, she used too many filler words such as “uh” and “um”, which indicated that she were not able to convey her ideas naturally and smoothly. As we can see in the transcript, excessive “uh” and “um” sounds clustered together in Rong’s answer, which not only discontinued her utterance but also negatively affected listeners’ understanding. In addition, numerous noticeable pauses in Rong’s speech disrupt her fulency. The pauses such as that in Rong’s self-introduction, may not damage listener’s comprehension but to a large extent,

indicate speaker's fluency disorder and speechless. Excessive repetitions also make her speech interrupted and blocked. For several parts, it was really difficult for me to follow with Rong when she repeated the words more than two times.

In terms of coherence, sometimes during our interview, I really could not comprehend what Rong was attempting to convey because of her heavy accent in pronunciation. For example, while she was introducing her research program, the key word "system" was pronounced as /sistə/ which I did not recognize. Therefore, I did not understand what she was trying to convey. I could comprehend most of what she said, but when she was inaccurate in the pronunciation of key words, I was not able to grasp her ideas.

Part III. Overall Assessment of English Language Abilities

Using SOLOM to evaluate Rong's language proficiency in phonology, I would give Rong 13 points. The 13 points are a total of 2 points for comprehension, 2 for fluency, 3 for vocabulary, 3 for pronunciation and 3 for grammar. Based on my own experience, much of Rong's utterance was intelligible and I could understand much of what she said though with some apparent pauses, many repetitions and excessive filter words which led to disruption and disorder in fluency. Besides, I can tell from Rong's speaking that she has limited vocabulary and she did not do well in the usage of vocabulary. In her expression, she not only made pauses due in part to her lack of vocabulary but also frequently misused an adjective as a noun, an adverb as a noun, a verb as a noun and so forth. For example, she uttered, "*the different may be the... every people's...*". Here she misused an adjective as a noun.

As for her pronunciation, as I have analyzed in the previous part, though what she said to most extent made sense to me, I had to exert much effort to conjecture her meaning due to her

repetition, pauses as well as filter words. Most of the sentences Rong spoke out were in disorder. She organized her sentences in a Chinese way, that is, some sentences were translated into English one character by one character without taking into account the grammar rules. In a word, Rong showed limited proficiency in speaking and she should make more improvement.

Part IV. Ways to Improve Phonological Skills

There are several reasons for Rong's pronunciation difficulties. First, she is heavily affected by her Chinese accent. I observed during our interview that when I uttered the word that Rong was unable to express, she would repeat my pronunciation but in her own way. Like the word "stable", though I pronounced as /'steɪbəl/, she still repeated as /'stebəl/. As a result, I believe that she is not only uncertain about the way to pronounce some words, but also can not distinguish the sound of the phoneme. Therefore, for adult ELLs like Rong, one effective way to improve phonological skills is to tell them how to pronounce certain phonemes with specific instructions—tongue placement, mouth shape and airflow. Therefore, my first recommendation for her would be to research the technical aspects of pronunciation from sources such as the website "Pronuncian".

The second reason for Rong's inappropriate pronunciation is that there is no equivalent phoneme or phonological features in Chinese pronunciation. For example, we do not have /θ/, /ð/ and /ɪ/ sound. Also, we do not need to make liaisons, loss of explosion or length of vowels and consonants when we speak Chinese. Like Chen et al. discovered (1996), Chinese students were oblivious of "the difference between the rhythm of the syllable-timed Chinese language and the stress-timed English language." It is difficult for native Chinese to adhere to these features when they speak English.

Therefore, my second suggestion for Rong is to make comparisons between these phonological features with Chinese ones and to be aware of the specific differences and then conduct targeted practice. For instance, as the phoneme /θ/, /ð/ and /ɪ/, minimal pairs enable English learners to make comparison among similar phonemes and also help to practice. In addition, it will be helpful for Rong to master the knowledge of syllables as she has little phonological awareness. Though English phonetics and spelling is not correspondingly symmetrical, it is conducive to cultivate phonological awareness in syllable level if Rong can summarize which letter will indicate the pronunciation of a specific phoneme.

What's more, to improve fluency, in addition to expand her vocabulary range and enhance grammar acquisition, it is favorable if Rong try to use paraphrase when she got stuck in her utterance. Paraphrasing is an effective way to help one convey his/ her ideas and it can also enable one to speak with stop or filling with "ur", "um" or "en" sounds.

Table 1 Consonant Change

Types of Changes	Position	Examples
/ɹ/ Insertion	Medial	because, choose, rest, mathematics
	Ending	beautiful, and, peaceful, ago, people, little, social, the, effective, physical
Deletion of Nasals	Medial and Ending	problem, system, him, even, foreign, province, mean, minimum, environment, temperature, fundamental
		anything, thing,
/ə/ Insertion & prolong	Ending	And, need, but, students, is, not
Mix /l/ & /n/	Any	Like, lot, ability, scholar, polar, life
/θ/ turning to /s/	Any	thing, something, anything, think
/z/ turning to /s/	Any	is
/tʃ/ turning to /tr/	Initial	Chinese, China, change, teacher, teaching

Table 2 Vowel Change

Type of Change	Examples
/ə/ turning to /ɒ/	of, word
/ɪ/ turning to /eɪ/	degree, agree, give
/ɪ/ turning to /i:/	bigger, sick, little
/ʌ/ turning to /ɒ/	worry, one
/eɪ/ turning to /e/	stable
/ə/ turning to /e/	learn

/ə/ turning to /ʌ/	difficult
/e/turning to/i:/'	very, when

Table 3 Suprasegmental Features and Other changes

Types of change	Examples
Deletion of necessary syllables	average(/'æreɪdʒ/), energy(/'ɛndʒə/) temperature (/ˈtɛmpreɪʃər/)
Liaison	give up, treat it, express it, trust it
Loss of explosion	recent years
Stress	interesting, recent