Master's
Portfolio

Major: Foreign, Second and Multilingual Language
Education

Heqiao
Wang

Advisor: Dr. Moore,
Leslie

Second reader: Dr. Hirvela,
Alan

The Personal Statement of Teaching Philosophy

Who am I?

In my home country China, there are a variety of dialects and accents existing in different

provinces, cities, or even between towns. I come from Shenyang, the capital of Liaoning

province in Northeastern China, where can be considered as one place of origin for Mandarin.

Thus, I think my mother tongue is more standard than people in other provinces. However, when

I traveled in other cities across the whole nation, people there would say that my Chinese was not

as standard as them. I gradually realized that it was hard to define a standard Chinese in each

aspect of phonology, vocabulary, grammar, orthography, etc. So is English. Pragmatic and

communicative function are always taken as essential consideration when acquiring a new

language. Later on, when I learn English as my major and French as my minor, I consciously

focus on how to use and apply the language to my daily life, such as interacting with local

people, reading local newspaper and
magazines, etc.

Talking about English teaching, I have a lot to tell here. I grow up in a period when

English has already been popularized in China for many years. Due to the reform and opening

policy in 1992, China opened the door and began to accept commodities from foreign countries.

Industrial technologies were increasingly advanced and at the meantime, service sectors were

developing including tourism, restaurants, etc. The phenomenon inevitably stimulated the

introduction of foreigner industries and sectors, and therefore, the use of English was very

common at that time. Our government encouraged citizens to learn English, and English has

become a major subject as important as Chinese and math. I remembered I learned English

starting from my kindergarten. My English teacher would teach some very simple English word,

like giraffe, elephant, and when I entered primary school, my English teacher would teach us

how to interact in an easy dialogue. A very typical dialogue is "how are you?" "I'm fine, thank

you, and you?" "I'm just so so." This conversion pattern was memorized by each students, and I

indeed believed American people would initiate a topic like this, until I came here and

discovered it weird to say so. In addition to English class at schools, my parents would also have

me attend English interesting class outside of school. Teachers there would teach us extra

knowledge and once a week, a foreigner teacher would join our class and communicate with us,

which was commonly named English corner. Our teacher would distribute us a manual including

lots of sentences on how to communicate with native speakers, and what we needed to do before

the conversation was just to repeat and memorize these sentences, and then attempted to apply it

into the weekly conversation as much as possible.

After graduation from the senior high school, I chose English literature and language as

my major. I believed English would be more and more popular in the future, and I

wanted to

master English to use it in my daily life. In the college, my academic field pay more attention to

theoretical perspectives. We were required to learn not only the semantic and syntactic pattern of

English language, but also to analyze themes and structures of some famous English literature,

and even to connect English with other fields, like management and economic. I became

interested in learning language, since I felt that speaking a foreign language can sculpt a totally

different me. Exactly due to the feeling, I chose French as my minor in my sophomore, using the

similar learning method with
English.

My mom is a mathematical teacher in a key senior high school in my hometown. I take

her as my role model on my way to be a language teacher, and intend to be a great teacher like

her. For one thing, she is a humorous teacher. For example, in order to motivate her students to

keep learning consistently, she invented some pithy formulas which are easy for her students to

memorize. These interesting techniques encourage students to always be interested in learning

novelties and be curious about what will be the next after that. I remembered I have been to her

class once, although at that time, I was only a 6th Grade student. I was still attracted by her

interesting pedagogy. She gave each student a bag of rice and a cube to determine the column of

the cube and then let them create their own equations. Students cooperated within group and

finally worked out their own calculating. That teaching behavior would leave learners a deeper

memorization and told them how to solve other similar problems.

For another, her teaching goal is to teach her students to recognize how to learn, which

can be exemplified by Perkins (2010). Some people have learned a third language, which may be

a different experience from working on the second. "Learning any language beyond your mother

tongue is very challenging, but hour per hour the third is usually not as daunting as the second"

(Perkins, 2010, p. 14). So is math. When meeting with a difficult problem, my mom would prefer

to develop her students to better understand how the answer was organized, and next time, her

students would solve the similar questions independently. These self-managed learner can

practice the hard parts, task risks, be not afraid of making mistakes, and connect their ideas and

skills with other contexts. I think her pedagogy is sustainable for learners to keep making

progress. Looking at my mom's contribution to math education, I discover that being a language

teacher is such a proud thing that my kids can be beneficial from my teaching and thus, pursue a

better life in their potential future. In my undergraduate years, I've traveled to different countries

and also been the volunteer teacher in poverty suburbs many times. What I gained from my past

experiences was that acquiring the English really matters a lot. Once I've been to a primary

school in Chiang Mai, Thailand, and taught students there, although they were poor at English,

3

the sense of accomplishment in making progress cannot be avoided. Loving, sympathy, caring,

and trusting were all generated simultaneously. A cumulating moments like these make me

increasingly confirm my future plan, a plan which I want to pursue in my whole lifetime, that is,

to be a language teacher in schools. Therefore, I came to The Ohio State University to complete

my education master program, hoping to learn more relevant theories from new perspectives.

Balance and Wobble

After learning in the past three semesters, I have solved some confusions in my mind as

well as raised new questions on teaching. I indeed discover that some theories cannot be

applicable to Chinese learning atmosphere, and some theories are controverted. For example, in

the high schools in China, the size of class is usually above 40 students, and although I recognize

the advantages of employing group work, it still hard to organize group discussion in such a big

class in China. In addition, when teachers impart knowledge to students, students are more likely

to be directed to the class objectives than being openly directed off the track, while a wobbling

learning atmosphere should also be created sometimes in our class. New perspectives on

language teaching have been invented in order to stimulate learners' motivation, improve

learning quality, as well as strengthen the relationship between students and teacher.

Like what my mom believed, learning to learn is more important than learning

itself, then

I believe people, over time, can make a difference and thus help others, and themselves, to learn

by recognizing the importance of self-managing and connecting ideas and skills with other

contexts, even when there are no teachers nearby. Learning is a joyful journey of discovery, so I

believe, teachers should also guide their students' journey in an interesting way. Faridi (2014)

laid a heavy emphasis on play. "Our children learn through play, imagination, and self-

discovery, so teachers not only allow but encourage play (p. 1)" Additionally, *Tashi and the*

4

Monk introduced Jhamtse Gatsal, a special school and home for 85 abandoned and neglected

children, like a garden of love and compassion. We can see kindness and empathy contributing

to a happy learning experience and a supportive community. Therefore, the learning environment

should be created as comfortable, loving, supportive, and joyful. Personally speaking, I have

experienced such a loving atmosphere in my own teaching. When I've been a volunteer teacher

in a primary school in Chiang Mai, Thailand, my kids were very curious about me since they

have seldom seen people from other countries. I spent lots of time in introducing myself

and then

established a strong relationship with them. They trusted me, and showed eager to learn from me.

We played vocabulary games and they made a huge progress after one month. Now I'm a

teaching aide in child care program, and we as educators will attempt to create a joyful learning

environment for our young kids. We made learning time gamely and provided our kids with

opportunities to make their own choice individually. In such a free and supportive learning

atmosphere, our youths are more willing to learn new things.

In addition to create a balanced learning atmosphere, how to build up a "wobbling"

learning space should also be concerned very seriously, since it can help learners absorb more

knowledge instead of only forwarding our agenda. Literally I was confused about the efficiency

of introducing "uncertainty" in our own teaching experience, but when discussing with full-time

teachers in child care program, they solved my confusions. They will intentionally create a

wobbling atmosphere in their class—such as asking kids what the character is feeling in a normal

story—which can initiate students' creative thinking. Sometimes they will draw a mind

map on

one topic meanwhile their kids will complete it in different ways of thinking. They are also

curious about what their kids are thinking and often kids' ideas surprise them. They even never

think like that! In my perspectives, teachers can "model" uncertainly to make students feel more

comfortable and use terms like "could be..." instead of "is..." to open up new ideas for

discussion (Fecho, 2011, p. 57). Everyone's idea is welcomed in our class, and each voice

matters. There are lots of ways to our teaching target, and choosing a tortuous way is not a bad

thing
.

Teaching Mixed-ability EFL Class of University Level in China

I intend to be a university teacher of English major in the future, so in this section, I will

illustrate the current situation of mixed-ability EFL class of university level in China as well as

provide specific teaching techniques and strategies integrating what I have learned before.

Individual students will vary in different aspects, including personality traits,

previous

learning experiences, motivation and aptitude towards learning a specific field, etc. If educators

have no solutions to face these challenges, students will not acquire the knowledge effectively

and efficiently. For example, if the instructor plans activities which meet only the needs of

learners whose skills fall in the middle, those learners with lower skills may become frustrated,

and those with more advanced skills may become bored (Boyd & Boyd, 1989; Wrigley & Guth,

1992). Nowadays, researchers pay more attention to such a problem, and at the same time,

teaching strategies for multilevel class are proposed and experimented in some regions. In terms

of multilevel EFL class in Chinese universities, the challenges are more obvious because of class

size, students' personality trait, and teachers' academic and research capability.

Multilevel class, or differentiated instruction, came into view and was defined in terms of

teaching objects, teaching status, learning environment, etc. As Julie Mathews-Aydinli and

Regina Van Horne (2006) have stated, "For many programs, the term 'multilevel' has come to

define classes where learners from a wide range of levels, from beginning to

advanced, are

placed together in a single group" (Julie Mathews-Aydinli, Regina Van Horne 2006). In addition,

differentiated instruction is the process of "ensuring that what a student learns, how he/she learns

it, and how the student demonstrates what he/she has learned is a match for that student's

readiness level, interests, and preferred mode of learning" (Tomlinson, C.A 2014). To

summarize, multilevel class is a teaching situation in which educators should actively plan their

instructions and materials considering students' differences, like education backgrounds,

readiness, skill levels, and
interests.

Some general teaching strategies for multiple ability EFL classes are proposed by the

previous researchers, like lesson planning, formal assessment, group work, self-access materials,

etc. Due to the specific teaching context, like the class size is much larger than other countries

(usually above 40 students), some general teaching techniques and strategies should be modified

or even abandoned in EFL classes of university level in China. Most English majors in Chinese

universities lack communicative confidence, so how to reinforce their learning motivation

becomes another challenge of great value.

Making Plan for Different Learning Goals

Some Chinese students in EFL classes may have already set up their own learning

purposes before class. Some may still confuse about their future. Teacher's responsibility is to

help them confirm their learning goals, which will enable students to regard language learning as

part of their life, and then, establish a specific plan for the potential challenges. For example, in

the first undergraduate EFL class, my teacher asked why we students chose English major, and

opinions varied from person to person. Then he made plans for different learning purposes and

students' capability so that we had a clear target to work on in the next 4 academic years.

Therefore, although students in one class have different language learning capabilities, they still

have time to develop themselves or have a suitable target to reach.

*Adopting Authentic Materials Containing Different
Levels*

"Funds of knowledge" illustrates that educators should draw upon students' variety of

background knowledge and experiences, whereby they can understand students' out-of-class

performance and thus, design their class instructions and activities better (Amaro-Jimenez &

Semingson 2011). This theory also works for Chinese EFL classes of university level.

By investigating students' previous academic or job experiences, teachers can design

different in-class activities and instructions within authentic contexts. For example, my EFL

teachers will recommend some authentic materials suitable for students of different levels, such

as an English learning website (www.kekenet.com) where VOA/BBC/CNN broadcasts can be

adjusted at different speed, English newspapers (like *21st Century*, *China Daily*, etc.) from which

students can choose different genre (narrative stories, fictions, argumentative essays, etc.) to

write a comment or journal. Such kinds of materials can be applicable for students of different

learning abilities and keep their learning interests continuously. More importantly,

students can

upgrade their levels at any time according to their self-evaluation. For instance, if they feel VOA

Special English easier than before, they can switch into the VOA Normal English; or if they have

already been excelled at writing a narrative story, they can write some academic essays by

themselve
s.

*Employing Multi-media out of
class*

With the development of science and technology, an increasing
amount of

communicative tools and online education websites come into view. Through taking advantage

of students' curiosity, teachers can employ multi-media out of class in order to strengthen

students' learning motivation. Take Wechat (a popular communication tool in China, similar

functions as Facebook) as an example. My EFL teacher will always share some selected news

and commentaries from *Guardian* or other online newspapers on Wechat Moment so that all

students (who befriend with him) can read and comment on it. Students feel fresh as they can see

their classmates' thoughts on one specific topic, and teacher can also interact with them after

class. In my opinion, it's a beneficial method which can inspire students to learn English anytime

and everywhere, be aware of language applicability, and feel a sense of achievement.

Conclusion

After one and a half year of learning, I generate new perspectives on language learning,

and apply them into the specific teaching context I expect to be involved after graduation—an

EFL teacher of university level in China. In the first part of teaching philosophy, I examine

myself first. I discover that my educational background, my family background, my learning

experience in both China and the United States, and various teaching experiences with learners at

different levels of proficiency, all influence my own pedagogical perspectives in various aspects.

Then, I initiated the topic of "balance and wobble" frequently discussed in all classrooms. A

balancing class without uncertainty could be dull, while a wobbling class without locus of

balance could be insecure. After recalling the previous learning and teaching

experiences, I find

it difficult to solve and pick it out to further discuss in this section. Lastly, since I intend to be

teacher of university level. In my undergrad period in China, I find that English majors are varied

in levels of competence. How to teach those students at different levels become a challenge for

my undergrad teachers. So I intend to use what I have learned in master program to make some

suggestion
s.

9
References

Amaro-Jiménez, C., & Semingson, P. (2011). Tapping into the funds of knowledge of culturally

and linguistically diverse students and families. *NABE News*,
33(5), 5-8.

Faridi, S. (2014). Happy teaching, happy learning: 13 secrets to Finland's success. *Education*

Week
Teacher.

Fecho, B. (2011). *Teaching for the students: Habits of heart, mind, and practice in the engaged*

classroom. Teachers College
Press.

Mathews, J., & Horne, V. (2006). Promoting success of multi-level ESL classes. *CAELA,*

   Washington:
   CAL.

Perkins, D. N. (2010). *Making learning whole: How seven principles of teaching can transform*

   education. John Wiley &
   Sons.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*.

   Ascd
   .

Corrective Feedback and Communicative Language Teaching: Appropriate

**and Skillful Use to Support L2
Accuracy**

Introduction

No matter in China or in other ESL contexts where English is not the language of the

community, most second language (L2) beginners achieve oral proficiency through formal or

explicit instructions. Look back to the first time when we were exposed to the foreign languages,

we were like a piece of white paper available for anything to be written on. We repeated,

received, and remembered what our language teachers taught without any personal

understanding. It's not uncommon for us to make oral mistakes or errors, since we didn't realize

their grammatical explanations. Then our teachers correct them and give us feedbacks. It's

universally admitted that corrective feedback (also "CF") is beneficial for language learners to

improve their levels of competence, but the challenge for each teacher is how and when to use

CF appropriately and
skillfully.

When second/foreign language teachers talk about communication in their class, they

may be more likely to check whether students excel at four language skills: listening, speaking,

reading, and writing. These skill categories are so broadly accepted that a majority of

standardized tests will also establish questions on these skills, like TOEFL, IELTS, etc. Learners

who get a higher score are viewed as ones who can live and study in the English-speaking

countries better than others. In addition to standardized tests, learner course materials and teacher

education programs will also include these skills in order to improve leaners' level of

competence. The skills needed to engage in speaking and writing activities were described

subsequently as *productive*, whereas listening and reading skills were viewed to be *receptive*.

However, scholars discovered these two terms didn't consider the interactive nature of

communication. Savignon (1991) pointed out, the terms that best represent the collaborative

nature of what goes on are *interpretation*, *expression*, and *negotiation* of meaning. The

communication competence needed for participation included not only grammatical competence,

but pragmatic competence. Therefore, examination of the learning process from a

communicative perspective has meant looking at language in context, analysis of learner

expression and negotiation. Then many language teachers have paid more attention to their

teaching materials and content in order to meet their learners' communicative needs.

Communicative language teaching (CLT) has increasingly showed in teachers' pedagogy

methods and curricula which embrace both the objectives and the processes of classroom

learning. Nowadays, interest in teaching culture along with language has resulted in the

emergence

of various integrative approaches. Language teacher of today should not only teaching language

itself, but also involving cultural elements in their class for language is part of culture as well.

The Russian scholar Victoria Saphonova (1996:62) has introduced a sociocultural approach to

teaching modern languages that she has described as "teaching for intercultural L2

communication in the spirit of peace and a dialogue of cultures." Being a dialogic

teacher has

been highly recommended in the field of pedagogy. Then how to make our class dialogical has

become a challenge for all teachers. Besides setting up various essential questions and promoting

different perspectives, providing feedbacks should also be concerned: for one thing, feedback

can be regarded as a part of communication process during which negotiation guarantee a

successful language acquisition; for another, both verbal and nonverbal feedbacks signal the

audience's response to the speaker which help continue the conversation in further explaining,

solving confusion, taking examples, or other teaching
behaviors.

After searching and reviewing previous studies, I find that CLT classrooms have been

popularized since today's language teachers are more likely to teach language within the

perspective of culture. CLT class content and materials can lead their students to better

understand the culture in specific contexts, and sometimes, even imitate the native-speaking

environment to practice their oral language. Then, oral corrective feedback can not only facilitate

their learning process, but also demonstrate a pedagogical idea "learn from errors". Under the

trusting relationship between teachers and students, students are not afraid of taking risks and

making mistakes, and in turn, teachers can correct their mistakes implicitly or explicitly with

various CF approaches. The communicative learning atmosphere is created gradually in the

collaboration of teachers and students. In this paper, I will examine the use of oral corrective

feedback in communicative language teaching classrooms. I will start with presenting some

theoretical rationales—such as Universal Grammar (UG), Input Hypothesis, Noticing

Hypotheses, Socio-cultural theory—followed by an introduction of corrective feedback and

communicative language teaching which helps readers readily connect these two academic fields

in the following sections. Then empirical studies are categorized chronologically in four aspects

of linguistic accuracy, vocabulary development, learners' uptake, and socio-cultural theory,

which respectively support to illustrate the accurate and appropriate use of corrective feedback.

Theoretical
Rationale

There have been many studies of the effects of feedback on students' performance, and

CF has already been a rich research field with lots of empirical research in the field of language

acquisition recently, the study of which helps language learners to acquire the target language

successfully. Think back to our class when we do some activities, tasks, or tests, like

presentations, dialogue, writing assignments, etc., our teachers or partners will warn us to correct

our errors and mistakes, and sometimes even point out our errors and mistakes directly. It's one

of the common teaching methods employed in language class, no matter for what levels of

learners, because all L2 learners need expertise to correct their errors and mistakes to increase

their level of competence. Why CF has become an increasingly popular research field for

scholars of different generations? I conclude four reasons as follows.

First, some innate principles from L1 field are not available to L2 learners. Thus, in order

to successfully acquire a L2, L2 learners should find theoretical perspectives to support their

learning process. For instance, Nativist theory has claimed that children rely mainly on Universal

grammar (UG) (e.g., Chomsky, 1965), and the interactionist perspective pointed out that

negative feedback exists in child-parent interactions and it contributes to L1 development

(Nassaji & Fotos, 2011, p.67). However, in the area of L2 acquisition, the majority of SLA

researchers argued that L2 acquisition is different from child L1 innate learning. Positive

feedback is essential but not sufficient for successful L2 acquisition, and negative feedback can

largely help L2 learners achieve in acquiring
an L2.

Second, the role and effectiveness of CF have been disputed among SLA researchers for

a long time. Krashen's (1981, 1985) influential Input Hypothesis assumed that language

acquisition is mainly driven by comprehensible input, that is, target language that is understood

by the learner. He also contended that consciously processed language input, such as explicit

instruction or CF, would not increase L2 proficiency. Krashen (1981, 1985) even believed that

one can acquire a L2 "without ever producing it". Krashen (1981, 1985) has put comprehensible

input in a very important position. However, other researchers argued that explicit knowledge,

14

especially for metalinguistic feedback, can influence or transform into implicit knowledge.

Swain also added that input was indeed essential but still insufficient for a successful L2

acquisition. From sematic process to syntactic process, L2 learners should frequently produce

their utterances, and CF guarantee L2 learners to come closer to native speakers' levels of

competencies. In line with these view, the controversy that whether CF is effective in L2

learning is still indecisive. More empirical research and meta-analysis report should be

conducted in SLA on
CF.

Third, when and how to employ CF is another issue to be further concerned. Generally

admitted, CF is a beneficial pedagogy, but its appropriate and skillful use should be considered

by language teachers. Schmidt's (1992) Noticing Hypothesis has underlined awareness of

discrepancies between the learner's output and the L2 was necessary for the acquisition of a

specific linguistic item. Some scholars thought that the interlocutor might break the fluency of

conversation to correct the oral mistakes or errors generated by speakers. The interruption will

overemphasize accuracy, which will violate conversation meaning and context. Many teachers

view oral language class as an opportunity to train students to be equipped with communication

competence, no matter in which context they are involved. However, the appropriate and skillful

use of CF approach, such as timing of correction, choices of correctors, choices of CF

approaches, can avoid breaking the conversational flow as well as realizing the goal of oral

language class. Sometimes, the ESL context cannot ensure learners to be conscious of the hole or

the gap in their linguistic competencies, then CF must come into play, but when to use and how

to use are potential challenges. Oral language teachers expect to achieve both fluency and

accuracy simultaneously and researchers of future generations should focus more about the

proper use of CF. It is the reason why scholars still have studied on the topic so as to summarize

a refined system of using CF in specific teaching contexts.

Another source of support for corrective feedback also comes from sociocultural

perspective (Vygotsky, 1986). Language learning is essentially a social process, and interaction

is an integral and inherent part of learning (e.g. Appel & Lantolf, 1994; Nassaji & Cumming,

2000; Nassaji & Swain, 2000). Learning cannot be achieved isolated from interaction, but be

viewed as a process that "occurs in rather than as a result of interaction" (Ellis, 2009, p. 12). In

terms of feedback, a major concept in the socio-cultural perspective is the notion of scaffolding,

which refers to a gradual and step-by-step assistance offered by the teacher as needed. Thus, in

this view, the importance of corrective feedback exists in the opportunities it provided for

scaffolding (Nassaji, 2015).

Since CF is a commonly used pedagogic technique in ESL class and more

evidence is

needed to provide, the topic plays an important role in the current academic field of SLA. To

provide an appropriate reference for teachers and learners to apply CF in class, some details

should be included, such as the timing of CF, the choice of CF, etc. The following section will

present and articulate relevant research on substantiating the exact role and effectiveness of using

CF in oral language
class.

Corrective
Feedback

Definition of Corrective
Feedback

A variety of terms are used to identify errors and provide feedback, and the most

common one is called *corrective feedback* (also "CF"). Since we will discuss the empirical

1
6

research on CF and communicative language teaching in next section, I would like to articulate

and review the definitions of terms from some scholars' viewpoints as below.

Language error correction, also corrective feedback (CF), happens mainly during

students' output of language or when they are producing language in spoken or written form. It

has been defined simply as 'responses to learner utterances containing an error' (Ellis, 2006: 28)

but also as a 'complex phenomenon with several functions' (Chaudron, 1988: 152). In

Chaudron's perspectives, the term *treatment of error* may simply refer to "any teacher behavior

following an error that minimally attempts to inform the learner of the fact of error" (p. 150).

Learners may not be clear about the treatment in terms of the response it elicits, which will also

significantly influenced to "elicit a revised student response" (p. 150). Eventually, "the true"

correction came into being, modifying the learner's interlanguage rule so that the error is

eliminated from further production (p. 150).

Lightbown and Spada (1999) define corrective feedback as:

> *Any indication to the learners that their use of the target language is incorrect.*

> *This includes various responses that the learners receive. When a language*

learner says,

'He go to school everyday', corrective feedback can be explicit, for example, 'no, you

should say goes, not go' or implicit 'yes he goes to school every day', and may or may

not include metalinguistic information, for example, 'Don't forget to make the verb agree

*with the subject'. (p.
171-172)*

Schachter (1991) claimed that corrective feedback, negative evidence, and negative

feedback are three terms used respectively in the fields of language teaching, language

acquisition, and cognitive psychology. The feedback can be explicit (e.g., grammatical

17

explanation or overt error correction) or implicit. Implicit correction includes, but is not limited

to, confirmation checks, repetitions, recasts, clarification requests, silence, and even facial

expressions that express
confusion.

Frankly, CF can be initiated by teachers, parents, or other individuals who have ability to

correct one's errors in certain fields. At the preschool or kindergarten level, CF is

usually

informal and verbal, while such feedback is common in a more academic level, especially in

high school and university, since teachers' correction is of great help in improving learners'

knowledg
e.

**Taxonomy of Corrective
Feedback**

In general, CF can be categorized into two main branches, explicit and implicit CF

approach. Implicit correction feedback refers to a not overt indicator that an error has been

committed (Ellis, Loewen, & Erlam, 2017). It is relatively informal and usually obtained through

interaction and recasts. Implicit feedback is used primarily for vocabulary development and for

language formative nature. However, explicit (or metalinguistic) feedback is more detailed. Once

the errors are identified, teachers can choose to either provide an explanation for the errors and

alternative response, or leave the students to self-correct that error. Explicit feedback can be

viewed as more relevant to the development of the student's second language and should be

adopted thoughtfully in class. Various types of CF approach are illustrated as the

Appendix

shows.

Empirical Research on Corrective Feedback in Communicative Language

Teaching

A majority of empirical research has recently explored the exact role and effectiveness of

different approaches of CF. Studies have been conducted both inside and outside the classroom

(e.g., in laboratory settings) and have also used various measures to assess effectiveness, ranging

from learners' uptake to various forms of pre-and post-test measures (Nassaji & Fotos, 2011,

p.81). In this section, four relevant aspects will be reviewed so as to substantiate the

effectiveness of CF through a selected sample of such studies.

Linguistic Accuracy

The role of teacher-student interaction and collaboration in solving linguistic problem has

recently been in the center if SLA research. After reviewing previous studies of the effectiveness

of implicit and explicit CF on SLA, Ellis, Loewen, and Erlam (2017) attempted to study the

effectiveness of these two types of CF approaches on the acquisition of past tense -*ed*. Two

experimental groups and a control group were asked to complete two communicate tasks during

which they received either recasts (implicit feedback) or metalinguistic explanation (explicit

feedback). Acquisition was measured by means of an oral imitation test, an untimed

grammaticality judgment test, and a metalinguistic knowledge test. The results indicated

metalinguistic explanation benefited implicit as well as explicit knowledge and increase learners'

utterance accuracy.

Based on the methodology of Ellis' *et al.* (2017) study, Al-Ahmad and Al-Jarrah (2018)

adopted the similar research procedure in another testing place, Yarmouk University

in Jordan:

linguistic accuracy in the use of the past tense form -*ed* by the three groups of participants was

measured by means of a pre-test, immediate post-test and delayed post-test over one semester.

19

The first group received full explicit written CF only above each targeted error; the second group

received full explicit written feedback as well as oral meta-linguistic explanation; the last group

received on corrective feedback at all on the targeted feature. The result manifested that the

linguistic accuracy in the use of the simple past by the second group was extended and retained

compared to the other two groups. Due to the effect of meta-linguistic explanations on improving

and retaining L2's accuracy over the time reported, the researchers recommended that this CF

approach should be employed more among their testing participants. It can help clarify the exact

grammatical patterns and principles as well as used appropriately for learners of different levels

of competence. Since these two research adopted similar methodology, the results both

demonstrated that CF approach, especially the explicit feedback like metalinguistic explanation,

can directly point out the errors in utterances and reinforce the memory when correcting their

wrongness, because they clearly realize the reason of their errors and mistakes.

Vocabulary development

Gass and Selinker (2008) claimed that lexical errors deter the learner's ability to

understand another speaker and to negotiate in a L2. Therefore, vocabulary development can be

regarded as a significant facilitator for a successful L2 acquisition. Usually oral CF can help

learners develop their quality (depth, conceptual elaboration, and network building) and quantity

(breath, vocabulary size) of vocabulary knowledge. Some researchers examined that some CF

approaches are beneficial for developing vocabulary knowledge in different senses.

In the study of Dilans (2010), he investigated intermediate proficiency adult ESL learners

in 'Intermediate Reading and Conversation' at a community college in the southwestern United

States. The objects were divided into three groups, including prompts group, recast group, and

controlled group. A four-step vocabulary activity was done among these three

groups, and the

outcome was inspected by a three dimensional L2 vocabulary development model. The findings

indicated that prompts were equally advantageous with recasts in the short term and more useful

in the longer term in facilitating L2 vocabulary development for community college adult ESL

learners. In the study of Hodges *et al*. (2016), the researchers attempted to

scrutinize whether

accuracy feedback on a meaning generation task would lead to improved contextual word

learning (CWL). The study was conducted using an intelligent tutoring system, which showed

target words in a variety of contexts and stimulated users to produce a target word meaning after

each context. One group of participants (feedback group) would receive immediate feedback,

and the other group would not receive any feedback (controlled group). The results manifested

that there were greater gains in accuracy and confidence for the feedback group. It suggested that

CF approaches can be considered as tools to build high-quality lexical representation, from

which learners can develop their vocabulary size and its accurate

employment.

**Learners'
uptake**

A large group of researchers have explored the relationship between the
use of CF

approach and learners' uptake (i.e. responses from learners). They figured out the
effectiveness

of using CF in oral English class through teacher-students interaction, and then
summarized

some teaching strategies and techniques for the future oral class. Swain's
(1998) Output

Hypothesis claimed that "negotiations of form in CF help English learners to 'notice
the gap'

between what they intend to utter and what interlanguage allows them to say."
The process

encourages learners to repair their utterances into better with native speaker as a
role model,

which can somehow increase their speaking quality, like phonological accuracy,
as well as

strengthen their communicative
confidence.

2
1

In the study of Mackey and Philp (1998), they explored the relationship
between recasts

in conversational interaction and short-term L2 development. Under the
investigation of NS-

NNS (native speakers and non-native speakers) dyads, their participants carried out three tasks:

the NNSs were required to find the differences between the two pictures by asking questions,

while NSs were trained to read written instructions for the tasks, examine transcripts, and carry

out role-plays. The finding showed that the recasts resulted in the acquisition of question forms

irrespective of whether there was uptake. They made a consensus that recasts have nothing to do

with improving learner's
uptake.

However, other researchers pointed out the fallacies from their study and modified it in

some aspects. Through conducting a meta-analysis which focused exclusively on 15 classroom-

based studies, Roy Lyster and Kazuya Saito (2010) have investigated the pedagogical

effectiveness of oral CF on target language development. They searched electronic databases

online (e.g. Education Resources Information Center, the Linguistic and Language Behavior

Abstracts, and etc.) to select 15 quasi-experimental classroom-based studies. By calculating

Cohen's *d* index, they have discovered that "CF makes a significant impact on L2 learners'

performance with a medium yet substantial effect (*d*=0.74) for posttests in comparison with

control groups (i.e., the between-group contrasts)" (Lyster & Saito, 2010). The results

demonstrated that CF groups were significantly different from no-CF groups, especially for

students who received recasts, prompts, and explicit corrections. These types of CF approach

were able to positively influence L2 learners' interlanguage development.

In the study of Loewen and Philp (2002), they conducted a research at a private language

school, in which 12 communicative ESL classrooms were tested the effectiveness of FonF (focus

on form) on subsequent learning. After 17 hours of meaning-based interaction, 118 participated

2
2

learners were provided recasts, elicitation, and metalinguistic feedback by 12 teachers. Results

revealed that successful uptake following CF was significantly related to gains in scores of

vocabulary and grammar, as measured by posttests. The recasts varied according to features that

emphasized their corrective purpose, and these differences may have an impact on their

effectivenes
s.

**Socio-cultural
Theory**

Some researchers have assessed the use of CF in oral class with
socio-cultural theory

(SCT), since SCT views language learning to be a socially constructed process
focusing on

interaction between individuals instead of a separate one. After reviewing much
previous

research, Jessica Elizabeth Peters (2010) found that oral corrective feedback can be
justified with

SCT in the following three aspects: 1) *Interaction*. CF tends to be effective when
learners were

alerted to their errors, and thus, they were developmentally prepared to acquire
the right

grammatical form; 2) *Developmental levels*. Although developmental levels vary among
learners

of various proficiency levels, specific types of CF approach will be best suited to each
group. For

example, high-proficiency learners can receive all kinds of CF effectively and
efficiently, while

low-proficiency learners have less kinds of CF approach to accept, like prompts
and explicit

corrections; 3) *Practicability*. By observing two different discourse moves
incorporated in

learner-centered (French class) versus teacher-centered (Italian class) classrooms, Anton (1999)

finally concluded that students in the French class are highly motivated and actively engaged,

since "consistent with SCT, the collaborative atmosphere and implicit communication of

collective responsibility for learning resulted in students who were highly responsive to

communicative moves." (Peters, 2010); while as for the Italian classroom, students can only

receive instructions from their teachers and seldom have space for communication and

<div align="center">

2
3

</div>

interaction. In conclusion, teachers should always consider the efficiency of teacher-student

interaction, the proficiency of various levels, and the practicability of using CF approach in

advanc
e.

Conclusi
on

Through examining the results of previous studies, I summarize that generally speaking,

oral CF can be employed effectively and efficiently as long as correctors adopted in a proper

time and patterns. Although some researchers did not find beneficial relationship between using

CF approaches and learner's uptake. For example, recast is frequently used to correct learners'

phonological errors or mistakes, and metalinguistic explanation can increase the accuracy of

using grammars and vocabulary. Furthermore, some researchers have assessed the effectiveness

of using CF in oral class with socio-cultural theory, because the employment of CF can

strengthen the trusted relation between teachers and students, and then construct a more

beneficial socially friendly learning environment. Students are not viewed as a separate

individual in teaching context, and teachers always pay attention to learners' process.

However, there are still some caveats existing in some occasions. As I have mentioned,

accuracy and fluency can seldom be achieved simultaneously, especially in oral utterances.

Using CF approaches will sometimes break the conversational fluency, so the appropriate and

skillful use of CF approaches should be considered as an important pedagogy for all language

teachers. They should not only identify the appropriate errors to correct, but also adopt the

applicable teaching strategies, as well as select the fitting time to correct. Learners' proficiency

and motivation should also be considered in that sometimes CF will discourage students'

language confidence. In order to avoid the retroaction of using CF, language teachers need to

take good advantage of potential
benefits.

24

References

Al-Jarrah, R. S., & Al-Ahmad, S. (2018). Effects of the Location of Feedback on the Linguistic

Accuracy in EFL Students' Timed and Untimed Essay Writing. *The Asian EFL Journal*

Quarterly,
215.

Chaudron, C. (1988). Second language classrooms: Research on teaching and learning.

Cambridge University
Press.

Dilans, G. (2010). Corrective feedback and L2 vocabulary development: Prompts and recasts in

the adult ESL classroom. *Canadian Modern Language Review*, *66*(6),
787-816.

El Tatawy, M. (2002). Corrective feedback in second language acquisition. Working Papers in

    TESOL & Applied Linguistics, 2(2).

Ellis, R. (2009). Corrective feedback and teacher development. L2 Journal, 1(1).

Erlam, R., & Loewen, S. (2010). Implicit and explicit recasts in L2 oral French

    interaction. *Canadian Modern Language Review*, *66*(6), 877-905.

Frishkoff, G. A., Collins-Thompson, K., Hodges, L., & Crossley, S. (2016). Accuracy feedback

    improves word learning from context: evidence from a meaning-generation task. *Reading*

    and Writing, *29*(4), 609-632.

Gass, S. M., & Selinker, L. (Eds.). (1992). *Language transfer in language learning: Revised*

    edition (Vol. 5). John Benjamins Publishing.

Lantolf, J. P., & Appel, G. (Eds.). (1994). *Vygotskian approaches to second language research*.

    Greenwood Publishing Group.

Li, S. (2010). The effectiveness of corrective feedback in SLA: A meta‑analysis. Language

    Learning, 60(2),
    309-365.

Lightbown, P. M., & Spada, N. (1990). Focus-on-form and corrective feedback in

    communicative language teaching. Studies in second language acquisition, 12(4),
    429-448.

Loewen, S., & Philp, J. (2006). Recasts in the adult English L2 classroom: Characteristics,

    explicitness, and effectiveness. *The modern language journal*, *90*(4),
    536-556.

Lochtman, K. (2002). Oral corrective feedback in the foreign language classroom: How it affects

    interaction in analytic foreign language teaching. International Journal of Educational

    Research, 37(3),
    271-283.

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake. Studies in second

    language acquisition, 19(1),
    37-66.

Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language

    classrooms. Language teaching, 46(1),
    1-40.

Mackey, A., & Philp, J. (1998). Conversational interaction and second language development:

    Recasts, responses, and red herrings?. *The Modern Language Journal*, *82*(3),
    338-356.

Nassaji, H., & Fotos, S. S. (2011). *Teaching grammar in second language classrooms:*

    Integrating form-focused instruction in communicative context.
    Routledge.

Nassaji, H., & Cumming, A. (2000). What's in a ZPD? A case study of a young ESL student and

    teacher interacting through dialogue journals. *Language teaching research*, *4*(2),
    95-121.

Nassaji, H. (2016). Anniversary article Interactional feedback in second language teaching and

    learning: A synthesis and analysis of current research. *Language Teaching*

    Research, *20*(4),

535-562.

Panova, I., & Lyster, R. (2002). Patterns of corrective feedback and uptake in an adult ESL

   classroom. Tesol Quarterly, 36(4),
   573-595.

Savignon, Sandra J. "Communicative language teaching: State of the art." *TESOL quarterly* 25,

   no. 2 (1991):
   261-278.

Srivastava, S. R. (2014). Accuracy vs. fluency in English Classroom. New Man International

   Journal of Multidisciplinary Studies, 1(4),
   55-58.

Sheen, Y. (2004). Corrective feedback and learner uptake in communicative classrooms across

   instructional settings. Language teaching research, 8(3),
   263-300.

Yoshida, R. (2008). Teachers' choice and learners' preference of corrective feedback types.

   Language awareness, 17(1),
   78-93.

Appendix

CF types	Definition	Example
Explicit correction	... identifies the error, and ... provides the correction.	-Student: I watch a great game yesterday. yesterday. -Teacher: Very good! But it's not "watch". It's "watched".

Feedback type	Description	Example
Recast	Reformulates all or part of the incorrect word or phrase, to show the correct form without explicitly identifying the error.	-Student: I see a great movie last weekend. -Teacher: Oh really? You "saw" a great movie. Which movie did you see …
Clarification request	… not understood and asks that the students reformulate it.	Teacher: How often do you swim? Student: Three. Teacher: Just three? Three what? Student: Three times a month.
Meta-linguistic		Student: I watch a great game

feedback

ut

yesterday.

esterday.

Teacher: Good! But you ...describe a

error without explicitly

thing happ... you

providing the correct answe r.

the correct word or phrase.

should use past simple tense. Try it again!

Teacher: I see a film ... (a ong bause ...

28

-Student: I week.

Repetition Repeats the student's error while highlighting the error or mistake by means of emphatic stress.

Student: I watch a movie two imes a

Elicitation Prompts the students to self-correct by pausing so the students can fill in

-Student: I see a film one time a week.

imes?

week

.

-Students: week!

-Teacher: Two

EDUTL 6808 Multicultural and Global Perspectives on Teaching and

Learning

Essay: The Transformation from Academic knowledge to Critical Thinking

The surprising result of a four-week experiment taken at Bohunt School in Liphook,

predominately adopting Chinese teaching methods in a class of 50 9th Grade students, reveals a

consistently debatable issue of whether an act of depositing or banking education is capable to

develop students as what society wants them to be. During the experiment, science and math

lessons were essentially lectures, in which taking notes and rote memorization were required.

Besides, morning exercises, Chinese learning, running test were compulsory included, seemingly

ridiculous amongst British students but totally fine in China. The final exam astonishingly

demonstrates that the scores of students taught by four Chinese teachers were further higher than

the scores of students taught by British teachers. Audience will probably ask: Is Chinese-style

education recommended or criticized? Do educators take a good score as the justification of a

positive learning
outcome?

I watched that BBC documentary, *Are Our Kids Tough enough? Chinese School*[1], in my

3rd undergrad year in China. 18-year learning experience told me that Chinese education was the

best-suited system for each student, no matter whether in China or in other nations, since what

the very thing for students is to receive, memorize, and repeat. My teachers and parents often

told me, the harder I studied, the higher score I would get. Fortunately, I sensed the "magic"

when I achieving in an ocean of exercises and drills. Now I study abroad, a new teaching and

https://www.youtube.com/results?search_query=are+our+kids+tough+eno

ugh

learning pattern comes into view. Group discussion is common and each voice matters. Teachers

decreasingly pass the preexisting knowledge to students, which can be equally obtained through

searching and reading after class. Instead, critical thinking and problem-solving skills matter.

The perspective shift makes me think: Should educators develop their young children with the

transformation from academic knowledge to liberated critical thinking? And if so, how? The

course materials and group discussion have already provided sufficient evidence as follows.

Schooling Spaces as Collaborative and Dialogic

Learning is gradually regarded as a process of collaboration happened in a

respectful

community (Johnston, 2012; Fulghum, 2003; Chenfeld, 1992), as mechanical depositing is

proved as a short-term beneficial teaching system. "Knowledge emerges only through invention

and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings

pursue in the world, with the world, and with each other" (Michikyan et al., 2016, p.8). When

discussing in class, Rick, a math teacher in an elementary school, told us that he would like to

give students a bag of rice and 3D plastics versions of the various shapes to determine the

volume of a cube. He was curious about what kinds of formulas his children would create, and

also learn some innovative ideas from them. Rick is not the only person who teach students like

that. As Mollie said in class, 'teachers in the modern age would rather work collaboratively with

their young children to deepen their learning, instead of viewing them as 'empty receptacles'".

When I worked in a kindergarten as a teaching aide this summer, I observed that our

teachers were proud of initiating free time for kids to openly discuss about questions occurred in

their daily life. Some kids asked, "Why my hair is curly?" or "Why my mom

always gets

angry?" These funny questions, sometimes, even hard for teachers to answer, but we as

educators preferred to be a facilitator or a listener, encouraging them to discover the answers by

3
1

themselves. Often I confuse about how our young children know it seemingly beyond their

knowledge and comprehension, but I also believe it perhaps benefited from collaboration and

free
talking.

Schooling as Promoting Civic
Education

   The mass migration challenges traditional civic education programs, and fosters a

comprehensive school where 21st-century skills and competencies, social relations, cultural

attributes are considered equally. We made a concession in last week's group that schools were

the best place for sensitive conversations (like racism) to take place, because a more educated

generation was powerful and would be in the perfect position to make a change. Schools will

struggle against damaging these problems, but that is not the excuse to avoid them. "The pursuit

of full humanity, however, cannot be carried out in isolation or individualism, but only

fellowship and solidarity" (Freire, 1996, p.66). A human being, without connection with other

individuals, will gradually sink into anxiety and be out of the current mainstream of culture.

"Civic education is grappling to expand beyond traditional knowledge and prepare

students with the skills necessary to participate in the even more globally connected economy

and society of today" (Michikyan et al., 2016, p.9). Being a good citizen in the tough society, a

person should not only master the knowledge existed for long, but also acquire critical thinking

and problem solving, metacognitive skills, communication and socioemotional skills, as well as

intrapersonal skills such as autoregulation, responsibility, and time- and self-management skills.

Educators always need to realize what their children eventually gain is not as important as how

their children gain it. After all, positive learning procedure is more likely to lead to positive

outcome
s.

Misplaced Blame: Problems beyond
teachers

My mom has been a math teacher for above 20 years in a senior high school in China.

She cannot design her own curriculum. Instead, administrators who haven't literally taught

students for long, will provide a general guideline in the spirit of educational department. They

outline what students need to know/acquire, and all beyond it will be opted out. In addition,

teachers like my mom need to follow the work plan very strictly, for example, the first unit

should be finished in one week and then proceed to the next one. Our teachers never question the

authority as like our children must respect teachers, albeit not appropriate for the actual situation.

The question, therefore, doesn't happen on teachers themselves, but the administrators function

too much. Alexis also supports that "I agreed with the banking system in education and

that students

need to think critically to be successful and conscious in forming their knowledge [1]. However, I

believe that this view is too critical on teachers. In education, decisions are formed by people not

inside schools." Both teachers and students have their own rights to choose

subjects, class

timing, etc. Forcing students to work on what they dislike will merely result in a negative

situation. Reconstructing a sustainable and reciprocal teacher-student relationship serves to a

primary task, no matter whether in China or in the
States.

Retrospect to the question I asked in the beginning, "Should educators develop their

young children with the transformation from academic knowledge to liberated critical thinking?

And if so, how?" I think the answer is absolutely yes. Since collaboration and communication

are often advanced during learning process, preexisting knowledge can be acquired by self-

studying and group discussion. Meanwhile, today's schooling should teach beyond academic

knowledge, and promotes the development of full humanity. Social relations and cultural

<div align="center">3</div>
<div align="center">3</div>

attributes become more important. Educators, therefore, need to inspire students' liberated

critical thinking, and the administrators also need to realize the reality and make a change.

3
4

Reflection

The essential question in this article—how can we challenge ourselves as educators to

use transformative academic knowledge to inspire young children to be authentically liberated

critical thinkers—is further discussed on the basis of three theoretical perspectives, including

schooling spaces as collaboration and dialogic, schooling as promoting civic education, and

misplaced blame: problem beyond teachers as well.

The question was initiated by a BBC document "Are Our Kids Tough Enough? Chinese

School", and from then on, I became curious about what kind of education was best suited to our

youth. The size of class in China is usually larger than other countries, and banking education is

justified to be an appropriate teaching system for Chinese students. For one thing, most Chinese

students are obedient and seldom question about the authority. They like being in the "certainty",

in which teachers just tell them the knowledge they need to remember directly. For another, due

to the economic and social structure, Chinese students are under a great pressure of finding a job

and supporting their family in the future. A high diploma is the guarantee of solving these

pressures. Therefore, most Chinese teachers just deposit the knowledge to the students, which is

regarded as an efficient and fast pedagogy for students acquire and then pass the exam. Now I

study abroad. Teachers in the United States provide students with opportunities to discuss within

groups, in which students can gain knowledge by themselves. Sometimes they also make

questions on the existing knowledge. These learning processes make students think deeply.

Hence, people will ask which teaching method has more advantages.

This essay makes me explore more about the essence of schooling—what is schooling?

What are the purposes of schooling? What are the problems of current schooling? If we

recognize the importance of these questions, then we will promote our schooling system to be

forwarded on the right track. Through my searching and reviewing, I discovered that at first, the

school was established for idea exchanging. Students sat in a circle and teacher sit in the center,

initiating a topic for students to discuss. Therefore essentially, school was a place for students to

collaborate with each other, producing new ideas in a respectful community. Each voice matters

and new perspectives flow. Teachers need to be dialogic. For example, they can promote

different perspectives with setting a respectful tone. They can also model as a questionable

individual which can make student sure of doubting on the existing knowledge showed on the

teaching materials. Now I worked in a child care program, and "Genius Hour" was introduced in

class, during which our young kids were available to discuss a variety of topic happened in their

daily life. I found that they enjoyed the one hour and our teachers sometimes, were even curious

about their level of
understanding.

Schooling system has been changed, since 21st-century has required individuals to be

equipped with more skills and competences than before. I think schools are the best places for

sensitive conversations to take place and the present educated generation are in the perfect

position to make a change. Stereotype, racism, individualism, prejudice, multiculture can be

discussed in school, because the objective of schooling is not only to forward the agenda and

impart traditional knowledge, but also to make human beings connected with the society and be

prepared with skills necessary to participate in the even more globally connected economy and

society of today. Critical thinking, problem solving, metacognitive skills, communication and

socioemotional skills, as well as intrapersonal skills such as autoregulation, responsibility, and

time- and self-management skills, will be taken as parts of teaching purposes.

However, schooling also has its own problems. It was beyond teachers themselves, but

more related to administrators. In order to make schooling more democratic and sustainable, a

trusted relationship between teacher and administrator, teacher and parent, teacher and students

should be enacted. Today's schools need to promote students to possess full humanity, thus,

social relations and cultural attributes are of great value.

I wrote the article in EDUTL 6808 multicultural perspective class. Through seminar each

week with people of different national identities, I surprisingly discover that although we are

different in nationality, we all work on one direction—developing our teaching objects as a full

humanity in this changing world. Some topics may never ever be pointed out in my home

country, but they are indeed important in the development of human beings. If we have no idea

on these important issues, then how can our youths connect them to these issues? I really

appreciate Dr. San Pedro organized many discussions in class, providing us with opportunities to

be mindful, to be fully exposed to various perspectives. I gradually grow up as a TESOL teacher

candidate who is liberally critical on reality and attempt to make a change on present schooling

syste
m.

EDUTL 5615 Methods and Culture in TESOL

Essay: Culture paper

Chapter 1
Introduction

In order to set up a sustainable, creative, and efficient foreign language teaching-learning

system, individuals need to consider the degree to which institutional cultures value quality

teaching. As the society develops, an increasing amount of teachers require their students to be

equipped with creative and critical thinking on a selected topic. They need to perceive the deep

layer behind the facts, and then form their own perspectives. Therefore, only teaching language

cannot meet the requirement and teaching subject matter and culture seems to occupy a more

important place. How to teach language with culture becomes a heated debate for the current

educators and
professors.

Nevertheless, when practicing and experimenting, many teachers find it difficult to be

implemented. They should take different elements into consideration. For instance, students

come from diverse cultures and some topics may be sensitive for certain ethics. Besides, if

teachers treat their students with ethnic stereotypes consciously and unconsciously, learners will

be anxious about their identity and thus, affect their language learning. In conclusion, language

teachers need to play a substantial role in incorporating cultural elements into their lesson, and

thus, reinforce students' motivations to get involved into the intercultural communication.

Chapter 2 Literature

Review

**The Definition of
Culture**

Much of the difficulty of defining "culture" originates from multiple different usages,

functions, and correlative fields as it was increasingly employed in the nineteenth century. These

characteristics make scholars feel hard to figure out a comprehensive statement to generalize the

term. Some definitions in a broader sense are illustrated as follows. According to Tyler

(1870), a

British anthropologist, "[Culture] ... is that complex whole which includes knowledge, belief, art,

morals, law, custom, and any other capabilities and habits acquired by man as a member of

society". Hofstede (1994) defined "culture" as "the collective programming of the mind which

distinguishes the members of one group or category of people from another". Matsumoto (1996)

also agreed that "[culture is] the set of attitudes, values, beliefs, and behaviors shared by a group

of people, but different for each individual, communicated from one generation to the next."

From the definitions above, we can easily figure out that in a general

perspective, culture

consists of behavioral conventions, psychological values, and social principles shared by a group

of people, and they are distinctive from other
ethics.

In a narrow sense, "culture" can be manifested in both social life and academic fields. To

simply put, culture is relatively everywhere, because it can help people construct themselves

individually or put themselves in a social layer. Matsumoto (1996) has pointed out that

"...culture is as much an individual, psychological construct as it is a social construct. To some

extent, culture exists in each and every one of us individually as much as it exists as a global,

social construct." Besides, Avruch (1998) have argued that "...For one thing, culture is seen as

something much less stable or homogenous than in the concepts proposed by others...For

another, by linking culture to individuals and emphasizing the number and diversity of social and

experiential settings that individuals encounter, we expand the scope of reference of culture to

encompass not just quasi- or pseudo-kinship groups (tribe, ethnic group, and nation are the usual

ones) but also groupings that derive from profession, occupation, class, religion, or

region."

(Avruch, 1998: 5-6) These statements support the ideas that individuals reflect or embody

multiple cultures and that "culture" is always psychologically and socially distributed among a

group of people. In other words, people should not only consider their own culture in the aspects

of attitudes, values, and beliefs, but also apply these characteristics into a socio-cultural sense.

The Relationship between Culture and Language Learning

When applied "culture" to the teaching context, there is another term "cultural competence"

which will explain some pedagogic phenomenon. Nowadays, much evidence suggested that the

"teaching of and about culture" seems to be deliberately neglected or avoided. Teachers are

concerned about engaging with controversy once they talk too much about culture. According to

Messner, W. and Schäfer, N. (2012), "Cultural competence is the ability to communicate

effectively and appropriately with people of other cultures. In interactions with people from

foreign cultures, a person who is interculturally competent understands the culture-specific

concepts of perception, thinking, feeling, and acting." People can extend the definition to the

teaching context, since the current education system requires teachers to be both a language and

cultural instructor. Meanwhile, every student has different external and internal influential

elements, for example, family and educational backgrounds, motivations and attitudes, etc.

Therefore, teachers always need to consider them and the following instructional practices are

propose
d:

• A positive attitude to diversity sets the platform for teachers to develop necessary materials to

    teach effectively in culturally diverse classrooms. Although some students are unable to catch

    up with other peers, teachers still need to instruct them positively and give more spirit support.

• Teachers can establish time and space for pairs and groups to discuss cultural difference openly

    and sincerely. Therefore, students can better understand each other and get more knowledge

                              4
                              0

    out of class and
    textbooks.

• Teachers should organize social and professional networking opportunities with people

from

diverse backgrounds. Through designing different contexts, students can recognize other

learners' reflections and thoughts on a common topic and then exchange ideas with others so

that they can appreciate diverse cultures.

• Teachers should select appropriate teaching materials and supplements considering people of

different culture contexts, and had better involve different cultural elements.

Chapter 3 Chinese English Learners in the United States

China has been the leading country of origin of international students enrolled in U.S. higher

education institutions since 2009 (Institute of International Education 2016). The report,

compiled by the Institute of International Education (IIE) revealed that around 2 in 5

international students enrolled in American high schools came from China and that the total

number of students from China rose by 48 percent between 2013 and 2016. In 2016, Chinese

students reached the unprecedented high number of 304,040, almost triple the number five years

earlier. The 2016 number accounts for 31.2 percent of the entire international student

population

in the United States. "Never before in history have so many Chinese students studied at so many

American universities" (Tea Leave Nation Staff 2015).

As a Chinese student who has been in the United States for nearly 4 months, I have attended

a variety of extracurricular activities including the spoken English corner, home-stay bible study,

local volunteer program, career fair, and other activities which can help me possess opportunities

to speak with native speakers. Additionally, lectures and seminars can also provide me with

experiences to get involved in American academic field. Through these participations, I can

sense that there are some key features of the languages and cultures of Chinese English learners:

4
1

• Family background: The majority of the Chinese students are from well-off families. Most of

Chinese learners get financial supports from their parents who have stable and high-paid jobs.

A minority of Chinese learners can apply for federal fellowship and scholarships from their

home country, but the chances are mostly provided to the PhDs or academic visitors. Certainly,

although some parents have insufficient money to pay for the tuition fee, if their children have

a strong desire to study abroad, they can still support their children's dream due to

unconditional parental love. That's distinctive from western family in which children should

be independent from a very young age and support their life with their own capability.

• Education background: Although Chinese students are commonly regarded as diligent and

industrious, when compared to some other groups of English learners, they still have a limited

academic capability. For example, some Chinese students are afraid of talking with their

professors or even their native speaker classmates. Some Chinese students do not actively

participant in the class. That's due to the lack of communicative confidence. Chinese education

system pays more attention to their reading and writing capability instead of their

communicating capability. However, in the United States, if learners have no interaction with

their classmates, professors, and advisors, they will not get useful instructions and promote

their language
competence.

• Cultural background: As appraised by Ballard (1989a), "[Chinese students

are]...diligent,

obedient, hardworking, passive and assessment-centered. They are anxious to cover the

syllabus and they want to be sure of the correct answers..." (P. 41). From a very young age,

Chinese students are taught to study hard so that they can get into a good university and then

get a well-paid job. Therefore, Chinese students perform very well in schools so as to get

praise from teachers and parents. In China, a great diploma (judged by 211 or 985 Project

4
2

University) is more important than working experience when candidates attempt to find a job.

• Historical background:

➢ Rote learning: It is argued that Chinese background students' learning relies heavily on

repetitive rote-learning and memorization (Ballard & Clanchy, 1991) With the

development of the imperial examination system ("科举制度"), Chinese education is

examination-oriented, so students develop the ability merely to repeat information

without a real understanding of meaning or of how the new information relates to previous

knowledge (Kennedy,
2002).

➢ Silent learning: Although Chinese students' hard work is acknowledged, they are still

considered as passive-obedient-learners who never question the knowledge transmitted

during lectures (Helena Hing Wa Sit, 2013). This characteristic can be traced back to the

Confucian tradition which encourages the Chinese to respect their teachers and

hierarchical relationships in the society ("尊师敬长" in Chinese). Students take their

teachers and scholars as great role models who would guide their future study positively.

Additionally, they also believe that what they were taught is absolutely authorized and

accurate. Therefore, today's students still rarely question knowledge transmitted by

teachers, since they are concerned that their behavior will challenge their teachers'

authorit
y.

In conclusion, these features still have potential influence on today's Chinese students, since

their teachers and parents will maintain the traditional thoughts and seldom encourage their

students or children to break off the "shackles". In contrast, the American students are more

positive and independent to initiate their own critical thinking, while Chinese students are less

active and their performances are paled by comparison. Therefore, how to activate Chinese

4
3

students' class performance and participations in other countries has been a heated topic to

discus
s.

Chapter 4
Methodology

Many educators have argued that most textbooks do not integrate language and culture

perfectly, so teachers need to build up supplemental activities to make culture learning a

consistent component of their language classes. (Neff, P., & Rucynski Jr, J., 2013) These

activities should reflect real language use while providing the teacher with the chance to evaluate

the students' efforts. With these issues in mind, I devised an activity for the students of

university level in the American academic writing class.

Teaching context

Before introducing the class activities, I will take a moment to discuss the specific learning

context. In the Ohio State University, there are academic writing classes for non-native speakers

(including 1901 and 1902 for undergraduates, and 5901 and 5902 for masters and PhDs) which

involve students from various cultural contexts. For many of them, foreign culture is relatively

new, but they may have seen on television shows, TV series, or movies. Nevertheless, the

authentic cross-cultural interaction has been limited. So the purpose of my activity is to involve

students of various cultural backgrounds into the same class content, to encourage students to

communicate with each other effectively and efficiently, and finally to produce a composition of

high
quality.

Methodology to integrate culture

To begin with, teachers should adopt a topic-based approach to their classes. To simply put,

each chapter revolved around writing and speaking activities based on a topic of interest to

students, such as travel, food, hobbies, clubs, and work. These topics can initiate resonates from

students of diverse cultures. Besides, supplements to course book topics should also be involved

in the
class.

For each new chapter, students will work in groups of three or four. The group member will

be selected randomly, at least involving students of two cultural backgrounds. I design the

English academic writing course to include the following PPP (Presentation, Practice,

Production) sequence of
activities:

1) The presentation phase will utilize warm-up activities to stimulate student interest about the

topic. For instance, teachers can choose travelling-relevant topic. At first, teachers can

introduce their own travelling experiences in order to provide a highlighted sample and also

attract students' attention. Then students can exchange their ideas in a group of three or four.

2) In the practice phase, teachers should provide the handout relevant to academic writing skills

and give students opportunities to practice the situations with their group members. Teachers

need to carefully monitored group work to ensure that students were staying on task and

meaningfully practice in
English.

3) During the production stage, students will summarize what they have already learned from

teachers and group members, and then produce a qualified
composition.

In order to satisfy my previous pedagogical purposes, the following checklist on essential

attributes should be
created:

• Emphasize the importance of interactional spoken
communication

• Teach students practical language knowledge, containing commonly used phrases and

expressio
ns

• Create various opportunities to expand learners' intercultural
knowledge

4
5

Step of the

activity

The purpose of the activity is to strengthen students' academic writing, and the selected

topic is whether students should learn a second language in their high school.

1. Since the topic is controversial and more related to argumentative writing, I will start with

introducing the genre, including the key features and structures. The learners can switch their

group members for the following in-class activity, thus avoiding complacency and lack of

interes
t.

2. The first task is to initiate questions asking about teachers' insights on the topic whether

learning a second language is beneficial. Teachers will provide some statistics and personal

examples to prove their perspectives. And then students can exchange their ideas with their

national reality. For example, American students are required to select a second language class

although their mother tongue is English, the world universal language. Students of diverse

cultural backgrounds need to give different reasons on why they choose to learn a second

language. These reasons can be their arguments for the future
writing.

3. After discussing in class with teachers and group members, learners are then encouraged to

research information online. They can find some facts, data, and factual examples to support

their viewpoints on the
topic.

4. After class, students will produce a composition independently. They need to follow the

instructions and argumentative essay
format.

**Assessm
ent**

From reviewing their assignments, I will attempt to find out whether their essays have

followed my instructions and argumentative genre format. Besides, cultural elements are

involved in their compositions in that teachers can see what they have learned from their group

4
6

members. For example, students can explain why the aristocrats in the Medieval Era learned

Latin as a second language, and why Canadians need to learn French as important as English.

Chapter 5
Analysis

A great variety of language forms and function can be practiced through writing a

composition. Students can not only practice the language use, but also exercise their critical and

creative thinking. In addition to the language points, the academic writing topic on whether

students should learn a second language in their high school can also include a great deal of

potential for intercultural understanding. For example, when teachers ask their students to

exchange ideas with group members on a specific topic, students will mostly take each other's

cultural thinking into consideration, and then compare and contrast with their own culture.

Although educational system and EFL class objectives will obviously vary from nation to nation,

students can still understand others' cultural thoughts. Additionally, the topic reinforces the fact

that when writing about "second language" such culture-related aspect, one has to consider not

only language accuracy, but also critical cultural thinking.

As I have mentioned in Chapter two, culture consists of behavioral

conventions,

psychological values, and social principles shared by a group of people, and they are different

from other groups of people. Accordingly, in this activity, teachers need to expand the topic into

a broader layer, that is, to guide their students to discuss different cultural background with pair

and group students. From discussion, students can acknowledge what are the differences between

two or more cultures, and then apply the information they get into their articles. Besides, I have

also clarified the definition of "cultural competence" which represents a capability to

communicate effectively and appropriately with people of other cultures. In my activity, teachers

will devise a cultural context for students to talk with each other, and also they will move to

4
7

different groups to listen to different voices. The diversity enables students to learn from other

peers rather than only from textbooks and teachers.

Another substantial feature of the academic writing activity is the dual role of teachers and

learners carried out by both the instructor and the students. Each has something to learn and

express about culture. It can also be a great activity for confounding stereotypes, as one's initial

ideas of the other's culture become the touchstone from which a deeper reality is learned.

Teachers and students will always learn from each other no matter what writing topic is

designed, because students of diverse cultural backgrounds will vary their opinions due to

different family and social
background.

Furthermore, the topic of the essay should be culturally responsive to the experiences of the

students in that the goal of the academic writing is to persuade readers as to whether students

need to acquire a second language in their high school. The teachers' intention is to encourage

students to share their own critical thoughts on a controversial topic and also hope their students

to process existent information to form their own points of view. Through letting students grasp

learning via their own cultural response, the teachers are able to make a positive impact on their

students' social life instead of simply transferring their own knowledge from what they have

been
taught.

More importantly, output (like spoken English and writing English) can easily reflect

multiple different cultures, since the products are open-ended without a standard answer.

Students can give different answers due to their own experience, teaching context, family

background, or even some minimal things happened recently. All of these cultural elements can

reflect their own thoughts and then, have a great influence on their product. Therefore, in order

to render students to make different responses, teachers should not only select appropriate

48

teaching materials and supplements involving some interesting topics which can recite the

common resonate amongst students, but also establish a diverse learning atmosphere to get

students
involved.

4

9

Referenc

es

Alptekin, C. (1993). *Target-language culture in EFL materials.* ELT journal, 47(2),

    136-14
    3.

Avruch, K. (1998) *Culture and Conflict Resolution*. Washington DC: United States

    Institute of Peace
    Press.

Ballard, B., & Clanchy, J. (1991). Assessment by misconception: Cultural influences

    and intellectual traditions. *Assessing second language writing in academic contexts,* 19-35.

Hofstede, G. (1991/1994) *Cultures and Organizations: Software of the Mind*. London:

    Harper Collins
    Business.

Hermessi, T. (2017). *Teacher Perception of Cultural Difference in L2 materials: Is*

    Filtering Culture the Right Approach? TESL-EJ,
    21(2).

Holliday, A. (2006). *The struggle to teach English as an international language.*

Oxford University Press.

Kennedy, P. (2002). Learning cultures and learning styles: Myth-understandings about

adult (Hong Kong) Chinese learners. *International journal of lifelong education, 21(5)*, 430-

445

.

Matsumoto, D. (1996) *Culture and Psychology*. Pacific Grove, CA: Brooks/Cole.

Messner, W. and Schäfer, N. (2012). The ICCA facilitator's manual. *Intercultural*

5
0

communication and collaboration appraisal. London, Createspace.

Neff, P., & Rucynski Jr, J. (2013). Tasks for Integrating Language and Culture

Teaching. *In English Teaching Forum* (Vol. 51, No. 2, pp. 12-23). US Department of State.

Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5,

2200 C Street NW 4th Floor, Washington, DC 20037.

Sit, H. H. W. (2013). Characteristics of Chinese students' learning styles. *International*

Proceedings of Economics Development and Research, 62, 36.

5
1
**Reflectio
n**

Culture has always been viewed as an essential part of language learning.

In the past

three semesters, I have attended two courses focusing on different aspects of
culture, including

Methods and Culture in TESOL, *Multicultural and Global Perspectives on
Teaching and*

Learning. Other M.A. courses also inevitably mentioned cultural factors in their
research areas.

After intensive and extensive learning, I have gradually realized that teaching with
culture is

such a challenge, in which sensitive topics, like stereotypes, prejudice, racism,
have been

consciously or unconsciously concerned and discussed, and if they were mal
considered, learning

process and outcome would be negative. Manulani Aluli Meyer (1998) has said,
"How I

experience the world is different from how you experience the world, and
both our

interpretations matter." People should enact their own identity first, and then fit
themselves into

their community, into their country, and into this complex multicultural
world.

This culture paper was the final product of EDUTL 5615. In this paper, I have
examined

knowledge, pedagogy, reforms, and resources that support education for cultural
diversity and

equity in this interconnected world. In order to better understand what culture is

and how to

apply it in our future teaching context, I searched and illustrated the definitions of culture from

pervious scholars at first. Previously, I only considered culture as a complex whole which was

existed everywhere in people's life and can only construct a social layer. After searching, I

formed a well-rounded comprehension on culture—the combination of behavioral conventions,

psychological values, and social principles shared by a certain group of people distinctively from

other
ethics.

As a TESOL teacher candidate, I explored the relationship between culture and language

learning, and a new term *cultural competence* came into view. It refers to an ability to

5
2

communicate effectively and appropriately with people of other cultures. Hence teachers should

be both language and cultural instructor. The prior studies proposed a model for teachers to

follow, such as a positive attitude to diversity is necessary; pair and group work is prioritized for

students to openly discussed on selected topics; teaching materials and supplements should also

be considered all cultural contexts; etc. Teachers can provide students with opportunities to be

exposed to different cultural perspectives and thus, teach them to be critical on relevant issues.

Although these instructional practices are hard to implement in our class, I still believe that they

set a platform for teachers to know
themselves.

I'm in a group of Chinese English learners in the United States, so I know the group best.

We are struggling to be involved in the mainstream culture, attending a variety of extracurricular

activities including the spoken English corner, home-stay bible study, local volunteer program,

career fair, etc. However, our traditional thoughts and education background have a big cultural

conflict with the American culture. For example, Chinese students are mostly obedient and

seldom question about the authority. We repeat and memorize what we are taught. However,

American classes usually consist of class discussion and students can critically think on some

issues. Students here can ask questions to teachers directly, and doubt the knowledge even shown

on the
textbooks.

To better understand culture affecting learning and school achievement for my group of

English learners, I also devise a class activity for the students of university level in the American

academic writing class. Some teaching stages integrate multicultural perspectives I have learned

in this class. For example, students are arranged into groups of other cultures, connecting with

different voices outside of textbooks and teachers; the topic of writing articles is also culturally

responsive to their own experiences;
etc.

From constructing this article, I have been benefited a lot. First of all, I redefine what

culture is, and expand it substantively to a broader sense with my own word. Due to clarification

of the term, I began to realize that it existed everywhere in people's life, and language learners

should also incorporate multicultural perspectives in their learning process. In addition, I

examined my specific group—Chinese English learners studying abroad, and identify our

features frankly. The challenge on the relationship between the traditional perspectives on class

activities on writing class. Thus, I apply what I have learned to my teaching context and target at

designing a better writing activity for my potential students. I gradually realize that language

learning cannot be parted from culture. Both language teachers and students should be exposed

to cultural knowledge within academic
content.

EDUTL 7645 Issues and Research in Foreign Language

Testing and

Assessment

Essay: Test Construction Paper

Part One

Test Specifications

A. Statement of the Problem/Situation

A proficiency test is needed to be established for certain Chinese students who intend to pursue their bachelor's degree in English-speaking countries. Its purpose will be to evaluate whether the test-takers have possessed sufficient English proficiency to study and live abroad.

The test will be administered in a two-stage process. First, all examinees will take a reading comprehension and writing composition (independent and integrated tasks) test. Those examinees who pass the first stage have permission to attend the second stage, the listening and speaking sections of the test. This test construction only focuses on the first stage, which means all the test items are purported to measure test-takers' reading and writing competence.

The test score must therefore be adequately stratified to justify what proficiency level the examinees have reached, so that they can register for the second stage. Backwash is viewed as important, since the test can motivate the practice of the reading and writing skills which are definitely required in their future academic studies of university level.

B. Constructs

This test construction is claimed to assess test-takers' reading and writing

proficiency, the first stage of the entire test system. Reading and writing abilities here are aimed at life and academic contexts of English-speaking countries.

<div align="center">

C.
Content

</div>

Operations: The reading tasks will be designed to assess examinees' reading comprehension and capability to search the specific information effectively and efficiently.

· Expeditious reading: Skim for main ideas and discourse topic; recognize the structure of a text; scan to find details including specific words, indexes, or names, etc.

· Careful reading: Identify pronominal reference, discourse markers, complex sentences, topic sentences, etc.; understand both explicit and implicit statements; recognize the author's intention and attitudes; infer the meaning of an unknown word from context.

The writing tasks will include two types, independent essay and integrated essay.

· Describe: Describe graphic features, a place, a person, an event, etc.

<div align="center">

5
5

</div>

· Reasoning: Find the potential flaws in each argument, like fallacy.

· Argue for or against a position: Explain the reason why you support the statement.

Types of text: The reading text types will include articles (in newspapers, journals, or magazines), encyclopedia entries, novels (extracts), commentaries, short stories, reviews, manuals, etc. The writing response to each task needs be at least three paragraphs in length. For the integrated task #1, you need to write exactly 6 sentences to describe the graphic features. For the integrated task #2, you need to write at least 300 words. For the independent task, you need to write at least 500 words.

Addressees of texts: Native speaker and non-native speaker university lectures, conversations and readings.

Lengths of texts: Reading: The length of reading will vary from 300-1000 words for each passage. Writing: for integrated tasks, you need to write 6 sentences for task #1 and 300 words for task #2; for independent tasks, you need to write more than 500 words.

Topics: The subject fields will be neutral, general and understandable, in that the test-takers are from a variety of social science (mathematics, computer science, physics, etc.), engineering (architectural, machine, biomedicine, etc.) and liberal arts (education, literature, management, etc.).

Readability: The difficulty will gradually increase among each portion.

Structural range:
Unlimited

Vocabulary range: General academic, not specialist technical

Dialect, accent, style: Standard American or British English dialect. Formal, academic style.

Speed of processing: Expeditious: 300 words per minute (not reading all words)

Careful: 100 words per minute

D. Structure, Timing, Medium and Techniques:

Test structure: There are four main sections in total. The first two is for reading comprehension, including expeditious reading and careful reading, and the last two is for writing composition, including integrated essay #1, integrated essay #2, and independent essay.

· Number of items Reading: 10 expeditious, 10 careful. Total: 20 items.

· Number of passages Reading: 2 expeditious, 2 careful. Writing: 1 reading.

Medium:

Computer

Timing: · Expeditious reading: 15 minutes per

passage;

   · Careful reading: 20 minutes per
   passage;

<div align="center">
5
6
</div>

   · Break: 10 minutes.

   · Integrated writing #1: 15 minutes;

   · Integrated writing #2: 30 minutes;

   · Independent writing: 35 minutes.

   TOTAL: 160 minutes (including 10-minute
   break)

*Technique
s*:

Reading: Multiple choice questions, True/False
questions

   · Example #1: Which of the following is a true
   statement?

      A. Mitochondrial genomes are relatively constant in content (i.e. types of
      genes

        present
).

      B. Mitochondrial genomes are relatively constant in
      organization.

      C. Mitochondrial genomes are relatively constant in
      size.

      D. Mitochondrial genomes are relatively constant in

type.

· Example #2: Jean Piaget made some revolutionary discoveries about child behavior during the nineteenth century. (T/F)

Writing: · Integrated essay #1: Test-taker should describe the graphic features within

at most 6

sentence
s.

· Integrated essay #2: Test-takers will read an argumentative essay illustrating a strong position with three seemingly plausible reasons. After reading, they need to point out the potential flaws for each argument and then produce another argumentative essay.

· Independent essay: In this part of the test, test-takers will answer a short question that asks your opinion about an issue.

E. Scoring and Scoring Procedures

In terms of reading portion, the number of test-takers answering questions correctly will be the proficiency level that they have reached. As for the writing portion, test-takers will compose 3 essays within required time limit, and the quality of writing will be assessed by different rubrics.

Scoring: Reading: 2 points for each item, 40 points in total. If students get a right answer to each question, they can get a full score. For other answers, 0 score.

Writing: 10 points for task #1, 25 points for task #2, 25 points for task #3.

Score rubric:

5
7

For Task #1: The final score will multiple 2. For example, if a student get 2 points, his/her final score will be 4.

1 2 3 4 5

Comprehensiveness Contain a few

informatio n.

-Nearly all main ideas from the input are missing.

-Personal conclusions are irrelevant or do not address the task where required.

Contain enough information.

-One or two main ideas from the input may be missing.

-Personal conclusions are generally relevant and adequately address the task where required.

Contain entire information and all parts are addressed fully.
Contain entire information and all parts are

addressed fully.
Contain entire information and all parts are addressed fully.
Contain entire information and all parts are addressed fully.
Contain entire information and all parts are addressed fully.
Contain entire information and all parts are addressed fully.

-All main ideas from the input are covered.
-All main ideas from the input are covered.
-All main ideas from the input are covered.
-All main ideas from the input are covered.

-Personal opinions are entirely relevant and comprehensively address the task where required.
-Personal opinions are entirely relevant and comprehensively

address the task where required.

-The range of structures is too

Accuracy The information is partly accurate and illustrated partly clearly.

-An adequate range of vocabulary is used to complete the task.

The information is generally accurate and is illustrated clearly.

-Lexical items are used appropriately most of the time.

The information is entirely accurate and is illustrated very clearly.

The information is entirely accurate and is illustrated very clearly.

-The register is appropriate with only occasional slips.

Use of language -The range of vocabulary is inadequate to complete the task.

-Quotation is used appropriately.

-Lexical items are frequently used inappropriately.

-An adequate range of structures is used to complete the task.

-The register is frequently inappropriate or mixed.

-A wide range of vocabulary is used to complete the task effectively.

-There is excessive quotation or copying.

-A wide range of vocabulary is used to complete the task

effectively.

-Lexical items are used appropriately. Errors are rare.
-Lexical items are used appropriately. Errors are rare.

-The register is appropriate and consistent throughout.
-The register is appropriate and consistent throughout.

-Quotation is used appropriately.
-Quotation is used appropriately.

-A wide range of structures is used to
-A wide range of structures is used to

limited to

complete the task.

-Structures are frequently used inaccurately and/or inappropriately. complete the task effectively.

-Structures are used accurately and appropriately. Errors are rare.

For Task #2:

0-5 6-10

11-15 16-

2
0

21-2
5

21-2
5

Relevance &adequacy

5
8

n

ng.

o
e

The text is generally relevant and most parts of the task are addressed. -One or two main ideas from the input may be missing. -Personal opinions are generally relevant and adequately address the task where required.

The text is generally relevant and most parts of the task are addressed. -One or two main ideas from the input may be missing. -Personal opinions are generally relevant and adequately address the task where required.

The text is entirel relevant and all p of the task are ful addressed. -All m

-There may be some inaccurate structures.
-There may be some inaccurate structures.

ideas from the input are covered.
-Personal opinions are entirely relevant and comprehensively address the task where required.
The text is entirely relevant and all parts of the task are fully addressed. -All main ideas from the input are covered.
-Personal opinions are entirely relevant and comprehensively address the task where required.
The text is entirely relevant and all parts of the task are fully addressed. -All main ideas from the input are covered.
-Personal opinions are entirely relevant and comprehensively address the task where required.

Coherence &Cohesion

The text shows adequate coherence and cohesion. -The organizational structure at the text level is clear. Paragraphs are separate, logical units. In general, ideas are logically sequenced within and between paragraphs. There may be some redundancy, repetition, or lapses in continuity among ideas. -Ideas are adequately connected through the use of appropriate linguistic devices.

The text shows adequate coherence and cohesion. -The organizational structure at the text level is clear. Paragraphs are separate, logical units. In general, ideas are logically sequenced within and between paragraphs. There may be some

redundancy, repetition, or lapses in continuity among ideas. -Ideas are adequately connected through the use of appropriate linguistic devices.

The text shows excellent coherer and cohesion. -Tl organizational structure at the te level is exception clear. Ideas are logically sequenc within and betwee paragraphs. Ther strong continuity one clearly statec idea to the next, a there is no repetit or redundancy.
The text shows excellent coherer and cohesion. -Tl organizational structure at the te level is exception clear. Ideas are

logically sequenced within and between paragraphs. There is strong continuity from one clearly stated idea to the next, and there is no repetition or redundancy.
The text shows excellent coherence and cohesion. -The organizational structure at the text level is exceptionally clear. Ideas are logically sequenced within and between paragraphs. There is strong continuity from one clearly stated idea to the next, and there is no repetition or redundancy.

-Ideas are poorly connected due to limited/ inappropriate linguistic devices.
-Ideas are well connected through the use of a range of appropriate linguistic devices.
Lexical Use -range -appropriateness
-The range of vocabulary is inadequate to complete the task.
-Lexical items are frequently used inappropriately.
-The register is frequently inappropriate or mixed.
-There is excessive quotation or copying.
-An adequate range of vocabulary is used to complete the task.
-Lexical items are used appropriately most of the time.

-The register is appropriate with only occasional slips.

-Quotation is used appropriately.

-A wide range of vocabulary is used to complete the task effectively.

-Lexical items are used appropriately. Errors are rare.

-The register is appropriate and consistent throughout.

-Quotation is used appropriately.

Grammatical Use -range -accuracy

-The range of structures is too limited to complete the task.

-Structures are frequently used inaccurately and/or inappropriately.

-An adequate range of structures is used to complete the task.

-There may be some inaccurate structures.

-A wide range of structures is used to complete the task effectively.

-Structures are used accurately and appropriately. Errors are rare.

For Task #3:

Score Task performance description

20-

• Effectively address the task and topic. 25

• Well-organized and developed, use reasonable explanations and demonstrate many details.

• display unity, progression and coherence

• display a variety of sentence structure, appropriate word choice, though there are minor lexical and grammatical mistakes.

60

15-

• address the task and topic well, though some points are not well illustrated 20

• is generally well-organized and some explanations and details are given.

• display unity, progression and coherence, though there are some redundancy, digression or unclear connection

• there are syntactic variety, relatively appropriate word choice. It will have some errors in sentence structures and word use, but it doesn't affect meaning.

10-

• address topic by using some explanations and details descriptions 15

• display unity, progression and coherence, but connections of ideas maybe obscure sometimes.

• display limited sentence variety and word use

• some expression lead to obscure meaning.

5-10 • serious disorganization and development

• irrelevant explanations and expressions to task

• frequent grammatical errors

0-5 not connected to the topic and many grammatical mistakes.

F. Reliability and Validity

For scoring essays, each essay will be graded by both people and computer. Computer-based rating is merely used for reading part, and human rating will be conducted for each writing task according to scoring scales and rubrics. Two teachers will score all of the test-takers' compositions, and the average of the two scores is considered as the final score. For the first writing task (10 points in total), if the gap is more than 1 point (>1 point), a third teacher (usually the leader of scoring committee) will score the composition again, so the final score will be the average of three scores. For the second and third writing tasks (25 points for each), if the gap is more than 3 points (>3 points), a third teacher (usually the leader of scoring committee) will score the composition again, so the final score will be the average of three scores.

For reading passages and essay items, topics are aimed at life and academic contexts that happened in English-speaking countries. It ensures the validity of item topics.

G. Duty Division

For this part, we two discussed all specifications together. Then, Heqiao Wang organized part ABCD and Joyce organized part EFG. After writing the first version, we make revisions for it over and over again.

61

Part
Two

A. Test
Items

Preparatio
n

We will search for some related topics (life and academic contexts in English-speaking countries) and make a list of all topics that can be involved in this test. Then, we will search some items in TOEFL, IELTS, and other types of passages for reference. According to this degree of items, we will find some similar passages for our exam. After that, we will set items: 2 expeditious reading and 2 careful reading, 20 items in total. Several experimental students will also be asked to do this test in order to see if these items are designed appropriately.

Potential
outline

Test

Section One
Reading

Direction: The Reading section measures your ability to understand academic passages written in English. You will read four passages and answer questions about it. You would have 15 minutes for each of the first two passages, and 20 minutes for each of the last two passages. Test takers with disabilities can request a time extension.

Passage 1

The table before which we sit may be, as the scientist maintains, composed of dancing atoms, but it does not reveal itself to us as anything of the kind, and it is not with

dancing atoms but a solid and motionless object that we live. So remote is this "real" table——and most of the other

"realities" with which science deals——that it cannot be discussed in terms which have any human value, and though it may receive our purely intellectual credence it cannot be woven into the pattern of life as it is led, in contradistinction to life as we attempt it. Vibrations in the ether are so totally unlike the color, purple that the gulf between them cannot be bridged, and they are, to all intents and purposes not one but two separate things of which the second and less "real" must be the most significant for us. And just as the sensation which has led us to attribute all objective reality to a non-existent thing which we called "purple" is more important for human life than the conception of vibrations of a certain frequency; so too the belief in God; however ill founded, has been

more important in the life of man than the germ theory of true the latter may be. We

may, if we like, speak of consequence, as certain mystics love to do, of the different

levels or orders of truth. We may adopt what is essentially a Platonistic trick of thought and insist upon postulating the existence of external realities which correspond to the needs and modes of human feeling and which, so we may insist, have their being in some part of the universe unreachable by science. But to do so is to make an unwarrantable assumption and to be guilty of the metaphysical fallacy of failing to distinguish between a truth of feeling and that other sort of truth which is described as "truth of correspondence" and it is better perhaps, at least for those of us who have grown up in thought, to steer clear of such confusions and to rest content with the admission that, though the universe with which science deals is the real universe, yet we do not and cannot have any but fleeting and imperfect contacts with it; that the most important part of our lives-our sensations, emotions, desires and aspirations-take place in a universe of illusions which science can attenuate or destroy, but which it is powerless to enrich.

1. The author suggests that in order to bridge the puzzling difference between scientific truth and the world of illusion, the reader should_____.

A) try to rid himself of his world of
illusion

B) accept his words as being one of

illusion

C) apply the scientific
method

D) learn to acknowledge
both

2. Judging from the ideas and tone of the selection, one may reasonably guess that
the author is ____.

A) a humanist B) a pantheist C) a nuclear physicist D) a doctor of medicine

3. According to this passage, a scientist would conceive of a "table" as
being ____.

A) a solid motionless
object

B) certain characteristic vibrations in
"ether"

63

C) a form fixed in space and
time

D) a mass of atoms in
motion

4. The topic of this selection
is____.

A) the distortion of reality by
science

B) the confusion caused by
emotions

C) Platonic and contemporary views of
truth

D) the place of scientific truth in our lives

5. By "objective reality" (Last line, Para. 1) the author means____.

A) scientific reality

B) a symbolic existence

C) the viewer's experience

D) reality colored by emotion

Passage 2

Macy's reported its sales plunged 5.2% in November and December at stores open more than a year, a disappointing holiday season performance that capped a difficult year for a department store chain facing wide-ranging challenges. Its flagship stores in major U.S. cities depend heavily on international tourist spending, which shrank at many retailers due to a strong dollar. Meanwhile, Macy's has simply struggled to lure consumers who are more interested in spending on travel or dining out than on new clothes or accessories.

The company blamed much of the poor performance in November and December on unseasonably warm weather. "About 80% of our company's year-over-year declines in comparable sales can be attributed to shortfalls in cold-weather goods," said chief executive Teny Lundgren in a press release. This prompted the company to cut its forecasts for the full fourth quarter.

However, it's clear that Macy's believes its troubles run deeper than a temporary aberration off the thermometer. The retail giant said the poor financial performance this

year has pushed it to begin implementing $400 million in cost-cutting measures. The company pledged to cut 600 back-office positions, though some 150 workers in those roles would be reassigned to other jobs. It also plans to offer "voluntary separation" packages to 165 senior executives. It will slash staffing at its fleet of 770 stores, a move affecting some 3,000 employees.

The retailer also announced the locations of 36 stores it will close in early 2016. The company had previously announced the planned closures, but had not said which locations would be affected. None of the chain's stores in the Washington metropolitan area are to be closed.

Macy's has been moving aggressively to try to remake itself for a new era of shopping. It has plans to open more locations of Macy's Backstage, a newly-developed off-price concept which might help it better compete with ambitious T. J. Maxx. It's also pushing ahead in 2016 with an expansion of Bluemercury, the beauty chain it bought last year. At a time when young beauty shoppers are often turning to Sephora or Ulta instead of department store beauty counters, Macy's hopes Bluemercury will help strengthen its position in the category.

One relative bright spot for Macy's during the holiday season was the online channel, where it rang up "double-digit" increases in sales and a 25% increase in the number of orders it filled. That relative strength would be consistent with what was seen in the wilder retail industry during the early part of the holiday season. While Thanksgiving, Black Friday and Cyber Monday all saw record spending online, in-store sales plunged over the holiday weekend.

6. What does the author say about the shrinking spending of international tourists in the U.S.?

A. It is attributable to the rising value of the U.S.
dollar.

B. It is a direct result of the global economic
recession.

C. It reflects a shift of their interest in consumer
goods.

D. It poses a potential threat to the retail business in the U.S.

7. What does Macy's believe about its problems?

A. They can be solved with better management.

B. They cannot be attributed to weather only.

C. They are not as serious in its online stores.

D. They call for increased investments.

8. In order to cut costs, Macy's decided to _____.

A. cut the salary of senior executives

B. relocate some of its chain stores

C. adjust its promotion strategies

D. reduce the size of its staff

9. Why does Macy's plan to expand Bluemercury in 2016?

A. To experiment on its new business concept.

B. To focus more on beauty products than clothing.

C. To promote sales of its products by lowering prices.

D. To be more competitive in sales of beauty products.

10. What can we learn about Macy's during the holiday season?

A. Sales dropped sharply in its physical stores.

B. Its retail sales exceeded those of T. J. Maxx.

C. It helped Bluemercury establish its position worldwide.

D. It filled its stores with abundant supply of merchandise

Passage 3

Contribution of Coeducation

Imagining being asked to spend twelve or so years of your life in a society which consisted only of members of own sex. How would you react? Unless there was something definitely wrong with you, you wouldn't be too happy about it, to say the least. It is all the more surprising therefore that so many parents in the world choose to impose such abnormal conditions on their children conditions which they themselves wouldn't put up with for one minute!

Any discussion of this topic is bound to question the aims of education. Stuffing children's heads full of knowledge is far from being foremost among them. One of the chief aims of educations is to equip future citizens with all they require to take their place in adult society.

Now adult society is made up of men and women, so how can a segregated school possibly offer the right sort of preparation for it?

Anyone entering adult society after years of segregation can only be in for a shock.

A co-educational school offers children nothing less than a true version of society in miniature. Boys and girls are given the opportunity to get to know each other, to learn to live together from their earliest years.

They are put in a position where they can compare themselves with each other in terms of academic ability, athletic achievement and many of the extra-curricular activities which are part of school life.

What a practical advantage it is (to give just a small example) to be able to put on a school playin which the male parts will be taken by boys and the female parts by girls! What nonsense co- education makes of the argument that boys are cleverer than girl or vice-versa!

When segregated, boys and girls are made to feel that they are a race apart. Rivalry between the sexes is fostered.

6

6

In a coeducational school, everything falls into its proper place. But perhaps the greatest contribution of co-education is the healthy attitude to life it encourages.

Boys don't grow up believing that women are mysterious creatures-airy goddesses, more like book-illustrations to a fairy-tale, than human beings. Girls don't grow up imagining that men are romantic heroes.

Years of living together at school dispel illusions of this kind. There are no goddesses with freckles, pigtails, piercing voices and inky fingers. There are no romantic heroes with knobby knees, dirty fingernails and unkempt hair. The awkward stage of adolescence brings into sharp focus some of the physical and emotional problems involved in growing up. These can better be overcome in a co-educational environment.

Segregated schools sometimes provide the right conditions for sexual deviation. This is hardly possible under a co-educational system. When the time comes for the pupils to leave school, they are fully prepared to enter society as well-adjusted adults.

They have already had years of experience in coping with many of the problems that face men and women.

11. What is the best title for this passage?

A. only co-education can be in harmony with society.

B. people are in great need of co-education.

C. any form of education other than co-education is simply unthinkable.

D. co-education has many features.

12. What does co-education offer to children?

A. A society.

B. A true small model of society.

C. A real life.

D. True version of social condition.

13. According to the passage, what is one of the chief aims of education?

A. It is for students to acquire knowledge.

B. It is to equip future citizens with scientific

technology.

C. It is to equip future citizens with what is required in getting a position in society.

D. It is for students to get academic achievements.

14. Why do boys and girls in co-education have no illusion about each other?

A. They live together and know each other too well.

B. Years of living together at school dismiss such illusion.

C. Co-education encourage them to have a healthy attitude toward life.

D. They are familiar with each other's' problems.

15. (T/F) Boys and girls will not develop a racial or ethnic stereotype when they are apart for a long time.

Passage 4

Dropouts for Ph. D. s

Educators are seriously concerned about the high rate of dropouts among the doctor of philosophy candidates and the consequent loss of talent to a nation in need of Ph. D. s. Some have placed the dropouts' loss as high as 50 percent. The extent of the loss was, however, largely a matter of expert guessing. Last week a well-rounded study was published. It was published. It was based on 22,000 questionnaires sent to former

graduate students who were enrolled in 24 universities and it seemed to show many past fears to be groundless.

The dropouts rate was found to be 31 per cent, and in most cases the dropouts, while not completing the Ph. D. requirement, went on to productive work. They are not only doing well financially, but, according to the report, are not far below the income levels of those who went on to complete their doctorates.

Discussing the study last week, Dr. Tucker said the project was initiated `because of the concern frequently expressed by graduate faculties and administrators that some of the individuals who dropped out of Ph. D. programs were capable of competing the requirement for the degree. Attrition at the Ph. D. level is also thought to be a waste of precious faculty time and a drain on university resources already being used to capacity. Some people expressed the opinion that the shortage of highly trained specialists and college teachers could be reduced by persuading the dropouts to return to graduate schools to complete the Ph. D.'

"The results of our research" Dr. Tucker concluded, "did not support these opinions."

Lack of motivation was the principal reason for dropping out.

Most dropouts went as far in their doctoral program as was consistent with their levels of ability or their specialties.