English as a Foreign Language Portfolio

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Abstract

This paper reflects my application of my philosophy of teaching. In the first part, I articulate my philosophy of teaching which works as a theoretical framework. In the second part, I analyze a series of practices from four perspectives, learner, learning contexts, curriculum, and assessment. I identify how these artifacts qualify TESOL standards and align my philosophy of teaching. In the third part, based on my analysis of artifacts, I propose the strength and weakness of my application and potential solutions of my weakness. I also point out what topics I need to continue researching and learning as a teacher. In the end, I come up with several methods to help me to keep developing as a teacher and professional after my graduation.

Keyword: Communicative Language Teaching, Funds of Knowledge, Inquiry-Based Learning, TESOL Domain

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Teaching Philosophy

The philosophy of teaching guides a teacher to make practical decisions that have large impacts on students. In this way, it is important for a teacher to make sure what their philosophy is. My philosophy of teaching has changed drastically after studying at Vanderbilt University for two years. In the past, I believed that the teacher should control every step of learning in the class. It was the teacher who decided what students should learn and how students should learn. I thought that students should know more about English and American culture. Since I thought other cultures are not beneficial for students to improve their English proficiency, they might show no interest in other cultures at all from a practical standpoint. I used to think that students needed to improve their speaking but could not come up with a method to do it. After two-year study at Peabody College, I have learned various theories and language teaching methods which led me to rethink what quality teaching encompasses. Three theories, Communicative Language Teaching (CLT), funds of knowledge, and inquiry-based learning have helped me to shape my philosophy of teaching. I believe that quality teaching assists students in connecting the components that constitute their lives with what they are willing to learn through inquiry and communication.

Communicative Language Learning

Communicative Language Teaching is an approach to teaching language which regards students' "needs and goals as the first step in the development of a teaching program" and dedicates to engaging students to interpret, present, and discuss meaning (Savignon, 2001, p. 13). Students should be able to use English to communicate in an unrehearsed, real-life context. Thus, like what is said in CLT, class objectives need to focus on "all of components of communicative competence," which include "grammatical, discourse, functional, sociolinguistic, and strategic"

competence (Brown, 2007, p. 43). With the purpose of developing students' communicative skills, I should equip them with language techniques and skills to engage them in the functional and authentic use of English in various real-life contexts (Brown, 2007). In a CLT-guided classroom, I, the teacher, am the facilitator instead of a dominant figure who controls how knowledge is transferred and absorbed by students. Instead, my responsibilities are to guide students to think and interact with each other, while giving necessary language support to them. In my future teaching context, which is at a Chinese public high school, I would provide students with various real-life contexts that will enable them to communicate with each other meaningfully. For example, drama-based learning could be a fantastic way to encourage communication and develop related skills in real-life contexts. In drama-based learning, students read the text, communicate with peers about how to design a drama, and play various roles (Maley & Duff, 2006). In this process, students have lots of opportunities to learn new vocabulary and grammar, as well as practice what they have learned in the past (Pica et al., 1996). They also have abundant chances to improve pragmatics. For example, they need to think about appropriate registers for different roles and create dialogues conformed to Grice's Maxims of quality, quantity, and reference in specific contexts.

According to CLT, I also need to provide students with extensive language exposure (Brown, 2007). For non-native speaking teachers whose English language proficiency has not reached the proficient level, it is hard to give students extensive authentic language input. In this case, technology, such as video, audio materials, and the internet, could be helpful. Thus, in my future teaching, I would provide students with various authentic materials to enable students to access extensive input. For instance, I would select movies and drama episodes and scaffold

instruction for students to understand the text. I would create activities for students to discuss the specific topics and extract vocabularies and structures to learn.

Moreover, I need to pay attention to students' oral language fluency and accuracy. To keep the meaningful language use of students, CLT claims that "fluency takes on more importance than accuracy" (Brown, 2007, p. 43). In the beginning of my teaching practicum at Conexion Americas which is a nonprofit organization providing a wide range of services to help immigrants to successfully integrate into the United States, I sometimes corrected students' grammatical mistakes immediately after I heard them. Whenever I corrected them, they repeated the sentences which prevented them from developing their fluency of speaking. However, after I only pointed out some grammatical mistakes after their speaking, they spoke more fluently. Constant correction during students' speeches disrupts their thoughts. Therefore, I let students express themselves first and then corrected them, because it helps develop their fluency.

Funds of Knowledge

I should integrate students' funds of knowledge into a classroom content, because this method could stimulate students' interests in learning (Moll et al., 1992). Funds of knowledge refers to "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll et al., 1992, p. 133). Funds of knowledge could be used as a resource for teachers to design curriculum. It could enable teachers to connect knowledge students need to learn with their own lives and experiences, cultures, and interests. In Moll et al. 's (1992) case study, they found that Mexican candy was popular in the community during their family visit. Thus, they used the ingredients in Mexican candy as a topic to help students to learn the process of doing research (Moll et al., 1992). EL students shared their knowledge about candies and discussed the definition of candies

actively (Moll et al., 1992). They made a list of the ingredients in samples of candies after class

(Moll et al., 1992). With the passion of exploring and researching, students learned the process

of doing research, and at the same time, expanded their vocabulary and learned new expressions

in English. In my future teaching, I would explore students' interests, their previous experiences,

and outside-school daily life and integrate these elements into a classroom content. For instance,

I would like to encourage students to talk about places that they have been to before when I teach

them the present perfect tense. Linking the practice of new tense with their experience could

motivate students to participate in class.

　　　I should consider students' indigenous cultures and languages, which are also funds of

knowledge, as assets of learning English. According to August et al. (2010), compared with

teaching students to read only in their second language, teaching them to read in their first

language or in both first and second languages is more efficient in improving their reading in

their second language. In Townsend & Fu's (1998) case study, Xiaodi, a Chinese immigrant with

limited English proficiency, was allowed to use Chinese to express himself and summarize the

content of stories read by teachers. Xiaodi was also given the freedom to write meanings of

sentences in Chinese while he learned English (Townsend & Fu, 1998). By doing this for a year,

his reading and writing ability in English increased dramatically (Townsend & Fu, 1998).

Dworin (2006) encouraged students to gather stories from their families and wrote family stories

in both Spanish, their first language, and English. Students worked collaboratively to translate

and analyze stories (Dworin, 2006). During the process, students used their funds of knowledge,

their family histories, and their bilingual competence as key resources to improve writing skills.

When I taught writing during my practicum at Conexion Americas, I asked students to gather

information about a festival and write an introduction for that festival. I gave them the freedom

to choose festivals all around the world and encouraged them to search for information in both English and their first language. Since students were allowed to learn more about a festival that they were interested in, they were more engaged in the research. In the end, all of them submitted their essays with abundant information. In my future teaching, I would like to encourage students to use their first language in learning English and bring their cultures into the classroom.

Building connections with students' families and learning more about communities which students come from are effective ways me to be aware of students' learning contexts outside classrooms. As Moll & Greenberg (1990) said, from the perspective of Vygostsky's sociocultural theory, interactions with families, friends, and community members provide students context for learning. Students could learn various skills and knowledge through all kinds of activities and interactions outside the classroom. Making family visits, having frequent conversations with parents, and investigating communities where students belong could help me accumulate students' funds of knowledge (Moll et al., 1992). Since family members have frequent interactions with students outside the classroom, they know more about the learning context of students (Moll et al., 1992).

Inquiry-Based Learning

I should also provide chances for students to develop critical thinking skills which include but not limit to "identifying other people's positions, arguments, and conclusions," "recognizing technique used to make certain positions," "reflecting on issues in a structured way," and "synthesizing information" (Cottrell, 2017, p. 2). Inquiry-based learning could enhance these skills. This is a learning method that enables students to learn through "making observations; posting questions; examining sources; gathering, analyzing, interpreting, and synthesizing data; proposing answers, explanations and predictions; communicating findings

through discussion and reflection; applying findings to real situation, and following up new questions" (Wale & Bishaw, 2020, p. 2). It encourages students to "critically view, question, and explore various perspectives and concepts" in real-life situations (Wale & Bishaw, 2020, p. 2). Farnia and Irma (2017) implemented inquiry-based learning to change the monotonous techniques for teaching reading skills and promote students' active involvement in reading activities. Their research reveals that inquiry-based learning is effective for enhancing students' reading comprehension skills (Farnia & Irma, 2017). Wale and Bishaw (2020) designed a writing curriculum to improve EFL students' argumentative writing skills under the guidance of inquiry-based learning. These students were required to make observations, propose questions, analyze, and synthesize sources, and then communicate with peers (Wale & Bishaw, 2020). In this process, students had to communicate with higher order thinking and use both oral and written English in multiple meaningful ways.

Hence, in the future, I would like to use inquiry-based learning to create opportunities for critical thinking in my class. For instance, I will provide students with an article with the topic we will be covering in class that day. Then I will ask students to come up with questions or thoughts about that article or topic. After that, I will encourage them to find sources that provide more information to support their thoughts. I will ask students to write short essays about their findings and exchange them with peers in class. In this way, they could improve critical thinking skills and learn new vocabularies and structures during the investigation process.

Besides developing students' critical thinking skills, inquiry-based learning is also an excellent method to ameliorate communicative competence and enable students to bring their funds of knowledge into the class. Throughout the whole inquiry process, including discovering a question, brainstorming potential solutions, selecting one to investigate, discussing and

designing plans, collecting data, and sharing thoughts (Farnia & Irma, 2017), students need to engage in interpretive, interpersonal, and presentational communication. By equipping students with appropriate vocabularies, sentence starters, grammar, and structures of speaking and writing, students develop their communicative competence in authentic contexts. Moreover, linking the real-life experience to their investigation furnishes an engaging environment for students to perform the inquiry (Farnia & Irma, 2017). In this way, designing an inquiry project with the student's funds of knowledge could motivate them to actively participate in the inquiry process. Thus, inquiry-based learning could integrate with other two theories, CLT and funds of knowledge, to assist students in connecting the components that constitute their lives with what they are willing to learn through inquiry and communication.

In conclusion, I believe that quality teaching assists students in connecting the components that constitute their lives with what they are willing to learn through inquiry and communication. As a teacher, I need to create an environment in which students feel comfortable sharing and using their cultures, languages, interests, and previous experiences. I should guide and scaffold students to link what they are familiar with to what they are willing to learn. To achieve this goal, it is my responsibility to enable students to think critically and communicate effectively in the target language.

Artifacts Analysis

In this section, I will analyze how my teaching philosophy is actualized or can be actualized in my artifacts related to teaching and assessment. I will also analyze how these artifacts connect to and fall short of TESOL standards.

Professional Knowledge Area 1: Learner

The learner is the center of teaching because all other professional knowledge areas including contexts, curriculum, and assessment are considered and designed based on who the learner is and how a learner acquires a second language. To give appropriate and effective support to a learner, teachers need to know how significant the influence of the learner's identity and funds of knowledge are on their learning. Teachers also need to use their own knowledge of language and language learning to help assist students.

TESOL Domain 4: Identity and Context

According to this standard, teachers should understand the importance of who learners are and how their community, culture and goals impact learning and learning anticipation (TESOL International Association, 2008). Teachers should be aware of how students' context influences their identity formation, which in turn also impacts learning (TESOL International Association, 2008). In the end, teachers should leverage students' funds of knowledge to design lessons engaging students and help them to master new knowledge (TESOL International Association, 2008).

Artifact 1. The artifact that I chose for this domain is a report (see Appendix artifact 1) of Alex (pseudonym)'s background and his learning environment in Conexion Americas which is a nonprofit organization providing a wide range of services to help immigrants successfully integrate into the United States. Alex is a student in my class in Conexion Americas. The report includes an interview with Alex and my analysis about the environment of Conexion Americas and my class. In the interview, I asked questions related to cultural and linguistic background, educational background, current occupation, level of acculturation, attitudes towards L1 (Spanish) and L2 (English), and reasons and expectations for learning English.

This report shows the connection between the learner's identity and his eagerness and expectations of learning, which aligns with the standard. In my opinion, who the learner is includes the information about his past experience, his educational background, and his cultural and linguistic background. From the perspective of past experience, the drastic change of socioeconomic status made Alex have a huge passion for learning English. Alex told me that he was from Venezuela. Before moving to the United States, he earned a bachelor's degree and an MBA in Venezuela. He worked as a financial director in an oil company for more than ten years. It is clear to see that he was middle class. However, after moving to the United States, due to his limited English proficiency, he is now working as a delivery driver for Amazon Flex. Compared with the annual salary of Amazon Flex given by ZipRecruiter (n.d.) with the annual income of the middle class in the United States (Kopestinsky, 2021), it is more likely that he is in the lower class. Thus, there is a clear relation between the decline of his socioeconomic status being caused by his limitation of English proficiency. Due to this hurdle, he is eager to improve his English proficiency to obtain a job in finance.

Aside from the influence on his eagerness towards learning, his experience also affects his expectations for learning English. He told me that sometimes others could not understand what he said due to his foreign accent. He also claimed that his limited English proficiency hinders him from being about to fully express himself. He hoped to improve his speaking competence in my class to ameliorate his English skills. He wanted to be understood and communicate with others better. His experience communicating with others in English made him focus on improving his speaking competence in English.

This report exemplifies the TESOL domain because it shows how the learner's context shapes his identity formation, which has a decisive influence on his learning. From my

perspective, the learner's context includes the learner's level of acculturation, which I speculated from his attitude towards his C1 (Venezuelan culture) and C2 (American mainstream culture) (Herrera et al., 2012). His level of acculturation affects his own understanding of his identity, which determines his learning expectations. Since Alex talked about his culture in a flood of words when I asked him to introduce some sightseeing, traditions and foods, it was clear to see that he loved Venezuelan culture and was proud of that culture. He also had a relatively positive attitude towards the culture in the United States. In the report, to know his attitude towards mainstream culture in the U.S. and whether he adapted to the new culture and society, I asked him about some of the differences he discovered between living in Venezuela and living in the United States. He told me that although everything was different, such as laws, regulations, and etiquette, he respected the differences. He told me that the United States provided more job opportunities, and it was a place where he could have a dream and try hard to make his dream come true. He regards the host country as a place full of hope. His attitude towards his C1 and C2 manifests that he is making a positive integration. It indicates that he has developed an identity that he loves his own culture and was willing to know more about American culture. This kind of identity made him willing to improve communication skills in English to interact with people and find a better job.

The report of the interview represents my philosophy of teaching which I believe that teachers should use students' funds of knowledge to guide planning and instructing. In the section that I analyzed the environment of my class, I mentioned that I respected students' culture and regarded their culture as assets to improve learning and amplify the cultural climate. I integrated their funds of knowledge into the teaching. For example, when I asked students to describe a person's appearance and their clothes, I gave pictures of Hispanic actresses to

motivate them to participate in class. This shows that I leverage students' funds of knowledge to promote learning.

      For this TESOL domain, I use a report of my student's background and learning environment in Conexion Americas to demonstrate that to provide high-quality teaching, teachers need to know the influence of students' identity and context on their eagerness of learning and learning expectations. Moreover, teachers need to design lessons based on this knowledge to make sure students meet their learning expectations and engage in class.

TESOL Domain 6: Learning

      To support the learner to improve their English proficiency, besides being aware of the influence of the learner's identity and various context on their learning, there are two kinds of knowledge that professional English teachers should have: the knowledge of English language and the knowledge of second language learning (TESOL International Association, 2008). As for the knowledge of English, from my perspective, it covers phonology, grammar, semantics, syntax and pragmatics. Knowing this knowledge could help teachers to create appropriate language objectives and specific instructions and activities to promote students' learning. This belief aligns with my philosophy of teaching, where class objectives focus on "all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence" (Brown, 2007, p. 43). As for the knowledge of second language learning, teachers should use some methods and theories, such as CLT, funds of knowledge, and inquiry-based learning to help students to improve their English language proficiency.

      Artifact 2. For this TESOL domain, I chose a complex-text-teaching video (see Appendix artifact 2), which I designed to teach students to analyze a complex text named "Will the 'Right' College Major Get You a Job." The goals of this lesson are (1) enabling students to

have some thoughts about how they would choose college major; (2) making students know the meaning of some general academic vocabularies and use them correctly in their own writings; (3) enabling students to say the structure of persuasive articles under a subtitle in their own words. The target learners are 12th graders in public schools in China. The article contains three sections. This video lesson only covers the second section, "encouraging a job-specific major is wrong advice" (Altschuler, 2015, p. 2).

This complex text instructional video exemplifies how I used their knowledge of language to support students' learning which qualifies the requirement of the standard. First of all, to understand the content of this complex text, I used the knowledge of the discourse format of argumentative articles to scaffold students to analyze and understand the text. Firstly, I divided the second section into three parts based on its three supporting claims. I asked questions about why the author thought that "encouraging a job-specific major is wrong advice" which was the main argument of the second section of the article in each part, so that students could know what supporting claims were given by the author (Altschuler, 2015, p. 2). In this way, students could figure out the basic structure of the second section. For each supporting claim, I provided scaffolds to students to find out how the author demonstrated his supporting claim by asking related questions. For example, when the supporting claim was that "the assumptions about the average financial impact of a college education have limited utility" and the author used a series of data to support his claim, I asked students to tell me how the author demonstrated the assumptions had limited utility (Altschuler, 2015, p. 2). In this way, students could find out how a claim was demonstrated in an argumentative article and the basic structure of it. Therefore, I used the knowledge of the discourse format of argumentative articles to help students to understand the content of the text.

I also used my knowledge of semantics to help students to analyze the text. Since I have the knowledge of using connectors to manifest the relationship among sentences, I asked questions to guide students to pay attention to these words in the text (Yule, 2017). For example, the author used "for one thing" to give the reason for his argument. Therefore, I asked students how they found that was the reason and which phrase pointed out the author was going to write the reason. By asking this question, students could notice the function of the connectors and use it to analyze the relationship between sentences. Therefore, I use the knowledge of semantics to help students to analyze the text and understand its meaning.

Another reason that the instructional video supports the standard is that I used my knowledge of second language learning to promote learning. Providing students' comprehensible input is a kind of method to support students' second language learning. In this video, I underlined the author's claims with red, his explanation with green, and the demonstration to support claims with blue. In this way, I created a visual of the structure of the text which helped students to see the structure clearly. Besides the leveraging of visuals, I also did modelling before I asked them to do an activity themselves. In the video, after teaching the vocabulary including "insist," "main," "assert," I asked students to use one of these words to write whether students should be allowed to choose courses across various fields in college. To make students understand what they should do in this activity, I gave them an example sentence. Thus, I used the modelling to give comprehensible input to promote learning.

This complex text teaching also connects to my teaching philosophy in which I believe language learning happens in authentic communication about a specific content. The language objectives for this lesson were to enable students to learn some general academic vocabularies and the basic structure of argumentative articles. I put the learning of the structure and academic

vocabularies into a specific content, college major choosing. Therefore, by reading, analyzing and thinking about a text about college major choosing, students generated authentic communication with the language they were supposed to learn. At the end of the class, I asked students to write a short article about how they would like to choose their college major with the basic structure of a persuasive article. They were required to use the words they learned in the video. By doing this activity, students used what they learned to do presentational communication about the specific topic. Therefore, my teaching philosophy is presented in this complex text teaching since it provides a specific context for students to do communication.

  This instructional video also shows how I used inquiry-based learning method to motivate students to think critically which is one of the important elements of my teaching philosophy. The aim of the lesson is to let students learn the basic structure of the persuasive article under a subtitle. The design of the instruction follows an inquiry procedure. I used the complex text as a sample for them to discover the structure of persuasive article. I asked a series of questions to scaffold students to analyze the text. By analyzing the text, students could extract the structure of the persuasive article. Then, I asked them to summarize the basic structure of the persuasive article themselves. After that, I showed the structure on my PowerPoint. Through analyzing the complex text with me, students experienced the process of discovering the structure of a persuasive article. In this inquiry process, students analyze the text, synthesize information about the discourse structure, and draw their conclusion. Therefore, the design of this instructional video actualizes my philosophy of teaching which I desire developing students' critical thinking skills through inquiry-based learning method.

  As it is demonstrated in the two artifacts, an interview of an EL student and the complex-text instructional video, to provide appropriate support to students, teachers should leverage their

knowledge of students' identity and context and combined with the knowledge of language and second language acquisition to design lessons to assist students to learn English. Only if teachers put their students in the first place and choose appropriate methods of teaching could truly help students to reach their learning goals.

Professional Knowledge Area 2: Learning Contexts

Besides considering what high-quality instruction is from the perspective of learners, the learning context also plays an important role in teaching. Learning contexts is one of the professional knowledge areas in which teachers need to create a supportive and engaging environment for students to learn knowledge. Learning contexts include places and situations where students absorb new knowledge actively and connect what they have already learned and known to new knowledge. To support learning, teachers need to be aware of students' learning context both inside and outside the school and design lessons according to students' learning context.

TESOL Domain 2: Instructing

According to the requirements of this TESOL domain, teachers should create supportive environments where all students can engage in the process of learning and interact with teachers and other students respectively (TESOL International Association, 2008). To create an engaging environment from my perspective, teachers need to bring students' interests, as well as their cultural and linguistic knowledge into class. Moreover, to encourage all students to link new knowledge with their interests, cultural and linguistic knowledge, teachers need to give comprehensible input to make sure students understand their instructions and build a safe environment in which all students feel comfortable interacting with others.

Artifact 3. The unit plan for Chinese high school students is an artifact that is related to instruction (see Appendix artifact 3). The unit plan contains three 60-minute lesson plans about a topic: the internet. According to the guidance of National English Curriculum Standards for General High School, which states what students need to achieve after the graduation from high school, the internet is a mandatory topic for students to learn and discuss in Chinese public high schools. The essential question, how could we use the internet in a healthy way, is the essential question that students need to think about throughout their learning of this unit.

This artifact aligns with my philosophy of teaching because I integrated students' funds of knowledge into the lesson design. First of all, I chose topics of lessons based on the target students' interests and past experience. According to Moll et al. (1992), linking students' fund of knowledge with the learning of new knowledge could stimulate students' interests in learning. Before writing lesson plans, I did a need analysis with a group of students in a Chinese high school. I asked students to write down their interests, what they usually did with the internet, and what the social media they often used. Then, based on their interests and knowledge about the internet, I chose three content goals for three lessons: (1) Enabling students to describe what they can do with the internet and categorize their activities based on their purposes for using the internet. (2) Enabling students to speak and write about how social media has changed their lives both positively and negatively. (3) Enabling students to speak and write about what cyberbullying is, how cyberbullying could be stopped and how to avoid being a cyberbully unconsciously. It's clear to see that I determined the content objectives of each lesson according to students' funds of knowledge to encourage students to engage.

I also implemented the communicative language learning (CLT) method when I designed the unit plan, which is one of the theories that guide my philosophy of teaching. I plan to give

students multiple opportunities to practice fluency and accuracy of their speaking and sometimes, I prioritize fluency, which aligns with the CLT's characteristic claimed by Brown (2007). For instance, in one activity, I will ask students to think about what else they can do with the internet besides entertainment. Then, I will divide students into small groups (3-4 people per group) and ask students to share and categorize their online activities based on their purposes. Even though I may hear students make grammatical mistakes, I will not correct them when I walk around and listen to their communication. The aim of this activity is to help students practice their fluency of speaking English, instead of focusing on their accuracy. I also designed speaking activities to talk about what they could do with the internet, what applications that they often used, how their lives have been changed by social media, etc. All of them are aimed at facilitating students to practice fluency. Thus, with the guidance of prioritizing fluency sometimes, which is one of the features of CLT, I created the speaking activity for students to practice fluency.

The unit plan also shows how I used inquiry-based learning method to help students develop their critical thinking ability. The essential question for the unit is how people could use the internet in a healthy way, which requires students to think about using the internet critically. Students discussed, watched videos, and analyzed articles about the three topics, things we can do online, social media, and cyberbullying. In the end, they wrote down how they could use the internet in a healthy way. In this process, they developed their ability of considering a topic from multiple perspectives, analyzing and interpreting sources, discussing with others, and coming up with solutions. When students learned this unit, they experienced the process of inquiring and thought about a question critically.

This unit plan aligns with the requirements of the TESOL domain because I plan to create a supportive environment for all learners in the class by scaffolding students to understand my instruction with comprehensible input. To create a supportive environment for all learners means to challenge all students a little bit, but not to the point where they are overwhelmed, despite their language proficiency and background knowledge about a topic. To scaffold students in understanding the same topic, I plan to various methods to give comprehensible input to students. First, I use visuals. For example, when I teach students the meaning of "photomontage" and "meme", I will not only explain what they meant with words, but will also gave some pictures of them on the handout. Pictures assist students in understanding their meaning (Echevarria et al., 2016). Thus, students can understand the meanings of these two words better. Second, I will also present clear instructions of tasks "in a step-by-step manner" on the PowerPoint (Echevarria et al., 2016, p. 106). It will help students understand what tasks they needed to do in activities clearly, instead of wasting working memory trying to figure out the steps and purposes of doing certain activities.

Besides using visuals and providing clear instructions to give comprehensible input, I could have used approaches to differentiate students to create a supportive environment for every student in the class. I would like to revise some activities and assignments to give students more choices. For example, I plan to ask students to make posters that could inform people what cyberbullying is and how people could stop cyberbullying. Considering that students have different language proficiencies, not all of them can express their ideas with full sentences. When I tell them what they will do to create posters, I could tell them that they do not have to write full sentences if they feel challenged. They could draw pictures, write phrases, and all other methods

to present their understanding of cyberbullying. With this change, making posters could become a brilliant activity to allows students express their thoughts in their own ways.

Another aspect that I could revise to meet the requirement of the TESOL domain is that I could have guided students to conduct respectful classroom interactions explicitly. I would give students some sentence starters to tell them how they could respond to others' opinions appropriately. For example, before doing the activity where I asked students to make posters, I could tell students that in their discussion they can use some expressions to respond to others, such as, "I like your idea about …", "I partially agree with you because …", and "I think …(doing something) could be better". Students would not only implement new content knowledge into their work but also learn appropriate ways to communicate with peers which helps to promote classroom interactions.

The learning context is one of the most important things to consider when teachers prepare for instruction, since it is where learning happens. As a teacher, I need to leverage students' funds of knowledge to engage students. To encourage students to participate in class, I also need to create a comfortable environment for students to communicate with others. Giving comprehensible input and guiding students to interact with their peers respectfully could help build an environment that encourages learning.

Professional Knowledge Area 3: Curriculum

After creating a supportive learning context for students, the next step is to design an appropriate and effective curriculum. Creating an appropriate curriculum includes planning and modifying instruction to meet learners' goals, which guarantees student engagement and knowledge acquisition. It also requires teachers to assist students communicating with others in

real-life contexts. In the curriculum, successful communication within a subject area or a specific

topic is the determiner of what language to learn and how to learn the language.

TESOL Domain 6: Planning

To plan an appropriate and effective curriculum, teachers need to create lesson plans to

enhance learning and meet the learners' goals and modify plans to make sure the learner could

engage in class and achieve learning objectives (TESOL International Association, 2008). From

my perspective, to create an effective curriculum, teachers should determine learning goals

according to learners' needs. Then, based on the learning goals, teachers need to design specific

lesson plans to achieve the objectives progressively. What's more, teachers should also modify

lesson plans to make the lesson more engaging and achieve learning goals.

Artifact 4. For this TESOL domain, I bring a sixty-minute lesson design about the airport

and a post reflection. The artifacts include a PowerPoint for the lesson and a reflection after

delivering the class (see Appendix artifact 4 for details). The lesson is for adult English learners

from Conexion Americas. After facilitating the class, I wrote a reflection of the lesson, putting

forward the advantages and possible alternatives for improving my instruction.

According to the requirement of this TESOL domain, teachers need to meet learners'

goals when designing the curriculum. From my perspective, it means coming up with lesson

objectives according to learners' needs and providing instructions and activities to assist students

to achieve those objectives step by step. I learned from my students that one of their goals for

learning is to improve their communicative ability in English in daily life. Guided by their

learning goals, I came up with my lesson objectives, which enable students to (1) identify the

basic procedures before and after taking the flight at the airport in English, (2) speak with some

vocabularies related to the airport, (3) talk about their plans in the future, and (4) speak correctly

with "be going to" + the base form of the verb. The airport is a common place where students need to read particular signs and have conversations with others in their daily lives. Learning language that they might use at the airport meets their needs to improve their communicative ability in English in daily lives. After choosing appropriate learning objectives, I arranged instructions and various activities to scaffold students in achieving those learning goals. For example, I put a picture of an authentic boarding pass on the PowerPoint and assisted students in finding essential information on the ticket by asking questions, like when the departure time was. Thus, students were able to know what essential information they could find on a boarding pass and some proper nouns, such as, flight number, departure place, boarding time, etc. Then, I showed students pictures and asked them to link the pictures with things written on the PowerPoint which included checking-in, the security check, baggage claim, and boarding. I paraphrased the phrases to make students understand their meanings. Students then have an overview about the basic procedure of what they need to do at the airport. After that, I chose a small part of the whole procedure, checking-in, and showed a video about questions that might be asked during the checking-in process and how they could reply. Students were asked to fill in blanks in a handout that included essential information about the clip. Accordingly, students could learn the basic steps of checking-in and how they could respond to some specific questions. Therefore, from reading the boarding pass to answering questions in front of the checking-in counter, I scaffolded students to achieve the objectives progressively.

Another important thing mentioned in the standard of the TESOL domain is modifying plans to make the instruction and activity more engaging and useful to promote learning, which is exemplified in my reflection of the lesson. In the reflection, I mentioned that in spite of using a video clip to help students learn about the procedure of checking-in, students were not engaged

in the activity, because I left no space for them to speak out their opinions and leverage their

prior knowledge and experience to do this activity. I just asked students to watch the video and

then fill in blanks about what they should answer to those questions exactly. As comprehension

as sense-making focused, teachers should move away from emphasizing "right" answers and

should give students opportunities to justify their answers and draw their attention to

"differences of opinions" (Daniel et al., 2015, p. 397). To make this activity more engaging, in

the reflection I proposed to ask students to create their answers, justify their own thinking and

embrace the differences of opinions, instead of limiting their answers to what the video said.

The planning of this lesson also reflects my teaching philosophy since I gave students

opportunities to communicate with the target language in unrehearsed and authentic contexts,

which is one of the "six interconnected characteristics" of CLT (Brown, 2007, p. 43). After

learning the grammatical structure, "be going to" + the base form of the verb, I asked students to

create a drama with a partner in which they met their friends in the waiting line for checking in

and talked about their plans in their destination respectively. Coming across with someone and

having short conversations about plans is a casual and authentic context. Without discussing with

partners before, they had to improvise their dialogues by listening and reacting to their partners'

speaking, which models how a conversation happens in real life. By doing this practice, students

had the communicative opportunities to interact with others in an unrehearsed and authentic

context.

The planning could be revised to exemplify the theory of inquiry-based learning which

was another theory included in my philosophy of teaching. It falls short of higher-order thinking

which could be realized by implementing inquiry-based learning in this lesson (Wale & Bishaw,

2020). When I taught students the new grammatical structure, "be going to" + the base form of

the verb, I simply told students directly about the form of it and in what situations students should use it. If I were given a chance to do the lesson again give students a chance to engage in higher-order thinking, I would give students different groups of sentences. Each group of sentences would be written with different subjects (i.e. I, you, he, she, we, they). I would require students to summarize rules for writing with this form by discussing with their peers. Then, I would ask them to pick a representative to tell me the rules. After that, I would give them a mini lecture to teach them how to use this grammatical structure explicitly. By asking them to discuss and find out the rules themselves at first, students need to interpret, analyze, and summarize their findings, explain their opinions to their classmates, and criticize others' findings. All these steps in this inquiry process require higher-order thinking from students. By implementing this, I use the implicit-and-explicit way to teach grammar which would enhance my philosophy of teaching.

The plan and the reflection of the lesson shows that I design and revise lessons based on students' needs to increase students' interests and provide useful support to them. The artifacts also reflect my teaching philosophy which is embedding language learning in communication and providing higher order thinking tasks for students to develop their critical thinking skills and interact with others.

TESOL Domain 7: Content

Besides designing curriculum that could meet learners' needs and modifying it to ensure students' engagement, another important thing to make sure of is to teach English according to the needs of students to read, write, and interact with others about a specific content. Teachers should be aware that language learning occurs when people communicate with others genuinely (TESOL International Association, 2008). In order to promote genuine communication, teachers

should create language objectives which could equip students to interact with others successfully in specific content areas, and then design instructions and activities to scaffold students to reach the goals.

Artifact 5. The artifact (see Appendix artifact 5) that practices this TESOL domain is the lesson plan about self-reflection for students in Conexion Americas. In this lesson, students should learn what self-reflection means and generate a self-reflection of their learning in that semester. The lesson was given after they took the midterm exam, so I thought it would be a good time for students to evaluate their learning in the first half of the semester and make plans for the second half of the semester.

This language objective of the plan was set to assist students to write and talk about their self-reflection which aligns with the TESOL standard that language should be regarded as a tool to read, write, listen, and talk about a content. This lesson is aimed at teaching students methods to do self-reflection of their learning. Since self-reflection contains reviewing and evaluating the behavior, thoughts, and attitudes in the past, and thinking of the future, students need to use the present perfect tense to refer to what they have already done and simple future tense to talk about what they are going to do in the future. To fulfill this goal, students should know how to use the present perfect tense and simple future tense. Considering that they have learned simple future tense before, I decided to make the language objective of this lesson as enabling students to speak with the present perfect tense correctly. Therefore, it is clear to see that the language objective is one of the steps to help students to make their self-reflection.

Activities in this lesson manifests my philosophy in which I hope to provide opportunities for students to make interpretive, interpersonal, and presentational communication in authentic contents. For example, after students learned the present perfect tense, students and I

played a game called Never Have I Ever in which I asked students to hold up all 10 fingers in front of the screen. They needed to tell the class something that they have never done but something they thought others in the classroom might have done. I asked them to use the present perfect tense to speak complete sentences. Any student who has done that thing must put down one finger. The person who had the most fingers holding up won the game. By doing this game, students interpreted others' speech and give responses (held up or put down one figure). They needed to remember things that others had already said to make sure they would not mention the same thing. By doing this, students communicated with others interpretively and interpersonally. Students were also given chances to do presentational communication about their self-reflection on English learning in the first half of the semester which was authentic content. After giving students 5 minutes to write, I asked them to present their self-reflection and use present perfect tense to do their presentation. Students practiced using the grammar they learned in this class to talk about their self-reflection.

The Never Have I Ever game also brought students' funds of knowledge into the class and engaged students to speak more in the game. Since the game asked students to say things that they have done before, students needed to think about their experience and things they are familiar with. By talking these familiar things, they could feel less challenged so that they talked more. During this process, they practiced speaking with the new grammar they learned in the lesson. By talking about students' experience and things they were familiar with, students were motivated to participate in this speaking activity.

The lesson plan gave some spaces for students to learn new knowledge with their own learning style, which is one of the six interconnected characteristics of CLT and aligns with my philosophy of teaching (Brown, 2007). For example, before I asked students to create a self-

reflection about their English learning, I asked them to think about what aspects they could evaluate about their learning in the last few months, instead of simply giving them a list of things that they should write about. Although after discussing, I gave them some tips that they could mention in their reflection, I told them they were just advice and they were encouraged to refer to things that they thought were important. Thus, students had freedom to generate self-reflection according to their own understanding. I also introduced some formats of self-reflection, not as requirements for students to follow, but as suggestions. I mentioned some applications, for instance, Notes in IOS system, to write their self-reflection. I also introduced various graphic organizers. Before asking them to write their own self-reflection, I told them that they were not obliged to use the tool I introduced and could generate the self-reflection in any format based on their own interests. Students acquired methods of writing self-reflection according to their needs and interests. In this process, they could keep their own learning process through their understanding and interests of the content.

To provide more chances for genuine communication about the topic, I could have given students chances to talk about why they produced a self-reflection like that. For instance, I could ask students to justify themselves about why they included those elements in their reflection and why they chose a certain format to write the reflection. In this way, as comprehension as sense-making focused, teachers should move away from emphasizing "right" answers and should give students opportunities to justify their answers and draw their attention to "differences of opinions" (Daniel et al., 2015, p. 397). Thus, by giving students more opportunities to present their own thinking and justify it, students could learn new knowledge based on their own interests and styles, and practice making genuine communication in English about a specific content.

As it is exemplified by the two lesson plans that I made for students in Conexion Americas, making an appropriate curriculum requires teachers to make and revise lesson plans according to students' needs and interests, and regard language as a tool for students to make authentic communication about a specific content. These two standards also reflect my teaching philosophy in which I believe that language learning happens in authentic communication of a specific content and lessons should be planned to meet students' needs and encourage communication and higher order thinking.

Professional Knowledge Area 4: Assessment

The last important element that impacts the quality of teaching is assessment. The assessment is an ongoing process that teachers diagnose students' language proficiency and investigate students' needs and learning styles. Assessment plays an important role in English teaching because it could help teachers to scrutinize students' language proficiency, learning needs and styles which determine how the teacher design curriculum and facilitate classes. Assessment is an ongoing process which requires the teacher to keep updating students' process and changes related to learning. As Dr. Brown and Dr. Abeywickrama (2016) said, "a good teacher never ceases to assess students, whether those assessments are incidental or intended" (p. 3).

TESOL Domain 3: Assessing

According to the requirement of TESOL, with the purpose of promoting students' intellectual and linguistic development, teachers should be aware of the significance of information about students' learning and performance and should be able to use various and effective methods to gather and interpret information (TESOL International Association, 2008). Teachers should constantly consider knowledge about students' proficiency and performance

when they create curriculum, design lesson plans, and deliver classes (TESOL International

Association, 2008). Teachers should also involve students to determine the content and methods

of assessment (TESOL International Association, 2008). It is also important for teachers to offer

effective feedback to students based on their assessment (TESOL International Association,

2008).

Artifact 6:

The oral language report of an English learner that I wrote for the course, Assessment of

English Language Learner, is an artifact about assessing (see Appendix artifact 6). In the report, I

included the context of this assessment, which includes the methods of conducting the

assessment and their reasons. I used the Student Oral Language Observation Matrix (SOLOM) as

the rubric to determine the oral language proficiency of the English learner, Alex (pseudonym).

According to SOLOM, I assessed his oral language proficiency in five aspects, including the

learner's comprehension ability, fluency, vocabulary, pronunciation, and grammar. Then, I

explained how I would use this oral language assessment to help Alex to improve his oral

language proficiency in my practicum class in Conexion Americas. In the end, I proposed what

assessments I would use in my future classroom.

This artifact connects to my philosophy of teaching because I designed this assessment to

make students be able to use English to communicate in unrehearsed, real-life context (Brown,

2007). To design lessons based on students' oral language proficiency, I needed to figure out

students' communicative competence in unrehearsed and real-life context. I designed a role-play

activity in the assessment, which provided an authentic context and required me to produce

conversations without rehearsing. I asked Alex to imagine me as a waitress in a restaurant and he

was the person who would have his lunch at the restaurant called Biscuit Love which is a real

restaurant in Nashville. I gave him the menu of the restaurant and asked him to model the process of ordering food. By doing this activity, I assessed Alex's communicative competence in unrehearsed and authentic context.

Another reason that the artifact related to my teaching philosophy is that I assessed the students' oral language proficiency from the perspectives of communicative competence. In my teaching philosophy, I would like to develop students' communicative competence in my class. I used the SOLOM rubric to assess Alex's oral language proficiency because it assessed students' communicative competence from the perspectives of grammar, vocabulary, and phonology which are components of communicative competence (Celce-Murcia, 1995). Moreover, it is clear to see that whether students could communicate with others was the priority in the description of each level in SOLOM rubric and my evaluation of Alex's oral language proficiency. For example, when assessing Alex's pronunciation, I found that his pronunciation problem required me to be concentrated when listening and sometimes I could not understand what he was talking about. He pronounced a large number of words inaccurately. I need to guess which words he said from context clues. It is clear to see that the focus of my assessment was whether Alex's pronunciation prohibited communication with others. Thus, the focus of assessment reflects my philosophy of teaching.

I claimed to keep collecting students' linguistic data in the future which aligns with the requirement of the TESOL domain that teachers should collect and interpret information about students to increase learning continuously. At the end of the report, I wrote that I would create more opportunities for students to do oral presentation in my class so that I could collect their linguistic data from all aspects and update my evaluation of students' language proficiency frequently. The continuous assessment is important for me to promote students' learning.

In the report, I regarded the knowledge about Alex's oral language proficiency as data to inform me what I still need to help him to improve, which is also a requirement of the TESOL domain. The SOLOM rubric assisted me to evaluate the student's use of grammar which is one of the significant language objectives of my class in Conexion Americas. For example, it helped me to find out his weakness of using specific tenses that I taught him in my class. Therefore, I used the SOLOM rubric to help me assess whether Alex could handle what he learned in the class and discover what he needed to improve in the future. In this way, this artifact meets the requirements of the TESOL domain, because I considered the knowledge about students' language proficiency an essential element to guide my instruction in the future class.

The report of the assessment of Alex's oral language proficiency has connections with my teaching philosophy because I designed the assessment under the guidance of theories of communicative language teaching and the focus of my assessment is communicative competence. Additionally, the report also aligns with the teaching domain, since it shows that I regard Alex's oral language proficiency as important elements which influences my decisions about instruction.

Application to Practice

TESOL domain 8: commitment and professionalism requires teachers to continuously develop their understanding of "the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large" and leverage their understanding to inform and develop their teaching and the aforementioned professional areas (). In this section, I will analyze where I have lived out my philosophy of teaching and where I still need to improve. Then, I will articulate questions and directions for future professional development and propose possible plans.

Implications

In the artifacts, I chose topics based on students' interests and past experience, set up class objectives based on their background knowledge, and created activities with the consideration of their real-life experience. These designs show how I connected the practice with my philosophy that teachers should integrate students' funds of knowledge into lessons to promote learning. In the unit plan of which the topic is the internet (Artifact 3), I chose this topic because I learned that my target students used the internet frequently in their daily lives. Also, I set up three lesson goals according to their interests and knowledge about the internet. What's more, to motivate students, I designed an activity which required students to talk about what social media they had ever used and what they had done on it. By talking about the topic they like, students could actively practice using the grammar (the present perfect tense) they should learn in that class. Therefore, from selecting topics and making lesson goals to designing tangible activities, I integrated students' funds of knowledge into the class which is my philosophy of teaching.

In my artifacts, I created various activities to actualize my teaching philosophy that teachers should provide students with authentic contexts to develop their communicative competence. In the lesson about the airport (Artifact 4), to practice using "be going to do", I asked students to create a drama with a partner in which they met their friends in the waiting line for checking-in and talked about their plans in their destination respectively. Having conversations about travel plans at the airport happens frequently in daily life. Therefore, I put the practice of the grammatical form into an authentic context. Since I did not give students time to plan and rehearse their dialogues, they had to listen and react to their partners' speaking, which is exactly how people generate dialogues. In the lesson about making self-reflection (Artifact 5), I provided students with chances to practice interpretive communication in a real-

life context. We played a game called Never Have I Ever. Students said things that they had never done but they assumed others had done before. During the game time, students remembered things that others had already said to make sure they would not mention the same thing. This gave students opportunities to do interpretive communication in an authentic context. In this lesson, I also let students practice presentational communication. For example, I asked students to present their self-reflection about their English learning during the first half of the semester. By sharing and talking about their self-reflection with the whole class, students practiced presentational communication about a specific topic.

After analyzing my artifacts according to my teaching philosophy, I found that there are some important aspects that I need to work on to ameliorate the quality of my teaching. In my artifact, I seldom gave students opportunities to practice the whole inquiry process of any important questions. For example, when I taught students the new grammatical structure, "be going to" + the base form of the verb (Artifact 4), I simply told students directly about the form of it and in what situations students should use it. To develop students' higher-order thinking skills, I could have firstly given students different groups of sentences. Each group of sentences would be written with different subjects (i.e. I, you, he, she, we, they). I could have required students to summarize rules of using this form by discussing with their peers. Another example is that instead of giving students a list of things that they could include in their self-reflection (Artifact 5), I could have given them opportunities to read some samples of self-reflection at first, analyze what elements were included in the samples and their respective reasons in groups. Then, I could have asked students to come up with their own lists and justify themselves. This process allows them to do research, analyze and interpret data, and propose potential solutions themselves.

The reason that I seldom facilitated inquiry-based learning classes is that I worry that students do not have investigation techniques to engage in inquiry. Without knowing the ability to search and interpret sources, students could not conduct inquiry tasks and produce meaningful results (Edelson et al., 1999). Appropriate scaffolding could solve this problem. I could model and offer guided practice of each step in an inquiry process to equip students with necessary techniques (Guccione, 2011). For example, I could show students where they could find samples of self-reflection and how I extract important messages from samples. This model gives students an overview of what they need to do in the first step of the investigation. Then, I could pick one sample and guide students to analyze it by asking a series of questions. It allows them to practice the procedure with my guidance, so they could get a better understanding of what they should do. In the end, I asked them to do this activity individually. Through step-by-step scaffolding, students could acquire techniques of investigation gradually.

I was also worried about fitting such a huge procedure, which requires a lot of scaffolding and practice, in a fixed schedule in school. Guccione (2011) suggests that I could break the whole inquiry process into multiple small steps and act out one step in one lesson. Through recurrent practice of each step, students would internalize the process of inquiry. For example, Guccione (2011) observed that the teacher of second grade taught students the process of presenting and discussing their thoughts with others on the second day of her observation. Then, the teacher taught students methods of doing "I learn" on the third day (Guccione, 2011, p. 571). This activity required students to make "I wondered" and "I learned" statements about pictures, which is one method of analyzing sources (Guccione, 2011, p. 571). By breaking the series of tasks into small steps and practicing one step each day, students developed their skills of inquiry and improve communicative competence in the meantime.

Another limitation of my artifacts is that I did not give much scaffolds related to pragmatics in lots of communication activities. For instance, in my practice, I asked students to discuss what they can do with the internet besides entertainment without telling them what expressions they could use to communicate with peers in a formal discussion. To solve this problem, I would give them some sentence starters, such as, "I agree with …", "building upon someone's idea, I …", and "what about …", and ask them to use them. These sentence starters inform students what language is appropriate to use in discussion. Another example is when I asked students to perform their improvised drama, I focused only on their use of the grammar that they learned in that class. To encourage them to use appropriate registers, I could take notes during their performance and give more comments on their language use after they finish it. For example, I could take notes on and share with them vocabulary and sentences that are suitable for the context in their conversation. I could point out how they could change their expression based on the particular context. By doing this, I could give more scaffolds to students to develop their pragmatic competence in communicative abilities.

Future Considerations

In the future, I will continue finding solutions about how to integrate students' first language into class. In my artifacts, although I considered students' prior knowledge, experience, and interests when I designed and facilitated classes, I seldom integrated students' first language into class. One potential method I could use is translanguaging. Lewis et al. (2012) defines translanguaging as the process of leveraging a person's all linguistic repertoire in learning. Using a student's all language sources helps students to develop metalinguistic awareness which is helpful to the learning of English. However, it is difficult for me to leverage translanguaging pedagogies in my future teaching context, Chinese public schools. Many students, parents, and

school administrators still believe in the myth that using English exclusively is the best way to

learn this language. It is hard to break this myth given the situation that all stakeholders want

returns on students' test scores in a short period. I need to keep searching and thinking whether

translanguaging could be used in Chinese public schools and how I could use it.

There are some ways to help me find solutions and continue developing as a professional.

Peabody is always the most important resource for me. When I encounter problems in language

teaching, I could ask for advice from my instructors, mentors and colleagues at Peabody. I have

met amazing people in my program who will work in the similar context with me. Talking

frequently with them may bring new ideas to localize theories and methods that we learned in

school. I could also learn new methods of teaching from classmates who will work in a different

context. I could also use social media, such as Twitter, Weibo, and Zhihu to post questions, ask

for help, and get cutting edge topics about English teaching. Weibo and Zhihu are two influential

social media in China. Posting questions on these two platforms, I may receive answers from

many teachers and scholars. Last but not least, I could also have casual teacher meetings with my

future colleagues to talk about my concerns and get more information about my students from

various perspectives. I would like to have conversation with experienced teachers in the school

that I will work for. I would like to talk about my teaching philosophy and lesson plans with

them because they have worked years in the specific context, and they may propose me problems

about whether my teaching style works in that specific context. It will help me localize theories

and methods I learned at Peabody College.

Conclusion

This portfolio is a reflection of my professional development at Peabody College,

Vanderbilt University. In this portfolio, I articulate my philosophy of teaching, analyze a series

of practices based on TESOL standards and my philosophy of teaching, identify my strength and weakness of practice, and propose potential solutions to improve my teaching. The process of thinking and creating this portfolio helps me to synthesize the knowledge that I learned and the thoughts about the education in the past two years. The teaching philosophy will work as a guidance in my future career. It will be the criterion to assess and reflect my teaching. From reviewing and analyzing the artifacts that I have made in the last two years, I find out specific topics that I need to keep learning and studying in the future. This portfolio helps me reflect my instruction in the past and point out the road of professional development in the future.

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Appendix

Artifact 1

Interview

The English Language Learner that I interviewed is Alex (pseudonym) who is an adult and is now in my class in Conexion Americas which is a nonprofit organization providing a wide range of services to help immigrants to successfully integrate into the United States. I chose Alex as my interviewee because I was interested in his goal of learning English. After the first day of class, I asked students to upload a photo to a Google Slides and wrote two fun things about themselves. In this assignment, Alex wrote that he wanted to improve his English to get a better job in finance, his professional area (appendix 1). I predicted that he might receive higher education in his home country and might have difficulties finding a job that match his education. I have learned that the drastic change of socioeconomic status may cause huge negative psychologic influence on people. Thus, I want to know more about him and find out what kind of thing I could do to help him get positive integration.

I did a virtual interview through Google Classroom. I chose this assessment because Alex is a busy working adult, so he does not have much time to do a face-to-face interview. The reason that I chose Google Classroom as the medium do the interview is that we are having online classes using Google Classroom. Moreover, I found that Alex was not familiar with digital devices and applications when I facilitated online classes. In this way, he is more familiar with Google Classroom, compared with others. I also assembled his cultural, linguistic, and academic information by doing class observation so that I could know his strength and weakness of four language skills which includes listening, reading, writing, and speaking. Moreover, in-class observation could help me to speculate his level of acculturation through paying attention to the language he spoke, his attitude towards learning English and towards his C1 and C2 (Herrera et al., 2012). Besides, I used Herrera et.al (2012)'s rubric to assess the context of school and classroom.

The first language of Alex is Spanish, and he is learning English as a second language. Alex. He speaks Spanish at home since he lived with people from Cuba and Mexico who only speak Spanish. He speaks English in his community because although people in the community have diverse cultural and linguistic background, but most people speak English. During the interview, he told me that except some people were from Egypt and Haiti all others in the community were from the United States, so that they needed to use English to communicate. He also speaks English at work. He claimed that there were many Venezuelans worked for Amazon Flex and they always spoke Spanish. To take advantage of every minute to practice English, he avoids working with those who only Spanish. He works alone or with people who speak English. Besides, when he meets customers in the delivery process, he speaks English. I got all information related to when and where he uses specific language by asking him directly during the interview.

Alex regards English as a method to let him integrate into mainstream and a way to improve socioeconomic status. To make clear of his attitude towards English, I asked him that Spanish or

English, which he felt more comfortable speaking. He said, "in this country, I have to be comfortable speaking English" (personal communication, September 13, 2021). He claimed that if he kept speaking Spanish in public place, surrounded people who do not speak Spanish would think that he was talking something bad to them. He thought that speaking Spanish in public places may cause a sense of alienation from others. Besides, when I asked him why he learned English, he said that only if he improved English could he get a better job. Thus, it shows that he has realized the capital of English in the United States and regards it as a method to improve socioeconomic status.

Alex is from Venezuela, which I knew from his self-introduction on the first day of class. He regards Venezuelan culture as his C1 since he kept saying "my culture" and "my language" when he mentioned culture and language of Venezuela. From what he said in the interview, it is clear to see that he loves Venezuelan culture and is proud of that culture. In order to find out his attitude towards his home country and culture, I asked him to imagine me as a traveler who would like to go to Venezuela and introduce me some of their traditions, festivals, foods and sightseeing, he recommended me Catatumbo lightning, the Angel Falls and lots of other beautiful sceneries. He introduced me several festivals and traditional dishes there. He talked about his culture in a flood of words. It is clear to see that he is proud of his own culture and loves his country.

His C2 is American mainstream culture. He has a relatively positive attitude towards the culture in the United States. In the interview, to know his attitude towards mainstream culture in the U.S. and whether he adapted to the new culture and society, I asked him what some difference he discovered between living in Venezuela and living in the United States. He told me that although everything was different, such as laws, regulations, and etiquettes, he respected the difference and the American culture. Moreover, to figure of his attitude and feeling of living in the United States, I asked him what his favorite part was about living in America. He told me that he loved the beautiful natural landscape here. He introduced me a fall and several natural sights near Nashville. When I asked him to tell me what differences were between living in Venezuela and America, he told me that the United States provided more job opportunities, and it was a place where he could have a dream and try hard to make his dream come true. Thus, he regards the host country a place full of hope. However, he has the feeling that he is discriminated and is not understood by the mainstream. To find out his feeling towards immigrating to a new country, I asked him what his least favorite thing was about living in the United States. He said, "everyone said welcome to you, but that's not true. You are not welcomed" (personal communication, September 13, 2021). He told me that although he met nice people there were many people having the negative stereotype towards Hispanics. He said that many people thought all Hispanics were "bad". However, although he was disappointed by the discrimination he encountered, overall, he has a positive attitude towards the host country and mainstream culture and is full of hope of living in the United States.

Alex's attitudes towards C1 and C2, which represent his level of psychological acculturation, indicate that he has the tendency of making a positive integration. Like what I

discussed in the former paragraph, he respects mainstream cultures in the United States, and at the same time, keeps loving and being proud of his own culture.

The tendency of making a positive integration could also be indicated by his capability and willingness to "participate differentially in the norms and customary routines of different groups" (Herrera et al., 2012, p.97). Through assessing emails, i-messages and informal conversation before class between us, I found that sometimes he was capable of using appropriate language situationally in English, which could be an indication of integration (Herrera et al., 2012). For instance, he knew the basic etiquette of writing emails. He included an appropriate greeting at the beginning of the email, like "Good afternoon". He used appropriate salutations, for example, "thank you for your email". However, in the interview, he said that his purposes of learning English are to get himself understand and to communicate with others. He said that the foreign accent impeded people to understand what he was talking, and his limited English proficiency hindered him from fully expressing himself. In this way, it is clear to see that he is still struggling participating in mainstream group due to limited English proficiency. To know his attitude and proficiency of his first language, Spanish, I asked him where he used Spanish. He told me that he kept using Spanish every day, since his family and some people he met could not speak English fluently. In this way, it is more likely that he is still proficient in Spanish. Thus, due to what I found, I claim that although he is not fully capable to participate in mainstream groups, at least he has the tendency of doing a positive integration.

The socioeconomic status declined after Alex moved to the United States. After the first day of class, I asked students to write two fun things about themselves. Alex mentioned that he was working for Amazon Flex. Compared with the annual salary of Amazon Flex given by ZipRecruiter (n.d.) with annual income of middle class in the United States, it is more likely that he is in the lower class (Kopestinsky, 2021). However, Alex was in the middle class when he was in Venezuela. As I mentioned in the first paragraph, I found that he might receive a higher education in Venezuela by going over his assignment. Since it is impolite and inappropriate to ask the socioeconomic status, I used a couple of questions related to his education and job to assemble information and speculate his socioeconomic status. Thus, to order to get more information about his socioeconomic status before moving to America, I asked him when he decided to devote into the profession of finance. He told me that he made this decision when he was in college in Venezuela. He also told me that after graduating from college he got an MBA. Moreover, when I asked him why he would like to learn English, he told me that only if he improved his English proficiency could he get a better job about finance. He said that he worked as a financial director in an oil company for more than 10 years before moving to the United States. In this way, it is clear to see that he was in the middle class and had a higher-paid job. In this way, Alex's socioeconomic status declined after he moved to the United States.

Alex received a higher education in Venezuela. As I mentioned in the last paragraph, he got a bachelor's degree and an MBA. I asked my supervisor in Conexion Americas Alex's English language proficiency, since she did the placement test for Alex before he was signed into my class. She told me that Alex's English language proficiency level is high intermediate according to

CASAS's placement test. To know some specific information about his language skills (including listening, reading, speaking, and writing), I found the CASAS skill level descriptors for ELL. According to the descriptor, ELLs with high intermediate language proficiency satisfy "basic survival needs and limited social demands" (CASAS, n.d.). They could follow oral directions, understand phrases, and read some simplified or authentic material on familiar subjects (CASAS, n.d.). Besides, since one-time placement may not fully describe ELLs' language proficiency (Herrera et al., 2012), I also assessed him by observing his in-class participation. After three classes, I noticed that Alex's oral language proficiency was better compared with his literacy. On day, the topic of my class was to describe a person's appearance. With the purpose of assessing students' prior knowledge of vocabularies related to clothes, I asked students to write down as much as vocabularies of clothes on the Jamboard (appendix 2). After three-minute brainstorming and writing, I asked students to share what they wrote. Alex only wrote two words, but he came up with several other words when I asked him to share. He told me that although he could say many words, he did not know how to spell them correctly. Similar things also happened when I asked him to write sentences in class and when he emailed me. His written script shows that he usually made some spelling mistakes. I also found that although Alex could speak relatively fluently, he needed to work on his pronunciation and accuracy when he speaks long sentences and gave discourses. When he answered my questions in the interview, his speaking, sometimes, became hard to recognize due to the inaccurate pronunciation. He also used wrong vocabularies in his speaking. For example, Alex (personal communication, September 13, 2021) said, "that was the principle reason to learn English", when he wanted to express essential reasons for him to learn English.

Conexion Americas, the organization where Alex is learning, respects and values students' culture. They believe that the student's culture is an asset which "advance learning and enhance the cultural climate of the school" (Herrera et al., 2012, p.122). I searched the official website of Conexion Americas and found that they held a series of events in the community to "celebrate the presence, contributions and rich cultural heritage of Latinos" (Conexion Americas, n.d.). These series cultural events could let Latinos know that their culture is respected and valued. They created an annual "My Hispanic Roots, My American Dream" essay contest for Latino high school students (Conexion Americas, n.d.). This essay contest links students' culture with their literacy development. It makes students value their Latino culture and connects their culture to their live and future in the United States.

The events, named Indivisible: Raise your heart and Raise Your Voice, held by Conexion Americas (n.d.) also indicate that they regard community resources as potential assets to help students to successfully integrate into the society. It started a campaign to encourage Nashvillians to stand together and raise their voice to help building a welcoming community.

Conexion Americas also provides various service to help Latino families to integrate into the new environment. Browsing their website, I found that they provided job information to Latinos, gave assistance in buying a home, helped Latino parents to become knowledgeable about

and engaged in their children's education and forged a partnership between Latino parents and schools (Conexion Americas, n.d.).

I am the teacher or facilitator of Alex's class. There are twelve students in my class, and they all speak Spanish. Since students are all busy working adults, whose working time keep changing, they may not show up sometimes. In this way, the class size changes all the time. It is an online class. I was asked to record every class and upload the class recording to Google Classroom which is a platform where students could find all materials related to this class. In this way, students who cannot attend the class could watch my class recording.

In my class, I respect students' culture and regard their culture as assets to advance learning and enhance the cultural climate. I include their culture in class. For example, when I asked students to describe a person's appearance and their clothes, I gave pictures of Hispanic actress with the purpose of stimulating them to participate in class. I need to work more on strategies about bring their first language to class. Although I did not forbid them using Spanish in class, I did not give them chances to speak Spanish. Since I do not speak Spanish, it is hard for me to implement translanguaging in my class. Besides, although I acknowledge the value and importance of community and family, I have not got chance to implement community and family resources in my classroom.

In this interview, I investigated Alex's cultural and linguistic background and assembled information about his educational and socioeconomic background. I also found out to what extent did the school support culturally and linguistically diverse students. Moreover, I reflected what kind of environment I created in my classroom to support CLD students and what I need to improve in the future.

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Artifact 2

See video in Box folder.

Artifact 3

Zijin Guo

Unit Plan

- The context for the unit: (words in green are information I've changed since last submission)
    - Age of learners: my target learners are 10th graders who are aged about 15 or 16 years old.
    - Types of institution and location: Chinese public high school in Beijing (urban area); about 30 students in one class.
    - Learners' first language: Chinese
    - Learners' first language proficiency: between intermediate low and intermediate high (ACTFL proficiency guidelines, 2012)
    - Number of lessons in the unit: 3 lessons in the unit; each lesson will take about 60 minutes
    - Length and frequency of class meeting: 60 minutes per class, 3 times per week
    - Format of the class: fully in-person
- Research principles that would be used in this unit design: (words in blue are research principles I've added since my initial proposal)
    - I used the backward design approach to create the unit plan, which required teachers to consider learning goals first, then the assessment and finally activities that teachers might use in class (Browen, 2017). In this way, when designing the unit plan, I used unit goals and lesson objectives to guide me to think about assessment and activities.
    - The goals of this unit conform to the five goal areas (communication, cultures, connections, comparisons and communities) of the World-Readiness Standards for Learning Language. It could help students to develop communicative and cultural competence effectively and enable them to participate in various multilingual groups (Clementi & Terrill, 2017).
    - Since my target students are 10th grader in Chinese public school, the goals of the unit and objectives of each lessons should also follow National English Curriculum Standards for General High School which is an official document given by the Ministry of Education.
    - It is also important to consider the twenty principles mentioned by Nation and Macalister (2020). I prioritized the principle of teachability, when considering the content and sequencing (Nation & Macalister, 2020). I wrote goals related to English language structure with the consideration of whether students were ready to learn. For example, according to my need analysis, students have already mastered using present perfect active voice in English for a long time. Thus, it is appropriate for them to learn present perfect passive voice in this unit. I also prioritized the principle of deliberate learning (Nation & Macalister, 2020). According to the need analysis, students need to learn vocabulary, grammar and methods of creating discourses to pass the College Entrance Examination. Besides, I prioritized the principle of output (Nation & Macalister, 2020). Based on the need analysis, some students wanted to improve their speaking and writing competence. They told me that their speaking and writing abilities were weaker

than reading and listening. They also said that speaking and writing were of significance considering their study in higher education.

- o I used Brinton and Holten's (1997) Into, Through, Beyond framework to design each lesson. Since my goals of designing the unit focus not only on language but also on content (Internet). The Into, Through, Beyond framework helped to increase students access to the content and in the same time improve students' linguistic skills.

- o I used explicit structured grammar-focused tasks to teach grammar. Explicit structured grammar-focused task requires students create communicative, involving meaningful language exchange (Nassaji & Fotos, 2011). This approach asks students to discuss the target structure, which could help to raise the consciousness of the structure and provide opportunities for students to practice their oral language. Thus, compared with traditional teacher-give-student-receive approach, students could be given more opportunities to speak. Based on my need analysis, students were willing to have more chances to practice their speaking competence, since they thought their speaking was weaker than reading and listening. Therefore, explicit structured grammar-focused approach met the need of my students. Moreover, since getting high score in College Entrance Examination is one of the most common reasons of learning English for many students, and the can + the root form of the verb and the present perfect passive voice are important grammar points in the exam, speaking and writing accurately with them are important. Hence, the explicit structured grammar-focused approach, which advocates teachers to give mini lectures to teach the grammar explicitly, is useful for students to reduce grammatical mistakes.

- o When designing the lesson plan, I also used communicative language teaching method. When designing some activities, I tried to "synthesize direct knowledge-oriented and indirect skill-oriented teaching approaches" (Dornyei, 2020, p. 37). For example, the activity about cyberbullying showing in lesson 3. I asked students to listen to videos, to fill in blanks and read paragraphs about cyberbullying. While they are doing these activities, they not only learn what cyberbullying is and how to stop it, they also learn how to use the word cyberbully as a noun and as a verb.

- Need analysis
  - o I did a need analysis by asking some students who are studying in Chinese public high schools about their purposes of learning English and what they want to learn in high school English classes. I also ask them to do a self-assessment about their English proficiency. I asked them to read the ACTFL proficiency guidelines and told me what level they thought they were at. I also gained some information from my high school teachers. By asking the teacher, I learnt that teachers in Chinese public schools needed to design curriculum under the guidance of National English Curriculum Standards for General High School which stated what students need to achieve after the graduation from high school.
  - o I also asked students write down their interests, what they usually do with the internet, and what social media they use. In this way, I could know whether they have the experience of using the internet and the social media, and know more about their background knowledge about the internet.

- o Like what I mentioned in the previous paragraph, the need analysis decided what I should prioritize among twenty principles.
- Themes of the unit: communication and media, selected from International Baccalaureate (Clementi & Terrill, 2017)
- Topic: the internet
- Essential question: how could we use the internet in a healthy way?
- Unit goals (words in square bracket are goals areas of the World-Readiness Standards for Learning Language; words with underlines are detailed standard I selected from National English Curriculum Standards for General High School)
  - o Learners will be able to describe what they can do online and categorize their activities based on their purposes for using internet, such as, academics, work, social networking and entertainment.
    - ▪ [connections, cultures]
    - ▪ Students could use language to describe experiences and the features of things.
  - o Learners will be able to critically discuss how their lives have been changed by social media.
    - ▪ [connections, communication]
    - ▪ Students could get key information and opinions from discourses and articles.
    - ▪ Students could use examples, explanation and repetition to make clarification.
  - o Learners will be able to speak and write how cyberbully could be prevent.
    - ▪ Students could get key information and opinions from discourses and articles.
    - ▪ Students could use examples, explanation and repetition to make clarification.
    - ▪ [communication, community]
  - o Learners will be able to talk about how they will use the internet in a healthy way.
    - ▪ [communication, connection, community]
    - ▪ Students could use examples, explanation and repetition to make clarification.
    - ▪ Students could know the form, meaning and usage of grammar. The final purpose of learning grammar is to comprehend meanings and express their thoughts in various context.
  - o Learners will be able to speak and write the present perfect passive voice and can + the root form of the verb. Learners could use some vocabularies related to the internet in their oral and written expression (attachments, guideline, stream, tablet, register, browser, avatar, log on, keep track of, go through, cyberbully, blog).
    - ▪ Students could know the form, meaning and usage of grammar. The final purpose of learning grammar is to comprehend meanings and express their thoughts in various context.
- Learning objectives for each lesson
  - o Lesson 1:

- - - Learners will be able to describe what they can do online and categorize their activities based on their purposes of using internet, such as, academics, work, social networking and entertainment.
      - Learners would be able to translate some vocabularies (stream, register, browse, avatar, log on, access) from English to Chinese and from Chinese to English. Learners will be able to speak and write them in their discourse correctly.
      - Learners would speak and write accurately with the form of can + the root form of verb in their discourse.
    - Lesson 2:
      - Learners will be able to critically discuss how their lives have been changed by social media.
      - Learners will be able to speak and write their opinions with the correct structure of present perfect passive voice.
      - Learners will be able to speak and write with present perfect passive voice in appropriate situations.
    - Lesson 3:
      - Learners will be able to speak and write how cyberbully could be prevented.
      - Learners will be able to speak and write with present perfect passive voice and the can + the root form of the verb correctly and in appropriate situations
      - Learners will be able to speak and write some vocabularies related to the internet in their oral and written expression (attachments, guideline, stream, register, browser, avatar, log on, cyberbully, blog).
- Coherence and purposeful support of student learning across lessons
  - Language level: grammatical structures, which are useful to speak and write how to use the internet in a healthy way, are learnt lesson by lesson and are reviewed multiple times. I planned to teach students the grammatical structure, can + the root form of the verb and some vocabularies related to the internet, in the first lesson. I included a quick review of this structure at the beginning of lesson 2, in order to help students to review. I also designed activities in lesson 2 and 3 in which this structure and vocabularies were required to be used in students' speaking and writing. I chose to teach present perfect passive voice in lesson 2. I also included a review section at the beginning of lesson 3 and activities where this grammar should be used. In this way, by learning the vocabularies and two grammatical structures step by step and keeping reviewing them, I intend to help students to achieve the final goal, enabling students to talk about how they will use the internet in a healthy way using present perfect passive voice and the can + the root form of the verb.
  - Content level: In lesson 1, I will talk about how the internet can be used in general, in order to lead students into the topic of internet. Then in lesson 2, since the internet topic is too broad, I narrowed down my focus to social media which students used nearly every day. I planned to talk about its positive and negative influences on students' lives and give students opportunities to come up with solutions. Therefore, I could guide students to think about what healthy ways are

to use the social media. In the last lesson, I selected to talk about cyberbully which may do harm to a large number of people in the society. By talking about cyberbully, I could guide students to think about how they should react on news and communicate with others online. In the end, I planned to ask students to write about how they could use the internet in a healthy way based on what they learnt and thought in this unit. In this way, by leading students to talk about specific issues, I could guide them to reach the final goal.

Lesson Title: The Usage of the Internet
Length of the lesson: 60 minutes

Essential question of the unit: how could we use the internet in a healthy way?

Standards:
- Students could know the form, meaning and usage of grammar. The final purpose of learning grammar is to comprehend meanings and express their thoughts in various context. ("National English," 2020)
- Students could use language to describe experiences and features of things. ("National English," 2020)
- Students could use examples, explanation and repetition to make clarification. ("National English," 2020)
- Communication: "learners could practice interpersonal, interpretive and presentational communication" ("World-Readiness," n.d.).
- Community: "learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement" ("World-Readiness," n.d.).

Content Objective:

- Learners will be able to describe what they could do online with and categorize their activities based on their purposes for using internet, such as, academics, work, social networking and entertainment.

Language Objective:
- Learners would be able to translate some vocabularies (stream, register, browse, avatar, log on, access, blog) from English to Chinese and from Chinese to English. Learners will be able to speak and write them in their discourse correctly.
- Learners would speak and write accurately with the form of can + the root form of verb in their discourse.

Theme: communication and media
Materials needed: reading material, handout for discussion. Reading text and handout used in class are put at the end of this document.
Other preparation required:

Stage & Time	Purpose	Interactional Focus	Procedures
Into 5 minutes	To draw students' attention and gain an entrée into the today's topic;	interpersonal	The teacher gives students a handout. There is a circle in

	To recognize the depth of students' prior knowledge		the center of the handout and labeled "the internet". The teacher asks students to write down ways that they or their families usually use the internet. Students could use handout Students are given 2 minutes to brainstorm. After brainstorming, students are asked to talk about what they usually do online in small groups (3 people per group; 10 groups in total). Students are given 3 minutes to talk.
Through vocabulary learning 13 minutes	Enable students to translate the target vocabularies from English to Chinese Enable students to speak and write the vocabularies and use these vocabularies accurately in sentences. When students shout out the vocabularies, the teacher could know whether students could pronounce them correctly and know their meanings. When students are asked to read their translation, the teacher could assess whether students know the meaning of those vocabularies and whether students could speak	Interpretive	The teacher puts pictures with specific vocabularies written at the bottom. The teacher reads vocabularies and gives definitions or synonyms to help students understand the meaning of words. (vocabularies needed to learn in this section: stream, register, browse, avatar, log on, access, blog) Students are asked to read the vocabularies following the teacher. When the teacher explains the meaning of vocabularies, students need to write down the meaning of the vocabularies. They could use either English or Chinese.

	and use them correctly in sentences.		Then the teacher shows the form of these vocabularies in the slide and asks all students to shout out the meaning of them in Chinese. After that, the teacher puts 4 Chinese sentences in which these vocabularies are included. Students are asked to write their English translation of sentences on a piece of paper, using the vocabularies they learnt just now. Then the teacher asks volunteers to read their translation.
Through Reading the text 6 minutes	To let students to gain some knowledge about what they can do online for entertainment. To let students to know how vocabularies they learnt just now could be used in authentic materials	Interpretive	The teacher asks students to read the text and find out what they could do online for fun while reading. Students are given 6 minutes to read the text.
Through Grammar learning 13 minutes	To let students to remember the form of the structure, can/can't + the root form of verb and in what situations they could use it.		The teacher uses English to explain the meaning. Chinese translation of "can/can't + the root form of verb" will be shown on slides. The teacher tells students how can/can't + the root form of verb is used in declarative sentences, how can + the root form of verb could be changed into yes-or-no and WH word questions. The teacher gives two sentences as examples to

			show the structure of different kinds of sentences. Students are asked to take note while the teacher speaks.
		Interpersonal	Then the teacher asks students to make dialogues with a partner about what they could do with the internet according to the article. One student should ask his partner what they can do online. After his partner answers, the students should expand the dialogue based on his partner's answers. Handout 2 could scaffold students to make dialogues.
			When making dialogues, students should use the structure, can + the root form of verb at least two times and use at least one vocabulary learnt in this class.
			When students are making dialogues, the teacher walks around to listen whether students could use the form and vocabularies correctly.

Through Discussion 8 minutes	To let students be able to describe some issues about online security.	Interpersonal	The teacher asks students to think about besides entertainment, what else they can do with the internet. Students are given 4 minutes to brainstorm. They could write down what they come up with on handout 3.
			Then, the teacher divides students into small groups (3-4 people per group) and asks students to share what they have and categorize their online activities based on their purposes. Students are required to use "can + the root form of the verb" at least three times. Students could use handout 3 to take notes.
			When students are talking, the teacher walks around to check whether they have difficulty categorize online activities.
Beyond Writing and discussion 13 minutes	To give students more opportunities to practice speaking and writing with the structure, can + the root form of the verb. To help the teacher make assessment on students' mastery of the grammatical knowledge learnt in today's class.	presentational	The teacher asks students to choose a particular App which they would like to recommend to others and write a recommendation of the App themselves.
			In the recommendation, they need to write functions of the App in detail and why they want to recommend this App to others. Students should use the grammatical structure, can + the root form of the verb in

			their recommendation. They are given 8 minutes to write down their recommendation on a piece of paper. After that, students are asked to read their recommendation to a partner. After listening to the recommendation given by their partners, students should give comments on or ask questions about the recommendation . At the end of the class, students need to hand in their recommendation. The teacher reads it, corrects students' grammatical mistakes and gives feedback based on the content. Then the teacher gives it back to students, so that they could see the teacher's feedback.
Beyond Exit ticket 2 minutes	To help students to raise the awareness about what they learnt in today's class and what they found interesting. To help students do a self-assessment about what they have already master after today's class and what they need to improve. To help teachers check what students take away from this class and what questions they still have.		The teacher asks students to write down 3 things they learnt today. Students could use Handout 4 and are required to hand in the handout.

Lesson 2 <mark>(new lesson plan)</mark>
Lesson Title: How Our Lives Have Been Changed by Social Media
Length of the lesson: 60 minutes

Essential question: how could we use the internet in a healthy way?

Standards:
- The final purpose of learning grammar is to comprehend meanings and express their thoughts in various context. ("National English," 2020)
- Students could use language to describe experiences and features of things. ("National English," 2020)
- Students could use examples, explanation and repetition to make clarification. ("National English," 2020)
- Communication: "learners could practice interpersonal, interpretive and presentational communication" ("World-Readiness," n.d.).
- Connection: "learners build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively" ("World-Readiness," n.d.).
- Community: "learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement" ("World-Readiness," n.d.).

Content Objective of lesson 2:
- Learners will be able to speak and write how social media has changed their lives both positively and negatively.

Language Objective of lesson 2:
- Learners will be able to speak and write their opinions with the correct structure of present perfect passive voice.
- Learners will be able to speak and write with present perfect passive voice in appropriate situations.

Theme: communication and media
Materials needed: PowerPoint, reading material, handouts for grammar and discussion. Reading text and handouts used in class are put at the end of this document.

Stage & Time	Purpose	Interactional Focus	Procedures
Into 5 minutes	This section is aimed at reviewing the grammar learnt in lesson 1: can + the root form of the verb, in order to help students to strengthen their memory about the	interpretive	The teacher writes the structure, can/can't + the root form of the verb on the blackboard The teacher asks students to write down three things they

	structure of this grammar point. This purpose of this activity is to lead students into today's topic, social media.		could do with the social media on a piece of paper. Students should write full sentences and use the can/could + the root form of the verb. These pieces of papers should be handed in to the teacher at the end of the class. After the class, the teacher should give feedback on the content of writing and correct their grammar and gives them back to students.
Into 4 minutes	The section is aimed at reviewing the structure of tense, present perfect active voice and its use and usage (in what situations the tense could be used) and preparing students to learn the structure and usage of the present perfect passive voice in today's class. According to the need analysis, this tense was learnt by students when they were in 8th grade. This tense is one of the most important tense in the standard test, Senior High School Entrance Examination, which should be taken by all students in China. Due to its significance, junior high school students reviewed the structure and rules of using this tense multiple times in 9th grade to prepare for the standard test. Thus, students have already		The teacher puts the structure of present perfect active voice, have/has + past participle, on the slides. Then the teacher declares in what situations this tense could be used in English: (1) describing unfinished past; (2) describing past actions or events that have an effect in the present; (3) describing other actions when the emphasis is on the result, not the process. The teacher gives one sentence in each aforementioned situation as an example. The teacher reads all three sentences. Students are asked to take notes when the teacher is delivering the mini lecture.

	been able to speak and write with the present perfect active voice accurately before this lesson. They have also been able to differentiate the present perfect tense with simple past tense. Reviewing the present perfect active voice is aimed at preparing students to compare it with present perfect passive voice which will be learnt right after this mini lecture.		
Through Grammar teaching 12 minutes	The purpose of this section is to give students opportunities to explore structure of the present perfect passive voice and discover in what situations it could be used. The activities could help students to raise the consciousness of the form and gain explicit knowledge of this grammar structure (Nassaji & Fotos, 2011). It is also aimed at giving students opportunities to generate meaningful conversations in English in order to communicate with each other and finish the task (Nassaji & Fotos, 2011).		The teacher asks students to take out the handout 1 which was sent to students before the start of the class. There are five groups of sentences on the handout 5. The first group includes four sentences written in present perfect active voice and four sentences written in present perfect passive voice. These sentences include a negative sentence, a sentence with third person singular and sentences with singular and plural nouns. The first group shows declarative sentences. The second group contains four yes-or-not questions. Both grammar structures in the sentences are *italicized*, in order to scaffold students to find the difference between these two structures. This group is used for students

		Interpersonal	to compare two structures and summarize the structure of present perfect passive voice. In the rest two groups of sentences, each group contains sentences written in present perfect active voice and sentences written in present perfect passive voice. The teacher asks students to pay attention to bold words and find out in what situation the present perfect passive voice could be used. The teacher divides students into small groups (three people per group; 10 groups). Students are given 10 minutes to read the sentences and discuss the structure of the present perfect passive voice and summarize when they could use present perfect passive voice instead of present perfect active voice. Assessment: When students are discussing, the teacher walks around to listen and see how much they could explore.
Through Grammar teaching 6 minutes	The mini lecture is aimed at helping students to check whether their findings in the last activity are correct and comprehensive. The mini lecture is aimed at helping students to write and		The teacher delivers a mini lecture about the structure of the present perfect passive voice and in what situation it can be used. Structure: 1. Declarative sentence structure with present perfect passive voice

	speak the structure of the present perfect passive voice correctly and speak and write this structure in appropriate situations.		2. Negative sentence structure
			3. Yes-or-not question structure
			4. Wh-word question structure (method: change declarative sentences into wh-word question structure)
			Usage/situations (Full Guide, 2020):
			   1. The subject is unknown or unclear. We don't know who or what is the subject
			   2. We want to emphasize the subject.
			   3. To talk about general truths.
			   4. In formal writing (such as scientific reports) when the emphasis is on the process
			
			For the first two usages, the teacher uses the examples from the handout, since students have thought about the rules within these sentences for some time. Using these sentences could help them to understand the structure and the rules better. The last two usages are hard to explore if students did not know it before. Thus, the teacher declares the rules of use first and then give examples.
			
			Students are asked to take notes while the teacher is delivering the mini lecture.

Intro Pre-reading Activity 3 minutes	This activity is an entrée of the reading topic. It could also help teachers to recognize the depth of students' prior knowledge of social media.	interpersonal	The teacher asks students to talk about what social media they have ever used and what they have done on it. This is a whole-class activity. The teacher asks students to shout out their answers and the teacher writes their answers on the blackboard. Students do not have to speak whole sentences. Several words and phrases are enough.
Through Reading 9 minutes	This text could provide students some thoughts on how life has been changed by social media. It could enlighten them to think critically about the influences brought by social media from both positive and negative sides.		The teacher asks students to read the article printed on handout 6. While reading, students are required to find out how social media has changed lives. The article has 795 words in total.
Through Discussion about the reading 11 minutes	The purpose of this activity is to help students to speak some influences of social media mentioned in the text by discussing with peers. Through discussing how social media has changed lives, students gain opportunities to practice using the present perfect negative voice to create meaningful discussions. It could help the teacher to make assessment on whether	Interpersonal	The teacher divides students into pairs. The group should find out four ways in which lives have been changed by social media according to the reading. One person should find two positive ways and the other should find two negative ways. The teacher asks students sitting on the left to find positive ways and students sitting on the right to find negative ways. Students are asked to use the handout 7 and are given 3 minutes to write down full sentences in present perfect negative voice.

	students could speak correctly on the form of present perfect negative voice and whether students could have some takeaways about influences of social media from the article.		After 3 minutes, students should discuss with their partners what they found. Students could take notes while listening to their partner speaks. Students are also asked to tell their partners a personal experience about how social media changed their lives. Students are given 8 minutes to talk. Assessment: The teacher walks around to see what students think in their writing and speaking.
Beyond Writing 10 minutes	This activity is aimed at giving students opportunities to write about how their lives have been changed by social media. It could also help students to practice using the present perfect passive voice to generate sentences. It also helps students to learn to create short discourses which is the requirement of the National English Curriculum Standards for General High School. The teacher could make assessment on whether students could write correctly on the form of present perfect negative voice and the form,	presentational	The teacher asks students to write a short paragraph about how their lives have been changed by social media. In the paragraph, the first sentence should be a topic sentence, summarizing the influences brought by social media. Then students should write a specific experience of themselves to explain and support their claims (they were asked to think about their own experience in the last activity). In the end, students need to give a suggestion about how they could use social media in a healthy way considering its influence. In the short paragraph, students should use present perfect passive voice at least two times and can+ the

| | can+ the root form of the verb. | | root form of the verb at least one time.

The handout 8 could scaffold students to write the short paragraph.
The teacher provides the question first and uses the handout to explain the requirement of writing structure. Then the teacher gives students 9 minutes to write the short paragraph on the handout. Handouts should be handed in at the end of the class.

Assessment:

After students handed in their handouts, the teacher reads their handouts with the focus on the use of present perfect passive voice and whether students could come up with influences of social media on their lives. The teacher gives feedback on both the language and content to students. |

Lesson 3
Lesson Title: Cyberbullying and the Use of Internet
Length of the lesson: 60 minutes

Essential question: how could we use the internet in a healthy way?

Standards:
- The final purpose of learning grammar is to comprehend meanings and express their thoughts in various context. ("National English," 2020)
- Students could use language to describe experiences and features of things. ("National English," 2020)
- Students could use examples, explanation and repetition to make clarification. ("National English," 2020)
- Communication: "learners could practice interpersonal, interpretive and presentational communication" ("World-Readiness," n.d.).
- Connection: "learners build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively" ("World-Readiness," n.d.).
- Community: "learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement" ("World-Readiness," n.d.).

Content Objective:
- Learners will be able to speak and write what cyberbullying is, how cyberbully could be stopped and how to avoid being a cyberbully unconsciously.
- Learners will be able to write how they could use the internet in a healthy way.

Language Objective:
- Learners will be able to speak and write with present perfect passive voice and the can + the root form of the verb in appropriate situations
- Learners will be able to speak and write some vocabularies related to the internet in their oral and written expression (guideline, stream, tablet, register, browser, avatar, log on, cyberbully, blog).

Theme: communication and media
Materials needed: PowerPoint and handouts

Stage & Time	Purpose	Interactional Focus	Procedures
Into

4 minutes | This is a lead-in activity, aiming at drawing | interpersonal | On the slide, there is one sentence, "stick and stones may break my bones, but words will never hurt me." The teacher asks students to talk about |

	students' attention and gaining an entrée into today's topic, cyberbullying.		what this sentence means, whether they agree or disagree with the sentence and why. The teacher divides students in pairs and gives students 4 minutes to discuss.
Through Vocabulary (pre-listening) 2 minutes	This activity is aimed at helping students to know the meaning of certain vocabularies which are essential for understanding the content of the video.		Vocabularies: photomontage; meme; harassing; humiliating The teacher explains the meaning of photomontage and meme (eg. Photomontage is a process of making a composite photo by cutting, gluing, rearranging, etc.) and point at the two pictures given on the handout 9 to virtualize the vocabularies. The teacher wrote the explanation of harassing and humiliating on the blackboard. (eg. Harassing: annoying someone by saying and doing unpleasant things to them.) Students could take notes about the meaning of these vocabularies while the teacher explains.
Through 3 minutes	The purpose of this activity is to help students understand what cyberbullying is.	Interpretive	https://www.youtube.com/watch?v=5wjKb4DAhI4 The teacher asks students to watch the video twice. For the first time, students only need to listen and try their best to get the basic meaning of cyberbullying. For the second time, students need to listen while filling in the blanks on handout 9. The teacher only plays the half of the video (time: 00:00-01:10) The teacher changes the speed of the video (0.75), since students whose language

			proficiency levels are between intermediate low to intermediate high may find it too challenging to keep up with the video in its original speed.
Through discussion 12 minutes	This purpose of this activity is helping students to understand what cyberbullying is through talking with partners. It is also aimed at examining to what extend do students understand the video. This activity also provides students opportunities to practicing using the present perfect passive voice and some expressions (in my opinion/I believe/ as far as I'm concerned) in	Interpersonal presentational	The teacher divided students in pairs and asks them to answer the following questions: 1. What is cyberbullying? 2. Have you ever heard someone been cyberbullied? Please tell your peers an example about cyberbullying. (please use the present perfect passive voice for at least one time.) The teacher asks students to use the handout 9. there are some sentence starters (in my opinion/I believe/as far as I'm concerned) on the handout and the teacher encourages students to use them while speaking. Students are given 6 minutes to talk. While students are talking, the teacher walks around and check whether students understand what cyberbullying is and whether they encounter some difficulties in their speaking. After 6-minute discussion, the teacher asks at least three groups to share their discussion.

	authentic language.		
Through Reading 4 minutes	The purpose of this activity is to equip students some knowledge about how to avoid being a cyberbully unconsciously and what they could do to stop cyberbullying.		There are two paragraphs on the handout 10. The teacher divides students in pairs. In each pair, one student reads paragraph A, the other reads paragraph B. They could decide who read which paragraph by themselves. Paragraph A is about how to stop cyberbullying and paragraph B is about avoiding being a cyberbully without consciousness. While reading the paragraph, the teacher asks students to think about how to stop cyberbullying and how to avoid cyberbully others without awareness.
Through Discussion 7 minutes	The purpose of this activity is to equip students some knowledge about how to avoid being a cyberbully unconsciously and what they could do to stop cyberbullying. It also gives students opportunities to	Interpersonal	The teacher asks students to talk about their readings together. Students A asks student B what he/she could do to avoid being a cyberbully unconsciously. Student B should answer this question with his/her own words based on his/her reading paragraph. Student B also asks student A about his/her reading. Students need to use handout 10 on which there are tips to help them extend their conversations. While students are discussing, the teacher walks around to check whether students could understand and summarize their readings, whether they could create conversations with partners and whether they could use can/could+the root form of the verb correctly.

	communicate with partners authentically and practice summarizing and using certain can/could+ the root form of the verb in their speaking. This activity could also help the teacher to assess whether students understand and summarize the texts with their own words and speak grammatically correct sentences.		
Beyond Creating a poster 20 minutes	This activity is aimed at assessing whether students take away something about cyberbullying	Interpersonal	The teacher asks students to make posters which could inform people what cyberbullying is and how people could stop cyberbullying. The poser may contain several elements: 1. What cyberbullying is; 2. Potential effects of cyberbullying; 3. Ways to stop cyberbullying; 4. How to avoid being a cyberbully unconsciously

	from this class. During the process of making the poster, students gain opportunities to practice speaking and writing in an authentic context.	Presentational	The teacher shows a sample of poster on the slide. Thus, it could guide and enlighten students to create their own posters. The teacher asks students to group in 3. Each group needs to create a poster. Students are given 8 minutes to create their posters. After students finished their posters, every group should explain in front of the class about what they put on their posters and why they design their posters in such ways.
Beyond Writing 8 minutes	The purpose of this activity is for teachers to check what students take away from the unit, whether they could speak and write how to use internet in a healthy way after finishing this unit. This activity could also help teachers to know whether students could use can+ the root	Presentational	The teacher asks students to list five things that can be considered as using internet in a healthy way on a piece of paper. Students are asked to generate full sentences and need to use can/could + the root form of verbs and vocabularies they learnt in this unit as much as possible. Students need to hand in their writings after class. The teacher need to give feedback on students' content and grammar.

	form of the verb and vocabularies they learnt in this unit in their writing.		

Handout 1
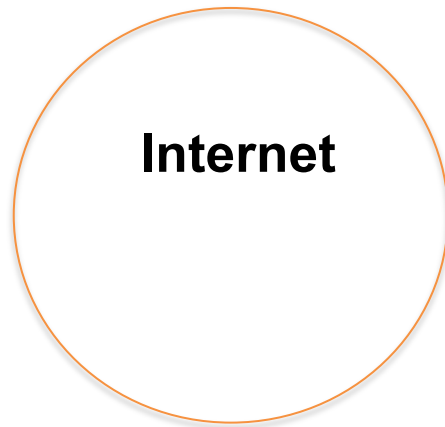
Internet

Handout 2
Speak to your partner about what you can do online. Please use the structure, can + the root form of verb, at least two times and use at least one vocabulary learnt in this class. You don't need to write down the dialogue.

A: _____?
B: I can use the internet to _____.
A: _____?
(expand the dialogue based on B's answers)
B: _____.
A: _____?
(expand the dialogue based on B's answers)
B: _____.

]Handout 3

Points that I came up with	Points that my peers mentioned	What kind of behavior may put people in danger

Handout 4

3 things I learnt today:

Handout 5
1. Group 1:

Present perfect active voice	Present perfect passive voice
I have written a book.	A book has been written by me.
Lisa *has recorded* a song.	A song *has been recorded* by Lisa.
They *have approved* Amy's suggestions.	Amy's suggestions *have been approved* by them.
Kate *hasn't turned on* the light.	The light *hasn't been turned on* by Kate.
A + Have/has/haven't/hasn't + past participle + B	_____ + have/has/haven't/hasn't + _____+ _____

2. Group 2:

Present perfect active voice	Present perfect passive voice
Has social media *changed* your life?	*Has* your life *been changed* by social media?
Have they *approved* your suggestion?	*Has* your suggestion *been approved* by them?
Have/has + A+ verb participle + B	Have/has + _____ + _____+ _____

3. Group 3 (Full Guide, 2020):

Present perfect active voice	Present perfect passive voice
Someone (unknown) has prepared an amazing surprise for you.	An amazing surprise has been prepared for you.
Someone (unknown) has cooked the fish.	The fish has been cooked.

When_____, we use present perfect passive voice.

4. Group 4 (Full Guide, 2020)

Present perfect active voice	Present perfect passive voice
Xxx have known that she is always on time.	Only **'she'** has been known to be always in time.
Lisa has recorded a song.	**A song** has been recorded by Lisa.

When we emphasize _____, we use present
perfect passive voice.

Handout 6:
Read the article and try to find out how lives have been influenced by social media.
(Ps: You could underline key words or sentences which you find helpful to answer this question.)

<div align="center">Social Media Has Changed the Lives of Modern Society</div>

Staff Writer

The Pros

The main reason behind why social media seems to control so many people is its ability to benefit and support businesses and people in so many ways. Whether it's promoting companies or reaching out to friends and family, social networking has shown to be a major advantage to almost anyone, anywhere.

If consumers like what they're seeing, and if relationships are built between them and company workers, they'll want to buy the product of the company. This can result in businesses being able to productively grow at a much faster rate. In an article titled 12 benefits of social media, and all the ways it can impact your business for good, Jessica Wells writes, "Right now, most companies have anywhere between four and 10 social profiles that they maintain. A strategy like this enables you to reach out to an older audience on Facebook, use an interesting image to connect with younger users on Instagram, and foster professional relationships and thought leadership through LinkedIn posts."

Through social networking, workers are able to directly respond to clients who have questions, concerns, or suggestions about the product of the company. This will assure customers that companies are paying attention to their needs and desires, which in turn benefits both sides (company and buyers). In 10 Advantages of Social Media Marketing for Your Business, Blue Fountain Media writes, "Customers appreciate knowing that when they post comments on your pages, they will receive a personalized response rather than an automated message. Being able to acknowledge each comment shows that you are attentive of your visitors' needs and aim to provide the best experience."

Aside from businesses, social media has allowed people to connect with one another in a much easier, comfortable, and faster way.

In Top 5 benefits of the internet for entertainment, Allconnect talks about how social media's different applications have allowed chatting to become much simpler to use, which has created multiple ways to chat without having to worry about going over a time limit.

Use of social media has even allowed people who are shy to feel more comfortable expressing themselves. In 21 Advantages and Disadvantages of Social Networking, it says, "About 1 in 4 teens say that their experiences on social media have helped them to feel less shy when interacting with others in real life. Almost 30% of the young people in that group say that these encounters help them to feel more outgoing, while 1 in 5 say that their confidence got a boost."

Apart from comfort zones being broken, a major positive impact of social media has been its ability to save lives in desperate situations.

In 31 Eye-Opening Pros and Cons of Social Media Use, Develop Good Habits explained situations where people's lives were saved during natural disasters. Through the quickness of social media, emergency help was able to receive the needed information and reach those people just in time.

The Cons

Even with all the benefits that are gained from social networking, social media has also caused issues related to mental health, self-confidence, and personal security.

In 2018, The University of Pennsylvania conducted a study involving 140 undergraduates either continuing their regular use of social media apps or limiting the amount to 10 minutes per day. In New Studies Show Just How Bad Social Media Is For Mental Health, Alice G. Walton writes, "As the researchers expected, people who limited their social media use to 30 minutes felt significantly better after the three-week period, reporting reduced depression and loneliness, especially those who came into the study with higher levels of depression. Interestingly, both groups reported less FOMO and less anxiety in the end, which the team suggests may just be a resulting benefit of increased self-monitoring." FOMO stands for "fear of missing out."

Cyberbullying has also been a big problem for many teens around the world, occurring whenever threats or comments are made online to hurt others, whether it's intentional or unintentional. Social Media and Teens: How Does Social Media Affect Teenagers' Mental Health says, "Teens girls in particular are at risk of cyberbullying through use of social media, but teen boys are not immune. Cyberbullying is associated with depression, anxiety, and an elevated risk of suicidal thoughts."

With the impact of cyberbullying being a major problem, a lighter but still important problem has been a lack of productivity being shown among many students. In 10 Advantages and Disadvantages of Social Media for Society, Bilal Ahmad talks about how social media has caused numerous teens to waste a lot of time doing things that aren't as important, saying that "They get involved very extensively and are eventually cut off from the society. It can also waste individual time that could have been utilized by productive tasks and activities."

Handout 7:
Work in pairs. The student sitting on the left writes down two positive influence of social media. The other student writes down two negative influence of social media.

How lives have been changed by social media in a positive way?

1.

2.

How lives have been changed by social media in a negative way?

1.

2.

Tell your partner a personal experience about how your live has been changed by social media.

Handout 8:

Write down a paragraph about how your life has been influenced by social media. In the paragraph, the first sentence should be a topic sentence, concluding the influences brought by social media. Then you should write a specific experience of yourself to explain and support your claim. In the end, you should give a suggestion about how you could use social media in a healthy way. In the short paragraph, students should use present perfect passive voice at least two times and can + the root form of the verb at least one time.

You could use write the paragraph by filling out the blank. If you don't want to use it, you could generate the paragraph based on your interest and please write your paragraph on the back of this page.

Based on my experience, _____ .

(topic sentence: What aspect of your life has been influenced by social.)

I remembered that _____

(your experience)

_____

_____

_____

_____

_____

Therefore, to use _____ healthily, I _____

_____ .

Handout 9

What is cyberbullying?

Cyberbullying is a form of bullying that happens_____ (where).

It involves_____, harassing (annoying someone by saying and doing unpleasant things

to them), _____, and _____ a person, usually through social networks,

_____, _____ as well as via email and website.

Some of the most popular types of cyberbullying:

1.   _____

2.   _____

3.   Photomontages: making a composite photo by   cutting,

gluing, rearranging, etc.

4.   Virtual memes

Discuss with your peers:

what is cyberbullying?

In my opinion/ I believe/as far as I'm concerned, _____.

Have you ever heard someone been cyberbullied? Tell your partner an example about

cyberbullying. (please use the present perfect passive voice for at least one time.)

Handout 10

Paragraph A:

Who should I talk to if someone is bullying me online? Why is reporting important?

If you think you're being bullied, the first step is to seek help from someone you trust such as your parents, a close family member or another trusted adult.

In your school you can reach out to a counsellor, the sports coach or your favourite teacher.

And if you are not comfortable talking to someone you know, search for a helpline in your country to talk to a professional counsellor.

If the bullying is happening on a social platform, consider blocking the bully and formally reporting their behaviour on the platform itself. Social media companies are obligated to keep their users safe.

It can be helpful to collect evidence – text messages and screen shots of social media posts – to show what's been going on.

For bullying to stop, it needs to be identified and reporting it is key. It can also help to show the bully that their behaviour is unacceptable.

If you are in immediate danger, then you should contact the police or emergency services in your country.

Paragraph B:

Are you a cyberbully?

Have you ever cyberbullied someone? Before you say no, think carefully. You might have done something online that you thought was funny or harmless – but it may have felt very different to the other person. It still counts as bullying even if they started it or if they bullied you in real life.

Don't panic. There are a whole lot of reasons why you may have cyberbullied someone.

You may not have realised that what you were doing could be considered cyberbullying. You might have thought it was harmless or a joke. Or you may not have given it much thought at the time.

You may also be experiencing cyberbullying. What you did may have been a way to get back at someone who made you feel bad.

You may have got carried away. Cyberbullying can make you feel popular or powerful. You may not have thought about the consequences of your online behaviour at the time.

The first thing to do is to stop. Say sorry to the person you bullied online. And then make sure you do not cyberbully again.

Try using a 'one-minute' rule. After you write something, but before you post or send, step away from your device for one minute. Then come back and review the message. Is it hurtful? How would you feel if someone said this about you?

Student A: What could we do if we are cyberbullied?

Student B: _____.

Student A: _____? (ask a question based on student B's answer)
Student B: _____.
Student A: _____. (give a comment based on B's answer.)

Student B: Why we may be a cyberbully unconsciously?
Student A: _____.
Student B: How could we prevent ourselves to be a cyberbully?
Student A: _____.
Student B: _____. (give a comment based on B's answer.)

Adapted materials used in lesson 1:

    (1) Why and how the reading text was adapted

        I cut some paragraphs to reduce the length of article. Paragraphs with shading are those I cut. (see it in the original text.) The original text is about 1000 words which is too long for a in-class reading text for students with the language proficiency between intermediate low to intermediate high. I cut some paragraphs because they talked about things that is inappropriate to talk in class: one paragraph introduces online video games and the other talks about online poker games. There is a paragraph talking about private jumbo jets which cost millions of dollars. It has less connection with high students' life since the price is too high.

        I did not change the language used in the original text, since I want my students to read authentic materials. Adapting the language would destroy the authenticity of the text. Besides, the language used in the text is appropriate for Chinese high school students whose language proficiency is between intermediate low to intermediate high.

        I added the Chinese translation of some words in order to help them to understand the article. These words are not learnt in the pre-reading activity because they are not related to the topic of the lesson.

    (2) The adapted reading text

<div align="center">Fun Things You Can Do on the Internet</div>

By John R. Levine, Margaret Levine Young

You can use the Internet in hundreds of ways for work and profit. Here are a few things you can do on the web if you are just looking for a fun way to spend your afternoon.

Share pictures and videos with your friends and family

Email attachments are an excellent way to ship snapshots anywhere in the world for free. If you have more than one or two pictures or videos and you want to share them with more than one or two people, making an online photo album is the convenient way to go.

Or, create an account at Flickr or Picasa Web Albums, upload your photo and video files, and tell the site who else can see them. You can also use Instagram and Snapchat.

Watch movies, TV, and ads

The Internet has created a new way for makers of short and experimental movies to find an audience. The most popular is Google's YouTube, whose users upload vast amounts of video. You can upload your own videos, too, as long as you follow YouTube guidelines. TED Talks are short lectures about Technology, Education, and Design, and are almost always interesting.

Hulu has put television on the web, so you can watch early episodes of shows that you tuned in partway through.

Blip.tv hosts shows you may never have heard of because they're made by independent creators. If you belong to Netflix, you can stream videos from its website and watch them on your computer, tablet, TV or phone.

Listen to current and classic radio programs
National Public Radio and Public Radio International in the United States keep many of their past programs available online. You can also use the sites' search features to browse for stories you missed completely. Some radio shows have created their own websites, such as *Car Talk* and *This American Life*.

Find out what your stuff is worth
You can use eBay to find out the value of almost anything — at least, anything that has sold on eBay in the past 90 days — by searching completed eBay auctions (拍卖).

You need an eBay account in order to search completed auctions, so register for a free account if you don't already have one. Then click the Advanced Search link. Type key words about your priceless treasure into the Search bar and select the Completed Listings check box. When you click the Search button, you see all auctions with those keywords and the item's final selling price.

Visit art museums around the world
Art museums are interesting places to spend rainy afternoons. Now you can visit museums and galleries all over the world by using your browser. Some favorites include the Louvre in Paris, Boston's Museum of Fine Arts, Metropolitan Museum of Art in New York, and Rijksmuseum in Amsterdam.

Tour the Earth
The modestly named Google Earth downloadable program lets you fly around the earth and zoom in and out. After you get fairly close to the ground, you find links to pictures contributed by users, Wikipedia links, and enough to keep you busy for hours.

Or, check out Google Maps Street View: Visit an urban area and click Street View.

Tour the solar system
In the last half of the 20th century, probes (探测器) visited several comets (彗星) and asteroids and every planet except Pluto (冥王星). The probes sent back amazing pictures: storms on Jupiter (土星), oceans on Europa, mudslides (泥石流) on Mars, and the Earth at night.

Here are some fascinating space sites:

- apod.nasa.gov/apod

- antwrp.gsfc.nasa.gov/apod/image/0011/earthlights_dmsp_big.jpg

Build your own world

Virtual worlds are electronic places you can visit on the web. You create a personal action figure, or *avatar,* that walks, talks, and emotes. When you're in one of these worlds, your avatar interacts with the avatars of other people who are logged on in surroundings that range from quite realistic to truly fantastic.

The biggest, most successful online worlds are World of Warcraft, which costs money, and RuneScape, which is free.

Share your screen with a friend

If you're doing something interesting on your computer, or if you need a friend's help to make your computer cooperate, you can allow your friend to see your screen. Many video chat programs also provide screen sharing, including Google Hangouts, Skype, and Zoom.

Original materials:

10 Fun Things You Can Do on the Internet

By John R. Levine, Margaret Levine Young

You can use the Internet in hundreds of ways for work and profit. Here are a few things you can do on the web if you are just looking for a fun way to spend your afternoon.

Share pictures and videos with your friends and family

Email attachments are an excellent way to ship snapshots anywhere in the world for free. If you have more than one or two pictures or videos and you want to share them with more than one or two people, making an online photo album is the convenient way to go.

Or, create an account at Flickr or Picasa Web Albums, upload your photo and video files, and tell the site who else can see them. You can also use Instagram and Snapchat.

Watch movies, TV, and ads

The Internet has created a new way for makers of short and experimental movies to find an audience. The most popular is Google's YouTube, whose users upload vast amounts of video. You can upload your own videos, too, as long as you follow YouTube guidelines. TED Talks are short lectures about Technology, Education, and Design, and are almost always interesting.

Hulu has put television on the web, so you can watch early episodes of shows that you tuned in partway through.

Blip.tv hosts shows you may never have heard of because they're made by independent creators. If you belong to Netflix, you can stream videos from its website and watch them on your computer, tablet, TV or phone.

Listen to current and classic radio programs

National Public Radio and Public Radio International in the United States keep many of their past programs available online. You can also use the sites' search features to browse for stories you missed completely. Some radio shows have created their own websites, such as *Car Talk* and *This American Life*.

Play checkers or bridge

Or play chess, poker, hearts, backgammon, cribbage, go, or any other board game or card game. The classic games hold up well against the ever more bloody electronic games. If you used to play *Diplomacy,* try playdiplomacy.com.

True bridge aficionados like to think of bridge not as a card game but, rather, as a way of life. You can round up a bridge foursome at bridgebase.com (for free) and okbridge.com ($99 per year after a free trial period). Many free and fee sites are listed at greatbridgelinks.com.

Play lots more online games

You can find willing gaming partners at any time of the day or night at sites such as games.yahoo.com, www.games.com, and Microsoft's zone.msn.com.

Other good sites for both single-person and multiplayer games are addictinggames.com and virtualnes.com for re-created classic Nintendo games.

Words with Friends enables you to play a Scrabble-like word game with friends and strangers. Download the app for your smartphone or tablet.

Find out what your stuff is worth

You can use eBay to find out the value of almost anything — at least, anything that has sold on eBay in the past 90 days — by searching completed eBay auctions.

You need an eBay account in order to search completed auctions, so register for a free account if you don't already have one. Then click the Advanced Search link. Type key words about your priceless treasure into the Search bar and select the Completed Listings check box. When you click the Search button, you see all auctions with those keywords and the item's final selling price.

Build your own jumbo jet

Airbus builds airplanes, including the very, very, *very* large A380 superjumbo. Normally, an A380 lists for $300 million, but if that number is a little out of your price range, or you don't have space for one in your garage, Airbus Goodies has some paper versions you can print, cut out, fold, and fly. It also has some nice screen wallpaper pictures.

Visit art museums around the world

Art museums are interesting places to spend rainy afternoons. Now you can visit museums and galleries all over the world by using your browser. Some favorites include the Louvre in Paris, Boston's Museum of Fine Arts, Metropolitan Museum of Art in New York, and Rijksmuseum in Amsterdam.

Check out the amazing American Memory collection of historical photos.

Tour the Earth

The modestly named Google Earth downloadable program lets you fly around the earth and zoom in and out. After you get fairly close to the ground, you find links to pictures contributed by users, Wikipedia links, and enough to keep you busy for hours.

Or, check out Google Maps Street View: Visit an urban area and click Street View.

Tour the solar system

In the last half of the 20th century, probes visited several comets and asteroids and every planet except Pluto. The probes sent back amazing pictures: storms on Jupiter, oceans on Europa, mudslides on Mars, and the Earth at night.

Here are some fascinating space sites:

- **apod.nasa.gov/apod**

- **antwrp.gsfc.nasa.gov/apod/image/0011/earthlights_dmsp_big.jpg**

Build your own world

Virtual worlds are electronic places you can visit on the web. You create a personal action figure, or avatar, that walks, talks, and emotes. When you're in one of these worlds, your avatar interacts with the avatars of other people who are logged on in surroundings that range from quite realistic to truly fantastic.

The biggest, most successful online worlds are World of Warcraft, which costs money, and RuneScape, which is free.

Read the comics

Why get newsprint ink on your hands just to read your favorite comic strip? Ours are

- *Dilbert*

- *Doonesbury*

- *Foxtrot*

GoComics has lots of other comic strips, including vintage *Peanuts* strips.

Share your screen with a friend

If you're doing something interesting on your computer, or if you need a friend's help to make your computer cooperate, you can allow your friend to see your screen. Many video chat programs also provide screen sharing, including Google Hangouts, Skype, and Zoom.

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Artifact 4

Figure 1. This is the first page of the PowerPoint.
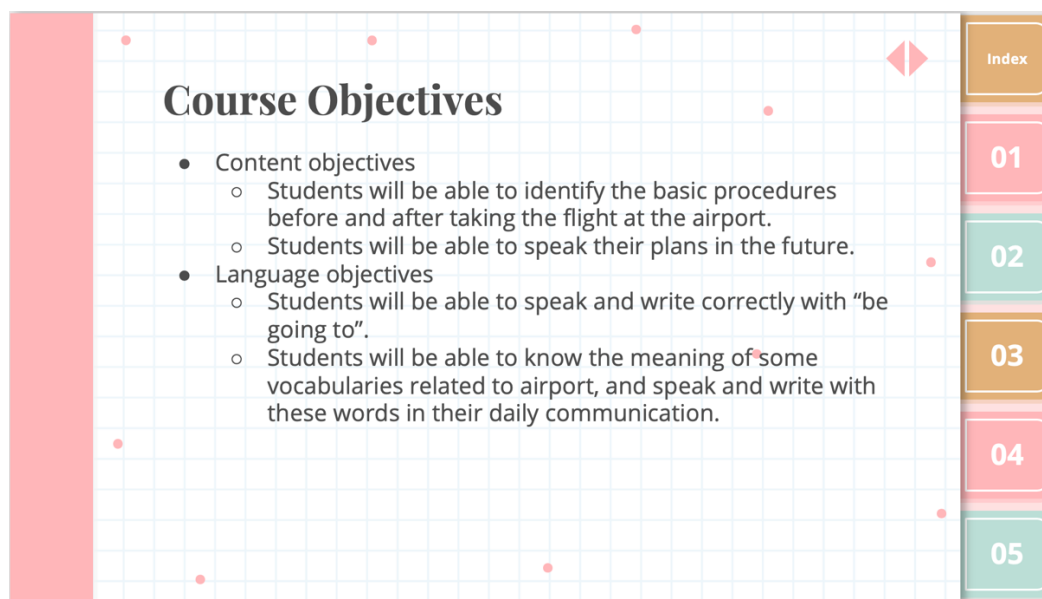
Figure 2. This the second page of the PowerPoint which shows the objectives of the lesson.

Figure 3. This is the third page of the PowerPoint which presents the lead-in activity.

Figure 4. This is the fourth page of the PowerPoint which talks about when students should use "be going to do".

Click to add title
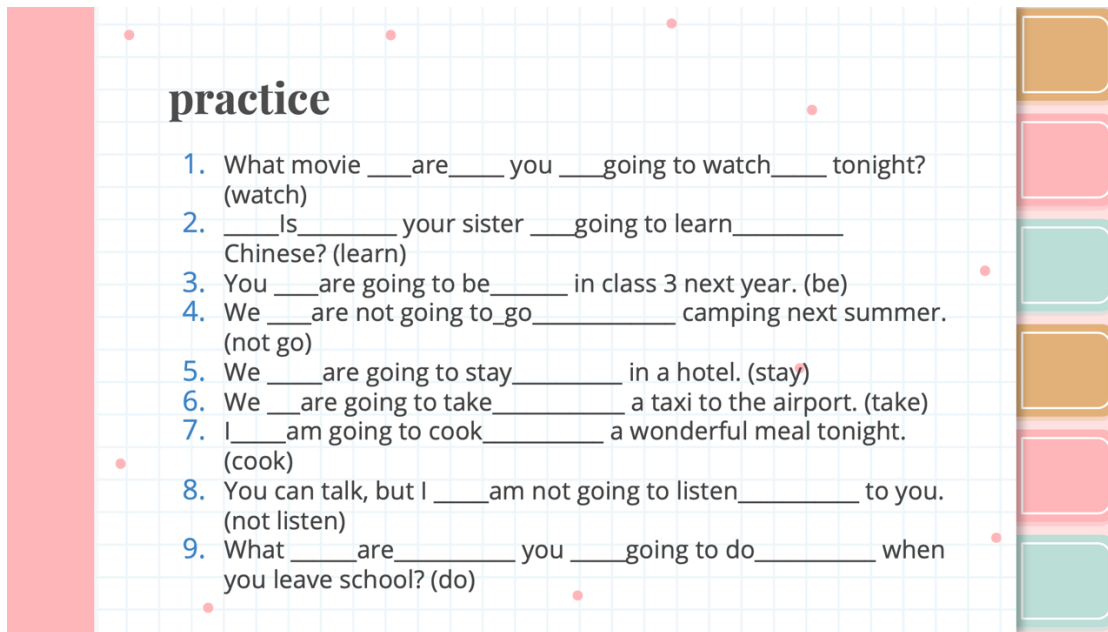
I	you / we / they		he / she / it		
[+] I'm going to	You We They	're going to	He She It	's going to	work for an NGO.
[−] I'm not going to	You We They	aren't going to	He She It	isn't going to	work for an NGO.

[?]	[✓] [✗]
Are you **going to** work for an NGO? **Is** he **going to** work for an NGO?	Yes, I **am**. / **No**, I'm **not**. Yes, he **is**. / **No**, he **isn't**.

Figure 5. This is the fifth page of the PowerPoint which gives a chart of using "be going to do" with different subjects.

practice

1. What movie ____are____ you ____going to watch____ tonight? (watch)
2. ____Is_____ your sister ____going to learn_____ Chinese? (learn)
3. You ____are going to be_____ in class 3 next year. (be)
4. We ____are not going to_go_____ camping next summer. (not go)
5. We ____are going to stay_____ in a hotel. (stay)
6. We ___are going to take_____ a taxi to the airport. (take)
7. I____am going to cook_____ a wonderful meal tonight. (cook)
8. You can talk, but I ____am not going to listen_____ to you. (not listen)
9. What _____are_____ you ____going to do_____ when you leave school? (do)
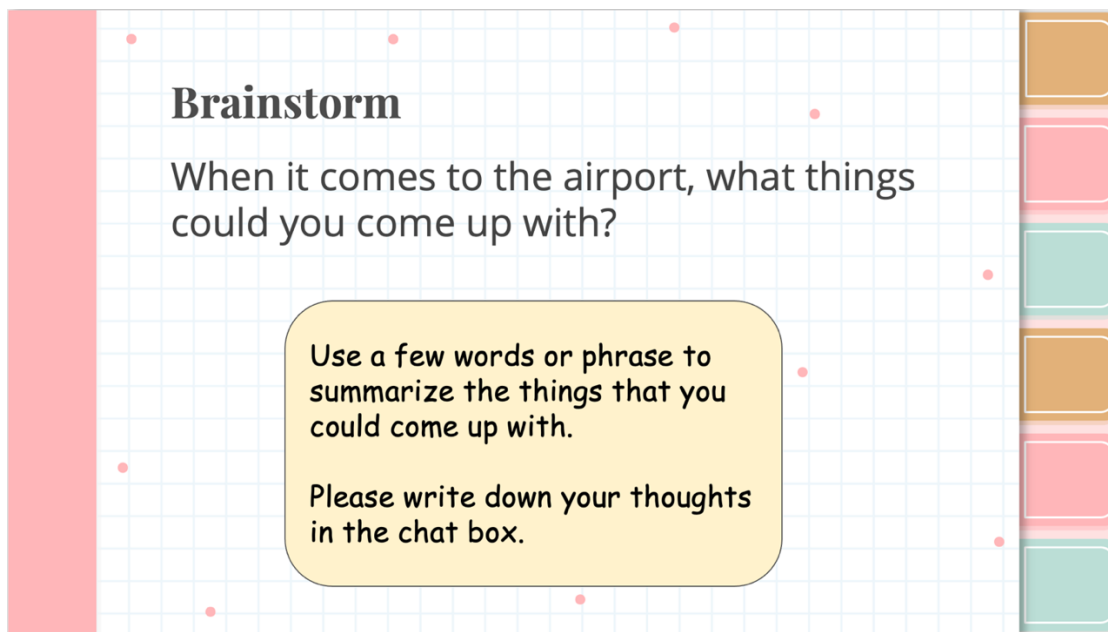
Figure 6. This is the third page of the PowerPoint which gives a chart of using "be going to do" with different subjects.

Figure 7. This is the seventh page of the PowerPoint which has some sentences with blanks. Students should fill blanks. After that, I wrote their answers in the blanks.

Figure 8. This is the eighth page of the PowerPoint which shows a brainstorm activity.

Figure 9. This is the ninth page of the PowerPoint which shows a activity in which I asked students find out essential information on the boarding pass.
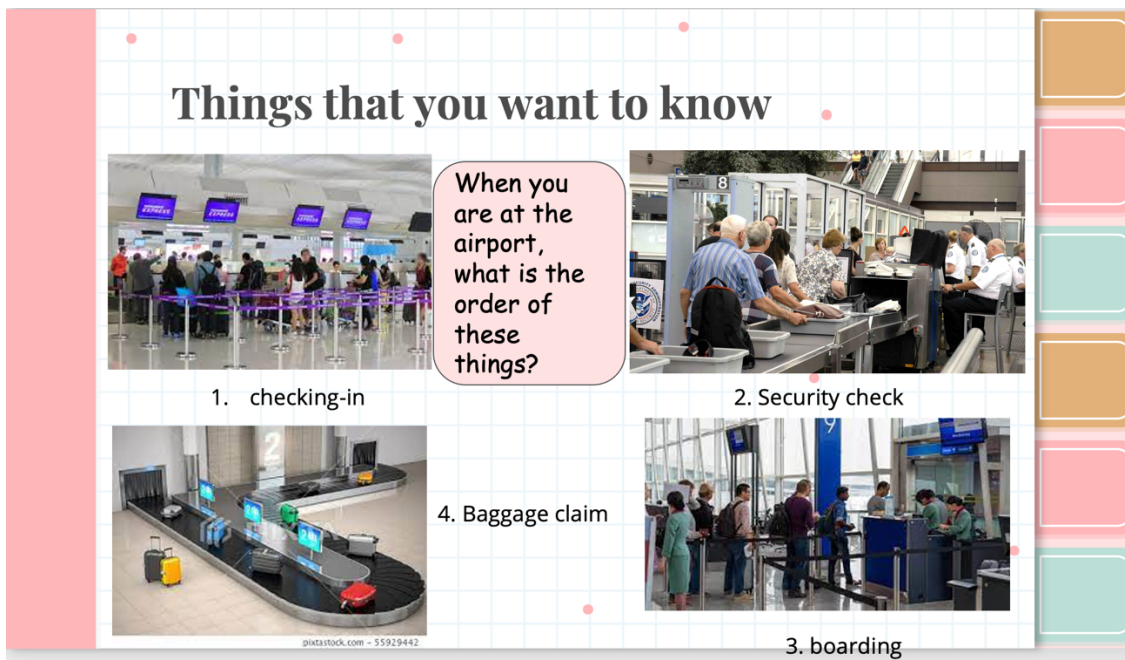
Figure 10. This is the tenth page of the PowerPoint. I asked students to speak out what the pictures referred to and put them in a correct order based on the time sequence.

Figure 11. This is the eleventh page of the PowerPoint. It contains a video about questions passengers may be asked in front of a checking-in counter.
(https://www.youtube.com/watch?v=Gw5275vVzY0&t=60s)
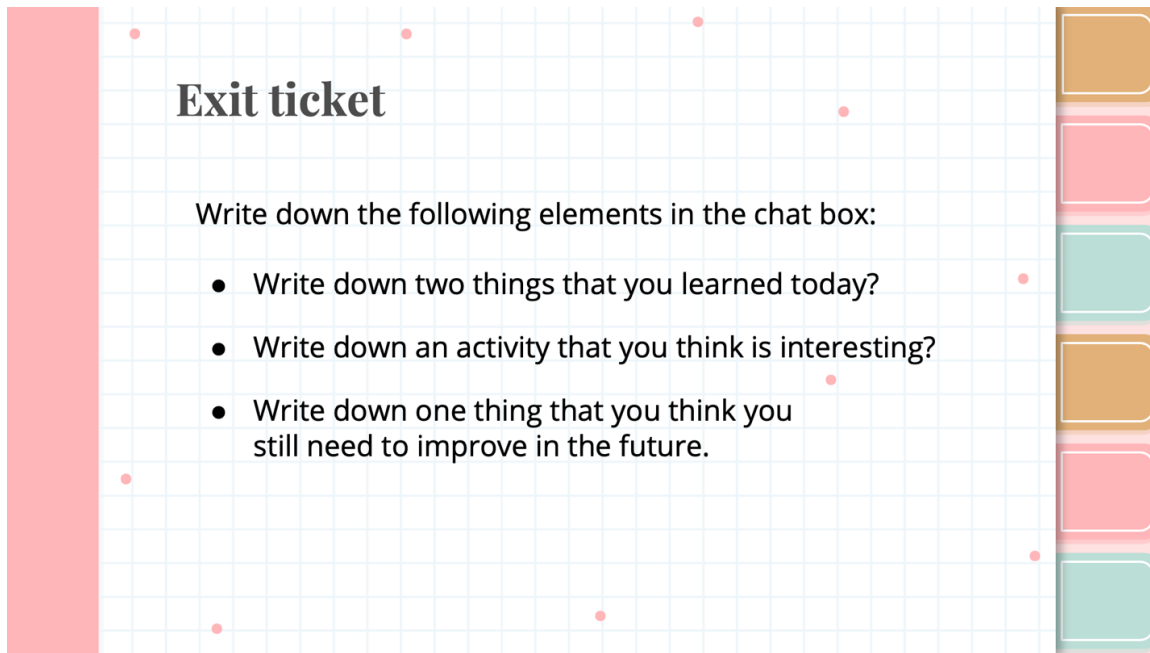
Figure 12. This is the twelfth page of the PowerPoint. It shows an activity which asks students to improvise a drama with a partner.
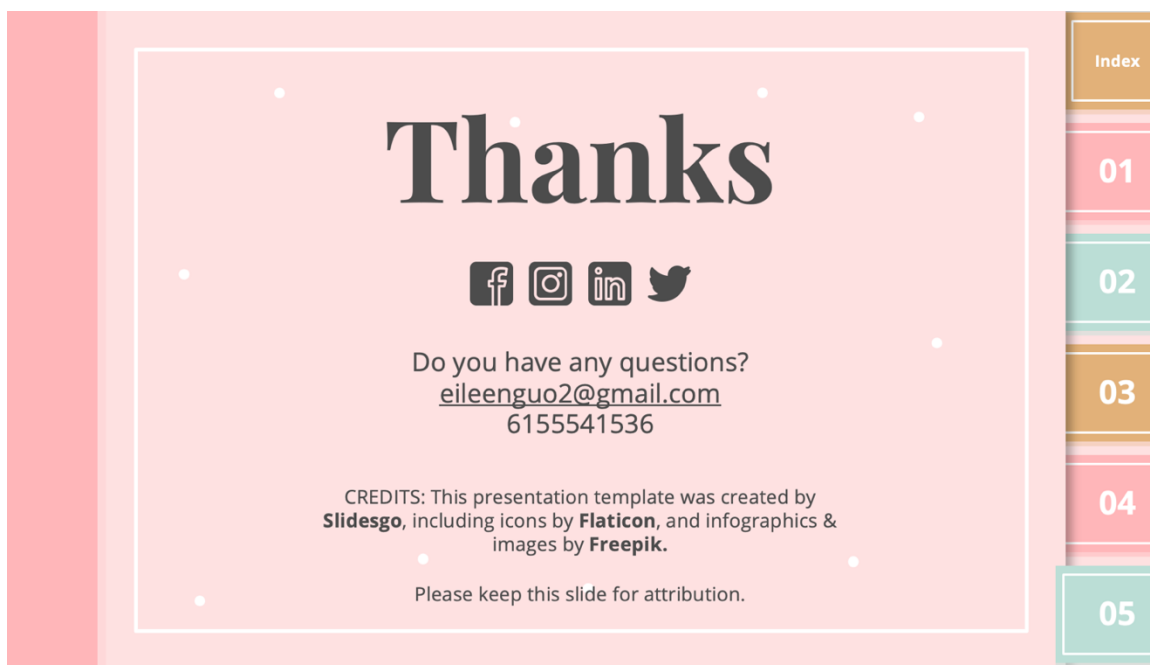
This is the thirteenth page of the PowerPoint. It shows the exit ticket of the lesson.

This is the fourteenth page of the PowerPoint.

Handout 1

What is your flight number? AA198
Which airline ___are_____ you _____going to take____ (take)? American Airlines
Where is your departure place? (where are you going to take the flight?) New York
Where ___are_____ you ___going to_____ (go)? (Where is your destination?) Milan
When ___are____ you ___going to board_____ (board)? (When is your boarding time?) 5:15 pm.
What is your departure gate number? 12
What is your seat number? 36J

Handout 2

Checking-in at the airport:
1. Q: Where ___are_____ you ____going to_____ fly to today?
   A: ___Atlanta_____. OR _____To Atlanta_____.
2. Q: May I see your ____passport_____ please?   OR
   Q: ____passport_____ and _____ticket_____ please.
   A: ____Here it is_____. OR _____Here you are_____.
3. Q: ___Are_____ you _____checking_____ any bags? (check)
   A: Yes, I have two bags. OR No, I just have a _____carry-on_____.
4. Q: Have you left your bag _____unattended_____ at any time? (meaning: ____if you have left your bag alone_____.)
   A: No, I haven't.
5. Q: Has anyone given you anything to carry on to the flight/ bring to the flight?
   A: No, no one gave me anything. (reason: as a matter of security, we should accept/never accept anything from anyone.)
6. Q: Would you like a window or a window or aisle seat?
   A: A window seat /an aisle seat/middle seat please.
7. Can I get a _____ seat please?

8.   Here's your _____. Go through _____ and your flight to Montreal will _____ from Gate 26.

9.   The flight _____ at 2:30.

Personal Video Analysis

The topic of this lesson is plans and the airport. The content objectives of the lesson are: (1) students will be able to identify the basic procedures before and after taking the flight at the airport in English; (2) students will be able to speak their plans in the future. The language objectives are: (1) students will be able to speak correctly with "be going to" + the base form of the verb, (2) and students will be able to speak with some vocabularies related to the airport. At the beginning of the class, I read the content and language objectives of today's class.

In the lesson, tasks and activities were scaffolded to achieve content and linguistic goals. First, I read both content and language objectives so that students could have the metacognition about what they needed to focus on (Hammond & Gibbons, 2005; Echevarria et al., 2017). Then, it followed by a lead-in activity. In the lead-in activity, I asked student what they were going to do this week to draw students' attention and lead into the topic, plans. Since students had not learned "be going to do" form, I added a sentence, "what are your plans for this week", to make the language comprehensible for students (Echevarria et al., 2017). After students talked about their plans, I told me that besides using "will do", they could also use "be going to do" to talk about things that will happen in the future. In this way, the learning of "be going to do" form could be a scaffold for students to talk about their future plans. Then, I gave them a mini lecture of when they could use "be going to do" structure and how they could use the structure with different subjects and in different sentence patterns (declarative sentences, negative sentences, and questions). After that, to assess whether students could be able to use the form in sentences, I asked students to fill in blanks of several sentences. Then, I asked students to type what they could come up with when it came to the airport. It is a lead-in activity which guide students to think about the airport topic. After that, I provided a picture of an authentic boarding pass on the PowerPoint. I scaffolded students to find essential information on the boarding pass by asking several questions, for example, when is your departure time. Therefore, students were able to know what essential information they could find on a boarding pass, which was one of the basic procedures before boarding. Thus, it helped me to achieve the first content objective. After that, I showed students pictures and asked them to link the pictures with things written on the PowerPoint which included checking-in, security check, baggage claim and boarding. I paraphrased the phrases to make students understand their meanings. In this way, students learned vocabularies about the things people usually did at the airport which was the language objective and helped to achieve the first content objective. After that, I asked students to watch a video about questions that might be asked during the checking-in process. After watching the video, students were asked to fill in blanks in the handout which was about the basic information of the video. In this way, by using the multimodal text, students acquired knowledge about the procedure of checking-ins and simultaneously learned some vocabularies related to the airport,

such as aisle, scale, unattended, carry-on. The last activity was creating drama. I asked students to imagine they were in the line of checking-ins and talked with come-across friend about their plans in the destination.

In some activities, students learned both content and language. For example, when I asked students to read the boarding pass, they learned what essential information they could find. At the same time, students also learned some vocabularies, such as destination, departure, and boarding gate. I explained the meaning of these vocabularies and paraphrased questions with these vocabularies to make students understand the meaning of the questions. For instance, I typed the question, "where is your destination?" In the parentheses, I wrote, "where are you going to?' so that students could speculate the meaning of destination from this sentence. Then I explained to students that destination was the place you were going to fly to. In this way, students learned vocabularies related to the airport as well as know how to do a basic thing that people usually do at the airport. Another example is the video watching activity. As I analyzed in the last paragraph, students learned the basic procedure of checking-in at the airport and at the same time, they acquired meanings of some vocabularies related to the airport, such as aisle, scale, unattended, carry-on.

Although I used a video talking about checking-ins at the airport as a multimodal text, students were not actively engaged in the activity, because I did not give students chances to express their opinions and leverage their prior knowledge to do this activity. In the activity, I just asked students to watch the video twice and filled in the blanks on the handout. The video was about what questions might be asked at a checking-in counter and how a person could respond to those questions. On the handout, I wrote questions and answers mentioned in the video and changed some of them into blanks. Students just gave the answers mentioned in the video when I picked them up. Thus, by asking students to fill in blanks exactly as what was said in the video, I left no space for students to think about their answers and justify their ideas. As comprehension as sense-making focused, teachers should move away from emphasizing "right" answers and should give students opportunities to justify their answers and draw their attention to "differences of opinions" (Daniel et al., 2015, p.5). In this way, to make students actively engaged in the activity, I should give students chances to create their answers, justify their own thinking and embrace the differences of opinions, instead of limiting students' answers to yes or no and over scaffold students.

In some activity, students were given opportunities to practice their communicative competence with the grammar learned in this class. However, although I assessed whether students could be able to use "be going to do" form to speak correctly, I did not give effective feedback to students in these activities. In the activity of creating drama with a partner, students used "be going to do" form to talk to their partners about their plans as they were asked. In this way, students practiced speaking with the grammatical structure and develop their grammatical competence which is one of the components of communicative competence (Brown, 2007). Besides, students used English in an unrehearsed and authentic context, which helped to develop students' communicative competence (Brown, 2007). Talking about plans in the destination at

the airport was a thing that might happen in real-life situations, and students were required to make unrehearsed conversations which made their dialogue more authentic. Moreover, by listening to students' conversations, I assessed whether students could be able to use "be going to do" form correctly to talk about their plans. However, I did not give them effective feedback. After students finished their conversations with a peer one by one, instead of simple praising such as "good job" and "I love your conversation", I did not clarify why I think they did well, and I did not correct their grammatical mistakes or comment on the content of their conversation. According to Wong and Waring (2008), simple positive feedback prohibits students' potential learning opportunities since it implies the end of a conversation and leaves no space for students to ask questions and think about their answers. Therefore, in this activity, because I just give simple praise as feedback, students might not know whether they used the certain form correctly and they might not have the metacognition about what they could do to make a good conversation. In this way, my feedback in this activity was of no use for students to develop their communicative competence.

In a five-minute recording of the part of the activity which required students to create dramas, students learned how to do the activity by listening to the instruction and watching my short model with one of students. I wrote the instruction of the activity on the PowerPoint. After I read the instruction, they did not understand it. Therefore, I paraphrased the instruction with the language that students could understand. I saw one of my students, Victor, nodding his head, which seemed that he had already understand it. Thus, I asked Victor to do a short model with me, so that the rest of the class could know what they needed to do. After we finished the short model, it was clear to see that other students understood how to do the activity, since they created dialogues complying with the instruction. Besides, students, sometimes, even borrowed the language in the model. In the model, Victor said, "it's good to see you". Eunice borrowed this expression when she made the conversation with Sun Yong. In this way, it is clear to see that students learn how to do an activity through listening to the instruction and watching the model given by the teacher. Learners supported each other to create longer conversations. Sun Yong always proposed another question for Eunice right after she answered questions given by Eunice, so that their conversation could be longer and fluent.

This activity did not provide students opportunities to connect content objectives and language objectives well. Although students talked about their future plans with "be going to do" form to talk about future plans, it did not relate to another content objective, enabling students to do basic procedures before and after taking the flight at the airport. In this way, if I gave the lesson again, I would ask students to create a dialogue between passengers and people at the checking-in counter. In this way, students could be able to use "be going to do" form when the officer asks where the student will go to and they would talk more about the procedure of checking-ins. Thus, by doing this, students would be provided more opportunities to connect content objectives and language objectives.

Students leveraged their prior knowledge of greetings when they made authentic conversations. When Victor made the model with me, he said "good to see you again" as a

greeting at the beginning of the conversation. When Sun Yong and Eunice had the conversation, Eunice said, "how are you" as a greeting to start the conversation. Sun Yong relied by saying, "long time no see". Although students were not taught about how they could greet each other appropriately, they used their prior knowledge of greetings to make their conversations qualified a specific authentic context which was meeting with friends.

One thing needed to be improved was the feedback given to students. Like what I analyzed in previous chapters, I also gave students simple praise, such as "good job" and "I love your conversations". If I did the activity again, I would tell students why I thought they did well. I would give them feedback by saying, "I like saying/using… because…". In this way, students could be aware of how they could create good conversation with others and leverage the skills in other interactions. I would give students feedback on their use of "be going to do" form since it was the focuses of my assessment in the activity.

Besides the way of giving students feedback, another takeaway of this personal video analysis is that I need to improve the way that I explain the procedure of an activity. It is important to keep the instruction short and use the language comprehensible for students. In this lesson, I gave long explanation of what students need to do in an activity, because I was afraid that I did not cover all details of what students need to do for the activity. However, it showed that students felt hard to follow long and complex instructions. Thus, I need to give brief instruction and write it with bullet points which could make the steps of action clearly. I could also use modelling and other visuals to help students understand the instruction.

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

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Appendix

T: the teacher; E, V, S are students

T: Okay, so Eunice do you want to be the person or his friend? Eunice, are you here?

E: Yeah. Sorry, I I don't understand.

T: Okay, so this conversation happened between two people. One person is in the line. The other person is his friend or her friend that suddenly came behind him or her. These two people are going to have a conversation about their plans or their travels.

T: So one of us will be the person, and the other people will be the person's friend. So you need to pick a character. We will just try our best to make the conversation flow well. So there's no rehearse. Victor, do you understand the interaction?

V: Yes, I understand. I could be the person if you want.

T: Sure. Thank you. So I will be your friend.

V: I know, okay, thank you. Who say hello first you or me?

T: I can say hi first.Hi Victor, I never imagined I could see you at the airport. I haven't seen you for about 3 months.

V: Hi, Eilleen. Good to see you again.

T: Good to see you. So where are you going to?

V: I am going to Houston to get a job interview. Are you going to?

T: I'm going to Houston, too, but I'm going to visit my family. They are living there now. So what kind of job interview are you going to do?

V :   What I have a joint interview in accounting. For they just one day we can make in Houston, you can show me Houston.

T: That's so great! Accounting, I hope you can get the job.

V: I have 3 day to travel.

V: I have 3 day to know Houston, to visit Houston.

V: because you can show me the best place in Houston.

T: Sure. So when are you available? Like, after the interview or before the interview?

V: My interview is tomorrow morning. I am going to the interview in 9:00 am I, I think I will use 2 hours in the interview. We can be after 12 noon.

T: That's great. I feel like I know a good restaurant in Houston. So how about after your job interview, we will go to that fantastic restaurant. And after that, we will go to downtown and half a tour. All right?

V: Amazing, because I don't know Houston. I just know Houston by moving. It's a big city.

T: It's a really beautiful city. The next one is you. Maybe we will finish our checking-ins and talk later.

T: Thank you so much Victor. This is a model of what we are going to do in this activity.

V: Thank you. Thank you for showing me.

T: So Sun Yong and Eunice, do you wanna create a conversation together?

E: Okay okay.

E: Hi, Sun Yong, how are you?

S: I'm going. Long time no see. it's been 3 months since we met uh. Where are you going?

E: I'm going to New York and you?

S: I'm going to Florida for my vacation. Or why are you going to do there?

E: I'm going to New York for visit my mother?

S: I'm going to swim and less than the Florida beat. How long are you going to stay? You have?

E: I'm going to there for 2 weeks.

S: I'm going to travel for about 2 weeks two years.

E: That's right. I'm so happy to see you again.

S: hope you to have a lot of good time with your parents and you.

Artifact 5

Teacher: Zijin Guo	Date: 11/1/2021
Main Objective of Lesson: Students will be able to create a self-reflection on their learning.	Language Objective of Lesson: Students will be able to speak with present perfect correctly.
KEY VOCABULARY: Self-reflection	Materials Needed: PowerPoint; handout

- Topic/content: self-reflection
- The length of the class: 60 minutes
- Students: adult students whose English proficiency is intermediate high according to their placement test developed by CASAS. The number of students is not fixed, since they are not required to participate in every class. They are all busy working adults whose working schedules are more likely to change in one or two months.
- Students are not comfortable using too much technology.

SIOP FEATURES OF THIS LESSON. *CHECK ALL THAT APPLY* ✓

PREPARATION		SCAFFOLDING		GROUP OPTIONS	
	Adaptation of Content		Modelling		Whole Class
	Links to FUNDS		Guided Practice		Small Group
	Connects to Prior Learning		Independent Practice		Partner Work
	Strategies Taught and Incorporated in Learning		Comprehensible Input (learner may not understand all words, but understands message)		Solo Work

INTEGRATION OF PROCESS		APPLICATION		ASSESSMENT		PRIOR KNOWLEDGE	
	Reading		Hands-On		Individual		KWL Chart
	Writing		Meaningful		Group		Video Refresher
	Speaking		Linked to Objective(s)		Written		Questions

	Listening		Promotes Engagement		Oral		Book
			Technology		Project		Class Brainstorm

Hook: How will you capture the attention of the students and share what you will be learning/doing that day?

Brainstorm:
I will ask students to brainstorm about self-reflection. First, I will show them some pictures about self-reflection. Then, I will ask them to what they could come up with when it comes to self-reflection. I will write their answers with different colors on the Jamboard. In this way, I could draw students into the topic.

The explanation of self-reflection:
Then, I would give them a short explanation about the meaning of self-reflection with some pictures. Thus, students could be able to know what the overall meaning of self-reflection is.

"self-reflection is taking time to think about and evaluate your behaviors, thoughts, attitudes, motivations and desires."
"self-reflection is looking from the past and thinking of the future."
"It helps us to check what we have already done, what achievements we have made, and what we still need to do in the future to reach goals that we set up for ourselves."

Assessment: This is a pre-assessment. I could examine students' prior knowledge about self-reflection.

TIME: How much time will you spend on the hook?	6 minutes

Meat 1: How will you sequence the learning so that the students are properly scaffolded for and challenged? What will you do to accomplish the objective? How will this lesson fit in with the other lessons you plan?

Transition:
"As we just talked about, self-reflection is about looking from the past and thinking of the future. So when we talk about the future, we could use will do, be going to do or even be doing. What tense could we use when we want to reflect or talk about the things that happened in the past, but do not have a definite time?"

Grammar teaching: (1&2, 5 minutes; 3, 3 minutes; 5&6, 10 minutes)

1. Since students have learned present perfect last week, I will ask students the form of present perfect first. Then, I will write the form of present perfect on the PowerPoint with some examples. This could remind students who could not remember the form of present perfect.
2. I will ask students to fill in blanks and read the whole sentences to assessment whether they have already known the form of present perfect.
   Eg. _____ you ever _____ clothes from the store? (buy)
3. I will tell students when present perfect could be used. I would show several sentences as examples.
4. I will compare present perfect and simple past and tell students the difference between these two tenses.
5. I will ask students to choose the correct tense in the sentence, so I could assess whether students could use different tenses in different situations.
   Eg. I have finished/finished my homework at 10 p.m.

TIME: How much time will you spend on the meat?	18 minutes

Meat 2: How will you sequence the learning so that the students are properly scaffolded for and challenged? What will you do to accomplish the objective? How will this lesson fit in with the other lessons you plan?

Never have I ever game:
I will ask students to hold up all 10 fingers in front of the screen. I will tell students that they need to tell the class something that they have never done, but something they think others in the classroom may have done. Any student who has done that thing must put down one finger. We will do this for one/two round depending on the number of students coming to the class. The person who has most fingers holding up win the game. Students are asked to use present perfect to speak complete sentences. I will do a short model for them after I tell them to the rule of the game, so that students could understand what they need to do better.

TIME: How much time will you spend on the meat?	10 minutes

Meat 3: How will you sequence the learning so that the students are properly scaffolded for and challenged? What will you do to accomplish the objective? How will this lesson fit in with the other lessons you plan?

Create a self-reflection on English learning: (1& 2, 6 minutes; 3& 4, 4 minutes)
1. I will ask students to brainstorm what they would reflect themselves as English learners and what things they could include in their self-reflection. Students are asked to shout out in the main session. I will write their idea down on the PowerPoint.

2. Then I will provide some components of self-reflection as a language learner. I will show these components on the PowerPoint.
3. After that, I will show them some graphic organizers which could help them to write a self-reflection.
4. I would show them my self-reflection as a language learner with a kind of graphic organizer so that students could get a model of what they could write and how they could write.

TIME: How much time will you spend on the meat?	10 minutes

Reflection/Next Steps: How will you close this lesson and/or give the students something to think about until the next lesson?

1. I will ask students to create their own self-reflection. I will tell them they could either use the graphic organizer I provided or create their own way to write/draw a self-reflection. I will give them 5 minutes to write/draw.
2. After 5 minutes, I will ask some volunteers to present their self-reflection with full sentences with present perfect. I will give them a short model at the beginning.
    Eg. I have learned "be going to do" and "be doing" to describe things will happen in the future.

TIME: How much time will you spend on the reflection/next steps?	14 minutes

Artifact 6

Oral Language Assessment

The English Language Learner that I assessed the oral language proficiency is Alex (pseudonym) who is an adult and is now in my class in Conexion Americas which is a nonprofit organization providing a wide range of service to help immigrants to successfully integrate into the United States. The whole assessment was done virtually through Google Classroom. I chose this assessment because Alex is a busy working adult, so he does not have much time to do a face-to-face interview. The reason that I chose Google Classroom as the medium do the oral language assessment is that we are having online classes using Google Classroom. Thus, he is more familiar with Google Classroom than with other platforms. In this way, it will reduce the risk that his responses will be influenced by unfamiliar environment. I used Student Oral Language Observation Matrix (SOLOM) as the rubric to determine his oral language proficiency. A copy of SOLOM and my notes written during the assessment are attached in Appendix 1 and Appendix 2.

The context of this assessment is various. I used oral interview and the role play to elicit student's response. The level of difficulty of the prompts varies. Some prompts do not need complex vocabularies and sentence structures to answer. Other prompts need more complex vocabularies and sentence structures to respond. In this way, I could assess the celling of Alex's oral language proficiency. At the beginning, I asked Alex how his week was as a warm-up question to help him feel comfortable with the situation (Brown, 2007). Then I asked him to tell me what his favorite movie was and why he loved it. I started with this question because the topic might be referred in daily life communication and Alex did not need to use complex and unfamiliar vocabularies and sentence structures to answer it. According to his previous CASAS placement test, he could have simple expressions that meet some social demand (CASAS, n.d.). In this way, this is a level-check question which could test whether his level of proficiency was accord with his previous placement test (Brown, 2007). The next prompt is explaining what the emoji means. The picture of the emoji is attached in Appendix 3. This prompt does not need to use complex vocabularies to answer neither. Alex could answer it with one or two simple sentences. The third prompt is a role-play activity. I asked him to imagine me as a waitress in a restaurant and he was the person who would have his lunch at the restaurant called Biscuit Love. Biscuit Love is a restaurant at Nashville. I used the authentic menu of this restaurant because it helped to create an authentic context. A copy of the menu is attached in Appendix 3. The fourth question is also an oral interview. I asked him whether social media networking site is good or bad to our society and required him to explain why he thought it was good or bad. Compared with the first question, the third one may need more complex vocabularies to answer, such as social media, electronic devices, and internet. After that, I asked him to read a short paragraph (Appendix 3) which contained complex sentence structure and a few academic vocabularies, for instance, "accustom" (personal conversions, September 25, 2021). I did this assessment because I would like to check whether Alex could know some academic expressions and vocabularies. In the last prompt, I asked him to read another text (Appendix 3) which was an excerpt from an

academic essay about history which contained more academic vocabularies and structures. This prompt is also aimed of checking Alex's knowledge of academic language. In this way, by using these prompts, I assessed Alex's oral language ability from micro level. I assessed his skills of grammatical uses, uses of vocabularies, various strategic devices of oral production, etc (Brown, 2007).

According to the SOLOM chart, Alex's comprehension ability is on level 4. Comprehension checks the student's ability to understand what their partner says. According to SOLOM (n.d.), the criterion for level 4 is that the student could "understand nearly everything at normal speech although occasional repetition may be necessary." Alex understood most of things that I said. However, he sometimes didn't understand the prompt and needed me to repeat it. For example, when he asked whether social media was good or bad to our society, he did not understand what he needed to respond at first, so he asked me to repeat the prompt again. Similar things also happened when I said that I did not use cash anymore in my home country. He did not understand what I was talking about, so he said, "use what?" to imply that I needed to repeat what I said before (personal communication, September 21, 2021). Therefore, although occasional repetition was needed, Alex understood what I was talking about during the assessment.

Alex's fluency level is 3, according to the SOLOM chart. His speaking includes lots of filled pauses and repetition. He used the sound /ə/ a lot to fill pauses within a sentence. For example, he said:

> "I like this movie because this movie have, **/ə/,** have, a lots of, **/ə/, /ə/,** suspen, how do you say… It's like a scary movie, but in action."
> "I like the movies about the**, /ə/, /ə/**…"
> "There was **/ə/, /ə/,** going sign to the flight." (Alex, personal communication, September 21, 2021)

It is clear to see that in this discourse, he used a lot of /ə/ sound while he was thinking about how he would say a word in English and organize his expression. His discourse was disrupted by himself searching for the correct word to say.

Besides, he also repeated a part of the sentence while he tried to come up with an appropriate manner of expression. For instance, Alex (personal communication, September 21, 2021) said:

> "**It's, it's, it's a, it's** about a nuclear war."
> "**Did you, did you, did you the movie, the movie**, Last Destiny?"
> "**It's about, it's about**, **eight, eight /dʒoʊn/, /dʒoʊn/** person."
> "**This flight, this, this air flight** is wrong. **We will be, we will** have a explosion."

Looking at the bold font, it is clear to see that he repeated a proceeding part of a sentence multiple times before he generated a completed sentence. In this way, his frequency was disrupted by his repetition.

Moreover, his self-correction also made his speaking fragmented. For example, he said:

> "**This airport, this air flight, the airplane** will be, get an explosion.'"

"They came inside to **his bro…, his friend**, two, three girls, /ə/, five, five, five boys."

"Everybody, Everybody, **all those guy**, **guys**, has to die."

It is clear to see that he corrected himself when he realized that his expression was not appropriate or not grammatically correct. However, the self-correction happened so frequently that his discourses became fragmented. Therefore, his speaking qualifies level 3, due to the recurrent use of filled pauses, the repetition, and the frequent self-correction.

Alex's vocabulary level is 4. He occasionally used the wrong words and needed to rephrase himself due to the lack of lexical adequacies. For example, he said, "this movie have, **/ə/,** have, a lots of, **/ə/, /ə/,** suspen, how do you say… It's like a scary movie, but in action" (personal communication, September 21, 2021) It is clear to see that in this example, he would like to use an adjective to express a feature of the movie. However, he did not know how to say the adjective in English (this movie have, **/ə/,** have, a lots of, **/ə/, /ə/,** suspen, how do you say…), so he rephrased this sentence by saying "it is like a scary movie, but in action" to explain the feature of the movie (personal communication, September 21, 2021). Besides, he sometimes used wrong expressions. For example, when he finished ordering food in the role-play part, I asked him what else he wanted to order. He replied to me by saying "no, is it" (personal communication, September 21, 2021). I inferred that he wanted to say "no, that's it" instead of "no, is it" (personal communication, September 21, 2021). When he narrated the plot of a movie, he said, "a few minutes ago, the airplane have a explosion" when he wanted to express "a few minutes later…" (personal communication, September 21, 2021).

Alex's pronunciation is at level 3. The criterion for level 3 is that "Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding." (SOLOM, n.d.). His pronunciation problem required me to be concentrated when listening and sometimes I could not understand what he was talking about. He pronounced a large amount of word inaccurately. In this way, I need to guess which words he said from sentential context. For instance, he pronounced lemonade as / lemə ˈdeɪd/, fruit as /fiːl/, spend as /spein/, cash as /kæs/, southern as /sɔndər/, incredible as /ɪnkredəbi/, etc (personal communication, September 21, 2021). Moreover, sometimes I could not understand what he was saying due to the pronunciation problem. For example, during the assessment, he said "nuclear / soʊmælɪn/" which I could not even imply which words he used for the second word due to his incorrect pronunciation (personal communication, September 21, 2021).

Alex's grammar is at level 4. The criterion for level 4 is that the student "occasionally makes grammatical and/or word-order errors which do not obscure meaning" (SOLOM, n.d.). Although Alex made grammatical mistakes frequently instead of occasionally, his grammatical mistakes did not obscure meaning. In this way, I think he is at level 4, instead of level 3. He often used present tense to narrate things happening in the past. For example, when he summarized the plot of movies, he sometimes used present tense instead of past tense. It is clear to see that he knew that he needed to use past tense to retell the story, but sometimes he used past present tense unconsciously. He said, "they went to fly, they fled, they traveled from United States to France after they graduated from high school. One guy, he was sleeping, and he saw

everything in the airplane" (personal communication, September 21, 2021). The continuous use of simple past tense indicates that he knew he needed to use simple past tense. However, in his narration, he also said, "this airplane **is wrong**" instead of "the airplane **was wrong**" (personal communication, September 21, 2021). He said, "we **will have** a explosion" instead of "we **would have** an explosion" (personal communication, September 21, 2021). He also said, "**it's** true", instead of "**it was** true" (personal communication, September 21, 2021). Similar things happened frequently in his speaking. Moreover, Alex sometimes forgot to change verbs into the form of third person singular. For example, he said, "the social media **have to** work to all society", instead of using "has to" after "social media" (personal communication, September 21, 2021). Besides, Alex sometimes used other verbs right after "be" in one sentence, which violated the grammatical rule in English. For example, he said, "you don't use money, the paper, I think this **will be end** too" (personal communication, September 21, 2021). He spoke "end" right after "be" which is a grammatical mistake. As I analyzed in the above, Alex made lots of grammatical mistakes, but his mistakes did not forbid me from understanding what he said. Therefore, I think his grammar is at level 4.

Overall, the level of Alex's English language proficiency is intermediate. The total score of Alex's oral language proficiency is 18 and his average score is 3.6. According to SOLOM (n.d.), "approximately 19 or 20 for the total score could be considered proficient", and "an average score of level 3 or less indicates that the interviewee's proficiency is limited" in English. Alex's total score is less than 19, which indicates that he is not qualified as proficient. However, his average score is higher than 3, which indicates that his proficiency is better than the limited level. Therefore, considering both the total score and the average score, I think Alex's English language proficiency level is intermediate.

To some extent, the SOLOM rubric meets the instructional needs for helping Alex to improve his English proficiency. First, the rubric includes the evaluation of pronunciation. Alex told me that one of the reasons for him to learn English and take my class was to improve his pronunciation. He told me that people could not understand what he said due to his inaccurate pronunciation. In the pronunciation section of the SOLOM rubric, whether a student's speaking could be understood correctly is addressed. Second, the rubric could evaluate the student's use of vocabulary, grammar and fluency, which are included in the micro-skills of oral production proposed by Brown (2007). The evaluation of these three micro-skills helped me to find about what Alex needed to improve in the future. Moreover, his weaknesses are accord with the language objectives of my class in Conexion Americas. For example, by evaluating his use of grammar in oral language, I found that he needed to improve the accuracy of using specific tenses, for instance, simple past tense, which is tense that I taught him in class. Thus, it helped me to assess whether Alex could handle what he learned in the class and discover what he needed to improve in the future.

However, there are some elements that the SOLOM rubric needs to modify, in order to meet my instructional needs. First of all, the SOLOM does not include the assessment of the use of pragmatics in oral language. Pragmatics also plays an important role in assessing students'

communicative ability (Celce-Murcia et al., 1995; Brown, 2007). The overall objective of my class in Conexion Americas is to help students improve their communicative abilities. In this way, to meet my instructional objectives, the evaluation of pragmatics is necessary. Elements for evaluating the pragmatics could be: to what extent the student's utterance conformed to Grice's Maxims of quality, quantity, reference and manner; to what extent the register of students' utterance is appropriate; to what extent the student use the pragmatic markers appropriately (Yule, 2017). Besides, SOLOM also needs to add evaluations on other communicative skills, such as appealing for help, using facial features and body language along with verbal language to make the student to be understood.

In my future classroom, I will provide more assessment with interactive speaking in various authentic context. I will use role play as a method to assess student's ability within the prospective of pragmatics, since students need to consider registers of their utterance when they play various roles. I will also use oral presentation as a method of assessment. Since oral presentation requires students to deliver discourses, I could collect their linguistic data from all kinds of perspectives, such as pronunciation, grammar, vocabulary, fluency, coherence, and to what extent the student's utterance conformed to Grice's Maxims of quality, quantity, reference and manner.

Reference

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Appendix 1

The SOLOM rubric

SOLOM - STUDENT ORAL LANGUAGE OBSERVATION MATRIX
MODIFIED FOR USE WITH OUT-OF-SCHOOL YOUTH

Student Name_____ Migrant #_____ Date_____

Language Observed_____ Observer Signature_____

Directions: Based on your observation of the student, indicate with an "X" in each category the level that best describes the student's abilities.

	Level 1	Level 2	Level 3	Level 4	Level 5
A. Comprehension	– Cannot be said to understand even simple conversation.	– Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	– Understands most of what is said at slower-than-normal speed with repetitions.	– Understands nearly everything at normal speech, although occasional repetition may be necessary.	– Understands everyday conversation and normal classroom discussions without difficulty.
B. Fluency	– Speech is so halting and fragmentary as to make conversation virtually impossible.	– Usually hesitant: Often forced into silence by language limitations.	– Speech in everyday conversation and class-room discussion frequently disrupted by the student's search for the correct manner of expression.	– Speech in everyday conversation and classroom discussions generally fluent, with occasionally lapses while the student searches for the correct manner of expression.	– Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.
C. Vocabulary	– Vocabulary limitations so extreme as to make conversation virtually impossible.	– Misuses words and very limited vocabulary; comprehensive quite difficult.	– Student frequently uses the wrong words; conver-sation somewhat limited because of inadequate vocabulary.	– Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	– Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	– Pronunciation problems so severe as to make speech virtually unintelligible.	– Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	– Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	– Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	– Pronunciation and intonation approximate that of a native speaker.
E. Grammar	– Errors in grammar and word order so severe as to make speech virtually unintelligible.	– Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	– Makes frequent errors of grammar and word-order which occasionally obscure meaning.	– Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	– Grammatical usage and word order approximate that of a native speaker.

- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.

Appendix 2
Notes based on SOLOM rubric

pronunciation: not clear some words   3
        nuclear = soetmalin" ?
        biscuit (biscwee)
        southern benny (sonder ~)
        lemo lemonade (lemon limmodevee")
cash (cas) fruit tea (= feel" tea tea)
        process → process
        spend (Spain)

vocabulary: wrong words / expression   4
        No, that's it (No, is it)
suspen ? this movie has suspen ?
        rephrase   not accurate
                          isss easier word
                      cash → " money, the
                                  paper "

grammar   4

    has died the guy in the m.
    a few hours ago (a few hours later)
tense take the ubereats ?

3rd   he has to (had to)
        social media have to (has to work)
        .. say → says
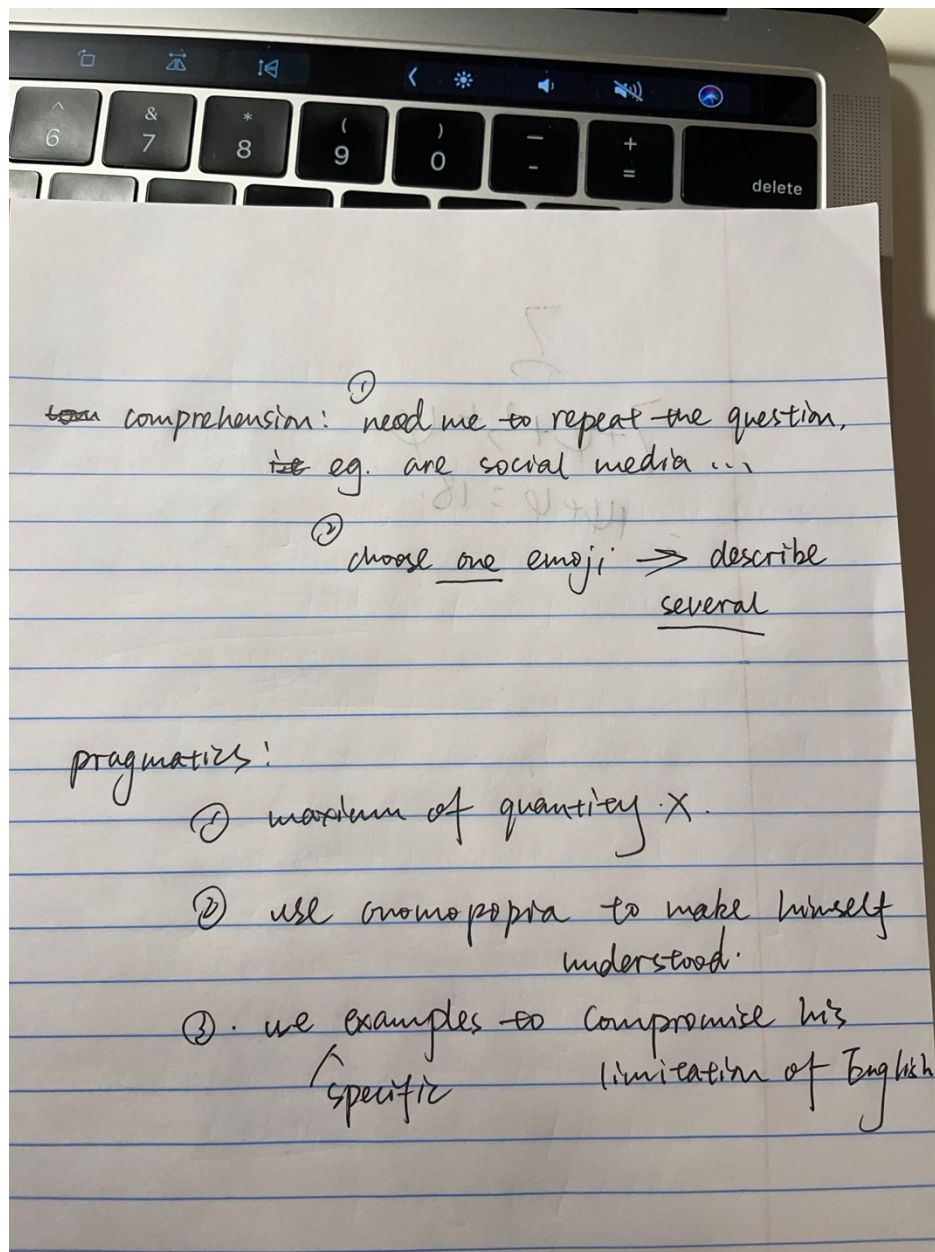
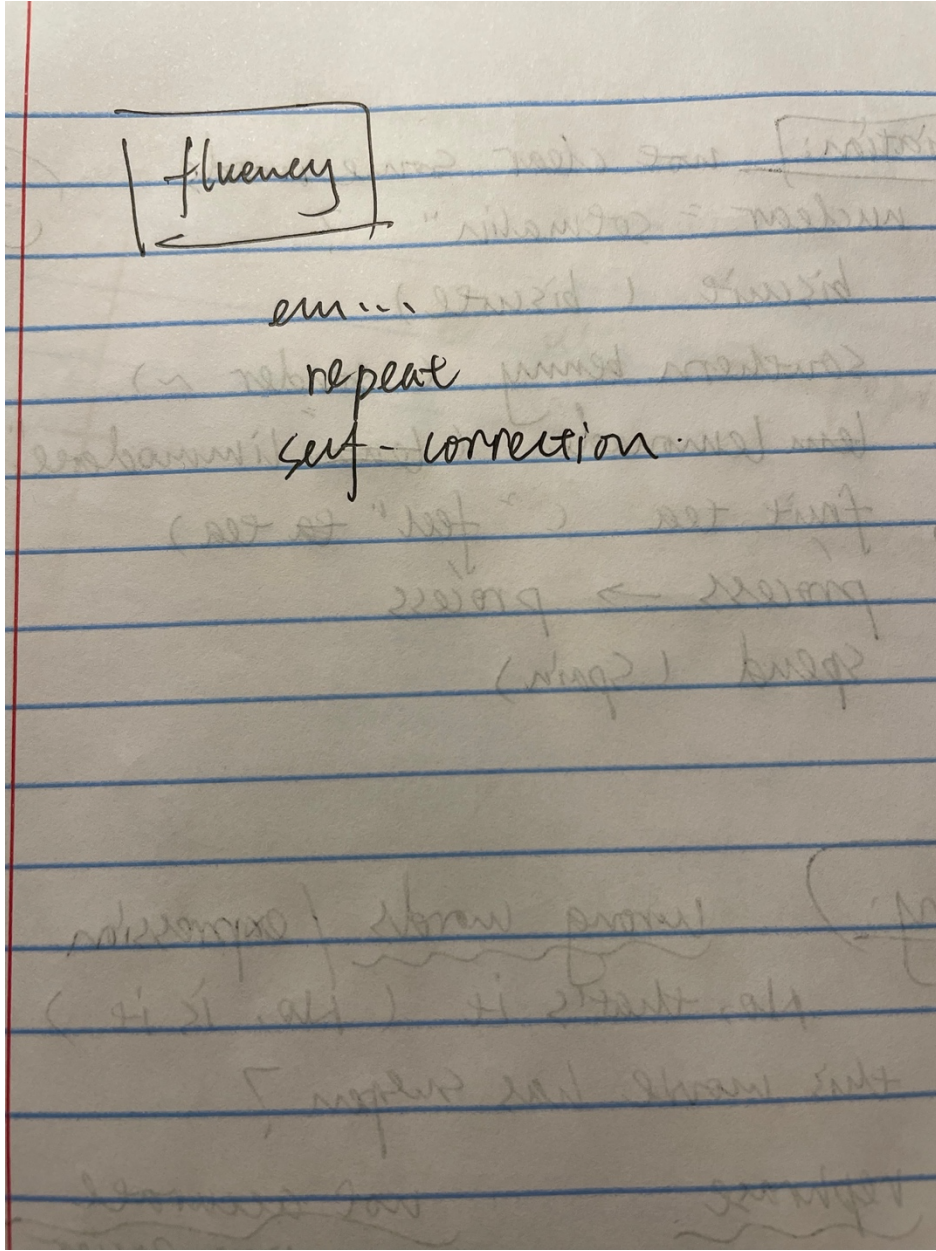comprehension: ① need me to repeat the question,
eg. are social media ...

② choose one emoji ⟹ describe
several

pragmatics:

① maximum of quantity. X.

② use onomopopra to make himself
understood.

③. use examples to compromise his
(specific   limitation of English

fluency

em...
repeat
self - correction

Appendix 3
Materials used for assessment

13:13
◄ Camera
🔒 biscuitlove.com

:::.. LTE ▭

PLACE AN ORDER

#SPREADTHELOVE

BREAKFAST *for good.*

Biscuit Love

NASHVILLE & FRANKLIN

Menu _____ ♡ *customer favorite*

to SHARE

♡ **BONUTS — $7.50**
Fried Biscuit Dough, Tossed in Sugar, Topped with Lemon Mascarpone, Served over Blueberry Compote, Order of 5

New **THE B-ROLL — $6.00**
Biscuit Cinnamon Roll made with our Signature Buttermilk Biscuit Dough Fully Loaded with Pecan Sticky Bun Sauce & Cream Cheese Icing / Add +$1.50

served WITH A BISCUIT

♡ **EAST NASTY — $11.50**
Buttermilk Biscuit Topped with Fried Boneless Chicken Thigh, Aged Cheddar, Sausage Gravy / Add Egg* +$2.00

♡ **PRINCESS — $11.50**
Buttermilk Biscuit Topped with Nashville Style Spicy Boneless "Hot Chicken" Thigh, Pickles, Mustard, Honey / Add Egg* +$2.00

BISCUIT & SAUSAGE GRAVY — $8.50
Buttermilk Biscuit Topped with Local Sausage Gravy / Add Egg* +$2.00

S.E.C.* — $9.50
Buttermilk Biscuit Topped with Sausage, 1 Scrambled Egg, Aged Cheddar / Add Sausage Gravy +$3.00

♡ **SOUTHERN BENNY* — $11.50**
Open-Faced Buttermilk Biscuit Topped with Shaved Country Ham, 2 Over Easy Eggs, Sausage Gravy

EGG PLATE* — $11.50
2 Eggs Any Style, Cheese Grits, Buttermilk Biscuit, Jam, Choice of Bacon or Sausage

served WITHOUT A BISCUIT

New **EVERYTHING'S PEACHY OATMEAL — $8.50**
Biscuit Love Oat Blend, Oat Milk, Topped with Peach Magnolia Jam and Granola (Served until 11:00 a.m.)

♡ **LINDSTROM* — $11.50**
Shaved Brussels Sprouts, Hazelnuts, Parmesan, Lemon Vinaigrette, 2 Poached Eggs

ROASTED VEGGIE BOWL* — $12.00
Yellow Squash, Sweet Potato, Pearl Onions, Green Beans, Mushrooms, Served over Cheese Grits, Topped with 2 Eggs Any Style, Sprinkled with our House Blend of Spices and Crushed Seeds / Veggies instead of Grits +$1.00

HUNGRY HUMAN BOWL* — $14.00
2 Bear Creek Farm Sausage Patties, Bacon, 2 Eggs Any Style, Served on a Bed of Cheesy Hatch Green Chili Potatoes / Veggies instead of Potatoes +$1.00

♡ **BILL NEAL'S SHRIMP & GRITS — $15.00**
Gulf Shrimp, Roasted Mushrooms, Bacon, Green Onions, Lemon Tabasco Beurre Blanc, Served over Cheese Grits

a la CARTE

PLAIN BISCUIT Buttermilk Biscuit with Jam — **$3.50**
BREAKFAST MEATS Thick Cut Bacon or Sausage — **$4.50**
♡ **CHRONIC BACON** Sweet & Spicy Thick Cut Bacon — **$4.50**
ADD AN EGG* Any Style — **$2.00**
SAUSAGE GRAVY Housemade with Bear Creek Farms Pork — **$3.00**

SIDES

♡ **CHEESE GRITS** Stone Ground — **$3.00**
CHEESY POTATOES — **$4.00**
SALAD Shaved Brussels Sprouts, Hazelnuts, Parmesan, Lemon Vinaigrette — **$4.00**
BRÛLÉED GRAPEFRUIT Grapefruit Half with Sugar Shell — **$4.00**

for the LITTLE ONES *kids 12 and under*

♡ **KID'S EGG PLATE** 1 Scrambled Egg, Bacon or Sausage, Mini Buttermilk Biscuit with Jam — **$6.00**
KID'S EVERYTHING'S PEACHY OATMEAL Biscuit Love Oat Blend, Oat Milk, Topped with Peach Magnolia Jam and Granola (Served until 11:00 a.m.) — **$6.00**

Drinks _____

HOT + COLD

♡ **FRESH-SQUEEZED ORANGE JUICE** Made to Order, 9 ounces — **$5.00**
BROWN SUGAR LEMONADE Housemade, Free Refills — **$3.00**
ICED TEA Sweet or Unsweet, Free Refills — **$2.50**
♡ **FRUIT TEA** A Mix of Pineapple Juice, Orange Juice, Lemon Juice, Sweet Tea, Free Refills — **$3.50**
BOTTLED SODA Coke, Diet Coke, Sprite — **$3.50**
HOT CHOCOLATE — **$3.00**
♡ **CHAI LATTE** Housemade (Chai Mix available in our retail shop) — **$4.00**

Rare Tea Cellar®
HOT TEA Cloud Kissed Green, Magnolia Blossom Oolong, Crema Earl Grey, Regal English Breakfast, Georgia Peach Nectar Rooibos*, Mallorca Melon*, French Mint Meritage* (*Naturally Caffeine Free*) — **$3.50**

Muletown Roasted Coffee®
DRIP COFFEE — **$3.00**	**AMERICANO** — **$3.50**	**ESPRESSO** — **$3.00**
ICED COFFEE — **$3.00**	**CAPPUCCINO** — **$4.00**	**LATTE** — **$4.50**

ADD A SHOT of Espresso to any Drink — **$1.50**

HOUSEMADE SYRUPS — **$0.50**
Vanilla, Chocolate, Caramel*, Honey, Tyler's Lavender Syrup (*Contains Dairy)

DAIRY ALTERNATIVE We proudly serve Oat Milk as our dairy alternative. 100% Vegan Oat Milk made from Gluten-Free Oats — **$1.00**

cheers! COCKTAILS *must show valid I.D.*

THE BLOODY Spicy Mix, Vodka, Garnished with a Pickled Pepperoncini, Pickled Peppadew, and Love Dust (Available in our retail shop) — **$10.00**
♡ **MIMOSA** Freshly-Squeezed OJ, Sparkling White Wine — **$12.00**
♡ **BASIC B-LLINI** Peach Purée, Sparkling White Wine — **$12.00**
BUBBLES Sparkling White Wine — **$12.00**

follow us on SOCIALS

Hey Y'all!

📘 FACEBOOK.COM/BISCUITLOVE
🐦 TWITTER.COM/BISCUITLOVENASH
📷 INSTAGRAM.COM/BISCUITLOVEBRUNCH

WE CAN SUBSTITUTE AND MODIFY MENU ITEMS TO ACCOMMODATE MOST ALLERGY AND DIETARY NEEDS. PLEASE ASK A BISCUIT LOVE TEAM MEMBER FOR ASSISTANCE. *EGGS AND BEEF ITEMS ARE COOKED TO ORDER. CONSUMING RAW OR UNDERCOOKED MEATS, POULTRY, SEAFOOD, SHELLFISH, OR EGGS MAY INCREASE YOUR RISK OF FOODBORNE ILLNESS. BY LAW, OUR ALCOHOL SERVING TIMES BEGIN AT 8:00 AM ON MONDAYS-SATURDAYS AND 10:00 AM ON SUNDAYS. STATE AND LOCAL SALES TAX WILL BE INCLUDED ON THE FINAL BILL. COCKTAIL MENU PRICES ARE INCLUSIVE OF THE LBD TAX. Menu subject to change and based on availability.

Menu subject to change and based on availability.
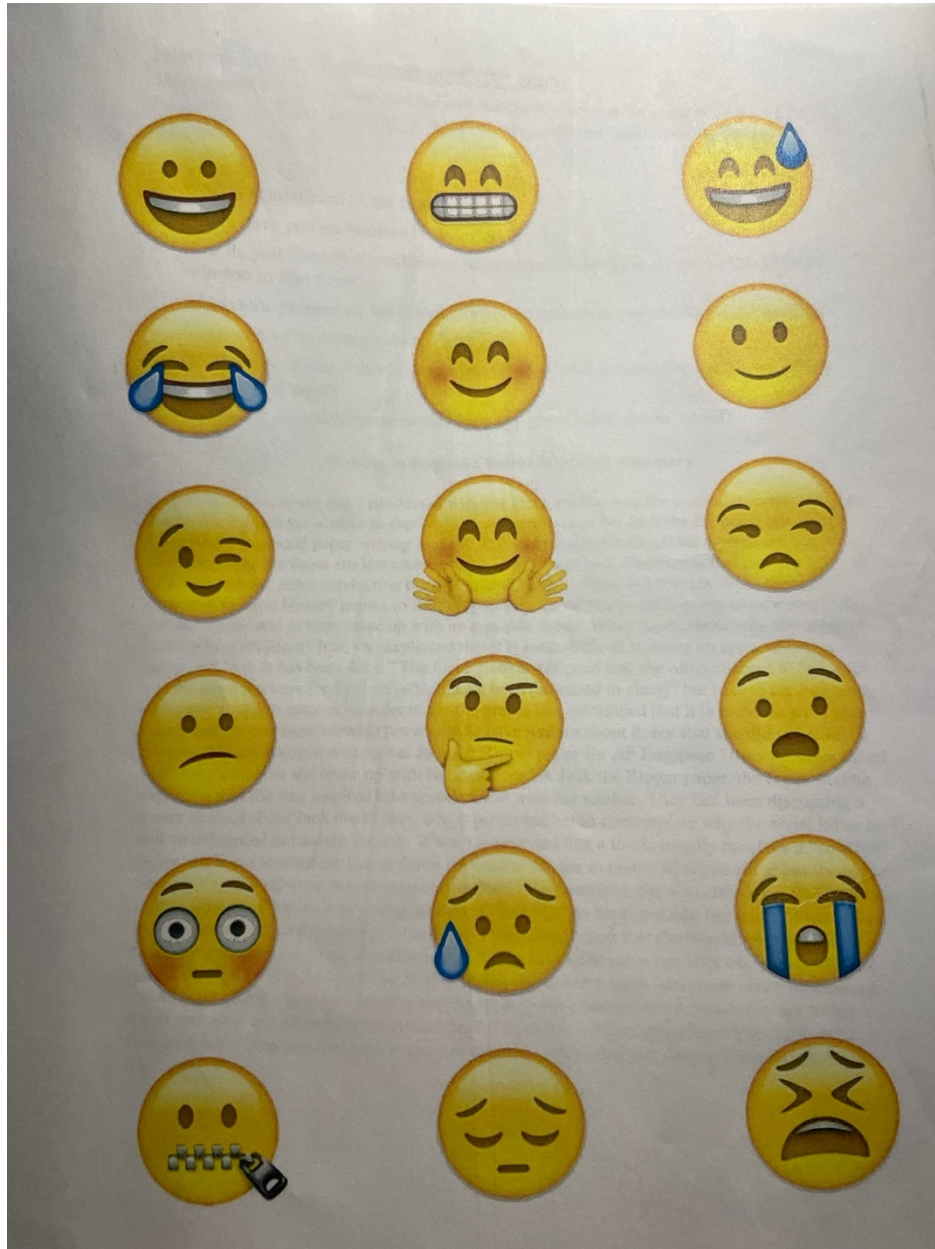
Text 1: If you grew up watching classic Disney movies such as "Snow White and the Seven Dwarfs" and "Cinderella," or reading the Little Golden Book version of "Pinocchio," you're probably accustomed to thinking of fairy tales as wholesome entertainment for young children.

Text 2: These are two very welcome collections of essays, mainly by British scholars, addressing a wide range of issues in the third quarter of the nineteenth century. An Age of Equipoise? has been ably edited by Martin Hewitt, secretary of the British Association for Victorian Studies and a key force in the recent rejuvenation of Victorian studies in Britain. The

prologue he contributes to the volume (in fact its longest chapter) is no mere preface, but an elegant and well-judged survey of mid-Victorian historiography.