

Capstone Portfolio

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### **Abstract**

This portfolio works as a memory pack with my 3-semester study in Vanderbilt University. I have almost put all my study-related thinkings in this pack, from my imperfect teaching philosophy to limited teaching tools I have designed and used, and possible problems I may come across in my future language teaching journey. Each part of my three big ideas are based on previous persuasive teaching theories and principles. Constructivism is the tenet of my teaching theory which will be practised by considering the following aspects: the role of teachers and students; culturally responsiveness; differentiation; and communicative classroom. In the follow-up part, these teaching notions have been illustrated and matched with TESOL Domains. Each artifact has been analyzed from two parts : my teaching philosophy and accordingly specific TESOL Domains. After analyzing those artifacts, I have moved my horizon to my future teaching career about the appropriate role teacher should play in the society and the “weapons” I may use to defeat possibble challenges.

## Teaching Philosophy

Many English Learners (ELs) escape or have to leave from their own countries to start their new lives in a context where languages or cultures are completely different. They tend to suffer from the emotion, culture, and language shock. If they cannot make adjustments or receive guidance in time, more problems may appear at school or in their daily lives (The 4 Stages of Culture Shock, 2016). To help students find the balance between their previous and new lives, teachers should use constructivism to plan their lessons. Constructivism is designed to incorporate the students' own experience and having students use their cognitive and social abilities at the same time (Scholnik, Kol & Abarbanel, 2006, ). In this section, I will explore the application of constructivism from three perspectives. First, teachers and students have to determine accurately their roles in teaching and learning process. Second, teachers need to incorporate students' cultural characteristics and consider students' differences. Third, educators ought to create more chances for students to communicate.

Under the theory of constructivism, teachers should work as facilitators and students are constructors. Teachers could guide students to explore knowledge and students could internalize information on their own. Working as facilitators does not only mean instructors only simplify the complex information for students to absorb it easily, or translate the expression from one language to another, but also refer that teachers have to consider more details in specific teaching practice. As qualified facilitators, teaching through questioning is an ideal way to guide students, rather than giving directions or orders rigidly. Furthermore, Conti (2015) has proposed that teachers need to give students explicit instructions on one hand to stimulate students' enthusiasm for the topic. On the other hand, teachers can help

students increase their meta-cognitive abilities of spontaneously recognizing their previous learning and exploring the new information. Teachers should facilitate their teaching from planning their lessons, to instructing their classes, to assessing their students. As for students, learning through constructing is like an exploration through which they can gain a strong sense of achievement after figuring out unknown perceptions. If they have grasped the rules of becoming qualified constructors, the maturer thinking mode would benefit other aspects of life. After all, sitting in the classroom and receiving seemly irrelevant information is meaningless, let alone when they find no interest in learning and no difference in personal improvement.

Furthermore, applying constructivism to curriculum design requires teachers to provide platforms for students to display their cultural characteristics. That may relieve ELs' senses of insecurity after being uprooted to a new environment (Igoa, 1995), and teachers creatively absorbing learners' previous cultural materials may boost students' cultural confidence and inspire them to recognize their particular cultural factors. In this process, two things have to be thoroughly considered. First is about teachers' attitude towards students' cultures. Teachers should hold a positive view towards students' first language and culture whose differences can enrich students' learning language resources and some cultural disparities can create special angles for students to examine their past and present lives. Second is about the way of absorbing students' culture. Teachers ought to think about how to utilize more comprehensive learning resources by including students' community and family into teaching, which should be based on teachers' deep understanding and wide knowledge of students' cultures rather than creating shallow cultural engagement depending

on the mainstream assumptions (Jimenez & Rose, 2010) .

Apart from considering the teaching content to be culturally responsive, there should be differentiation for diverse language learners based on students' trust for teachers and participation in activities, appropriate contents for students, and at last they receive learning awareness (Tomlinson, 2008). As Tomlinson's work shows that differentiation for students does not mean teachers need to track learners by placing students into different schools according to their perceived academic abilities (Jimenez & Teague, 2009), instead it implies that teachers need to use various tasks and class organizing methods to make learning fit for students. As for the trust building between teachers and students, Tomlinson advocated teachers need to show their care for students. That could be seen through "they must begin with a more complete understanding of both the(ir) social and academic milieu "(Valenzuela, 1999, pp. 115) when designing class activities. To satisfy students of different levels, teachers need to select more authentic texts which may easily resonate students. At the same time, once teachers know some students feel inferior to others frustrated and disappointed, teachers must manage to create a more equal and free expression environment by designing activities of different difficulty to give students more personalized teaching.

Embedding the cultural context in language teaching and personalizing language learners might prepare related and diverse teaching contents. Yet, instructors still need to know how to organize their students to realize a communicative teaching between teachers and students, and among students. From the perspective of constructivism, communicating with more advanced adults or peers, students may have a bigger "zone of the proximal (Vygotsky, 1978, 1962) ", which describes if a student receives the support of another more

proficient peer or the teacher, he or she can do more than he or she could do independently. The effect of students' self-processing study could be maximized, if they have more opportunities to communicate with people who are more advanced or have different thinking about certain topics. Teachers tend to have a wider knowledge which could broaden and deepen students' horizons, and peers mostly absorb information through their internalization which would make some points easier to be understood. When the communication between students and teachers is interactive, their relationship will be changed from teaching and being taught to communicate and inspire each other to solve the task. This positive effect can be found as well when students themselves "function as moderators, rather than peer assessors" (Conti, 2015). Along with the comprehension ability increasing, students' word selecting and sentence organizing skills will be improved. The biggest advantage of peer interactions is students may feel ashamed of talking some "seemly shallow" problems with their teachers, such as questions about what teachers have explained before or what most students have known, but when discussing with their peers, they will have courage to put forward these questions and collaborate with each other to solve these confusions.

Overall, my philosophy of language teaching focuses on applying constructivism to practice. The premise for students' further effective learning is to create a friendly learning environment for language learners, which could be realized through planning maturer teaching plans. Teachers need to absorb students' own culture to accommodate their new learning and living environment. Another relationship should be established is the trust between teachers and students which may be realized through doing more interactions and using differentiated materials.



## **Artifact Analysis**

I will explain the specific methods of actualizing constructivism in my future teaching process. The organization of these analysis is according to my understanding about the TESOL Domain from the aspect of Learner, the Learning Contexts, Curriculum, and Assessment and artifacts I have met and used in my learning experience and teaching practice. These domains have also been explained through some artifacts I have designed and used in my graduate study.

### **Professional Knowledge Area 1: Learner**

Teachers instruct students without knowing their backgrounds is like doing a monologue. They will lose their students' trust at the first stage, then it will be difficult for these teachers to notice crucial and unexpected information students convey (Herrera, Murry & Cabral, 2012, pp. 64). Learning about students' background could make teaching more relevant to learners. Meantime, as students' language journeys begin earlier and earlier, if teachers could not help students establish a correct sense towards their first language, students will easily be confused about their identity, especially for a majority of English as a Foreign Language learners who may just study and live in an imaged "target language community" (Norton & Toohey, 2011, pp. 415). The last point of promoting students' learning is to provide support in and out of classroom settings. Although I believe teachers are not full-time caretakers, teachers should give students some learning directions and self-study channels based on their own language teaching and learning experiences. That may facilitate students' independent language study.

### ***TESOL Domain 4: Identity and Context***

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

This Domain has stated the responsibility of teachers, which has enriched my teaching philosophy about what contributions learning could make to students. I primarily thought successful teaching meant students should benefit most in this process, but this Domain has expanded the extent of that influence to the whole community and even the social identity. The higher standard requires teachers must have a deep understanding about their students' backgrounds before planning their lessons instead of depending on the mainstream assumptions (Jiménez & Rose, 2010). That understanding includes students' personal life experience, linguistic and cultural characteristics of their first language and their expectations for learning English. Otherwise, teachers tend to walk a wrong way without noticing and finally get nothing.

Apart from considering the influence of students' living communities and heritages when planning and instructing, teachers must pay enough attention to establishing students' identity awareness which help " a person understands his or her relationship to the world, how the relationship is constructed across time and space, and how the person understands possibilities for the future" ( Norton, 2013, pp. 4). One way to build up students' identity awareness is increasing students' intercultural communicative competence. This will enable English language learners to express themselves clearly and develop a " human relationship with people of other languages and cultures " (Byram, Gribkova, & Starkey, 2002, pp. 7).

**Artifact A**

I have written a lesson plan aimed for Grade 4 Chinese Elementary Students to teach them basic structure of negative sentences. I have tried to connect English and Chinese and these two cultures by having students find out the basic negative sentences in each language and intertwining this sentence structure with the cultural background of losing teeth. I first play the cartoon Peppa Pig for students and ask them pay attention to negatives in that video. Then, they need to conclude basic structures of negatives in groups. Finally, students are required to do a survey learning about their classmates by using negatives.

However, when referring to TESOL Domain 4 and my teaching philosophy, I found three apparent problems of this lesson plan. First, I have not fully considered my Chinese students' particular first language forms whose form of verbs in negative sentences does not need to be changed at all. Owing to my negligence of this language point, I introduced the English negatives directly without comparing it with Chinese, which may confuse students. Instead, if I use some Chinese examples at the beginning, students could consciously pay more attention to the verb changes in English. Second, as for the culture part, although I have sorted out the tradition of losing teeth throughout the world, all these stories are written in English which may increase the challenge of reading for students. More reasonably, I should select several representative cultures of dealing with falling tooth and show these stories to students in Chinese at the beginning. After that, I could play the video for students. In that way, students could have a basic understanding about what we are going to learn. Another problem is that I assume all students have watched Peppa Pig without considering the differentiation of appropriate contents for students (Tomlinson, 2008).

Apart from these problems, you can still find that I have practiced my teaching philosophy in drafting this lesson plan. First, I have at least known about the potential interest and expectation of my Grade 4 students, who may grow up in watching Peppa Pig or hearing about it and expect to study the English grammar in a more interesting way. Thus, I have selected this episode working as teaching material. Second, the culturally responsive activity is organized through discussing about how to deal with falling teeth. There is a popular saying about how to deal with a fallen tooth in China: throwing your below falling teeth to the roof, and hiding your above falling teeth under your bed. I have tried to present this culture in different countries. This may help students know more about their personal culture, and compare their culture with others. Third, as for the instruction, I have tried to give students more task-based communicative chances where students could be motivated to work together to solve some uncertain problems (Jeon & Hahn, 2006). Students may form their identities as individuals in the group work. For example, I have required my students to do a mini-research about their classmates' dislike for exercising and shared their funny interview stories. My favorite satisfying design in this part was students not only need to fill out the research form, but also record the interesting stories for later sharing, which may help students think about the relationship between the whole class and themselves. Apart from that, I have set the assessment part with pictures, through which they could use these visual aids to examine their vocabulary knowledge about sports. They also do this assessment after being familiar with the context which would make the learning more topic-focused.

The involvement of learners' personal background into teaching is just one part. The other important part of inclusion should be the experiences of teachers. Excellent teaching is

both objective in that teachers could absorb students' different knowledge and subjective in that teachers will inevitably refer to their personal learning experiences. The TESOL Domain 6 about Learning in the following part has elaborated how teachers use their subjective learning history to improve their teaching.

***TESOL Domain 6: Learning***

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

*They use this knowledge to support adult language learning.*

I assume in most cases introducing teachers' personal language learning experiences to students without making any changes could make few senses to them, unless these experiences are adjusted flexibly according to students' practical English learning situations. As for this Domain about learning, two notions have appeared in my mind. One is how to put teachers' English learning experiences in the class organization and after-class learning guidance. The other is what the real role teachers need to act as in their teaching process.

For my practice, adding teachers' personal English learning experiences does not mean teachers need to give a speech about their past English learning at the beginning of every class. Instead, teachers should examine their past successful experiences and language learning mistakes. After that, when planning lessons, they could highlight these learning traps to their students. Meanwhile, it is inhumane and unrealistic for teachers to stalk students after-class learning activities every day. However, teachers could give students some lesson-related after-class tasks inspiring students to compare their community and heritage more with English. Apart from that, teachers may provide some books or websites with

contents connected with the language points they have discussed in class.

Aside from adding teachers' personal language learning experience to plan lessons and instruct students, teachers transforming their roles as learners is the necessary step as well. I advocate teachers should be modest enough to learn from their students, through which they could know more real situations of students and plan lessons accurately appealing to students' needs. One possible way for teachers to realize role-changing is to do some home visits to have a deep understanding about the family situations. If teachers could be learners of those experts: the children and other family members (Schlessman, 2013), students and parents would feel more humane of the whole teaching process and more willing to participate in it. Therefore, teachers must try their best to play dual-roles of "teacher" and "student" at the same time.

### **Artifact B**

I wrote a lesson plan for 6 Graders in Chinese elementary school to learn about verbs' past tenses. This grammar teaching lesson plan is different from the traditional English grammar lesson I once had during elementary, middle and high school English learning. The typical grammar lessons of mine are teachers show grammar rules first, then students begin to recite these rules and do endless grammatical exercises to strengthen their mechanical memory. However, my lesson plan mainly follows the "PACE Model". That has four steps: presenting the students with a related text, using teaching visuals to catch students' attention, students constructing grammar rules under guidance, and extending the grammar knowledge to communicative activities (Cabral, 2017).

I have given students a piece of short poem with a daily topic: visiting a friend in

hospital that could resonate their own experiences and all words of it were not new to them so they could use their linguistic repertoire. First, they needed to circle out the verbs. After that, they would find these familiar words have been changed into other faces. Then, I attached the printed lines on the board and asked students to circle the verbs. The next part was responsible by students to conclude the grammar rules and present their findings. At the end of their presentations, I would elicit the rules from students' findings and add necessary information. Finally, students would share their previous stories about visiting a friend or relative in hospital.

My teaching philosophy and understanding about Domain 6 is illustrated in every activity of this lesson plan from selecting the contents to instructing the class to assessing my students. First, I have chosen a responsive topic and the poem itself has used already learned vocabulary. This selection of real context is seldom in my previous English learning process, which impressed me that learning English grammar was so formulaic that it had nothing to do with my practical lives. Second, students need to construct the grammar rules through group work and they also need to present their results to other classmates which exercises their presentation abilities. Asking students to explore the grammar rule independently is also completely different from my personal learning experiences where I was always required to recite all rules without being told why those rules should work in that way. Finally, they have to share their previous stories by using past tenses through which the past forms of other verbs may appear. If they have made some mistakes of changing the past forms of verbs, teachers could mark that and give them feedback in time. Learning grammar rules through bilateral cooperation could increase students' discourse competence of picking up appropriate

words to coherently and cohesively expressing themselves (Celce-Murcia, Dörnyei & Thurrell, 1995). Teachers play the role of learners in students' sharing part, because no matter whether students could make much academic output, they will always present their personal lives and ideas. This personal information could be absorbed by teachers and added in the later lesson designs.

Valuing students' personal life experiences actually shows teachers' attention for them and if teachers could include their students' stories into lesson plans, their class environment will be more supportive. Aside from covering students' life stories, there are more teachers need to do to help learners and establish positive learning contexts.

### **Professional Knowledge Area 2: The Learning Contexts**

Teachers practicing their lesson plans of the curriculum is like actors doing a stage play. They should manage to catch the attention of their audience and convey their ideas to these listeners. Meantime, mature actors should involve the audience to their world and be flexible enough to ad-lib when some incidents occur. How to provide a stage where both teachers and students can display themselves thoroughly is the key to presenting an ideal class. Considerate teachers in this process should not only have the ability to prepare considerately in advance to guarantee the quality of their teaching contents, but also be capable of making timely adjustments to create effective learning contexts.

#### ***TESOL Domain 2: Instructing***

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

This concise standard has set higher requirements for practicing my teaching



philosophy. It puts forward the premise that teachers need to create supportive, respectful and interactive environments. If teachers want to build up these environments, they should selectively take advantage of students both cultural and linguistic backgrounds, some of which could be used to guide students exploring the topic more deeply. In addition to class connected materials from students' part, teachers should include curriculum-related information from those parents who may provide more information about students behaving in various contexts (Herrera, Murry & Cabral, 2012). After establishing this class circumstance, teachers need to interweave both English language and English culture into the whole process as well to involve all students in the class activities. Thus, students' engagement in class depends on the class activities organizations and the learning contents. In the following part, I have specified these two points separately by using two artifacts.

This ideal English teaching situation looks different, when my present classmates (2018 Fall Masters of Education in Peabody) discussing about our autobiographies about language learning. I have found several words frequently referred by my classmates (seen in File of Discussion), such as exam-focused, and text-based. Although only 18 of my classmates shared their English learning experience, they could represent some real faces of English teaching in China. However, test-based English teaching certainly could be viewed as purposeful to equip students with strategies of solving problems in tests. The teaching method itself is not a problem, instead the problem is how to effectively use it to increase students' comprehensive abilities. From this aspect, teachers have to update their test-based notions by integrating more task-based communicative activities. These task-based activities should be set to meet specific criteria (Ellis, 2009), which could satisfy the academic and practical

needs for students as well. I have tried to design a lesson plan organizing students to do meaningful tasks with knowledge points. This plan will be examined in the next part.

### **Artifact C**

I have presented an interpersonal lesson plan which applies to Grade 6 students in China. This lesson plan aims to improve students' interpersonal skills by organizing them to do some tasks focusing on exercising their abilities to use negatives. The basic principle is to require students to utilize their previous language knowledge about negatives to communicate with others. This activity has three parts trying to use more authentic contexts for students to communicate and practice their grammar knowledge, which differs it from the traditional Chinese lesson. The first part aims to examine the ability of individual student. The second part is to ask students to communicate with partners. The last one is meant to increase learners' cooperation skill which should be finished through group discussions.

The first part is "Read Pictures Aloud" by just using negatives. I presented pictures about daily lives to make the contents accessible to students. Then, I ordered students to use negatives we have learned to describe pictures. After this part, I asked students to do the "Brain Teasers" in which they need to communicate with partners to figure out the proper answers. Finally, they needed to find "Who is the Spy?" in the last part where students received various identities and they can only use negatives to describe themselves.

The notion of designing this activity corresponds to my teaching philosophy and TESOL Domain 2. First, students have to play roles of constructors by using their meta-cognitive abilities of spontaneously recognizing their previous learning and exploring the new information (Conti, 2015). They need to figure out the picture meanings in the first

part, clarify the logic among sentences in the second part and construct the characteristics of their identities in the last part. Second, the differentiation exists in designing activities for different student sizes. The first part is to examine students' individual abilities, the second part is for partner work, and the last one is for team work. Third, all of these three parts invoke students' cultural responsiveness. "Read Pictures Aloud" requires students to connect their life experiences, "Brain Teasers" utilize popular jokes in Chinese, and "Who is the Spy?" is a hot team game in China. Finally, these three parts have created enough chances for students to communicate with other classmates. At the same time, the communication is purposeful in that they can only use negatives. As for the participation, the last part of finding the spy involves all students in the communication. All participants' linguistic and discourse competence can be improved in this activity, because they have to use correct words to describe their identities and guarantee their expressions coherent enough for the listeners to interpret at ease (Herrera et Al, 2012).

This artifact is meant to explain how teachers could diversify their methods of organizing class activities, so all students could engage in class. Another artifact that I will use to explain the other part of this Domain is concentrating on selecting appropriate teaching contents. By doing that, students could feel the whole class environment supportive and respectful.

#### **Artifact D**

I once did a practicum at Croft Middle School to do a presentation introducing a Chinese city to 23 English learners whose first languages are Spanish, except for two students: one is from Thailand, and the other is from Lao People's Democratic Republic. At the

beginning, I just prepared to introduce Nanjing: a city in China. However, when communicating with the teacher about students' situation before class, she said most students are immigrants disappointed and hopeless towards their present and future lives. After hearing that, I decided to add one more encouraging Chinese song to my presentation. Both of the introduction of this song and the "Double Bubble Map" to compare and contrast worked efficiently to help students engage in the class activities.

This presentation has shown my teaching philosophy and met the needs for TESOL Domain 2 by creating supportive learning environment. First, students played as the constructor in my presentation to guess the real function of some things appearing in the video. When introducing the Chinese city, I did not directly present the Chinese city information. Instead, I have played them a Chinese city promo with many different things from Nashville. After watching that, I asked students to guess something new to them first and told them the answer later. This activity also required students to selectively connect their personal life. Second, I have offered students communicating and reviewing chances by using the "Double Bubble Map" with the help of their teacher asking students to figure out the similarities and differences between Nanjing and Nashville. This activity further demanded students of utilizing their language and culture knowledge and at the same time, practical discussions about guessing some items occurred. Finally, I have considered some students' negative life attitudes and selected a music video performed by Chinese middle school students aiming to encourage some students in that class. This design cannot only motivate a part of students lack of confidence towards their future lives, but also increase these students' participation in class.

The above two artifacts stand out by flexibly changing the assessment approach, inserting this goal into a friendly group work and making necessary changes to meet the needs of minority students. However, the premise of instructing students to reach an ideal learning result is figuring out the teaching goals. Only after clarifying these goals teachers could select the most appropriate way to design lessons and select contents.

### **Professional Knowledge Area 3: Curriculum**

This professional knowledge concerns Curriculum where teachers need to design their lessons to reach ideal language and culture teaching goals. The curriculum planning should satisfy students' learning needs and all prepared activities must have teaching meanings instead of merely entertaining students. The best contents designed may reveal different aspects of the target language. Studying languages at school should certainly be academically-focused to equip students with professional English expressions and knowledge. At the same time, Boraie (2013) has concluded that one trend in teaching and learning English is that people focus more on communication and content and language integrate learning (CLIL) is a widely used approach. After taking this communicative curriculum, students could promote their basic interpersonal communicative skills (BICS) (Cummins,1981), and cognitive academic language proficiency (CALP) (Cummins,1979,1991).After talking about Domain 1: Planning, and Domain 7: Contents, I will use one artifact to elaborate on these two Domains' applications in practical teaching.

#### ***TESOL Domain 1: Planning***

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

This standard has pointed out two rules for preparing teaching plans. First, teachers have to reach the teaching goals officially set by the school or country. They also need to help students with different learning abilities achieve personal learning goals. Second, teachers need to make proper adjustments in practicing these plans to guarantee students' engagement and increase their academic performances. These two rules overlap with my teaching philosophy. I advocate that teachers pay attention to using differentiation for students, which requires teachers to know their students and "monitor student proximity to content goals throughout a learning cycle" (Tomlinson, 2008). I have considered this differentiation can be specified from two perspectives in this domain. One perspective is how to meet different goals, and the other is how to make adjustments in students' different learning stages.

These two problems could be solved, if teachers use differentiation in their teaching process. On the one hand, teachers should use differentiation to meet different goals. School's learning goals imply their pursuit for the most ideal teaching results. However, students may come across many confusions in practice when they are required to reach these goals. This conflict between the idea and reality could be solved once teacher realizes this difference and integrates this difference by adding students' learning needs in their teaching plans. Teachers should also consider differentiation for students when making teaching adjustments. These adjustments are necessary because students will make daily and periodical progress. Apart from students' progresses, another difference may appear is whether teacher's plans are not as feasible as they assume. When teachers find their activities are not interactive or cannot receive their expected results, they should make some adjustments. This point has elaborated my teaching philosophy in that I do not advocate teachers track learners by placing students

into different classes or schools according to their perceived academic abilities (Jimenez & Teague, 2009), because their academic performances could not become the only standard to judge students' future development possibilities. Based on this notion, during the process of preparing teaching plans, teachers have to consider how to organize their lessons to guide their students and realize different expectations, instead of aiming to change their students.

***TESOL Domain 7: Content***

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

This standard points out the most effective method for students to learn language. That is teachers should offer enough communicating opportunities for students to expose themselves to the academic phrases. Another crucial factor this standard has referred to is the communicative purposes should be genuine through which students could thoroughly figure out the accurate functions, notions or approaches to using this language.

Abundant input is the basics for language learning. However, I strongly advocate for the final destination of language learning is to communicate. The most direct way to do that is certainly oral communication which requires students to be capable of specifying their abstract and complex inner minds. As an international student, that lesson has been learned through my personal experience where I have almost considered every aspect of a certain

problem, however, I could not clearly present others that. From undergoing passive input to active output, the high-quality language teaching should organize more genuine communications. These genuine communications should stimulate students to dig into deeper academic meanings of the language and make students eager to know how to use the language in their practical lives.

### **Artifact E**

The mini-lesson guided by Erica (a master of Education) aims to teach students with dyslexia or with fewer literacy skills in their first language a few new vocabularies. She organized that lesson in order which could be seen in three aspects. First, she divided students into Group 1 and Group 2 and paired each student from Group 1 with a student from Group 2. Then, she asked students to read her class rules together. Finally, she organized students to do the vocabulary activity with several steps.

After pairing up students, she designed all follow-up activities that have to be finished in pairs. That pattern of organizing students undoubtedly involved all students. However, students have the same partner for the whole class, which may not build communications among all learners. According to my teaching philosophy, I support students self-process some information, but they need to have more opportunities to communicate with people who are more advanced or have different thinking about certain topics. Thus, this small-size organization for students could be improved if teachers plan to enlarge the discussion team to ensure the engagement talked in Domain 1.

Her vocabulary activity includes eight steps. I was happy to find we have some teaching notions in common. First, she has considered the differentiation for her students.



Given some of her students may have dyslexia or less literacy skills in their first language, she asked students to read the word part by part according to their syllables and spell the word aloud. That may give students first impression of the word organization and writing down that word then may further strengthen their memory about the word. That has met the requirement of Domain 1 about planning instruction to promote learning as well. Second, she cared whether students have really grasped the meanings of the words. To assess their practical language using ability, she has designed two meaningful activities. One was listing students two sentences with words they have learned in class and asking students to judge whether the word in the sentence was used correctly. All sentences she has selected are connected with some subject or written in newspapers, which may be used by students later in their daily lives meeting the requirement in Domain 7. This part could increase students' knowledge about the depth of the word "fully understanding the concept represented" (Peregoy, Boyle, & Phillabaum. 2007, pp. 259). The other way to assess students' learning result was students chose one word taught in class and used it to make up a sentence. This is an effective way for students to show what they have learned.

The above two points of her class activities resonate my teaching philosophy in some senses. However, this almost perfect vocabulary class may be improved, if teachers choose to show example sentences with visual help first and ask students to conclude the meanings or usage by themselves. After students guessing, teachers show the accurate meanings for students and collect related scenarios in which different meanings of the same word have been utilized. Another adjustment I may make is to ask students to design the blank filling parts instead of making it by teachers. Otherwise, this activity is more like an in-class

exercise instead of meaningful activities. For example, every group can be given a word after knowing about the basic meaning. Then, each group member comes up with a sentence constituting the context for that word and add a blank among these sentences which requires other students to fill that out. These possible changes could improve students' comprehensive abilities, because the students' own experience, their cognitive and social abilities at the same time (Schcolnik, Kol & Abarbanel, 2006, ) will be incorporated un this process.

If teachers could invite students to design some class activities, that could also be a way to do in-class assessments, which may force students unintentionally to internalize their learning. However, students' self-assessment is just one part of assessing their performances. I will unfold more aspects of the learning assessment in the following part.

#### **Professional Knowledge Area 4: Assessment**

Learning assessment requires the efforts made both by students and teachers. Students need to learn to develop the habit of doing self-reflections. Conti (2015) has advised that teachers should guide students through presenting them necessary strategies first and then scaffolding these strategies for weeks. Except for the teacher-guided assessment instruction, I believe students should also give and receive peer assessments. Peers are more likely to think about problems from the similar or even same starting points as their classmates, some of which may be easy to be overlooked by experienced teachers. Apart from helping students accustom themselves to reflecting periodically and organizing team assessments among classmates, teachers need to design various forms of "Classroom Assessment Techniques (CATs)" (2018) and out-of-class assessing activities and include what they have known through students' performance into their lesson plans and class instruction. Teachers should

also analyze reasons for students' problems appearing in those assessments, and give students feedback in time. After giving students feedback, teachers should ask students to correct their mistakes based on that. Otherwise, just as Chandler (2003) said "having teachers mark errors was equivalent to giving no error feedback since the students' new writing did not increase in correctness" (pp. 280).

### ***TESOL Domain 3: Assessing***

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

This Domain has expanded my knowledge of the effective way to assess students. If students could participate in the assessment design, they may have a clear mind of the knowledge points they need to grasp, thus they could contemplate more on daily learning. Therefore, teachers ought to consider more about how to design their assessment and how to examine whether students have made changes after receiving their feedback.

The general rule of my assessment activities is grounded in my teaching philosophy. These activities should be culturally responsive to a broader extent, inspiring students to construct their understandings and correct themselves, and highly communicative. First, the assessment should emphasize some cultural factors in students' daily lives after having deep understanding and wide knowledge of students' cultures rather than creating shallow cultural

engagement depending on the mainstream assumptions (Jimenez & Rose, 2010). Although all teaching plans I will draft are culturally responsive, we may not have enough time to expand certain points in class. In this scenario, I could ask students to do some community research or choose any form of study they like to dig more deeply about the interesting point. Second, students should have the stage to present their understanding and talents, which requires teachers to encourage students to bring something new and unexpected. Third, organizing students to make assessments among classmates could create more communications as well. This statement may conflict with what Conti (2015) stated that “students function as moderators, rather than peer assessors”. I still believe if students are required to do some independent study to assess what they have learned, they will have more personal researching results to communicate with others. The last aspect is about giving students constructive feedback and see these feedbacks practically work. One notion of mine about feedback is that all feedback makes instant effect no matter the in-class one or the out-of-class one, because students could realize their mistakes immediately. However, the ideal contribution of these feedback to students should help them make more real progress, rather than just recognizing their weaknesses. Thus, the feedback teachers give should be more inspiring for students so they can construct the problems and solutions by themselves. Finally, students should return their feedback to teachers to prove their understandings.

### **Artifact F**

I once drafted a lesson plan for Grade 10 Senior High School students in China. The material I have selected is about the Mexico- US migration system. My teaching goal is to organize students to be clear about the organizing structure and contents arrangement of that

article. Each group just needed to analyze one paragraph in class due to the limited class time.

I will concentrate on what I have designed to assess my students' learning and how that assessment is related with my teaching philosophy.

I have assigned two tasks for students to assess them. The first is asking students to rewrite a paragraph they have not analyzed in class. Through this rewriting activity I could see their understanding about that paragraph. The situation of whether they have concentrated on their classmates' group presentation and my in-class feedback could also be revealed through their writing. The second assessment is that students need to write a one-page article about the reasons concerning the issue we have talked about. That forces students to do more research by themselves and they could have a deeper understanding about the topic in that process.

The above two assessment activities have revealed a part of my teaching philosophy in that students should work as constructors when learning something new. They have grasped the learning points in class through the team work. They are free to select another paragraph and rewrite it, which is a subjective constructive activity to present their personal understanding about the content. Apart from that, they need to collect information about the reasons for that situation. There is a pool of reasons where they have to select some of these reasons composing their one-page analysis. That process requires them to construct their understanding and organize their writing.

These two activities are designed for students to assess whether students have concentrated on their classmates' presentations in class and reflected on their confusions after class. However, to know more about the world is not the complete learning goal for my 10

Chinese Graders who should grammatically and semantically aimed to take part in the college entrance examination. Thus, after receiving their writings, I have to correct their grammar mistakes by circling those and point out inappropriate vocabulary selections asking them to compare minute differences among several words. The work revised by them should be returned to me as well to guarantee they have practically done what I asked.

After analyzing some artifacts designed and used by my classmate and me, I have a deeper understanding about different TESOL Domains from lesson plans to instructions to assessment, and from students to teachers. At the same time, connecting my teaching philosophy with these Domains, my personal teaching notions have become more specific in order to meet the needs of all Domains. In the next part, I will discuss possible problems I have assumed in my future teaching process, and expand what I have learned in this reflective writing process and in the almost 2-year study at Vanderbilt University.

## **2. Applications to Practice: Implications and Future Considerations**

Qualified teachers should have the ability to weave a complicated responsibility web. The prime responsibility is about how to benefit students to the most extent. I have clarified the answer for that question from other seven TESOL Domains covering learners, learning contexts, curriculum and assessment. These principles aim to help students become constructors, make classes more culturally responsive and communicative, and consider the ways to use differentiation. Apart from benefiting students, teachers also need to have a broader sense of making contributions to other groups, including for the professional teaching community, for the students' communities, and even for the whole society. Meantime, teachers are beneficiaries by working as facilitators.

### ***5.1 TESOL Domain 8: Commitment and Professionalism***

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

Teachers should have a strong sense of responsibility to the development of their subject and the development of the whole society. First, they have to give critical advice on some teaching theories and methods according to their own practical teaching experiences. If they have done a thorough observation and analysis about some teaching phenomena, they may offer some constructive advice on improving existent teaching theories and method. More teachers and students experiencing same situations could eventually take advantages. Second, qualified teachers may be not satisfied with editing others' teaching theories or methods, instead they are more inclined to come up with their own teaching theories or methods. That will add new notions for teaching and inspire other teachers of new angles to consider solutions to solving problems they have met in their teaching process. Finally, language teachers have to know how they could utilize the social resources for increasing their teaching quality and what they can do to perfect the present language teaching system.

Using constructivism to organize lessons will be the stepping footstone of my teaching, and I will make the notion of culturally responsiveness, differentiation and communication function as the scaffold. After practicing these notions, our students could be independent constructors eventually. However, I have to admit these statements are just my teaching dreams to be realized, because I may come across some chronic issues in the future.

First, peoples' perceptions of learning English is that students should study in a complete English environment. That point can be seen in the textbook elementary and high school students use (seen in Appendix). The compilers have used all life moments of English speakers to teach language points. Although the starting point of the content arrangement is introducing more English contexts for Chinese students, one fact is these lives are too remote and unavailable for most students. The first issue about textbooks directly contributes to the second challenge about the financial investment. The government will need to gather researchers professional in Chinese and English language and culture, and invest more for re-compiling these English books. Another problem is owing to the expectation from the parents. A large number of parents expect their children to completely have an English environment even at the cost of their first language and culture. That expectation makes me afraid that it would be a challenge for teachers to reasonably connect Chinese language and culture with the English one.

The above three possible questions cannot be solved immediately but I still think every effort teacher makes will work. Through my study in Vanderbilt University, I have acquired two most important things. One is that there are endless unexpected things in practical teaching. As a language teacher, I may ignore some language points students find that hard to understand, I may design almost perfect lesson plans benefiting students least, and I may feel tired to keep improving myself and learning more about students. Fortunately, the other thing I have acquired is that the motivation of life is the unexpected things. I did not get a full picture of all professional knowledge of language teaching and learning through my study here, which motivates me to use more references, such as reading more scholarly



literature, attending teaching conferences and auditing experienced teachers' lessons to keep reflecting on my teaching practices. I did not know every detail of the challenges students may come across, which at least lets me know the potential aspects of these problems. I did not figure out the final meaning of language teaching, in which process I have found teaching is not only about helping students get ideal academic performances but also about presenting my horizon of teaching and life.

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## Appendix

**Artifact A****Lesson Plan - IPA**

**Students:** Grade 4 Chinese elementary students

**Materials:** *Tooth Fairy* from S1E22 Peppa Pig

**Teaching goals:** conclude and grasp the basic structure of negative sentences

**Activities:**

1. Teacher's preparation: video; print several lines out word by word; three colors of paper; sticky tape; Do Not Like chart
2. Launch Activity:
  - 2.1 Play the video first and ask students to pay attention to the negative sentences;
  - 2.2 Introduce the culture of Tooth Fairy, then divide students into 5 groups;
  - 2.3 Give each group one of the following sentences with separate words;
    - 2.3.1 We don't want to miss the Tooth Fairy.
    - 2.3.2 Peppa can not wait to get into bed.
    - 2.3.3 I am not going to sleep.
    - 2.3.4 I was not asleep.
    - 2.3.5 George is not very good at staying awake
  - 2.4 Ask group members work together to reorganize these sentences and attach their final results on the board with sticky tape;
  - 2.5 Teacher asks students to compare sentences 3-5 and order students to conclude the negative sentence structures which have any changing form of *be*; use their finding result to verify whether this rule applies to sentence 1-2.
3. IPA activity with the topic of exercise
  - 3.1 Give student a Do Not Like chart and ask each of them has to talk with five different classmates about what kind of exercise they did/do/will not like. The rule is they have to write the whole sentence.

Questions: What kind of exercise you did not like in the past years

What kind of exercise you do not like at school right now

What kind of exercise you will not like at school in the future

Chart

Do Not Like

name	In the past	At present	In the future

3.2 Ask students to compare their interview results by using the comparing chart, and write several sentences to conclude their results;

Comparing

exercise				
number				

3.3 Call on students to show their results and share some funny information when interviewing others;

3.4 Assessment:

Give students sentences about exercising with specific pictures and tenses and ask them to use negatives.

Susan \_\_\_\_\_ like playing \_\_\_\_\_ 5 years ago.



David \_\_\_\_\_ love \_\_\_\_\_ now.



I \_\_\_\_\_ like playing \_\_\_\_\_ in the future.



Emma hurt her leg, so she \_\_\_\_\_ play \_\_\_\_\_ today.



Video link <https://pan.baidu.com/s/1vTEen-rSAM-Y5pDgLq0cn8w>

Pin: 4PD3

## Artifact B

### Lesson Plan - IPA

**Students:** Grade 6 elementary students

**Materials:** Poem *Visiting a Friend at the Hospital* written by Richard Brautigan. Seen in Appendix.

**Teaching goals:** grasp form changes of verbs' past tenses, and past participles appeared in the poem

#### Activities:

1. Teachers' Preparation: Print each sentence out separately; print all verbs (without form changes); white paper; sticky tapes; color paper; the task-based double-sided teaching plan for each student.
2. Interpretive task activity:
  - 2.1 Students write a sentence to generalize the main idea of this poem using one sentence with present tenses;
  - 2.2 Students circle all verbs in the poem and use the same color or shape to mark the same verb with different forms;
  - 2.3 Teachers attach printed lines to the board, call on several students to circle verbs. After that, teachers point out all verbs in the poem.
3. Interpersonal task activity:
  - 3.1 Divide students into groups and ask them to share the verbs they have found;
  - 3.2 Give students the printed verbs without form changes and give them white paper. Ask them to work together to find out these words' past tenses, and use sticky tapes to attach these paired words on the board;
  - 3.3 Teamwork to design a table, chart or map to conclude what they have found about these verbs' past tenses;
  - 3.4 Ask them to categorize these changes and conclude their standards.
4. Presentational task activity:
  - 4.1 Each group comes to show and explain their finding results;
  - 4.2 Teachers conclude the verb changes in two forms. Regular changes and irregular changes and clear it out that each verb only has one form of past tenses. Point out past participles work as adjectives or adverbs;
  - 4.3 Students discuss again, and change some of their findings. Then present the final results of their categorizations. When they talk about their findings about the past tenses, other groups use color papers to cover the verbs in the past tenses, eg. **visited**. Mark the irregular change of the past tense with



a different color. Cover the verb part of past participles in the same way as that has been done with the regular past tenses.

5. Assessment task

Set time for students to think about their personal experience of visiting a friend or other people at the hospital, and after that, they need to share their experience with classmates. Then, teachers, call on students to share the story of their classmates.

**Rubrics**

Interpretive Task Rubric				
Word Recognition	Identifies all verbs appropriately within context of the text and find one word's different forms.	Identifies majority of verbs appropriately within context of the text and find one word's different forms.	Identifies half of key words appropriately within the context of the text and without finding one word's different forms.	Identifies a few key words appropriately within the context of the text and without finding one word's different forms.
Grade	4	3	2	1
Main Idea Detection	Identifies and concludes the complete main ideas of the text	Identifies some of the main ideas and concludes it with several mistakes.	Identifies half the main ideas through a few expressions and without concluding it.	May identify some ideas from the text but they do not represent the main idea(s)
Grade	4	3	2	1
Interpersonal Task Rubric				
	use English all time to keep the conversation	Use of learned vocabulary and grammar with	Active listening, nodding,	Courtesy, turn taking, giving partner

		no patterns of error	answering partners' questions appropriately and asking follow up questions.	opportunities to participate.
Grade	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Presentational Rubric				
Language Function	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
Grade	4	3	2	1
Impact	Presented in a clear and organized manner with rich details and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation features rich details and maintain audience's attention and interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through organization	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention

			of the text, and/or details.	
Grade	4	3	2	1

### Visiting a Friend at the Hospital

I just visited Kazuko at the hospital.

She seemed tired. She was operated on  
 six days ago.

She ate her dinner slowly, painfully.

It was sad to watch her eat. She was  
 very tired. I wish that I could have  
 eaten in her place and she to receive  
 the nutriment.

*Tokyo*

*June 9, 1976*

#### Textual References

"Kazuko": A possible reference to Kazuko Fujimoto, the female translator of Brautigan's books into Japanese.

#### Artifact C

### Lesson Plan – Final Task

Teacher / School:	ELL 6 Graders
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Unit Theme:	Review Negatives
Which “Can Do” statements for this unit will students be making progress on today? <i>(Make sure these statements focus on tasks students can do, not language. The guide <a href="#">can be found here.</a>)</i>	<ol style="list-style-type: none"> <li>1. Read pictures aloud;</li> <li>2. Do Brain Teasers</li> <li>3. Use negatives to logically find out different identities of their group members.</li> </ol>
Materials Needed:	<ol style="list-style-type: none"> <li>1. Pictures with authentic contents;</li> <li>2. Teasers understandable for students;</li> <li>3. Words with similar characteristics.</li> </ol>
Methodological Approach:	<ol style="list-style-type: none"> <li>1. Retrieval learning;</li> <li>2. Task-based language teaching.</li> </ol>

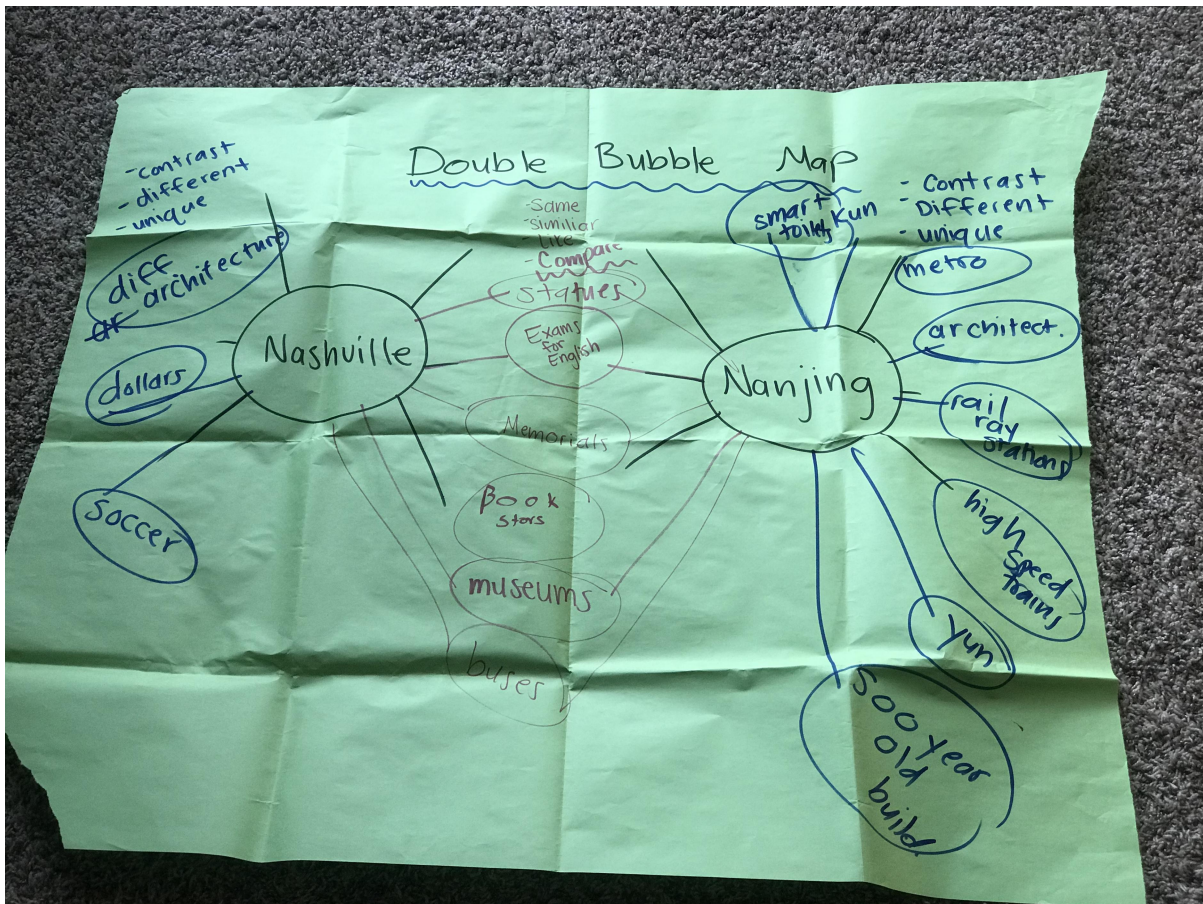
Stage	Teacher Activity	Student Activity	Issues Anticipated	Time
1) Preparation	<ol style="list-style-type: none"> <li>1. Doing a warm-up quiz by calling students randomly to read pictures aloud. Just show pictures first, then present answers.</li> <li>2. Playing Brain Teasers</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading pictures aloud by using negatives.</li> <li>2. Working with partners to find answers.</li> </ol>	Students are uncertain about what kinds of negatives should be used; Students may do not know what is teaser.	3 min
2) Task	Prepare words with some similarities and tell students rules of finding out the spy.	Describing the word they have received only by using negatives. Present what negatives they	At first, students may do not know	3min

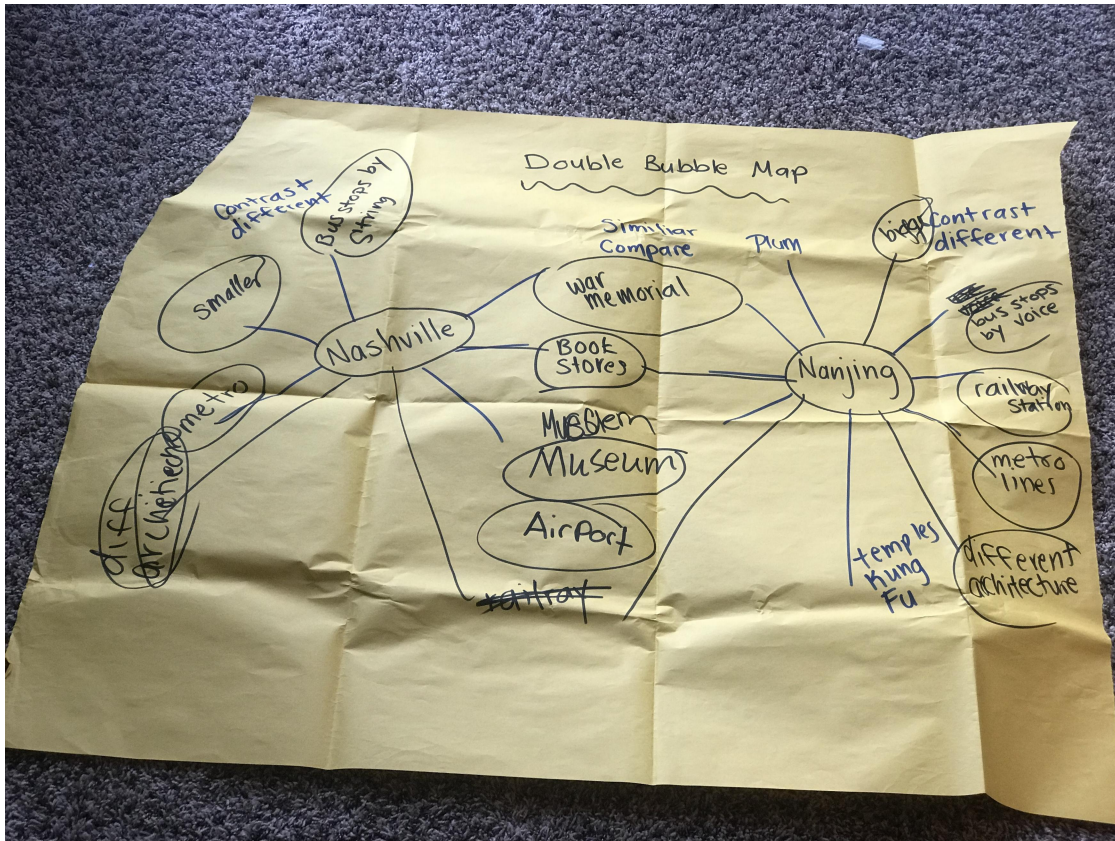
		have used.	describe from which point.
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Notes:

1. Use more authentic pictures with educative or practical meanings;
2. The meaning of the last task is not requiring students to figure out the final answer. Instead, students need to try to build logic relationships in the communication;
3. These three tasks have different difficulties which may deepen students' understandings step by step.

Artifact D





<p>I learned today about Nanjing rivers and bigger.</p>	<p>kon varajimrut Building and tradition.</p>	<p>Something(s) I learned today about nanjing is (are) <sup>deyst</sup> He is buitiful china</p>	<p>Something I learned today about Nanjing is cool/pretty and very big. <sup>Kimberly Montez</sup></p>
<p>Something(s) I learned today about nanjing is <u>subway</u> (are)</p>	<p>They have a lot of old bilding, lights. <sup>Jesush</sup></p>	<p>Something I learn about nanjing is is so colorfull and cute.</p>	<p>Something I learned about Nanji is that its cool</p>
<p>Something I learned today about Njing is that at night there a lot of lights and it looks very good.</p>	<p>Something I learned today is Chinese food.</p>	<p>Something I learned today about nanjing is no snow days.</p>	<p>something I learn today about Nanjing is how many airport are there.</p>

**Artifact E**

## Find Your Partner!

- Show me on your fingers who is partner 1 and who is partner 2



## emit (verb)

• e mit

- If you **emit** something, you let out or give off something. Usually a smell, a noise, or gasses



## emit (verb)

1. Carla would \_\_\_\_\_ a loud scream anytime someone surprised her.
2. Natural gas \_\_\_\_\_ less carbon dioxide than coal does when it is burned, but it's still a fossil fuel and still causes significant **emissions**.  
*(LA Times, 2019)*
3. You end up telling the truth about a mirror you broke  
**emit or not emit**
4. The smell of garlic coming from the kitchen  
**emit or not emit**



## Meet the Family!

- **emitted** (adj)- The emitted smoke pollutes the air.
- **emissions** (noun)- Smoke emissions pollute the air.
- **emitters** (noun)- The largest smoke emitters are countries with many industries



DISCUSS: When you think of really good food, what smells would emit from the kitchen?  
The smell of \_\_\_\_\_ would **emit** from the kitchen when someone cooks...



# feasible (adj)

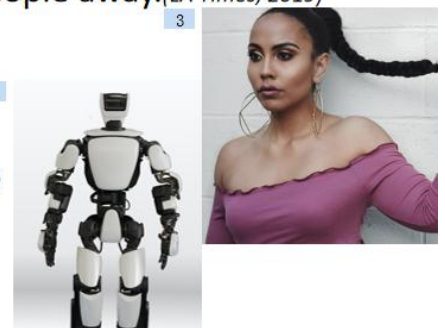
• feas ible

- If something is **feasible**, you can do it without too much difficulty



# feasible (adj)

1. Before the 1960s, getting a man to walk on the moon was not \_\_\_\_\_.
2. On Monday, Lake Elsinore officials reopened the area, reasoning that it wasn't \_\_\_\_\_ to keep people away. (LA Times, 2019)
3. Braiding your own hair is possible & cheap. **feasible or not feasible**
4. Building a robot is challenging & expensive. **feasible or not feasible**



# Meet the Family!

- **infeasible** (adj)- The doctor said that the surgery was infeasible; she couldn't do it.
- **feasibility** (noun)- The doctors considered the feasibility of the surgery.



DISCUSS: Would it be **feasible** for you to live alone in your own apartment? Why or why not?  
*It would/wouldn't be **feasible** for me because...*

## industry (noun)

• in dus try

- An industry is a group of businesses that produce the same good or service



# industry (noun)

1. The fitness \_\_\_\_\_ has grown in the past decades as more and more people are looking for ways to work out and be healthy.
2. Widespread use of fully self-driving vehicles is some years away, auto \_\_\_\_\_ officials and experts said. *(Reuters, 2019)*
3. All the companies that provide phone service  
**industry or not industry**
4. All the students turning in their homework  
**industry or not industry**



# Meet the Family!

- **industrious** (adj)- It takes industrious people to create new companies that are successful
- **industrial** (adj)- The industrial area of town has many factories
- **industrialize** (verb)- Food companies industrialized and changed the way we get food.



DISCUSS: What **industry** gets the most of your money? In which **industry** do you spend your money?  
I spend the most money in the \_\_\_\_\_ **industry** because...

## Artifact F

### Lesson Plan

Topic: Social Science	Class: Senior High School Students	Date: 3/30/2019
Content Objectives:	Language Objectives:	

<ol style="list-style-type: none"> <li>1. Clarify the contents organization;</li> <li>2. Figure out the logic among paragraphs;</li> <li>3. Help students understand the issue of Mexico immigration.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learn to use analogy in writing;</li> <li>2. Connect sentences by using linking words and pronouns;</li> <li>3. Learn how to use complex sentences in academic writing.</li> </ol>
<p><b>Key Vocabulary:</b> Mexico-US migration system; Political purposes; Contradictory policies.</p>	<p><b>Materials (including supplementary and adapted):</b></p> <p>Massey, D. S., Durand, J., &amp; Malone, N. J. (2002). <i>Beyond smoke and mirrors</i>. New York: Russell Sage Foundation.</p> <p>Rosenblum, M. R., &amp; Brick, K. (2011). US immigration policy and Mexican/Central American migration flows. <i>Washington, DC: Migration Policy Institute</i>.</p>
<p><b>Introductory Activity (Explain, convince, demonstrate to students why this material, skill, activity is worth learning. Make a connection to students' experience. Includes building background. Should be only 3-5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Give students 5 minutes to read Page 5 of the paper written by Rosenblum &amp; Brick and divide students into different groups;</li> <li>2. Each group should conclude the organization of the contents and generalize the contents according to their organizations;</li> <li>3. Ask each group to present their discussion results and they need to put forward their confusing parts to other classmates as well;</li> <li>4. Students presenting their confusions could call on other classmates to answer.</li> </ol>	
<p><b>Time:</b></p> <p>10 min.</p> <p>20 min.</p>	<p><b>Launch:</b></p> <ol style="list-style-type: none"> <li>1. Give each student a copy of this extract and a table of unknown words [Appendix Figure. 1]. Students need to read this extract in 5 minutes and list their unknown words;</li> <li>2. Discuss in pairs about their unknown words and give example sentences. (5 min)</li> </ol> <p><b>Activity</b></p> <ol style="list-style-type: none"> <li>1. Ask students to read the extract again (3min) and call on students to fill out the structure diagram (Appendix Figure 2)(2min);</li> <li>2. Divide students into three groups and each group is responsible for one paragraph. What they need to do is discussing the organization of contents and structures and record their discussion by using the Analyzing table(Appendix Figure 3) (5min); PS. In the contents part, when coming across clear time periods, they have to mark that and record what events are presented, and who are the main participants in these events. Apart from that, they need to mark all pronouns.</li> <li>3. After filling out the table, students need to pick key words from the contents part and draw the structure in the form of Figure 2 or any form they like (5min);</li> <li>4. Each group presents their findings to the whole class and show how the authors used pronouns. If one group could not find necessary info, other groups should see whether that</li> </ol>

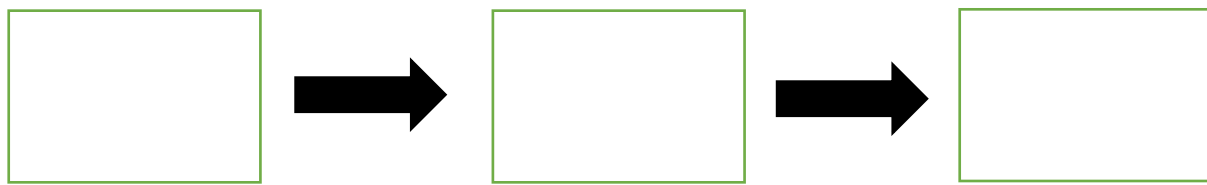
	info is in their group task.
<p>After-class Assessment:</p> <ol style="list-style-type: none"> <li>1. Students pick one paragraph they haven't analyzed in class and rewrite this paragraph according to their own understanding;</li> <li>2. Students write one-page article to talk about the reasons concerning this situation.</li> </ol>	

1.

Words Are Friends

words	meanings	examples

2. Structure



3. Analyzing

contents	structure
<ol style="list-style-type: none"> <li>1. Time;</li> <li>2. what events are presented, who are the main participants in these events;</li> <li>3. Pronouns and what they refer to</li> </ol>	

**Middle School Textbook in China**

Unit 5

Let's celebrate!



**What is your favourite festival?**

Millie learns about different festivals around the world. She also writes about the Spring Festival.

**Task** Write about your favourite festival.



## Welcome to the unit

Unit 5

### Festivals

**A** Millie is writing a list of festivals. Look at the pictures. Help her write the names of the festivals under the pictures.

Christmas Halloween	Chinese New Year Mid-Autumn Festival	Dragon Boat Festival Thanksgiving Day
1 	2 	3 
4 	5 	6 



**B** Millie and Tommy are chatting online about their favourite festivals. Work in pairs and talk about your favourite festivals. Use the conversation below as a model.

Tommy, Millie

**Millie:** What is your favourite festival, Tommy?

**Tommy:** Christmas.

**Millie:** Why do you like it?

**Tommy:** Because we always get lots of nice presents at Christmas.  
What festival do you like, Millie?

**Millie:** I like the Mid-Autumn Festival.

**Tommy:** What do you usually do on that day?

**Millie:** All my family get together and have a big dinner, eat moon cakes, and then enjoy the full moon. It's great!



### Asking wh- questions

We use wh- questions to ask for information about someone/something.

Question word	Information about	Question	Answer
What	Activity or thing	What do you do on Halloween?	We play games and have lots of fun.
Which	Thing or person	Which would you like?	I would like the red one.
Who	Person	Who is Mr Wu?	He is our teacher.
Whose	Possession	Whose bag is this?	It is Millie's.
When	Time	When is your birthday?	It is on 2 July.
Where	Place	Where is my pen?	It is under the desk.
Why	Reason	Why are you so happy?	Because it is my birthday!
How	Way of doing something	How do you get to school?	I get to school by bus.

### Lots of questions

**A** Millie loves asking questions. Look at the pictures below and complete her questions.

1 \_\_\_\_\_ glasses are these?



2 \_\_\_\_\_ is that man?



3 \_\_\_\_\_ do we have for lunch?



4 \_\_\_\_\_ is my schoolbag?

