

Domain: Planning

Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

As a future EFL teacher for Chinese college undergrad students, I need to get to know my students' specific language learning needs, along with their language and cultural background. Then I will develop and modify the instructional content to accommodate their specific learning needs by exposing them to culturally relevant, and comprehensible input to facilitate their English learning in meaningful contexts.

My teaching **artifact A** could substantiate my understanding of this standard. It was the lesson plan I made for my practicum teaching. In the lesson plan, I adapt standards to accommodate students' specific learning needs.

1) **The learner and learning:** There are 11 students from 6 different countries in my class. This lesson aims to help learners improve their speaking skills in the context of ordering food at an American restaurant. In the class, students will have lots of opportunities to talk with their peers in English, and learn from each other. I will provide handouts with culture anecdotes, sentence starters and the relevant vocabularies to scaffold their culture and language learning.

2) **The learning environment:** I will create a comfortable and friendly learning environment to lower my students' affective level, so that students may feel more at ease and could better engage in their language and content learning. Besides, since my students' language proficiencies are varied, grouping and pacing would be another two important factors that need consideration during the instruction. I will group them according to the nature of the class activities, and try to maximize each student' language

production, meanwhile, differentiation of the pacing and instruction could better accommodate the different learning needs of students. Besides, I will also scaffold their learning by providing familiar and culturally- relevant content, to make students of different language proficiency to have more to contribute to the class activities.

3) **Curriculum:** Though we have one designated textbook for this class, which is the “Touchstone”, a low-intermediate level of a series published by Cambridge university. However, I won’t teach from the textbook directly, instead, I will choose the practical topics that will cater to students’ learning needs and interests, for instance, the topic I choose is how to order the food at the American restaurant. I gave students a real physical menu from a mid-eastern Restaurant near Vanderbilt out of concern for two of Muslim students in the class. I also encompass relevant vocabularies and sentence starters to scaffold students’ discussions and role-plays. Meanwhile, I also design an activity that will let students compare and contrast the food-order routine at the restaurants in their home countries and America, and talk about the reasons behind the differences to promote students extended language productions, as well as their higher-order thinking development.

4) **Assessment:** Since this class is a non-degree seeking class, and aims to help students improve their speaking skills. I will adopt the informal formative assessment to measure my learners’ language learning, for instance, observation of students’ performance in the activities and take notes of students’ language growth. For the formative assessment, students’ attendance, their participation in class activities, and their answers to my questions would comprise of the final summative assessment.