Domain: Instructing

Standard 2: Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.

The foreign language class could be overwhelming and intimidating for language learners, especially when students are not very familiar with teachers and their peers at the very start of the class. Teachers need to create a friendly and welcoming learning environment to lower students' affective filter, and provide scaffolding to facilitate their language learning. In addition, teachers need to mindful of pacing and modeling on how to be respectful, and cooperative working in group project and discussions.

I am going to use **artifact B** for this domain is my 60-minute three-genre lesson plan for the "Teaching reading with new media and print" class I took in 2014 spring semester. The lesson plan aims to provide students opportunities to practice their integrative English skills on how to express their views on friendship and loneliness.

1)   **Learners and learning**: my students will be Chinese college undergrad students with varied English proficiency. Although they share the same language and culture background, they still are unique individuals and social beings. Learning how to become a caring and considerate person, and how to put loneliness into perspectives would be an intriguing topic for them. Besides, the objectives of this lesson will be aligned with the common core standard, to help students improve text analysis and summary skills. I will adopt the communicative language approach, which is replete with think-aloud, reading aloud and group discussions. Students will get lots of opportunities developing high-order thinking skills and content learning via the language production.

Explicit directions, modeling and scaffolding will facilitate their language learning. For instance, demonstrate to students how to apply the new vocabularies, idiomatic expressions into their meaningful discussions, and how to think critically on the different views on certain topics.

2) The learning environment: I will create a more relaxed and friendly learning environment, by encouraging an open discussions and different perspectives. I will also encourage students to speak up, and keep reminding them that making mistakes is a very commonplace and necessary stage before they achieve language proficiency. Meanwhile, help students adopt the right attitude about the making language mistakes, and inform them the importance of persistence and efforts in language learning. When students make mistakes, I will be lenient with them, and model to them what's the appropriate way to use language, and provide them lots of comprehensible input and feedback to scaffold their language learning.

Grouping based on students' background and nature of activities, would not only give them opportunities to learn from each other. Students will also get the first-hand experiences working collaboratively, and how to make contributions to the group discussion.

3) **Curriculum**: my lesson plan aligns with the common core standard addressing both language and content objectives. For the achievement of language objectives, I will choose the culturally related articles regarding friendship to engage students' language and content learning, and promote students' higher-order thinking skills. Model them how to analyze the text structure and story development, meanwhile, enlarge their vocabularies and expressions to improve

their language proficiency. While for the content objectives, I will instruct and demonstrate students how to skim and scan the important information from the lengthy texts; how to summarize the text, and how to compose a short essay on friendship.

4) **Assessment**: I will use the formative classroom quiz, and the students' participation as the ongoing formative assessment. Keeping the language and content objectives in mind, I will include them as part of the final summative assessment. Therefore, my assessment would be the combination of both the formative assessment and summative assessment, which is more accurate and objective in gauging students' real language proficiency.