

Domain: Learning

Standard 6: 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.

Teachers need to be familiar with the second language acquisition theories, and the different phases of language acquisition, meanwhile, provide differentiated instruction and scaffolding to accommodate students' different learning needs.

The artifact F I used here is my lesson plan for the “ Teaching Second Language Literacy “ class in 2014 Spring Semester. This lesson plan is based on a true love story, and has both language and content objectives. I want my students to understand the concept of different love, and great value of true love, meanwhile, help students enrich their language and writing skills.

1) **Learners and learning:** I will use the SOLOM (Student Oral Language Observation Matrix) as the placement test to assess my students' language proficiency. Then I will divide them into different groups based on their assessment results, and set different language and content objectives for them, and provide the differentiated instruction for students of different language proficiency. For students of higher language proficiency, I will provide the language input and assignment that may be a bit difficult for their proficiency, for instance, let them compare and

contrast people's views on love in different cultures, and will provide the scaffolding to facilitate their learning, while for students of lower language proficiency, I will assign them the relatively easier task, for instance, let them tell a love story from their own cultures. I will also pair students with low language proficiency up with students of high language proficiency, so that they could have more extended interactions and also learn from each other. For students from both groups, I will also let them to use their bilingual skills and their knowledge of love to make post-cards for their family members and friends, through this activity, students will not only practice their bilingual translation skills, but also know what the love really mean and how love make the world go around, I am sure they will appreciate more for people who love and support them.

2) **Learning environment:** I will create a friendly and open learning environment for my students. For example, put up some posters and realias representative of students' language and culture background in the classroom, so that student would feel more familiar comfortable in this learning environment.

Meanwhile, I will use the multi-media (popular songs and videos clips about love) as the lead-in to warm up students on the topic. Then expose students to authentic anchor text and comprehensible input in the class, to build up their background knowledge. I will

also assign them communicative language task to encourage them to speak up in the group discussions using both languages. After class, I will keep reminding students to how to keep learning English outside the classroom. For example, provide students with the authentic online media resources and interesting English novels to keep learning English. Also try to involve parents and community into students' English learning; such as teach parents basic English skills, and model them how to create a supportive learning environment, as well as help students form a good habit of learning English at home.

3) **Curriculum:** I won't always stick to the course book and lesson plan. Instead, I will add materials that are engaging, practical and appropriate for students' language proficiency and interest. For instance, let students know what the true love means and how to put love in perspective. I will model and instruct students how to improve their English skills via the reading and other online media resources. What's more, help students select the different learning materials for their language proficiency respectively, and proffer scaffoldings and feedback via the email and discussion board after class. For instance, let students pose questions about English learning on discussion board, and communicate with each other online in English, but I will provide the feedback and advice when students need.

4) **Assessment:** Instead of using the summative assessment to test students' language growth, I prefer to use the ongoing formative assessment, which is composed of classroom quiz and the observation of students' class participation. For instance, my lesson includes different groups discussions and questions, these questions will measure students' understanding of the topic, as well as their oral English ability. I will differentiate the assessment content for students of differed language proficiency, to identify their language growth and inadequacy. Use their assessment results to inform my future instruction and scaffoldings.