

My Professional Goals

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The StartTalk Chinese summer training program made me become a good Chinese teacher gradually. Through a series of teaching practicum in this program, other teachers' teaching and support, as well as professor Tseng' lectures. I will be developing the following professional goals for my future Chinese teaching

- I will use age and level appropriate authentic materials into my language teaching associated with what they are learning.
- I will utilize 100% target language in the classroom and back backward design in planning.
- I will combine performance-based instruction and rubrics with summative assessment to effectively monitor my students' understanding of the lessons.
- Task-based language teaching: Based on understanding of task-based language teaching, I would engage my students in a meaning leaning classroom to experience language use and develop a communicative competence through providing more interaction, authentic situations of tasks and comprehensible input for students to achieve their Chinese language proficiency effectively.
- Integrated technology into language teaching: I will apply internet, hypermedia, and various interactive communication technologies to help the focal student engage in learning multi-texts and discourses and pay close attention on providing multiple resources and tools for students to explore knowledge such as video, photographs, diagrams, charts, illustrations, use of internet, magazines, books and Google earth map related to this topic. Moreover, through integrating students' prior knowledge and cultures, providing the videos, hands-on experience, peers interaction, a variety of materials to help them comprehend in Chinese language learning, they would acquire adequate comprehensible input in literacy practices.
- Teaching language in context rather than only vocabulary lexical and grammatical knowledge emphasized. Allows the students to understand how language is used in spoken contexts. Students can have opportunities to contribute their understanding in pair work/group activity. Also, I will engage students in a series of student-centered activities and meaningful communicative environment to do language practices not only focuses on drill-repetition without context.
- After this program, I'm thinking about how to design active, creative and meaningful student-centered activities into my future teaching even though I have learned more in this program such as survey, interview, and communicative drill in pair work. I will try to incorporate different task-based activities with communicative activities to increase students' level of participation and motivation. Moreover, I will be keeping facilitating a learner-centered classroom.
- During my teaching in future, I will apply scaffolding strategies modeling, discussion, explicit instruction, and considerable teacher input to support my students to produce output effectively.

- I will allow my students to get feedback from me or peers through a variety of methods. I perceived that collaborative feedback to review their performance is really important. In the peer interaction, peers naturally provided feedback and suggestions to each student. I believe that students will be able to develop ability to monitor their own learning. I expect that students acquire an opportunity to experience how to negotiate meaning with the others that would be a significant factor for Chinese language development.