

I believe in life-long learning, and I consider professional development an essential part of being a great Chinese teacher. Even though compared to many other Chinese teachers, I have a few advantages, one of them is that I studied teaching Chinese as a foreign language at my undergraduate school in Shanghai. East China Normal University has one of the best teaching Chinese as a foreign language programs in the mainland China. I learned a lot from my professors. But most importantly, because of this major I had the chance to start teaching Chinese from my freshmen year. From one-on-one tutoring to bigger classes, from campus jobs to teach at language schools, these were all valuable experiences for me. It helped me get the know how to use what I learned in class in real life. Every step and every setbacks helped me grow. Ever since I came to the U.S. in 2008, I have been teaching Chinese for almost three years. I used to teach college students, business person, or other adult learners. But in the past years, I taught public high school students who had never been exposed to Chinese language and culture. I also taught two to seven years old kids in a full emersion environment, most of the kids coming from family without any Chinese speakers (only one kid is American-born Chinese). Right now I am teaching kids from five to fourteen years old who either just came to Imagine Wesley International School (a public charter school in Atl., GA.) or had trouble to catch up with Chinese in their own classroom. All these situations require me to be a more flexible and of course more knowledgeable with current teaching methods. My current job makes me think about what is the best way to teach kids who have hard time to learn a new language, and also how to keep middle school or even high school stay interested and highly motivated about learning Chinese. Luckily, I had the chance to attend 2011 Startalk Chinese teacher training program at UVA, not only I learned advanced SLT approaches, I learned how to adopt it to real-life teaching during my practicum. It changed my view of teaching Chinese. Authentic materials and tasks should be used in classroom teaching from in the beginning. When I design and plan student-centered activities or even teacher-centered activities, I always think about meaningful and communicative.