

Setting a clear professional goal for Mandarin teaching is a great way to keep me on track, but it's not always so straightforward. It's usually a balance between the ideal and the realistic. Here are some of the ideas I've obtained over the course period from Dr. Tseng, Ming, Shi, and other colleagues.

It's important to help students reach near-native fluency level; it's a good idea to start teaching using the target language to develop a good accent and intuitive sense of grammar.

Understand-We are native Mandarin speaker so it's not realistic to expect students to become fluent in Chinese at the same time as they could Spanish. It's always good that we as teachers attend useful and meaningful conference and workshops to further our teaching skills such as this UVA Startalk teaching academy. I've learned so much in 3 weeks then the past two years add up attended various teaching programs.

Process-Consider students' study schedule and learning speed. Even if some of them have an incombustible memory, their progress won't be very fast if they only study an hour or less a day. If I decide I want my students to reach a certain level I might scrap my plans and modify the syllabus instead.

The theories- Dr. Tseng's lectures enable us to understand what are the theories really mean and provide us solid foundation in understanding what are meaningful base teaching, use can-do statement to determine students outcome, does our lesson plan incorporate National 5Cs standards, what are research supported best practices, design content using backward design approach, provide meaningful and communicative drills, and TBLT.

Assess-How do I check that my students have met their goals? A rubric is a good method to assess what I want from students and to help them achieve their set goals. Consult the more experienced teachers and set my teaching goals that are realistic in my classroom.