My primary goal as a Chinese teacher in a K-12 school of the United States is to develop appropriate instructional strategies for development of communicative and literacy skills in Chinese. My curriculum is based on the understanding of students’ prior experiences and language proficiency to provide students with numerous opportunities to use language and content knowledge in a meaningful learning context. Students come to see how to make meaningful connection between what they already know and what they are learning through a series of interactive language practices that would promote learning effectively and achieve Chinese language development successfully.

In fact, I perceived that learning language is the support for communicating, thinking, and learning, thus the way that how to enrich students’ understanding of language skills and the communication process is quietly important. As a Chinese teacher, I must encourage my students to share their own feeling, opinions and ideas with others, to solve problems, to ask questions, to monitor their learning process, as well as to communicate with peers in Chinese. My focus is to guide students to develop an awareness of how language is used meaningfully in formal and formal situation and conversation. That is, engaging students in meaningful environment to use language to communicate with other and also gain deepen understanding of how Chinese language works has been became one of my teaching goals.

My experience as a Chinese Tutor and Chinese Teacher in MA, student teacher in the ESL classroom, I have developed a core believe of engaging a diverse group of students in learning a second language. I understand the importance of integrating cultures, a variety of contexts and disciplines knowledge with language learning for students available to know how to use a second language in socially and culturally appropriate discourse. I have close emphasis on making room for the students to generate multiple communication and presentations, including visual, oral and written language, and providing the students with chances to weave their prior learning, feelings and interests into new culture and information practices through various interactive language activities in group work. I also pay attention to student-centered activities such as providing collaborative learning work, peers interaction, barnstorming time in group work, and communicative tasks activities. As Chinese language learners work with their peers, they can naturally use both oral and written language to identify their learning progress, to ask questions, to do problem solve, and to negotiate and communicate with each other.

In addition, motivating students’ interest, respecting differences, as well as setting comprehensible input is especially vital. I must give students adequate comprehensible input such as provide supplementary materials and a variety of instructional strategies (visual, gestures, auditory, and kinesthetic body language, repetition) and build up an interactive-engagement environment with rich modeling and scaffolding to help students produce more output. Also, I extremely support that integrating multimedia technologies (PowerPoint, iMovie, websites, and videos), hands-on activities, authentic materials and a series of creative lessons to enhance students’ motivation and self-confidence.

Furthermore, when I was teaching Chinese language in the after school program and summer camp, my curriculum development aimed at exploring ways to
differentiate reading and writing instruction to increase student achievement. The combined use of summative assessment and performance-based assessment, rubrics, and peers feedback has allowed me to effectively monitor my students’ understanding of the lessons. I like to employ task-based language teaching to engage my students in a meaning leaning classroom to experience language use and develop a communicative competence. They can generate more interaction in small group work to deal with authentic situations of tasks teacher designed.

All in all, my purpose of teaching Chinese as a second language is to help students develop communicative skills. I would provide them with a comprehensible support to have an understanding of how to apply to new language in an authentic life. Therefore, the aim is to design the serial of daily life topics, authentic contexts and materials for students to discuss problem solving and motivate their interest in learning language. I must offer my students a problem solving context to achieve the goal of communication.