My teaching philosophy
Hui Chen

As a Chinese teacher, my primarily goal is to effectively teach all my students by using various teaching methods, instill in them a love of learning Chinese, help them become effective communicators, collaborators, life-long learners, and successful global members of society.

I believe that each student has ability to learn Chinese. I also understand that each student is unique and that they learn in different ways. In order to meet all ranges of my students’ needs and learning styles, I make a conscious effort to deliver content and materials in various forms; I place a great emphasis on differentiated instruction.

I believe that students’ learning outcomes will be better with student centered, task based, and communicative instruction and with target language. The more meaningful input, the better the results; The more communicative interaction, the better the results. Tasks are intrinsically motivating. They allow students to accomplish communicative intentions at the very beginning. They also encourage students to use a flood of comprehensible input and make productive output to reach their potential of academic performance. The student centered classroom not only give students more time and opportunities to practice Chinese, but also help students become effective communicators, collaborators, inquirers, and life-long learners. Students use Chinese in a meaningful and realistic way: they work together, share ideas, use strategies to negotiate meanings, and learn from team members.

I believe that students learn Chinese and culture better through real life experiences. One of my teaching features is to incorporate many real-life experiences into my teaching. I have been trying my best to use age appropriate authentic materials to teach Chinese language and culture. i.e. songs, rhymes, stories, crafts, foods, movies, eye exercise, tai chi, etc. Every year I organize students and their parents to participate in the local Chinese Festival. Students perform the Chinese songs on stage. During the Chinese New Year, students make their own dragon parade, Chinese food, and red envelopes, etc. Students are encouraged to participate in the Ohio K-12th Chinese Speech/Writing Competition.

I believe that technology integration can greatly increase effectiveness of teaching. I have seen that my 4th and 5th grade students’ performance outcomes were much better when they started to use Google presentations for their projects and communicate on Edmodo. I will keep myself updated to the latest technology for my teaching.

I understand that my professional growth is an essential factor for my continuous success in my teaching. I know that one of my work areas is to learn using natural voice to talk with students. Although I have a positive rapport with students, I am used to speaking at loud volume. I used to have a teacher centered big classroom at the heritage Chinese school for many years. In
additions, I will keep exercising self-reflection, seeking feedback from students and peers; I will take any opportunity of professional development to learn new strategies and technologies and experiment with them in my classroom.