I believe that a teacher’s duty is to guide students in reaching their full potential and developing the knowledge and skills that they need in their daily lives. I believe compelling the future generation to take ownership of their learning is as important as teaching them content knowledge. As a teacher of secondary education, I will grasp every opportunity to provoke students’ critical thinking skills, and to nurture their desire and curiosity to learn so that they will carry the desire of learning outside my classroom.

As a Chinese teacher, I would like to help my students build communicative competency in Chinese, as well as cultivate respect and interpersonal skills among students. We live in a small world with people from diverse backgrounds. I believe a lot of conflict among people is rooted from the ignorance and misunderstanding of perspectives other than one’s own. Teaching a language is a great way to bring cross-cultural awareness and tolerance that we all need nowadays.

I believe that collaborative learning is an essential process in forming a more harmonious community among students. Students not only learn content from the teacher, they also learn from peers content and the life skills of negotiation and teamwork. Therefore, I would design activities with different grouping strategies. With maximized opportunities for peer interaction, students not only have the chance to work on their interpersonal skills, but also to produce the targeted language output that foreign languages classrooms strive for.

A successful language class prepares students to step out into the real world, ready to communicate with native speakers. The process of helping students to be able to use, rather than just know the language, is long and painstaking on the teacher’s end. However, with the right approaches, it can be enjoyable for students. Current world language teaching approaches advocate theme-based, task-based learning and teaching to help students function outside the classroom. The use of authentic materials will accelerate students’ learning process; it will shorten the time needed to reach higher level of proficiency. The authentic materials can come in the forms of music, TV commercials, internet advertisements, news broadcasts, etc. I believe the use of authentic materials also helps students see learning a different language as useful, rather than as a course requirement.

Teaching Chinese is my passion, and I vow to create a safe environment for my students so they can find their passion in learning. The balance of work and fun is delicate, and yet crucial in running a successful language classroom. Through collaborative activities, “work”
can be seamlessly disguised in “play”. I strongly believe that various types of collaborative activities provide students numerous opportunities to find the best way to shine. After all, we all have different learning styles. Giving every student ways to succeed in his or her own way, and supporting him or her throughout the process is the most rewarding job that I strive to continue for a long time.