

Teaching Philosophy Statement

My goal as an instructor of Chinese is to develop students' ability to use the target language in real-world situations. To achieve this aim, I create a cooperative learning, student-centered, and communicative setting. My classes integrate four skills (speaking, listening, reading, and writing) into the three modes of communication (interpretive, interpersonal, and presentational communication) because the four skills cannot be separated during the learning process. My students engage in real life learning environments, and they have sufficient opportunities to communicate, use inter-language, and negotiate meaning. By completing tasks individually as well as in groups, they build their communicative competence. Ultimately, I seek to develop my students' ability to use the target language beyond the classroom.

To help students gain and develop the ability to use the target language in real-world settings, I provide opportunities for students to engage in cooperative learning in a student-centered communicative setting. Although learning styles such as visual, aural, or kinesthetic differ among learners, I believe that cooperative learning is an efficient strategy for most students, regardless of their learning style. Putting students together in pairs or in groups is one of the most effective ways for them to learn a language, because it provides sufficient opportunities to process input, negotiate output and exchange unknown information which enhance the process of developing understanding and meaning for students in classroom settings. In my classes, students participate in various cooperative learning activities. When students with different levels of proficiency are in a group, the higher-level students will assist lower-level students as a means of scaffolding. The communicative setting also works with similar level students because, when students work in pairs or groups, they negotiate meaning and exchange unknown information in order to complete their tasks. During this learning process, students focus on meaning, and they use their abilities and skills to build their communicative competence.

I continuously assess students' learning and evaluate my teaching effectiveness in order to adjust and improve my goals and objectives. Keeping a record of student progress is one important way to assess my students' learning. While they are performing communicative activities, I observe and keep record of student performance on a student assessment sheet in their personal portfolio. By observing their performance of tasks, I am able to assess their learning outcomes and adjust my teaching pace and objectives. I use the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines to assess and evaluate both my students' learning and my teaching methods. It serves as an effective tool with which to evaluate functional language ability in academic settings. When my students are working on activities, I use the Guidelines to assess how well they meet content standards.

I continue to follow my teaching goals and objectives and adjust them for the best outcomes. In communicative activities and tasks, students are immersed in a real life and

