

1. 目标/Goals

- a. To document belief(s) about language teaching and learning;
- b. To provide evidence of understanding of different approaches to language teaching;
- c. To create a statement that will help to guide specific pedagogical choices.

2. 要求/Guidelines

- a. Write a 1-2 page statement in English (double space, font size 12). Include the following information: 1) what you believe about language education, 2) how you conceptualize your role and the students' role, and 3) how you translate your beliefs into action (i.e., how you teach and why you teach that way).
- b. Use the present tense in most cases. Write in the first person.
- c. Include concrete examples—so that your audience can picture your teaching.

3. 建议/Suggestions

- a. Consider how you would explain the joys and challenges of teaching Chinese to someone outside the field?
- b. Jot down the most important objectives you want to achieve in your classes.
- c. List the things that you would like a visitor to your classroom to notice about your teaching.
- d. Think of an analogy that can be used to describe the way you teach (e.g., gardener, orchestra conductor, etc.).
- e. Go to http://nflrc.hawaii.edu/tipps/?page_id=53 for suggestions.

4. 评分/Evaluation (Total=10 pts)

	Excellent (2-2.5 pts)	Acceptable (1.5-2 pts)	Insufficient (0-1.5 pts)
Belief	Clear statement about what you believe about language education.	Somewhat clear statement about the belief(s).	Unclear about what you believe.
Teacher's and students' roles	Clear statement about the teacher's and learners' roles and consistent with the belief.	Somewhat clear statement about the roles for teacher and/or the learners.	Unclear roles about the teacher and/or the learners.
Action	Sufficient and good evidence that exemplifies the belief statement.	Some evidence but insufficient or somewhat consistent with the belief statement.	No or little evidence, or inconsistent with the belief statement.
Language	Good delivery with no or little errors.	Somewhat acceptable with a few errors.	Unacceptable. Errors that cause misunderstandings.