Teaching in a Chinese immersion program has allowed me to examine firsthand how children learn a new language. Through observing and understanding how our brains work with language acquisition in children, I have been able to cognitively breakdown and process each step of my teaching content to ensure the learning process/ acquisition for lexis/ information from short term to long term memory is more comfortable for students while increasing their confidence in using the new language.

I believe that each learner is very unique, which means their learning styles vary. Implanting Multiple Intelligences into my teaching not only makes the lessons more suitable to different learners, but also help students to be successful. Helping students to become a thinker and not a parrot is very important and I see it as a mission of mine in every lesson I teach. I would like my students to use the language as a tool that benefits their lives now and later. Implanting Bloom’s Taxonomy into language learning helps my students to develop critical thinking skills and makes their language learning more meaningful and practical.