Teaching Philosophy

I love learning new languages. Not only learning a language itself is fun, but also knowing a new language opens up a door to a new culture and new people, thus enriches one’s life enormously. Being able to communicate with people who speak another language enables one to see the world from different perspectives and makes one more understanding and compassionate. For these reasons, I love teaching Chinese to my students.

I implement a standards-based and thematically organized curriculum and facilitate a learner-centered classroom by adapting and using age-appropriate authentic materials that is interesting and relevant to the students. An interesting, encouraging, enjoyable and promising learning atmosphere is vital for acquiring a new language. Therefore the fundamental goal for teaching is to create possibility for successful learning for all students. I believe a teacher must be an open minded and creative learner him/herself. It means that s/he is learning throughout by searching, discovering, adjusting and developing a variety of effective ways of teaching to the learners with different learning styles. S/he is not only enthusiastically and passionately sharing the knowledge with the students, but also teaching the students how to learn. A good teacher is one who possesses the ability of bringing out the best in the students. She/he is not only knowledgeable about the subject s/he teaches, but is also an example of a positive individual who inspires students.

As a Chinese language teacher I strive to teach in target language 95 - 100% of the time and provide comprehensible input for instruction to help learners generate comprehensible and productive output. That means my students access this new language through the language itself and not through English. I use simple, direct language and choose vocabulary and structures that
incorporate a large amount of material that is familiar to my students, and I always break down
directions and new information into small, incremental steps and model them for my students. I use concrete materials, visuals, gestures, facial expressions. My students learn Chinese not by
rote memorization of words, phrases and dialogues but through interaction with the teacher, their peers, and with various native speakers of the Chinese language. Chinese culture is permanently woven into their language learning.

I conduct performance-based assessment using authentic tasks & rubrics and utilize multi-media technology in my daily teaching to provide multi-sensory learning opportunities to my students. Technology is also used by students to produce language.

My ultimate goal of teaching Chinese language is for my students to leave my classroom with language skills, cultural understanding, different perspectives and a renewed respect for their own heritage.