



July 1, 2018

As a native Chinese language speaker, I grew up and received nineteen years of formal education in China. I went directly to teach English as a world language in a college in China after graduate school. After five years of teaching, I took my longest field trip to the United States and started to teach Chinese after attaining a second Master's, in Education.

To apply what kind of teaching philosophy largely depends on student categories. The factors include age, learning purpose, and F1 language academic background. The purpose or reasons to learn can be various. According to Baker (2006), there are mainly three ideological reasons like assimilation, preservation and harmony. Besides, there are international and individual reasons. The former includes economic and trade reasons and travel facilitation, while the latter involves family, cultural awareness, academic or career.

The Chinese learners here in US can be either voluntary or involuntary, pushed by their parents or others concerned. For either group, I personally like to help them achieve a native-like command of Chinese. Accordingly, I will try my best to balance grammar, communication and social interaction in the classroom setting. For me, grammar lays a fundamental part of a language. Communication indicates the purpose of learning for many. Social interaction provides the learner with the chance to practice. One of my goals is to integrate grammar into meaningful, communicative instruction. As a PK-12 student, they not only learn Chinese language and culture but also achieve greater cognitive flexibility, as mentioned in Baker's book. (2006)

As a human being, to keep my mind nourished is a life-long pursuit. As a teacher, I would like to update my knowledge repertoire with recent teaching and research findings and to enrich my teaching experience consistently. In this way, I will have more insightful understanding of education as well as enjoy more of my life.

## **References**

Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4<sup>th</sup> ed.).

Clevedon, UK: Multilingual Matters Ltd.