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Teaching Philosophy

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My teaching philosophy outlines what I expect from my students, how I want my classroom to function, and the standards I hold myself to as a teacher.

TEACHING PURPOSE

"The limits of my language mean the limits of my world." - Ludwig Wittgenstein.

I completely agree with this statement and firmly believe that learning a foreign language not only broadens horizons and expands thinking but also creates new opportunities.

Moreover, because English is spoken in many parts of the world, it serves as a universal tool for communication. Wherever you go, you're likely to find someone who speaks English and is ready to lend a hand. Therefore, learning a foreign language like English provides numerous benefits that students can use in their personal and professional lives.

My **short-term goals** are to help my students meet their immediate academic objectives, fulfill their expectations, enhance their skills, and equip them with the tools they need for independent learning. As a teacher, I recognize the crucial role I play in fostering student motivation and curiosity. My **long-term goal** is to inspire a lasting desire for growth and achievement in my students as they navigate a world full of opportunities.

TEACHING STYLE

I teach English to a diverse range of learners, including school and university students, office employees, and other adults - aged seven and older. I work with students across different proficiency levels in both traditional classroom settings and online environments using platforms such as Zoom and Skype.

I pride myself on being flexible and tailoring my approach to meet each student's individual needs. Most of my students prefer a communicative learning style, so I primarily use the **Communicative Approach (1980)**. This method resonates with learners who want to develop listening comprehension and speaking skills in real-life contexts. However, I also integrate techniques from other teaching methods, as I believe every approach has valuable elements my students can benefit from.

For students pursuing academic goals or preparing for standardized tests like **TOEFL, TOEIC, and IELTS**, I combine the Communicative Approach with the **Grammar-Translation Approach (1880)** and the **Direct Approach (1910)**. These methods emphasize activities such as reading comprehension exercises, cloze tests, essay writing, conversation practice, map drawing, information-gap tasks, Q&A sessions, and self-correction.

Additionally, I incorporate selected techniques from the **Audio-Lingual Approach (1940)** - including minimal pairs, visual aids, grammar games, and habit-formation drills - which help students refine their existing skills and develop practical strategies for academic success.

For **conversational classes** or **English clubs** focused on speaking fluency, I blend the **Affective-Humanistic Approach (1970)** with the Communicative Approach. I use positive reinforcement, games, dialogues, bright visuals, songs, films, and other engaging activities to lower the affective filter. This combination encourages students to relax, accelerate the learning process, and speak confidently without fear.

When teaching students General English, I incorporate techniques from all major ESL approaches, including, but not limited to the **Comprehension Approach (1980)**, which promotes the use of classroom objects, **Total Physical Response (TPR)**, and role reversal.

Additionally, I use authentic materials, group and pair work, and carefully leveled books with high-interest themes that cover all four integrated language skills: reading, writing, listening, and speaking. My lessons also emphasize pronunciation, culture, learner strategies, and real-life vocabulary. The **Communicative Approach** forms the foundation of my teaching style, and I consistently promote it in every lesson.

TEACHING TECHNIQUES

In my lessons, I employ a wide variety of techniques to help students improve their English. These include:

- Scaffolding (modeling behavior, guided practice, and independent practice)
- Using warm, supportive language and a sense of humor to lower the affective filter
- Implementing formative assessment to monitor progress without inducing stress or anxiety
- Sharing personal challenges and using occasional humor to create a relatable, relaxed learning environment

I strongly value student autonomy. I encourage learners to use English outside the classroom by helping them recognize useful resources, set language goals, and explore different strategies for achieving those goals. I also promote risk-taking and reassure students that making mistakes is a normal and valuable part of the learning process.

High-performing students are given opportunities to assist their peers, which not only boosts their own confidence but also creates a supportive and motivating classroom dynamic.

Language Input

I carefully adjust my teacher talk to suit my students' proficiency levels. This includes:

- Using appropriate grammar and vocabulary
- Employing repetition and elaboration
- Incorporating signpost expressions and familiar cultural references
- Asking clarification questions

This ensures that both the content and interactions remain within the Zone of Proximal Development (ZPD), providing optimal conditions for successful language acquisition.

Student Motivation and Engagement

Students have a clear understanding of what makes a good teacher, so I strive to make a strong, positive impression from the very first lesson. I combine high-interest content with effective techniques to maintain students' intrinsic motivation and reignite enthusiasm in those who have experienced setbacks in the past.

Drawing from Glasser's Choice Theory, my lessons offer students freedom and enjoyment. I provide them with the knowledge and skills needed to confidently use English and connect with others. I also make my lessons "sticky" by delivering memorable, practical, and durable content. After class, students often feel inspired and eager to demonstrate their achievements.

Language Learning Strategies (LLS)

To support language acquisition, I introduce students to various Language Learning Strategies (LLS). I ensure lessons are interconnected, creating logical links between topics. I also employ spaced repetition techniques to reinforce previously learned material. As a result, students regularly review content and steadily progress toward greater competence and fluency.

When designing my lessons, I align them with **Gagné's Nine Events of Instruction**, ensuring each session includes the core stages of instruction including a warm-up, objective discussion, new content presentation, guided practice, independent practice, and assessment.

In the **warm-up**, I activate prior knowledge, introduce new concepts, and connect them to previous lessons. This might include key vocabulary previews, visual prediction tasks, and engaging activities to capture attention.

During the **objective discussion**, I clarify the lesson's goals, explain their relevance, and ensure students understand how success will be measured.

For the **presentation of new material**, I apply both **deductive** and **inductive** reasoning strategies (teaching → modeling → questioning or modeling → inferring → elaborating). Inductive reasoning tends to dominate, as research shows it leads to deeper understanding and better retention.

Guided practice involves interactive Q&A sessions, pair work, and group tasks in which students apply new skills with my support. During **independent practice**, students complete tasks such as speeches, worksheets, or presentations. I also integrate creative activities like impromptu speeches, video recordings, interviews, and skits.

Blending Modern Technology & AI Tools
To create a dynamic, future-ready learning environment, I incorporate a wide range of AI-powered tools and digital resources:

- Quizlet AI for personalized vocabulary practice and review
- Notion AI (custom LMS) to organize course content, track progress, and automate feedback
- AI voice conversation tools for practicing speaking and listening in realistic scenarios
- AI image generation for creating custom visual aids tailored to lesson themes
- Spaced repetition software (like Anki and Quizlet) to reinforce long-term retention
- 360° virtual videos, interactive Prezi presentations, and Zoom collaborative tools (annotations, polls, breakout rooms) to enhance engagement
- MALL (Mobile-Assisted Language Learning) apps for practice beyond the classroom

I also design many lessons from scratch using AI, creating unique educational products such as voice-interactive tasks, immersive visual content, and gamified learning experiences. This approach not only boosts student motivation but also helps develop essential AI literacy skills, preparing learners for the modern world.

Teaching Techniques & Student Engagement
Throughout my lessons, I apply techniques such as scaffolding (modeling → guided practice → independent practice), using positive language and humor to lower the affective filter. I monitor student progress through formative assessment and provide timely, constructive feedback.

Student autonomy is a key priority. I guide learners in setting realistic language goals, identifying resources, and using English outside the classroom. I actively encourage risk-taking, normalizing mistakes as valuable learning opportunities. High-performing students often assist their peers, building confidence and fostering a supportive classroom culture.

Language Input & Methodologies
I adjust my teacher talk to match students' proficiency levels by using clear grammar and vocabulary, repetition, elaboration, signposting, cultural references, and clarification questions. My methodology draws heavily on the Communicative and Direct Approaches, supplemented by CALL strategies and Krashen's Input Hypothesis to keep learners within the optimal language acquisition zone.

I promote an 80% practice / 20% instruction, balancing teacher talk with student output. My lesson sequences are intentionally connected, using spaced repetition and logical progression to strengthen memory and fluency over time.

Classroom & Online Flexibility
In both physical and virtual classrooms, I create engaging learning experiences by combining proven educational principles with the latest tools and trends. I make a conscious effort to blend high-interest content with effective pedagogy, maintaining student motivation and reigniting enthusiasm, especially for those who have experienced past learning challenges.

Core Values
Finally, no method or technology can replace a positive learning environment. My number one rule for every lesson remains simple yet powerful: learning should always be enjoyable.

Andrew Liberman