Statement of Teaching Philosophy

"*Only the brave should teach,*

Only those who love the young should teach,

Teaching is a vocation.

It is as sacred as the priesthood, as innate a desire as inescapable as the genius which compels a great artist

If he has not the concern for humanity,

The love of living creatures, the visions of the priest and the artist, he must not teach"

These words by Pearl Buck speak truth and volume of my love for the noble profession of teaching. I consider myself a very fortunate person: My work is my hobby. Some persons are born to be athletes, nurses, others chefs and such the like…I was simply born to teach. Teaching is not just my occupation but my true passion. I think that being a teacher is the highest calling in life. One gets to convey knowledge, trying to infuse young people with a sense of joy of learning. Not just for its own sake but for the lifelong results. Overall, the aim is to show and convince the student of the true worth of being a human being.

My teaching philosophy developed and progressed from many years of teaching experience. Reflecting on my beliefs regarding teaching and learning, I find that my purpose as a teacher is *to* ***promote a positive learning experience; ignite student's enthusiasm for learning; and to promote lifelong learning***. My teaching philosophy is based on my belief that the study of English, makes us better readers and writers of human experience. To communicate this view to my students, classroom activities and assignments stress individual thought and the diversity of interpretive processes to assist students in cultivating the cognitive skills necessary for effective interpretation and communication of the English language.

My philosophy for teaching English is focused on existentialism and using communicative English. My teaching method in the classroom is interactive, student-centered and maximizes "student talk time." I scaffold my lessons to include pair and group work, as well as movement around the classroom. By engaging students in speaking, grammar, writing, listening, reading and appealing to diverse learning styles, I help them improve accuracy and fluency across key skill areas.

My teaching style is eclectic; I strive at all times to offer a variety of lectures to appeal to all types of learners. I understand both the excitement and the challenges that accompany learning a new language. My purpose therefore for teaching is to continuously support students' social-emotional well-being as they learn English and deepen their global awareness to function effectively in the 21st century. To accomplish this, I enjoy applying a wide variety of strategies based on essential educational principles encompassing cognitive functioning of learners,

promote critical thinking and creativity, theories of learning understanding cultural diversity, curriculum and instructional planning, assessment and evaluation and participate as a fellow learner with students.

In an effort to implement and apply strategies that are appropriate for various learners, considering their cognitive functioning is of utmost importance. To help me consider the cognitive levels of my students I normally conduct needs assessments paired with VAKS learning styles so as to tailor my instruction accordingly.

My background in Psychology and years of applying various learning theories as provided me with a unique advantage in my classroom and training sessions. Moreover, behavioral theory offers a wide range of principles that when appropriately used provides numerous benefits for classroom learning and management. In tandem with this, cognitive learning principles offer significant contributions from neurosciences and brain-based research. This is in regards to memory systems and intellectual operations processing. My favorites to use and those well received by students include: classroom jig-saw activities, interactive lectures and think-pair-share.

Classroom participation and open class discussion are essential to my teaching method. In my teaching I emphasize the immense variety of interpretations possible especially in reading and writing; and while offering cultural, historical, and biographical contexts, as well as various critical interpretations of the texts from other readers, I encourage students to formulate and share their own responses in class discussions and writing assignments. To create an atmosphere of trust, I strive to demonstrate respect for all student responses; but I likewise challenge the students to support their views with evidence from the texts and to question the interpretations that I and other students propound. For composition assignments, I conduct "reader response workshops" in which students read and critique drafts of each other's work. This collaborative-learning, "process-oriented" approach to composition teaches students to give and receive constructive criticism and allows them to take advantage of the critical abilities and varied interpretive approaches of their fellow classmates in making their own composition decisions.

Considering both the learning style of the individual learner and the cultural diversity of the class/group aids in both design and tailor effective instruction allowing me to apply suitable comprehensive and/or concrete strategies. Although a variety of learning styles are likely represented by learners in any large class or training session, I routinely design my instruction using the research-based learning cycle; this cycle provides the framework for me to incorporate a range of effective strategies, which can both accommodate individual preferences, engage diverse learners, and help establish a respect for differing preferences and perspectives. Additionally, for writing assignment, I hold student/teacher conferences, and I make myself available for other meetings throughout the semester as the students require. I also try to ensure that my interaction with students contributes to their sense of confidence in their reading, listening, speaking and writing abilities. I welcome opportunities to see work that my students have done for other courses/classes or to read their personal, non-academic compositions/ journals. By projecting enthusiasm for my students' work as well as for the subject I am teaching, I demonstrate to the students my dedication to them as individuals, which often inspires in them a greater dedication to the course.

A crucial concern for teachers relates to overall curriculum and instructional planning. That is, whether the instructional approach being utilized is based on a cognitive model (exposition/presentation), behavioral model (direct instruction, mastery learning), or a constructivist model (inquiry-based/Socratic methods, cooperative learning), I plan and implement lessons that evidently identify the lesson objective, anticipatory set, strategies for effective student engagement, and assessment options to measure student mastery. This helps me teach with both clarity and focus and meet the needs of the learner. I am of the belief that one can employ numerous options to accurately assess understanding of course content among diverse groups of learners. To this end, I have developed and continuously use a firm foundation in assessment basics, from alternative types of assessment (rubrics, checklists, projects, portfolios, performance/diagnostic checks, presentations, etc.) to traditional

I have discovered early on in my career that learning from students is one of the most rewarding features of the teaching profession. While offering students the benefit of my knowledge and experience in my discipline, I encourage them to use that knowledge as a preliminary idea for developing their personal approaches to reading and writing and learning the English Language. Daily I strive to indicate my willingness to revise my opinions and learn from my students' discoveries. I believe that such receptiveness fosters an air of mutual respect that is beneficial to both teaching and learning. Student suggestions regarding my methods of instruction are also invaluable to me in improving the effectiveness of my teaching. For me, therefore, teaching is as much a process of learning as it is instructing.

Subsequently these basic principles have helped me grow in my love for teaching and learning. More significantly, I have discovered that, by sharing my 'passion' for teaching and learning, and using these principles with enthusiasm and empathy connects with learners. As a result, teaching with clarity, passion, empathy, and sincere enthusiasm, effectively impacts learners, ultimately connecting them to their 'passion' and lifelong learning.