Statement of Teaching Philosophy

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Since my youth I always was cultural boundary crosser because I use to like other cultures and there way of life. I have learned a great deal about other people and the world around me in due to this openness has helped me broaden my perspective and better understand culture specific-behavior. I feel that these are essential qualities for a language teacher to possess, and by these awareness it also help motivate me to go back to school and get my Second Language Studies (SLS) degree. Since I never formally taught English as a second language (SLS), I was able to build upon my original motivation a solid foundation on which to base by future teaching approach.

Supportive Learner's Environment

In my personal philosophy of teaching is the result of my experience as a tutor and also as a student for more than 20 years in the United States. I believe it is important to provide students with a friendly, supportive learning environment; I can help their learning anxieties and therefore boost their learning process. When students are more relaxed, they will be able to focus on learning. In addition, when they have no fear of embarrassment or negative criticism, they will be more willing to express their ideas and participate more in class. I think it is important to let the students know of their goals of learning a new language, and describe the relationship between the lessons. It is my goal to create an environment to which students feel comfortable to learn.

Motivation and Interaction

It is important for me to set high standards for my students and, as an instructor, this starts with being well prepared for every class. I design my lesson plans to the student's needs. I will incorporate reading, listening, writing, and oral to my lesson plan activities that involves social interaction and personally meaningful to my students. One activity that is important to my beliefs is debate exercise. This will help build the students vocabulary of learning the new language and

help with their critical thinking skills. They also will be able to express their ideas with their partner and help build each other's confidence in learning the target language (TL). Students seem to enjoy and benefit tremendously from this activity. It is important for the students to learn the grammar of a target language (TL), but it is more important for them to know how to use the words and phrases to produce a meaningful whole, how to use coping strategies in unfamiliar contexts (Savignon, 2001). I can help students achieve communicative competence by providing them with opportunities for communicative events that focus meaning instead of form. For example, I can incorporate a variety of meaning-based activities meaningful and relevent input the students can relate to. If the students can relate well to the topic of the curriculum, they will me more motivated to use TL to participate in communicative activities. It is therefore very important to select a topic that is that is relevant to the students. I will also consider students interest and needs so as to include opportunities to develop then during TL use.

Teaching Never Stops

Drawing from the knowledge of teaching ESL and have my personal experiences in learning a new language myself. I have come to the conclusion that, regardless of one's teaching backgrounds, a teacher needs to keep an open mind about the different teaching approaches, methods, and techniques. I believe that as I gain more knowledge and experience in teaching ESL, my teaching philosophy will continue to evolve for the better.

Reference:

Savignon, S. (2001). Communicative language teaching for the twenty-first century. In M.

Celce-Murcia(Ed.), *Teaching English as a Second or foreign language.* (pp.13-28).

Boston: Heinle & Heinle.