Teaching Philosophy

Backward Design

- What are activities meet the national/State standards?
- What would be interesting & engaging activities on this topic?
- Prioritize objectives in order to avoid using coverage-focused teaching.
- Instructions should meet diverse needs of students.
- How will I be able to distinguish between those who really understand and those who don’t?

Context in Comprehension and Learning

- Classroom activities, instructional materials, and test procedures should be designed to resemble real language use.
- Using the appropriate schemata is engaging and effective when it’s grounded in student’s real life circumstances to make connections to content and concepts.

Grammar

- SPIRAL, SPIRAL, SPIRAL, reuse, recycle for optimal storage in long-term memory.
- Offer deductive as well as inductive strategies for instruction
- Grammar taught should be emphasized, not just form, but also through meaningful communicative activities

Assessment

- **Effective assessment enhances instruction.** It is integrated with instruction it informs teachers about what activities and assignments will be most useful, what level of teaching is most appropriate, and how summative assessments provide diagnostic information.
- **Assessment should be a collaborative, reflective process and multidimensional.** Students reflect and ask themselves, 'How have I done?’ 'What can I do to improve?’ 'How can I use what I have learned?’
- **Effective assessment identifies students’ strengths.** To help teacher identify what our students do well. We have given students tests to find out what they do not know; then we proceeded to plan lessons totally around these weaknesses.
Teaching Listening Skills

- The reader/listener begins constructing the puzzle by selecting pieces very slowly at first until a hypothesis about the whole picture can be formed.
- Authentic language and real-world tasks enable students to see the relevance of classroom activities to their long-term communicative goal.
- Always ask students to listen with a purpose and allow them to show their comprehension in a task, such as express ideas and engage in conversation.
- The web is a great resource for authentic material that provides students the opportunity to review and listen at their own pace.

Teaching Speaking Skills

- Provide in an atmosphere by acceptance of error as a necessary condition for linguistic growth. Give students opportunities to initiate the oral communication.
- Reduce fears by maintaining a friendly atmosphere in the class and providing opportunities to help students to perceive and use the building blocks of language.
- Maximize the use of material that is relevant to students' real life and encourage the use of authentic language in the meaningful contexts.
- Students improve their formal speech when teachers provide insights on how to organize their ideas for presentation. Focus on fluency and accuracy.

Teaching Reading Skills

- Provide ample opportunities for students to practice effective reading that they can engage in conversation, express ideas and understand information.
- Engage in daily discussions about what they read are more likely to become critical readers and learners.
- Modeling is an important form of classroom support for literacy. Reading instruction can develop engaged readers who are knowledgeable, strategic, motivated, and socially interactive.

Teaching Writing Skills

- Plentiful extensive and intensive reading will help students get familiar with many useful expressions and sentence patterns. To use them as models to do sentence making.
- Focus attention on vocabulary development and recognition skills.
- Move from sentence-level to discourse level processing.