Teaching Philosophy

- I believe that communication, language, is the contrivance to peace on earth thus UNESCO (The United Nations Educational, Scientific and Cultural Organization) constitution “War begins in the minds of men” implies this concept thus language can be used to influence the thoughts of men negatively or positively consequently leading to war or peace.
- I believe that my role as an educator is to provide an inquiry-based, beneficial approach; helping students how to learn and instilling processes for lifelong learning. I feel strongly that when students are more active and involved in their education, and when those experiences mirror the real-world it becomes much more meaningful. I aim to make my classroom a comfortable place where students can feel at home.
- I believe students are individuals and each brings something special to the classroom. I express my interest and affection for my students on a daily basis. Good teachers are able to build upon the student’s past experience and diverse background to create a caring and open classroom. I respect each student’s multicultural history and incorporate his or her beliefs into the structure of our classroom.
- I believe that a risk-free environment creates a learning environment thus emotional connection matters. As students become more invested in you as a teacher they become more invested in the materials you are teaching. Students should feel comfortable taking risks and making mistakes in order to learn. This is only possible when teachers become more emotionally and intellectually connected with their students. I also believe in using positive reinforcement to create a warm and welcoming learning climate. All this will produce remarkable results.
- I believe student-center teaching style is most efficient way to learn foreign language. The goal in World Language Education is communication; students should be interacting and connecting more than the teacher talks. Student-centered teaching allows the teacher to act as a facilitator for learning rather than an all-knowing authoritarian. Student centeredness should be reflected throughout the classroom via activities like the group games, partner dialogues, and individual and small group presentations. These give students the ability to communicate and to collaborate.
- I also believe in building community in and out of the classroom. This can be done by allowing room for collaboration and by placing emphasis in students’ lives and interests. In addition, it is important to connect parents/guardians, families, and communities to the classroom. Developing positive relationships between the school, students and community gives students’ greater motivation to learn and greater interest in the material.
• I believe that by establishing consistent expectations as well as consequences to ensure that students clearly understand the cause and effect routine of the classroom. There is an old saying in China: where there is no rule, there is no unity (没有规矩，不成方圆). It is important to make classroom rules clear, and to be consistent in enforcing them, so that all students understand what they need to do in order to be successful.