

2-TOM, 2-SON
PHILOSOPHY OF SECOND LANGUAGE TEACHING
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Abstract: The methodology of teaching the learners to participate successfully in all areas of communication in foreign languages is the central concept of the pedagogical researches of recent years. This article demonstrates that philosophy of teaching is essential in second language acquisition, some important aspects of teaching and my own teaching philosophy and its effectiveness.

Key words: Communicative language teaching, classroom atmosphere, philosophy of teaching, SLA process, academic achievement, technology.

As an EFL (English as a foreign language) instructor at Higher Education, I consider that it is important for all language teachers to have their own teaching philosophy in their fields. Accordingly to this, EFL learners should be made to think critically like a builder or an economist in their learning process to achieve the language proficiency. Based on my teaching experience I highlight on more creating a supportive and friendly classroom atmosphere for my students as language learning and teaching process requires more fun, respectful, freedom, and creative classroom environment. Because language teaching is not about exact calculations like teaching mathematics.

Moreover, during the lessons I enjoy being asked different language learning and personal experience oriented questions as possible as I strongly believe that it undoubtedly helps me to create a friendly atmosphere and work collaboratively with my learners. It is inevitable that this process will end with great learning progress, engagement and active participation of my students in class. I try to give more attention on my students' academic advancement and give much effort to learn with great motivation, so accordingly to this, I expect my students also to reply to my dedication by gaining academic achievement and language progress.

Active participating students are unique for teachers and working with them gives great self-confidence and motivation, however what about passive students in classroom? According to my teaching philosophy, I always try to find what motivates them as a highly skilled teacher and in most cases I utilize more creative and memorable learning experience after identifying their motivations. In this context Gardner also mentioned his viewpoints on the importance of motivation by stating that it is a combination of effort and a desire to achieve the goal, plus it provides



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positive attitudes towards the language learning process. According to Bada, if language learners are not aware of cultural aspects of the target language they will have significant difficulties in communicating with native speakers.

Another important aspect of teaching philosophy is to integrate and incorporate technology and classroom apps into my own classes as they provide great involvement and motivation for students to learn in an authentic way. Being a teacher does not mean that only teaching or instructing students but also learning as well. I also learn, seek, read and practice through the internet resources and books as a teacher in order to provide and make them aware of my students with modern teaching and learning techniques, holistic curriculum, approaches and news that happening in language learning process. Thus, this has already become my teaching philosophy and strongly believe that I will gain more achievements in my field in the future.

Furthermore, critical thinking skill and the integration of four language skills in the SLA classes help them to improve their willingness to learn. Every teacher has to make decisions about how to advance student learning. Beach says that these decisions are based on the beliefs on “what works”, and what we believe works. Beach means that these decisions reflect the teachers’ thoughts on what is important in teaching literature. The choices that we make, as educators, reflect our knowledge about the theories and our beliefs about teaching literature. My strong belief is to help my students to develop an interest in literature, not just send them to university and prepare them for future studies. But to help them grow and show them that reading literature could expand their general knowledge, expand their vocabulary, think critically and become more educated on everyday matters.

Introducing literature to today’s youth is not a simple task. Youth in today’s society have limited patience and are often busy with updating their Instagram accounts. As a new teacher, I will have high expectations. When coming into the classroom, my head is filled with ideas, theories I have learned in university. As an ambitious teacher, I would like to use this knowledge to my students. The reality in schools look different, teachers have to adjust to the students’ needs, abilities and difficulties. As a good teacher, I need to acknowledge these aspects and choose the right teaching method to achieve the expected results. In order to get the results, my strategy is to present the chosen piece of literature in shorter parts. The students will be able to familiarize themselves with the text. After each part of the text, the class will discuss the text together with the teacher. The reason for reading texts in this



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manner is to be able to go through the text and discuss the potential difficulties with the language or unfamiliar vocabulary. Each session with the text will require students to take notes. In addition, the students will be provided with shorter activities to complete after they have read the shorter part of the book.

The teacher's role should always be a supporting role. My aim as a teacher is to acknowledge the difficulties my students experience and create a well-balanced study material and tasks to help my students improve. Every classroom is unique; my role as a teacher will be to assist each student in developing their potential and learning styles. I will present a strategy where I will integrate different learning styles, as well as creating content relevant to students' study profile/program. In my literature strategy, I will include projects, themes, cooperative learning, individual projects, and hands-on activities. I believe that students need a variety in the studies to be able to expand their knowledge and grow. I want to bring an open mind and a positive attitude. Furthermore, I will bring my expectations high to the classroom each day. I believe that by bringing consistency, diligence and warmth to my job that ultimately, I will inspire and encourage these traits in my students as well.

How you believe students acquire their second language will likely impact how you teach English as a second language to your learners. It is essential for an English teacher as a second language instructor to integrate students' life objectives into English as a second language (ESL) teaching philosophy. It is the tutor's accountability to help learners define how they want to study and how they desire to reach their objectives. Juveniles' ESL learning is more organized than that of grownups; therefore, necessitating the usage of multiple teaching methods to teach learners so that no one is left behind. I am certain that the classroom is a living society and that everybody must contribute to maintaining a positive atmosphere. The texts, therefore, discuss the teaching philosophy for a teacher that would like to teach ESL students and how they can apply it.

My teaching philosophy is comprised of three main beliefs. First, I prefer to apply task-based activities approaches as they give learners a chance to run through their second language in settings they may counter while using their second language. Second, emphasize the role as well as the significance of meaning-bearing and understandable input in the classroom, allowing learners to make connections with what they have learned in class. Lastly, I believe in classes where educators create an environment that stimulates real-life experiences and circumstances that enable English language beginners to negotiate to mean and figure out how to function in a



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state surrounded by English speakers. Examples of the more outstanding aspects of my coaching philosophy consist of the following four strategies.

I am convinced that creativeness is one of the most vital features in the framework of language learning. I lay emphasis on my learners the importance of creativity as a feature of writing and speaking. It is vital in writing as an aspect of rephrasing, developing, and relating ideas. Creativity is an essential concern in oral creation because even with a partial vocabulary, creative usage of language aid facilitates learning of the second language. Besides, I prefer to design activities that center on using the novel words and grammar philosophies needed to construct their language skills to reach the communicative goal eventually. The learners would also be allowed to take some classes in their first language, translate to English, and quickly acquire the second language.

Another teaching philosophy as a language teacher is totally student-centered. I believe that the learning process happens in every student's brain in a different way, but it is our job to evaluate how the students learn better to provide them with the right activities that make them meet their potentialities and embrace that potential to face the real world in the future. I don't teach just a language, I show the students a whole new world by using a target language. It is for that reason that I don't believe in the standardization of the education system. We should be able to assess students' progress in different ways and not just exams.

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