

TEACHING PHILOSOPHY STATEMENT

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Abstract: *The work provides a brief overview of teaching instructions and statements which are very fruitful and valuable for educators in the academic context.*

Key words: *student-centered, academic justice, explicit, implicit*

INTRODUCTION

Nowadays a cluster of approaches, methods, and strategies are being implemented with the help of interconnections of all linguistic disciplines. Generating appropriate teaching philosophy can be a severe stumbling blocks since the overwhelming of educators struggle with diverse students in terms of character, identity, gender, nation, location, and social status in one group. Thus, this article may expand the views of teaching philosophy from scratch by exemplifying subtle insights in order to bridge the gaps between teachers and language learners.

MAIN PART

As anyone can confirm every instructor in the world has their special traits, tactics, plans, philosophies, purposes, strategies, methods, and solutions. In academic parlance, it is known as the concerns "Teaching Philosophy Statement." Teachers with creativity and expertise are mostly responsible for creating a positive environment. According to Waller et al. (2017), the first principle concerns the nature of activities or programs, which includes setting the classroom's characters and plot in context. For instance, I could provide games and activities for my new students so they can easily get along with their peers when they join the class. Some students experience anxiety and phobias when speaking, which can hinder how well they study.

"The Affective filter is down when the acquirer is not concerned with the possibility of failure in language acquisition and when he considers himself a potential member of the group speaking the target language" (Krashen, 1985, p.81). In the classroom setting, I employ a cluster of teaching philosophies so as to warm up my students and encourage them to study as much as they can. Anybody can confess that there is diversity in terms of competence, ability, age, level, ethnicity, social status, and other internal and external factors of students. Thus, I endeavor to take into account these social and moral factors as much as possible by motivating in any situation. For example, digesting some information about foreign languages can be challenging for some students due to lower self-esteem, confidence, or ability. Hence, such kinds of students may struggle with stumbling blocks either enhancing their productive, receptive skills or eliminating their unsatisfactory peculiarities involved in low confidence, or anxiety. Inspiration can open the door to success efficiently since everyone has extraordinary manners and abilities in the world. The only stubborn question is the way how to explore these abilities. There is a distinction between motivation and investment: motivation is the psychological aspect of learning,

whereas investment refers to sociological connotations (**Waller et al, 2018**). I oftentimes opt for a 'student-centered' approach since this can ensure to brush up their speaking skills. Setting up different tasks including grouping, pairs, and individuals urges students to interact more and activate their knowledge. During the lesson, each student is free in terms of sharing their abilities or offering suggestions. **Waller et al. (2018)** noted that giving voice to the voiceless and fostering a positive atmosphere are good ways of establishing justice in the classroom. For instance, because of her easygoing nature, some learners are very dynamic as well as proactive when it comes to participating in events or responding to inquiries. Another aspect of my teaching philosophy is that students' already-authored languages should be exploited without taboo. This can be implemented while transmitting information from one language to another. "If we open the door for students to use their linguistic funds of knowledge then they can apply that knowledge to English to help facilitate their English language learning" (**Waller et al, 2017, p.12**). From my own perspective, this kind of teaching philosophy can create a friendly atmosphere by mitigating the rate of misunderstandings and enabling the acceleration of the learning procedure productively. Students can exemplify some rules in their native languages in order to comprehend the grammar rules by comparison. In this way acknowledging can be easier to digest and imply them into practice. **Second Language Acquisition (SLA)** is the process of learning languages involving examining cognitive processes (**VanPatten & Williams, 2014, as cited in Waller et al, 2017**).

As for investment and ideology, a cluster of gold research has been conducted by outstanding scholars in SLA. **Darvin and Norton (2021)** emphasized the significance of identity in learning languages directly including alterations over time. Hence, I make an effort to incorporate all kinds of students into the classroom despite of their diversity in terms of first language, gender, character, accent, bilingualism, and so on. My burden is as an international teacher to equip my students with the knowledge and make them be rational, and rounded to any situation whenever they come across in their future life. We teachers educate our students not only on a particular subject but also provide them with philosophical and logical aspects of real life by challenging and encouraging through classroom discussions.

Furthermore, while thinking about teaching philosophy we should mention that there is a stubborn question about teachers' manners itself. What I mean by this is that being explicit is vital in terms of explaining our emotions, and beliefs to our students, since teachers should bear in mind that there are always different students who come from different family backgrounds. Being open-hearted, introverted, generous, and civil are acceptable peculiarities for teachers as well while educating students. Teachers should be good models for their students in every sphere of their lives. By and large, being a teacher is not an easy job, so in order to grab students' attention teachers devote expensive investments including passion, attempt, time, and thoroughness.

Explicit is very appropriate for foreign language learners due to its comprehensive ways. According to this approach, a teacher should explain the topic in detail by providing utilizations with vivid and succinct examples aiming to make it more understandable.

Nonetheless, implicit can be more suitable for higher leveled students since they are urged to determine the structure from a linguistic point in the given examples without rules or explanations from teachers. This method forces learners to think more in order to reach their destination academically.

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