

MY PHILOSOPHY OF TEACHING

I believe that each students can learn and also believe that many factors affect students and the course of learning. Such factors include age, psychology, social life, culture ...etc. In fact, some linguists like: Lenneberg, Newport, Johnson and Scovel support the idea that age does play a major role in learning a second language. Precisely, they were focusing on monitoring the difference in producing the L2 pronunciation accurately between children and adults. At the end of the research, they concluded that children managed to achieve the accuracy and sounded like natives of the target language whereas the adults struggled to do so. In my opinion, these theories and observations which are related to teaching and learning should matter to teachers because they provide proofs and hints on what to do or expect and how to deal with students. When it comes to age, teachers do not have control over the grade that they will be teaching. That is, they might teach children, adolescence or adults so, they need to prepare themselves by reading and doing some research. Hence, they have to be aware of the latest updates that show on every method or study.

Also, it is well known to everyone that children grow physically and cognitively at different ages. At a very young age, they begin to build their experience and improve their skills unconsciously by interacting with their parents, siblings, relatives and friends. I see that the communication and observations that the children have initiated form the first step to the learning process and create the prior knowledge that teachers mostly depend on. In addition, when I was observing younger learners' classrooms during the practicum courses, I found that children were more active and used their skills and knowledge to develop their own way of thinking and create relevant ideas. They didn't fail to receive knowledge from parents or teachers. Nonetheless, they became more eager to construct their own knowledge whenever challenged. They even showed signs of cognitive development when it came to remembering, making decisions and solving problems. After the practicum, I made a comparison between the younger learners and older ones from higher grades and deduced that the level of intelligence was not remarkable, yet the way of thinking differed indeed.

Furthermore, I trust that considering the direct method will be fruitful in the means of implicating positive reinforcement and avoiding the use of Arabic. That is because it is an oral based approach and it highly concentrates on communication. Not to let aside, it is unlike any translation methods that require translation techniques to Arabic in order to assure understanding. This method does not allow the use of translation ever and instructions and meanings are expressed directly in English with demonstrations and visual aids. Thus, learners will get a chance to converse in full sentences about a topic, learn how to ask and answer in English, build up their vocabulary list, and develop their speech and communication skills.

Finally, there are some ideas that I intend to apply when I pursue my career as a teacher. First, I am looking forward to connect lessons to real life through field trips, whenever possible, to give the students a chance to practice what they have learned in the class. Second, I will come up with more activities like playing a video, for example, about rarely seen animals to encourage them to raise questions and talk more. Third,

while taking their age in consideration, I will try to find games that motivate the students to learn the language and relate their knowledge to the lesson. This may make language learning easy and fun. Then, I plan to make them feel that making mistakes is fine and sometimes a necessary aspect in the learning process.

Reference List:

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