TEACHING PHILOSOPHY STATEMENT

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Abstract: The following study, shows the way to teach a language learner and some information about students' personality to learn a language , which highlights some techniques, methods and strategies to attract one's attention on the lesson.

Key words: language acquisition,pedagogical approaches, vocabulary, grammar, teaching techniques, methods.

Learning a language is a complex process that requires carefully understanding many different ideas, techniques and strategies. In order to encourage active student engagement, cultural awareness, and meaningful language acquisition, as an instructor, I think it is important to create a collaborative and inclusive learning atmosphere.

In my opinion, learning a language involves more than just picking up vocabulary and grammar rules, it also involves being competent communicator and understanding of different cultures. I try to provide opportunities for my students to interact with language through relevant and suitable assignments because I believe that language is a living thing that is fostered in authentic circumstances. In addition to helping students grasp the cultural intricacies woven within the language, I urge students to strengthen their language abilities by giving real materials and encouraging their active engagement. The study of cognitive processes that underpin language learning, such as input processing, skill acquisition, and interaction, is central to mainstream SLA (Van Patten & Williams, 2014).

Every student is different from the next, with varying motivations, learning styles, and backgrounds. Teachers must build a personal relationship with each student in order

to address these unique demands. Teachers' perceptions of their roles, identities, and actions ultimately influence how they perceive their students and their capacity for learning (Oprandy, 1999). I support the development of a learner-centered classroom environment where learners experience understanding, respect, and worth. Through needs assessments, knowledge evaluations, and open communication, I may effectively modify instructional methods to meet the different needs of my students. Since my pupils have distinct identities and motivations, as I have indicated, so too do their goals in learning English. According to Norton (2013), "an investment in a learner's own identity, an identity which is constantly changing across time and space, is also an investment in the target language" (p. 51).

To sum up, I am continuously improving my teaching methods to guarantee that my students acquire language skills at the best possible rate by adopting a growth mindset and using the most recent research and pedagogical approaches.

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