

English Teaching philosophy

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Abstract— The research will be focusing on the English Teaching philosophy. It represents some of the strategies , approaches and methods that may be used in an English classroom. It provides data that was suggested to assess, and evaluate the students' performance in a class. It also includes some of the group activities examples that teachers may use at a classroom

1 INTRODUCTION

Treating all students respectfully and equally (this implies treating students differently as per their needs and giving each student a chance to succeed on their own terms), group works, field-trips and extra-curriculum activities, fairness, making learning meaningful to the students, student-centered learning and realization that teaching and learning is a continuous process therefore to help generate and improve teaching strategies.

2 Treating all students respectfully and equally

In the sense that different students are gifted with different abilities and capabilities, different students should in the same sense be subjected to different learning speed, work load and attention. Most students are left lagging behind in class work or even end up getting mixed up completely in existing school curriculum and end up not gaining anything from classroom due to these capability differences.

By recognizing that all individuals have different levels of intelligence levels, some students needs follow up to regularly check on their progress and assist them where necessary, provide extra work or refocus the teaching strategy to meet their needs. By putting great consideration on what students walks with into classroom, it is better to figure out where they are, what they need and strategies to help them achieve academically (Richards, & Lockhart).

Handling each student with respect means that as a teacher you have to understand each and every student's needs, weaknesses, strengths, likes and dislikes. Understanding your classes' needs will help you in designing and implementing teaching methods and strategies.

➤ Administering regular assessments

Administering regular and fair assessments that covers what is expected as per a certain level of understanding and assimilation of second language (English) helps the teacher understand his/her students' strengths and weaknesses in terms of acquiring the language. Depending on the performances of the students, the teacher is able to identify the linguistic parts which students need help in. For example if the student communicates effectively in English but is weak in writing the language, An English teacher should critically identify these differences and find a way to handle them in accordance with each and every student's needs.

➤ Observing students interaction with others

By understanding that students' best expresses their language mastery and understanding as they interact with fellow students during play time or group activities, a teacher should initiate regular group activities and game time for his/her students. Some of group activities may be initiated in English classroom were, group discussion, spelling competitions, reading competitions and pronunciation competitions. Associating linguistic with play is very healthy for non-normative speakers as it stimulates their levels of acquiring the language as their normally relate the language with what they already know. Keenly observing students will enable identifying the weak and strong students in certain linguistic areas (Crookes)

➤ Providing students with survey questions about themselves

A serious teacher should always provide students with self-evaluation questions at the first week. These questions should consist of questions addressing their background, their interests and other things that can help in understanding the students better. The question method of acquiring information is very effective as it does not bias students who are not outspoken but can clearly express themselves in writing. The written surveys are better compared to spoken surveys as they can be used as references later and helps identify students interest so the teacher can incorporate them in his/her lessons to make the lessons more enthusiastic to the students. The surveys also help the teacher understand the students' linguistic background more vividly.

3 Student-centered teaching

The teacher has to change the method of teaching from teacher oriented to students oriented since student-centered method helps to boost the confidence of the students on their teacher by shifting the focus from the teacher to students. This helps in creating an interactive relationship between the teacher and the student.

Student-centered method entails the teacher doing much of listening than both speaking and instructing the students. This helps the students to express themselves clearly without the fear of harsh treatment by the teacher and through this the teacher can be able to identify the strengths and

weaknesses of his/her students thus he/she can help the students accordingly. Student-centered teaching involves active learning, in which students answer questions, solve problems, develop questions of their own, discuss, brainstorm during class, debate or explain. In addition, student-centered teaching involves cooperative learning, whereby students get to work in teams/groups on projects and problems but under the conditions that foster individual accountability and positive interdependence. Lastly, student-centered involves inductive learning and teaching, where students are subjected to problems or questions and then the course material is learnt with light to the problems/questions. Some of inductive methods that I regularly employed during my expertise includes; problem-based learning, inquiry-based learning, just-in-time teaching and discovery learning.

student-centered teaching is a more superior method than the traditional teacher-centered teaching. Some of the student-centered teaching strategies examples may include assigning group members work roles, analyzing stereotyping and visual images, and listen to learn/learn to listen-developing deeper conversations.

➤ **Assigning group members work roles**

As a teacher you should assign particular students specific roles to effectively structure the group work. Assigning each student a role to play in the group helps in enhancing students' responsibility and discourages laziness and tendency to be reluctant in group contributions. Assigning roles to each student also helps in ensuring accountability by distributing responsibilities among group members. In addition, students have chances of developing different roles as they practice different group responsibilities.

4 procedure of assigning group work roles

Firstly, for each task the teacher should identify which roles are required for the task. The roles include; timekeeper, facilitator, presenter and recorder. Secondly, the teacher should clearly indicate the expectations of each role. That is, provide vivid instructions for responsibilities that are associated with each assignment and perhaps prepare a list of what it looks like when the role is perfectly performed and when it is imperfectly performed. Lastly, debrief the whole exercise after the submission or completion of group work. This is done by asking students to reflect and comment on the experiences while working in the groups. Which roles were most challenging? Which roles they were most comfortable in? And any new ideas that may arose about new roles they feel they should be assigned.

➤ **Analyzing stereotyping and visual images**

This strategy helps students develop; critical thinking skills (specifically with respect to visual images), historical context awareness, conceptual learning techniques and facilitate their interpretive and observation skills.

5 procedure of analyzing stereotyping and visual images

Firstly, the teacher should look and also encourage students to look keenly on the pictures so as to clearly identify various aspects of the picture. The aspects include; shapes textures, colors and the position of objects/people. Secondly, the teacher should encourage students to write down what they see in the picture without interpreting and identify as many questions about the picture as possible. Lastly, hold a class discussion about on the questions about the picture and help students identify the intended audiences and what the picture/cartoon is trying to imply.

➤ **listen to learn/learn to listen-developing deeper conversations strategy**

helps students develop discussion skills, specifically their capability to listen to each other.

6 procedure of listen to learn/learn to listen strategy

The teacher should first give the students time to select and determine topics which they feel should be discussed. From these topics, encourage students to highlight key issues they feel comfortable discussing. Divide the class into small groups. The students choose their own group facilitator to help in coordinating group discussion. Before the students begins the exercise the teacher should help the students understand that the whole procedure is about giving each and every individual in the group to produce his/her views/reaction about the topic without interruption by other students in the group. As the students produces his/her views other members of the group should pay attention. Students should not repeat what have already been said by other members of the group rather come up with different ideas of the same topic. Secondly, after each member of the group has presented their ideas, the teacher should allow the student to hold a group discussion reflecting on the issues that arose during individual presentation. The teacher should help the students acknowledge that group discussion is about understanding the diversity in students' views and perspectives rather than criticizing other students' views. After the discussion, students should act as a single entity in compiling a list of views that arose in the discussion.

Lastly, the teacher should facilitate a class discussion in which groups gets to present their key ideas got from the discussion.

7 conclusion

Education is a very involving career that demands for full attention for both the teachers and students. Teachers should form an interactive and learning environment with their students so as to identify their needs, likes, dislikes and interests as this the only way they can be able to help students with ease. Understanding students mostly comes when switch from traditional lecturing to student-centered teaching strategy. It is appropriate in teaching to engage students in discussions that are not always based on the teacher. The students also get to know and understand each other better through holding group discussions in which they get to exchange ideas and views. The teacher needs to use items and teaching aids that help facilitate the understanding and the mastery skills of the students. The aids may include; pictures, music, diagrams and charts.

The method employed by teachers during their teaching process should be one that best favors students' interests and helps create a friendly learning environment. A friendly learning environment helps students bond with the school thus enhancing their knowledge. On the other hand, teachers should not stagnate and be comfortable with the level of educational knowledge they have at the moment rather they should research and study more books so as to identify and explore different teaching strategies that may facilitate students' learning process.

REFERENCES

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