Teaching Purpose, Style, and Techniques in My Teaching Philosophy

1. Teaching Purpose

The purpose of teaching is to guide (facilitate) learners (users) to learn more effectively using established theories supported by cognitive research and instructional design principles. By using evidence-backed methodologies and integrating technologically enhanced lessons, systems can be developed that are measurable, defined, and supportive. Teaching English as a Second Language is a dialogue based primarily on communicative, contextually rich designs that scaffold the learning process from beginning to end, thereby improving the quality of education and reducing inequalities.

The purpose of teaching places the learner, not the teacher, at the center. We can effectively learn about our students to provide personally tailored lesson plans. This involves considering individual differences in the modalities required to teach certain topics and the learning styles or modalities favored by each student.

2. Teaching Style

My teaching style is based on a framework developed by aligning constructivist methodologies and Gagné's Nine Events of Instruction with cognitive science. Research into second language acquisition and assessment in the language arts and sciences can reveal trends in the most effective methodologies and how to improve learner performance. If you were to walk into my classroom, you would always see visuals, a projector, slideshows (PowerPoints, interactive web designs), gamified learning, and various learning modes prioritized depending on both the students and the topics being taught.

I emphasize classroom management by using attention-getters like the phrases "eyes on me/eyes on you," claps, stomps, and hooks to capture learners' attention. I try to engage them emotionally and personally in the lesson to make the design personally relevant and to consider any knowledge gaps that might be present. I use clear rubrics and a flipped classroom model, often utilizing Google Classroom, to provide students with readily available references, clear deadlines, and SMART objectives in the classroom and online.

3. Teaching Techniques

The modes of learning considered depend on the student's developmental stage, when they began learning the language, and individual brain differences. Modes considered include visual, auditory, tactile, verbal, social, emotional (with a strong emphasis on principles of modern social-emotional learning (SEL) theory), meta-cognitive, associative, logical, creative, kinesthetic, spatial, mathematical, and physiological modalities. These different modes correspond to specific brain region activity mapped to certain tasks, which informs the learning design process. The directional influence of brain activity can inform teaching and design sequences.

I am particularly interested in instructional design and give this area a great deal of thought before applying it in the classroom. At the beginning of the year, I conduct student surveys and give students a pre-assessment test to establish strengths, weaknesses, and attitudes from the outset, while also eliciting the support of parents at home in the learning process. A strong effort is made to get students to communicate about the lesson content and to get them excited about what they are learning.

Key Approaches and Examples:

Learner-Centered & Communicative Approach: Lessons are designed around student needs and goals, emphasizing active participation and the use of English for authentic communication. I apply principles from Bloom's Taxonomy and Vygotsky's Zone of Proximal Development (ZPD) to scaffold learning effectively.
Task-Based & Project-Based Learning (PBL): I integrate projects and tasks that require students to apply language skills in meaningful contexts, fostering deeper understanding and practical application. This includes designing project-based assessments with clear rubrics.

Integration of Cognitive Neuroscience & Instructional Design Principles: I actively apply principles of how the brain learns best, including managing cognitive load, leveraging multimodal learning strategies (e.g., Visual-Auditory, Kinesthetic-Spatial), and designing for memory and attention. This is informed by my studies in Constructivism, Connectivism, Cognitive Load Theory, Andragogy, Gagné's Nine Events of Instruction, SAM, and Universal Design for Learning (UDL).

Technology Integration & Data-Informed Practice: I am proficient in leveraging online platforms and digital tools. I systematically analyze student engagement and performance to refine instructional strategies and optimize learning outcomes.

Emphasis on Resilience & Holistic Development: I foster a growth mindset and a supportive learning environment, nurturing not only linguistic competence but also other aspects of their well-being and personal growth.