

Teaching Philosophy

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Teaching Purpose

In my company, English is the most frequently used foreign language, but many employees can't speak correct English and they can't understand the meaning of the document when reading English documents. This phenomenon must be improved, so I was assigned this task. This is a continuous work, so I must learn how to teach English effectively.

My short term goal is to guide employees to speak English bravely because they are afraid to speak the wrong vocabulary or grammar. This mistake will cause them to be laughed at. They need encouragement and correct learning methods, so my short-term goal is to encourage them to say English.

My long term goal is to teach employees professional vocabulary so that they can speak English and read English documents. Every employee comes from a different educational background and they need to have a program of learning, just like at school.

Teaching Style

For me, the Comprehension Approach and the Communicative Approach is the most appropriate. In fact, it should be said that this is the best Approach for target learners.

The Communicative Approach is the most appealing to me. I like to talk, and learners also want to speak fluently English. Speaking can help me identify the speaking skills of each learner and encourage them to speak English. English is not scary when they speak English, it means they start to like English.

At The Communicative Approach, I like to use real materials. These materials are videos, documents and real items. I like to use storytelling to explain these materials, I will explain what it is? How to use it?

The learners I teach are grassroots employees and company executives. They come from different companies, different educational backgrounds and academic backgrounds. This is a challenging job because I have to design courses and materials for learners of different backgrounds.

My teaching style is pleasant storytelling and then brings the professional vocabulary into the conversation. In this process, I give the learner a lot of grammar that they often use in their work, let them use their professional vocabulary to create their own sentences. wrong sentences can be accepted, encouraging learners to express their opinions in English. In the process, they will realize that English is not terrible, and they are more confident in learning English.

Teaching Techniques

In my course project, I will use the Guided Practice and Independent Practice. These two techniques are popular with learners, and I do like this technique. My course program is taught three days a week for two hours a day. This is continuous. The learners are company employees. They don't have a time limit because this is not a school. 2 hours is reasonable to study time. I teach learners a small amount of vocabulary and grammar per days. They will have enough time to practice (they are labourers rather than full-time students).

I encourage learners to create their own sentences using the vocabulary and grammar they have already learned. Some beginners say "me go to school", this is the wrong grammar, but the learner speak English, very good, I can still understand what he wants to say, if the learner says nothing, then I will not be able to know his ideas, I don't blame the learners for their mistakes. I encourage learners to speak, even if they make mistakes. I will tell them: when You speak English, you are over 80% of learners because other learners are not willing to speak English. Warm Language is very important. The learner is the labourer, I am also the labourer, the correct statement, I and the learner are colleagues because we work in the same company. I know everyone, so my teaching is like a friend's conversation. They don't have pressure and don't have to worry about scores. We have a common learning theme.

I use guided practice in class. I guide learners to use the correct grammar. In this process, I add professional vocabulary related to their work. These vocabulary and grammar are "MUD":

Memorable: Learners have already learned, and they recall those vocabularies repeatedly.

Usable: learners use at work.

Durable: Learners use those vocabularies and grammar very frequently.

Work-related English courses are of interest to learners, and this is their learning goal. They want to learn how to use English to explain products to foreign clients. My teaching plan is designed for different department employees. They definitely don't want to learn how to say "This is a pen".

I use the teacher talk to evaluate learners. Through conversations, it is important for learners to be able to create their own sentences and to assess learners' grammatical levels and frequency of use of vocabulary. One of the most important assessment points, Whether the learner is willing to speak English (even if the grammar or pronunciation is wrong), I must guide them to speak and review the learner's assignments and check their grammar and spelling. The other assessment focuses on

whether the learner creates his or her own sentence. If the learner is unable to complete the assignment, the teacher should ask the student about the learning disabilities, what problems they have encountered, and help them overcome them.