

My teaching philosophy is based upon the combination of my values and my beliefs of learners, language and learning and provides an excellent point to reflect on and organize teaching practice. (Coppola, 2002)

## Beliefs about Learners

Action	Specific actions	Reason and reference
<b>Set expectations</b>	<ul style="list-style-type: none"> <li>Expect the best effort</li> <li>Clarify aims, objectives, assignments, materials &amp; methods</li> </ul>	Expectancy effects (Cooper 1979) Self-fulfilling prophecy (Boehler 2005) Expectancy-value theory in education (Elkof, 2006)
<b>Identify and analyze needs</b>	<ul style="list-style-type: none"> <li>Identify communication needs</li> <li>Identify needs, wants &amp; lacks</li> <li>Define processes &amp; goals</li> <li>Include learners in needs analysis</li> </ul>	Target vs. Present Situation Analysis (Munby,1978) Needs perception (Allwright, 1982) Goal- vs. process-orientated needs (Widdowson, 1987) Objective vs. subjective needs (Nunan, 1988)
<b>Individualise learning</b>	<ul style="list-style-type: none"> <li>Prioritize learners' needs</li> <li>Address beliefs</li> <li>Vary teaching according to learners</li> </ul>	Learner-centred curriculum (Nunan, 1988) Language learning beliefs inventory (Horwitz,1988) Learner differences (Skehan,1991)
<b>Create positive learning environ</b>	<ul style="list-style-type: none"> <li>Be a positive role model</li> <li>Create positive environment</li> <li>Reduce 'distance'</li> <li>Set realistic challenges</li> <li>Being friendly &amp; approachable</li> </ul>	Acculturation model (Schumann, 1978) Acculturation model (Zolt'n, 1998) Create positive environment (Duffy & Jones, 1995) Increase teacher immediacy (Gorham, 1988) Csikzentmihaly's concept of flow (1996) Integrative orientation (Noels, 2001)
<b>Inject humour</b>	<ul style="list-style-type: none"> <li>Be lighthearted</li> <li>Create relaxed atmosphere</li> <li>Use funny or silly examples</li> <li>Laugh &amp; be happy</li> <li>Motivate</li> <li>Reduce anxiety</li> <li>Provide opportunities to save face</li> <li>Enjoy &amp; use fun activities</li> </ul>	Humour (Hill, 1988) Humour in class (Warnock, 1989) Being silly (Schwarz 1989) Importance of laughter (Walter, 1990) Language anxiety (Young,1991) Risk-friendly environment (Ames, 1992) Face saving (Ohata, 1995) Language games (Wright, Betteridge, & Buckley, 2005)

## Beliefs about Language

Action	Specific actions	Reason and reference
<b>Use authentic contextualized language</b>	<ul style="list-style-type: none"> <li>Contextualise language</li> <li>Prioritise authentic language</li> </ul>	Cognition and context quadrats (Cummins, 1984) Language in context (Omaggio,2001) Increased motivation (Peacock, 1997) Cooperative learning in Japan (Hart, 2001)
<b>Select frequently-used language</b>	<ul style="list-style-type: none"> <li>Pitch language appropriately</li> <li>Select language with coverage</li> <li>Emphasise academic language</li> <li>Refer to word lists</li> </ul>	Comprehensible input, (Krashen,1985) cf. White (1987) 3000 words for 95% coverage (Liu Na & Nation,1985) Academic word list (Coxhead, 2000)
<b>Raise language consciousness</b>	<ul style="list-style-type: none"> <li>Highlight grammar in context</li> <li>Use tasks</li> </ul>	Consciousness-Raising activity (Thornbury, 1999) Interface hypothesis in task-based learning (Ellis, 2003)
<b>Focus on communication</b>	<ul style="list-style-type: none"> <li>Set communicative tasks</li> </ul>	Performance vs competence (Chomsky, 1965) Skill-getting and skill-using (Rivers, 1972) Communicative competence (Hymes, 1973) Usage and use (Widdowson, 1978) Communicative competence (Swain, 1985) Communicative syllabus (Valden,1987)
<b>Focus on language</b>	<ul style="list-style-type: none"> <li>Focus on meaning</li> <li>Focus on both meaning and form</li> <li>Focus on pronunciation</li> <li>Focus on appropriacy</li> <li>Maximise use of L2</li> <li>Proactive error avoidance</li> <li>Anticipate common errors</li> </ul>	Speech Acts (Searle, 1975) Meaningful communication (Swain, 1993) Necessity of form in CLT (Norris and Ortega, 2000) Suprasegmental importance (Munro & Derving,1999) Contextual appropriacy (Brown and Yule, 1983) Goal setting (Hollanders and Modell, 2011) Interlanguage theory (Selinker, 1972) 151 common errors (Webb, 2006)
<b>Show cultural differences &amp; similarities</b>		Post-method condition (Kumaravadevlu, 1994) Teaching by principles (Brown, 2001) Local perspectives (Murphy,2001) Japanese language policy (Butler & Iino, 2005) Reframing EL Education (Mantero & Iwai, 2005)

## Beliefs about Learning

Action	Specific actions	Reason and reference
<b>Maximise interaction</b>	<ul style="list-style-type: none"> <li>Create group rapport</li> <li>Get students talking</li> <li>Listen</li> <li>Integrate grammar into skills work</li> </ul>	Vocab acquisition (Ellis, Tanaka & Yamazaki, 1994) Group dynamics (Dörnyei & Malderez,1997) Interactive approach (Brown, 2001) Grammar and CLT (Burns, 2009)
<b>Encourage critical thinking</b>	<ul style="list-style-type: none"> <li>Display and expect critical thinking</li> </ul>	Questioning techniques (King, 1995)
<b>Develop autonomy</b>	<ul style="list-style-type: none"> <li>Assign responsibility to students</li> <li>Show how to learn not what to learn</li> <li>Encourage students to read more</li> <li>Promote self and peer feedback</li> <li>Set one-a-day exercises</li> </ul>	Learner directedness (Dickinson & Carver, 1980) Sustainability doctrine (Swidler & Watkins, 2008) Incidental vocab acquisition (Laufer & Hulstijn, 2001) Feedback (Genessee and Upshur, 1996) Habit formations (Larson & Smalley, 1972)
<b>Assess and act on results</b>	<ul style="list-style-type: none"> <li>Test, teach, test</li> <li>Provide formative assessments</li> <li>Praise and appreciate</li> <li>Advise clearly &amp; constructively</li> <li>Check uptake</li> </ul>	Authentic, Clarification, Focus (Scrivener, 1994) Formative assessments in ELT (Bachman & Palmer,1996) Effective and ineffective praise (Hitz & Driscoll, 1989) Sugaring the pill (Hyland & Hyland, 2001) Uptake and learning (Allwright, 1984)
<b>Raise self-esteem &amp; confidence</b>	<ul style="list-style-type: none"> <li>Display error / feedback cycle</li> <li>Drill words &amp; phrases as necessary</li> <li>Expect the best results</li> </ul>	Encourage error-making behavior (Edge, 1989) Communicative drills (Rivers, 1987) Pygmalion effect (Rosenthal & Jacobsen, 1968) Self-fulfilling prophecy in HE (Rhem, 1999)
<b>Integrate technology</b>	<ul style="list-style-type: none"> <li>Harness the novelty effect</li> <li>Set stretch tasks</li> <li>Use online applications</li> <li>Show support available online</li> </ul>	Novelty or halo effect (Clark & Sugrue, 1991) Efficacy of media (Koumi, 1994) Extended limits (Hill & Ford, 2000) Concordancing & vocab (Cobbs, 1997)
<b>Scaffold learning</b>	<ul style="list-style-type: none"> <li>Define zone of proximal development</li> <li>Balance support against challenge</li> <li>Provide learning support</li> </ul>	ZPD (Vygotsky,1934 in Yasnitsky 2011) Development zone (Gibbons, 2009) Collective Scaffolding (Donato, 1994)
<b>Experiment</b>	<ul style="list-style-type: none"> <li>Harness the Hawthorne effect</li> <li>Demonstrate risk-taking behavior</li> <li>Show desire to change &amp; improve</li> </ul>	Hawthorne effect (Olson, Verley, Santos & Salas, 1994) Walk the talk (Crichton & LaBonte,2003) Experiential learning (Rogers & Freiberg, 1994)
<b>Develop writers</b>	<ul style="list-style-type: none"> <li>Creating informal support networks</li> <li>Focus on process</li> <li>Define the product</li> </ul>	Writing without teachers (Elbow,1973) Writing process (Zamel, 1982) Product-driven writing (Casanave,1998)

## Values

**Integrity** “zero distortion between words and actions”  
**Inspiration** “spurring students into action”  
**Innovation** “always experimenting”  
**Integration** “mixing management, education & linguistics”

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