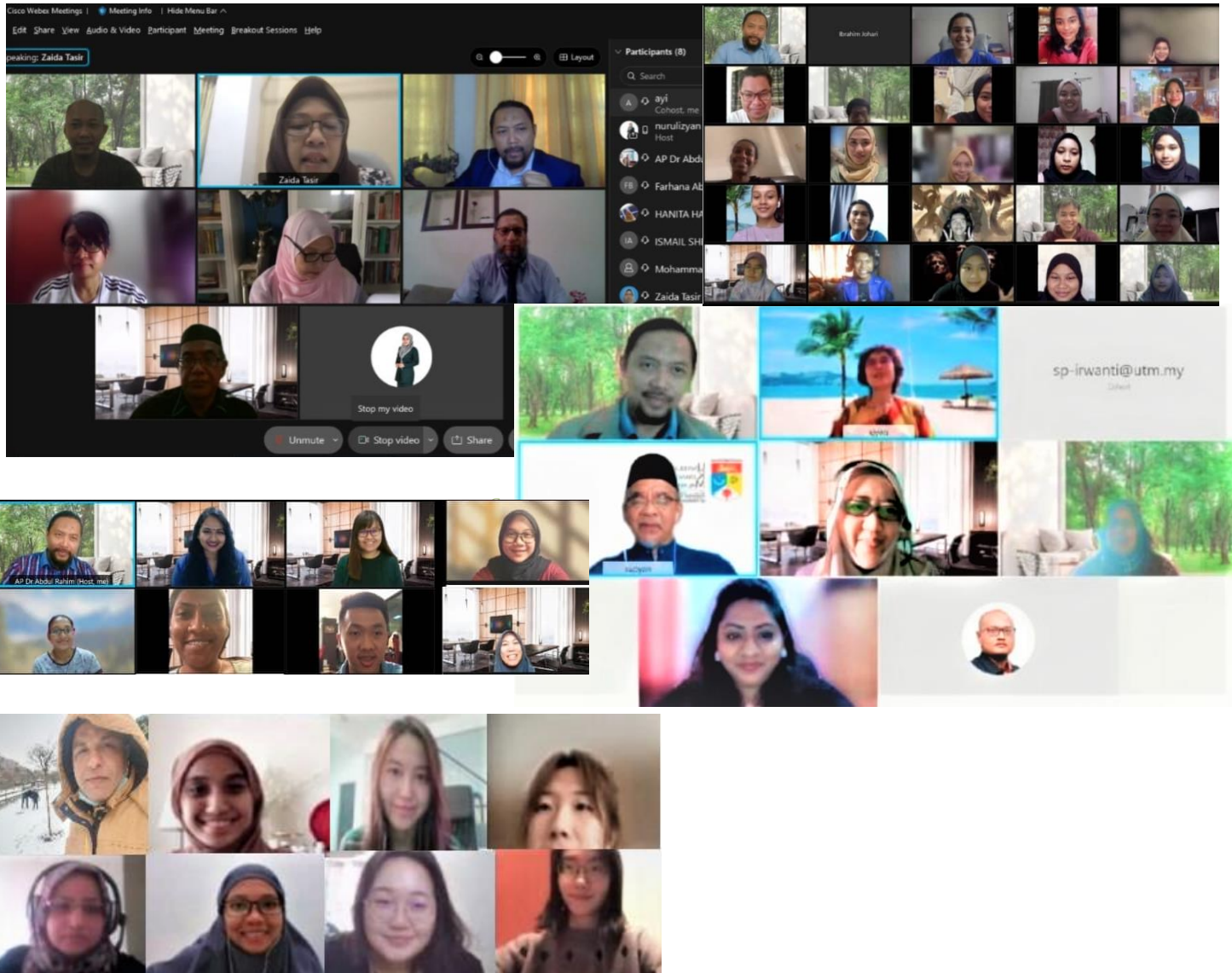


Teaching Philosophy 2021

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Teaching Philosophy

Students often approach the teaching of English Language Proficiency warily, with the belief that the teaching English is dull, not exciting enough to hold attention, or has no real influence on their lives. My primary goal as a teacher is to reveal the subject as an approachable, interesting field that is not only relevant but is responsible for shaping every perspective of the community around us.

Accordingly, my general objectives for my students are that they develop a familiarity with the use of technology and language learning, that they feel inspired to continue with their creative exploration, and that they recognize how computer assisted language learning shape their teaching and language learning environment. Additionally, within the context of the class in question, I teach with the intention that students should be able to synthesize the course material and develop technology related teaching skills that will prove useful in their future career. In the case of graduate students, I expect that they will go beyond these objectives, exploring recent advances in the field and identifying new possibilities or applications within covered material.

- 1) Students should have a familiarity with computer assisted language learning method that equips them to approach creative and innovative language learning and teaching*

My first student objective stems from the university imperative to produce well---rounded innovative future teachers. Without a general understanding of the process through which teaching is conducted and results are interpreted, students are ill prepared to correctly decipher and create lessons that have been generated through these methods. In my courses, I also promote systematic literacy by exemplifying general concepts with specific examples, familiarizing students with primary literature through assigned reading and class discussions, and developing activities and directed research projects in which students gain first--hand experience with methodologies and concepts used by researchers and language practitioners. By using multiple tactics, I am able to both cater to multiple learning styles and vary the pace of the class, thereby stimulating the attention of the students.

- 2) Students should be inspired by the class to retain what they have learned and continue with their language teaching and learning exploration, even if only at a casual level*

My next objective is rooted in my belief that an active societal interest and discourse about technology assisted language learning is critical to the continuance of a sustainable learning society. I therefore expect students to be engaged by the subject material and to actively participate in class discussions. Teaching English is an inherently interesting topic; I find that demonstrating respect for students' time through thorough preparation and enthusiasm can inspire their continued interest and commitment to the subject matter. When students participate in a class that they genuinely enjoy, they are more likely to retain the knowledge they gain, so developing an engaging course may be the best way to ensure that students will continue to be informed and stimulated by the material long after they have left the classroom.

- 3) Students should be comfortable with core concepts and recognize how language learning principles shape their teaching and learning environment*

All principles are informed by certain core concepts, without which understanding knowledge would be disjointed and unstructured. No student should complete a course without developing an understanding of these core concepts. To accomplish this, I make a concerted effort to relate all of the material covered within the course back to these concepts and expect students to be able present their thoughts within this context. Students should understand that no information exists in a vacuum; stressing core concepts can provide a vein of consistency in a course and encourage students to extend their knowledge of these concepts to inform experiences that they have outside of the classroom.

4) Students should understand and be able to synthesize the course material

True learning transcends an ability to rehearse memorized facts; it requires that a student be able to assimilate and compile this knowledge in a way that allows them to make alternative predictions or envision new patterns. I encourage students to reach this level by presenting course material in the light of core concepts, bringing students into the field where they may observe the discussed principles firsthand, expecting their work to reflect an understanding of the material that goes beyond the memorization of facts, and by using peer teaching exercises.

5) Students should develop practical skills

Even the most enlightened of students will struggle if they lack the skills required to effectively communicate their knowledge. An ability to write and present information successfully is integral to success in any field, so a course including the development of these skills will be helpful to a student regardless of their eventual career choice. To develop these skills I include a written and/or presentation component within my courses, in preparation for which I teach the students to access primary literature, show them how to analyze, graph, and present information effectively, and assist them in developing their project through discourse and reflection via personal and peer reviews. I find these exercises are also effective as a teaching strategy because using these skills necessitates knowledge synthesis.