Teaching is a performance, a journey, and a battle. A classroom requires quick thinking and reactions, and the modern teacher must succeed in lives of your pupils. All of these items factor into why everything a successful teacher does must have the firm backing of his or her own teaching philosophy and theory.

It is vital for me as an English as a second language teacher to incorporate students' life goals for themselves into her ESL teaching philosophy. It is my responsibility to help students define how they want to learn and how they wish to reach their goals. Then I utilize my knowledge of teaching, second language acquisition and English to instruct the students, using the students' goals and preferred learning methods as a guide. Children’s ESL learning is more structured than that of adults; however, teachers can still engage students by doing interesting activities with them according to what they are interested in and making it as much like play as possible.

I keep it real and use as much authentic material as I can in my classroom. ESL students are there to learn English - English that is used every day - unstilted, perfectly accented English. I listen to the radio with them, read magazines, take field trips to restaurants, grocery stores, museums, and libraries.

I study linguistic theories, and apply them in my ESL classroom. However, I remember to talk and listen to my students. Incorporate my students into my philosophy of English as a second language. What do they want to know? What do they need to know? What are their backgrounds, and what knowledge do they bring to the table? Life is the big world outside of the ESL classroom. I prepare my students to enter it with confidence, and teach them the skills to handle unfamiliar situations in their new language.