My goal is to help students become familiar and comfortable with English through their own sense of meaning. By helping them realize where language fits in the facets of their lives, giving them reasons to communicate, and showing them the possibilities of language, students gain practical skills through the meaning they derive from English.

Language learners can learn most about English and its relevance in their lives by experiencing it as a window to expanding their communication abilities. I believe that learning-centered and learner-centered classrooms are best equipped to give learners experience with language that will be of use in their lives (Kumaravadivelu 2006). Having tasks based on real life activities is essential for a focus on form through meaning to occur. The process of realizing how language is actually used requires teachers to take note of the differences between usual classroom activities and reality. What linguists commonly refer to as the four skills—reading, writing, speaking, and listening—are never separated in true language use. In reality, one inherently requires another and, for that reason, I teach these skills in concurrence with one another even while focusing on one of the four.

Students learning English today are faced with unique challenges regarding communication media and the increasing demand for quick and fluent acquisition. I teach students about their roles as communicators in a variety of media so that the practicality of their knowledge extends into the world around them, giving them viable opportunities to practice and learn their newest language.

We are constantly observing and negotiating language use. Even though we use language to define our world, it is truly our world that defines our language. The context in which we use language plays the greatest role in determining what words we use, how, and when. Each situation presents unique sociolinguistic, sociocultural, and sociopolitical demands. I believe it is
the teacher’s duty to recognize and to teach students to respect the classroom ecology and unique qualities of each student.