One of the first French instructors at UVa to use computer technology in the classroom, I now routinely design and incorporate video and web-based activities in my classes in order to hone students' growing language skills and to expose them to the diverse and complex French-speaking world. I find that my students not only enjoy experiencing French through technology but that they also engage with the material more effectively. Activities that use authentic French language web sites spark students' curiosity: they return on their own time to peruse the virtual collections at the Louvre, read about traveling in Morocco, or look up the current number one song in France. I believe that new media technology is a powerful tool that both students and teachers of foreign language should be encouraged to explore. To that end, I give frequent workshops on the usefulness of instructional technology to my colleagues in French and in other foreign language departments. 

http://www.carolynfay.com/portfolio/philosophy

I keep a very extensive library of German literature and language materials from which I continually draw upon to supplement the required textbook and I create many materials from clipart and original drawings illustrating principles and meanings of concepts and words from the curriculum. . . . To see that students receive as much authentic input as possible, I ask them to keep a weekly lab journal. I accept a wide variety of experiences in fulfillment of their lab requirement: German movies; news broadcasts (Deutsche Welle on TV, 1470 AM radio, and Internet); computer assisted language learning (CALL) programs; German lyric music; radio plays; etc. These experiences offer context rich target language input. Students exercise metalinguistic learning strategies when they record the instances of their understanding and the sources of their confusion.

http://webgerman.com/caplan/Portfolio/Caplan/statement5.htm

This does not mean that there is no room for grammar in my classes, especially — in the case of U.S. students learning Spanish or Portuguese — when we are dealing with topics that are particularly difficult for English speakers such as “ser/estar,” “por/para,” the preterit/imperfect, the subjunctive, etc. In class, I make a point of answering concisely any grammar questions my students may have by way of examples in context, always using the target language. If the students do not have any questions, then I make sure they understand the assigned grammar points by engaging them in short conversations using the structures under study, going over their homework, or by giving them a short quiz. That is the time — when the focus is primarily on grammatical accuracy — when I correct any errors or doubts they may have. . . . When engaged in a conversation in the target language with a student, I never try to correct grammatical errors explicitly, unless the errors make his or her message unintelligible. If that is the case, I try to correct the student with “sympathetic feedback,” by responding in a positive and supportive way to him or her and rephrasing correctly what he or she has said.

http://www.sedycias.com/teachingp.htm

In my classes I tend to involve the students in activities that require their active participation and efforts in discovering how the language works. It would be much easier to provide the students with simple, easy to follow rules and expect them to memorize them. On the contrary, I expect the students to work the rules out for themselves in order to construct a solid system upon which they can rely in order to become competent and independent speakers/writers in the foreign language (Warschauer and Meskill). In other words, a constructivist approach is what I favor, whereby the learner first observes, then makes hypotheses about the language, then tests his/her hypotheses and finally draws conclusions. For this reason, it is extremely important to engage the students in meaningful tasks that require them to solve a problem, in this case of a linguistic nature (Jonassen, Howland, Moore and Marra, p 20). Fore example, when I want to introduce the passato prossimo, i.e. the past tense, in Italian I start with a PowerPoint presentation about my summer vacation. The use of pictures, written words and spoken commentary helps students grasp how the passato prossimo is formed and used. Later they are encouraged to analyze the instances provided and formulate hypotheses about the new verb tense.

http://academic.udayton.edu/VitoBrondolo/philosophy.html

I believe a Japanese language class works the best when it turns into a learning community. A learning community will not be built just because people gather in one place. Hence, a teacher needs to create a classroom with the atmosphere of spirit, safety, and mutual respect intentionally to make a cohesive group. With this in mind, I often adopt activities to facilitate interaction between learners in pairs or groups, thereby making opportunities for self-expression and peer-scaffolding. I sometimes have students move around in class, changing seats and partners so students can know about each other and learn from various perspectives. In a cohesive language classroom, learners can effectively learn not from a teacher but even from their peers.

http://www2.hawaii.edu/~yukikoy/teaching_philosophy.html

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PLEASE BE ADVISED THAT THESE EXCERPTS FROM STATEMENTS ARE NOT TEMPLATES AND THAT THE COMMITTEE DOES NOT NECESSARILY ENDORSE THE PHILOSOPHY THEY ESPOUSE.
I thoroughly enjoy being an instructor of a heritage language because I get to play an active role helping my students discover and make connections with their ancestry and to develop their cultural identity as well. Language can never be separated from the context of culture, specifically within a heritage language learning environment. A majority of my students come with various experiences and perceptions of Norway from their experience in Norwegian-America. My role is to affirm their past experience with the heritage culture, to refresh their memory by constantly having them apply their knowledge, but also to expand their background knowledge. I believe that authentic cultural contexts and connections deepens language acquisition. http://www.stolaf.edu/people/lie/philos.html

Teaching is an exciting adventure in which both the teacher and the students participate. Learning means questioning and repositioning. That is why I refrain from pure lecturing, even when I have large undergraduate classes like in Arabic 372 (Modern Arabic Literature in Translation). In this course, which attracts a large number of students from various disciplines, I work hard to kindle a spark of intellectual curiosity to stimulate their interest and get them genuinely involved in the process of learning. Students are urged to actively participate in the class in several ways. Every student, for example, is asked to give a class presentation followed by lively discussion. This experience, often dreaded by students, has proved to be beneficial not only as a learning endeavor, but also as an activity which enhances the students’ self-confidence and helps them far beyond the scope of class. http://ucat.osu.edu/teaching_portfolio/philosophy/zeidan_phil.html

The students are, of course, the real purpose for the existence of institutions of higher learning. Several years ago, I made an observation that firmly cemented this notion for me: in Italian, the verb “to teach,” insegnare, is a dative verb, meaning that it requires an indirect object; you teach something to someone. Put simply, at its core teaching is an act of communication between two human beings. It is fundamentally an interpersonal interaction between someone who has dedicated her/his life to study (i.e., the professor) and those who have just embarked on that journey (i.e., the students). Teaching is really about connecting with the students, about making the sometimes arcane material relevant to them and their lives. Instruction requires inspiring interest in the material, whether by illustrating its complexity or by discussing its applicability. It is about demonstrating that what occurs in the classroom during a semester is only a small part of a life-long interest in a topic. However it may be manifested, only when the connection between intelligent human beings takes place in a classroom does the profession of teaching take on a deeper significance. http://www.u.arizona.edu/~alfie/philosophy.dwt

In my quest to develop independent thinkers, I also strive to promote cross-cultural awareness and appreciation. A native of Argentina, I try to bring as much of my culture into the classroom as possible. For example, students are introduced to Argentina’s national drink, el mate, and learn the ritual way to enjoy it as a group, drinking from the same vessel using the same straw. I represent only one person from my country, however, and for this reason I have turned to technology to allow students to experience other aspects of my culture for themselves. I developed a WebQuest activity . . .to let the students become responsible for their own education and interact with the Argentine culture via the internet. With less reliance on me the teacher and more emphasis on group participation and collaboration, the WebQuest allows the students to come up with their own questions and conclusions about the culture as they navigate online chats with live Argentines, read current newspapers, and listen to popular music, all of their own choice. At the end of the quarter, students role play a skit, imitating a traditional Argentine family using the knowledge and understanding they have accrued with their own critical thinking. The results are often amazing, showing a unique perspective of my culture that I can always recognize as my own. http://ucat.osu.edu/teaching_portfolio/philosophy/ruggiero.html

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