

**Teaching Purpose:** I started teaching English back in year 2002 while at the University. My first students were adults, and I have been teaching adults ever since. While I was not teaching straight for 15 years, I have been coming back to English teaching at times, each time in different environment and different country.

I believe that teaching English is about sharing. By sharing I mean having my students discover the world of the language that most of the world uses to interact internationally. I believe and I also know that my adult learners who are often university students gain access to learning and working opportunities when mastering English language and I am excited to be part of their journey into their "new" future. My short terms are often very prosaic - my students have to show a certain level of proficiency at the end of the school year, so my short terms are very much determined by their examinations. However, I try to wake up their curiosity and deepen their interest in the language for more than passing the next exam! My longterm goal is that my students develop love for English language and that they see the utmost importance of mastering it in order to profit from the written and oral resources that there are, often, available exclusively in English.

**Teaching Style:** In my teaching, I have perpetually been trying out new styles and approach as each class of students is different and unique. However, I believe that the **Communication Approach** is the one which the students can benefit the most from. Its practicality and focus on speaking and listening skills is likewise attractive to the students and their satisfaction and benefit from the style is what guides me primarily in my choice of teaching approaches.

What I like the most about the Communication Approach is its focus on the practical acquisition of language and focus on what my students need to use in their working and studying environments. Here I need to mention that my students are - and probably will remain - the university students and working professionals. I also find it easy to use Communication Approach thanks to its focus on cultures, travel and connecting people together. I feel that by dealing with these practical, fun topics, my adult learners can see right away how the input in classes allows them to be more fluent in English from one class to another.

My **Teaching Techniques** incorporate a whole range of different ways I try to make the students learn in each of the sessions. My focus when planning lesson is generally on a new grammar or lexical phenomenon in the lower level groups while in the higher levels I do focus much more on reading and writing and inductive way of acquiring new grammar and vocabulary. I try to adhere to the 80/20 rule where 80 is the practice and 20 my input. This might not be the case with more difficult grammar (i.e. present perfect), but otherwise I am observing and honoring this rule fairly strictly.

I try to motivate my students by focusing on the topics which are the most useful for them to know in terms of grammar and vocabulary so that they see a "difference" in their English even after a few classes. Also, I try to remain positive and I praise student for their success while bringing out constructive criticism when they make a mistake. I definitely use warm language. As for the techniques, I really like group discussions, listening activities, vocabulary games and role play.

For warm ups I mostly recall prior learning and review the content of the last class, occasionally using visuals to set the tone of the class. My guided practice is mostly the speaking one in form of Q&A or Cloze exercises. The independent practice then happens mostly in written form and it can be paired in assessment in case of an easier concept presented. In case of a harder concept, my assessment activities is in form of a small project which can take spoken or written form and can be done in pair work. I evaluate and assess the students both through informal assessment done orally after their performance of assessment task and also formally through the tests and quizzes.