Sample teaching philosophy statement

John Doe, Department of French

University of Illinois at Urbana-Champaign

My teaching experience to date includes:

1. a stint working as an “assistant d’anglais” for one year at the Lycée Ste Jeanne d’Arc in Lyon, France (2005-2006), during which I was responsible for teaching English conversation classes.
2. three years teaching French 104 in the French Department at the University of Illinois at Urbana-Champaign (UIUC) (2006-2009), during which I was responsible for teaching 4th semester grammar to UIUC undergraduates.
3. two years teaching French 4xx, a survey course at UIUC focusing on 18th century literature. This course is normally taught by a tenure track faculty member, but due to the unfortunate long term illness of the person who normally teaches this course, I was asked to fill in as long as needed.

In short, I believe I have varied experience in both the United States and France that will stand me in good stead as I begin my academic career as a specialist in Rousseau studies.

Based on my practical teaching experience and courses and workshops I have taken while a graduate student at UIUC, I feel I have had the opportunity to develop a good sense of who I am as literature and language instructor. I would therefore like to share my teaching philosophy with you as part of my application for the tenure track position in the Department of French, Italian and Linguistics at the University of X.

First, I have learned from my practical experience how important it is to run a well-organized classroom. I try to do this by giving my students (both graduate and undergraduate) a very clear statement of my expectations in my syllabus (see the sample provided) regarding what course material they will be responsible for, what assignments they will be expected to complete, and how they will be assessed. In order to cater to different learning styles, I provide my students with different kinds of assignments, and I make each assignment progressively more challenging to make sure that students are constantly challenged by the material I give them to interact with.

Second, based on methodology courses I have taken in the French Department, I have become increasingly committed to communicative approaches to language teaching. While communicative language teaching may be interpreted in many different ways, the way that I implement this approach involves focusing methodologically on communication and meaning while paying attention to the more traditional (but still vitally important) topics of grammar, vocabulary and pronunciation. In this regard, I have been particularly influenced by the work of Professor Jane Doe, with whom I have been privileged to work during my time as a
graduate student at UIUC. I enclose a sample lesson plan that illustrates this philosophy, and would welcome the opportunity to discuss my pedagogical ideas with you further.