

Teaching Philosophy
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"Learning flourishes where curiosity meets courage."

As an English language teacher, I believe that learning a language is most effective when students are empowered to take an active role in constructing meaning, engaging in authentic communication, and developing confidence through meaningful practice. My teaching philosophy is grounded in the belief that language learning is not merely the acquisition of grammatical structures, but a dynamic process shaped by interaction, cognition, and personal relevance.

"Speaking skill can be developed naturally with the right methods and enough practice."

I believe that speaking a language fluently is a skill that anyone can master when given the right tools and sufficient practice. Speaking is not about memorizing rules; it is about active, real-time communication. To help my students overcome the fear of speaking and build muscle memory, I incorporate structured techniques like the Callan Method. This approach uses fast-paced, repetitive question-and-answer drills that force students to think and respond directly in English, without translating in their heads.

"A teacher's greatest task is to guide learners toward their own independence."

I see the role of the teacher not as a transmitter of knowledge, but as a facilitator, designer, and guide. My responsibility is to create conditions that maximize student engagement, scaffold learning appropriately, and provide clear pathways toward autonomy. I aim to cultivate learners who can think critically, monitor their own progress, and transfer their skills to real-world contexts.

"A teacher is like a fitness coach; I can show you the exercises, but you must lift the weights to grow."

I often compare language learning to fitness. In a gym, a coach can perfectly demonstrate how to perform an exercise, explain which muscles it works, and design the best routine for you. However, you will never gain physical strength unless you do the exercises yourself. The same principle applies to mastering English. As a teacher, I do not possess a magic wand that can instantly grant fluency. My role is to guide, correct, and instruct, but the real growth happens through the student's own effort. I believe that 80% of the active practice in the classroom must be done by the learner. True fluency is built when students embrace their role as the main actors in their own progress, transforming knowledge into a living skill.

"Technology becomes meaningful only when it amplifies human learning."

A central pillar of my philosophy is the integration of educational technology and artificial intelligence into language learning. I believe that when used thoughtfully, technology can significantly enhance the learning experience by making it more personalized, accessible, and data-informed. AI-powered tools do not replace the teacher; rather, they extend the teacher's capacity to support each learner more effectively.

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