**Essay 02**

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**As a teacher, what’s your solution?**

Today, I am talking about how I will deal with three different scenarios which may come unexpectedly in terms of TESOL Module 03 including language learning, methodology and classroom management.

1. **Your institution has a very strict, “English Only” policy. They are relying on you to implement and enforce this rule. How are you going to go about it?**

According to our textbook, your most important job as a teacher is to create the conditions in which learning can take place. So, I am looking for a chance to turn “English Only” policy into useful teaching tools by using a positive punishment.

Some people think that it is the best to impose penalty points and fines on those who do not speak English in classroom, but I disagree with this point of view. In my experience, I have taken different kinds of language classes for several years. Most of them imposed a fine on me for speaking Korean. However, this did not make my English improved, but made me more stressful. I think of penalty points and fines as the negative punishment because they do not have any positive effects on my English.

If anyone has no choice but to speak their own language in the English classroom, why do you think they do that? I think it is because they don’t know how to express their feelings, their experiences, and their opinions in English. So, in my opinion, it is the best way that I pick up those who use their native language and assign them to give 5-minute presentations for next class on the proper English expressions that may be useful for conversation in the classroom. Especially, I expect them to find out and to share with their classmates the proper English expressions and examples that they have once spoken in their native language in their classroom.

A couple of weeks later, I expect every learner to speak English even in the chit-chat with their classmates. Thanks to their classmates’ presentation for last two weeks, every learner knows almost all about English expressions that may be frequently used in the classroom. I think this kind of punishment, giving a 5-minute presentation, as a positive punishment. It will be beneficial both to students who giving a presentation and to those who listen to it. Once they know how properly they communicate with each other in English, they would not use any word in their own language in the class.

1. **How will you as a teacher enforce frequent tardiness and frequent absences in the classroom?**

I would like to talk about how to deal with frequent tardiness and frequent absences in classroom based on my own experiences. In 2005, I was an sophomore in Jung-Ang University in Korea. At that time, I was one of the black sheep, as I engaged in much drinking all night and not attending the morning class. One day, a professor who was in charge of Mathematics for my Engineering class called me over and designated me as a class president, who prepared class materials and collected assignments from other students before the class began.

In our textbook, trusting your students more and sharing some responsibility with them is a useful way of increasing their involvement in the learning process. For me, it was so burden at first because I had to come to the classroom 30-minute earlier and then prepare tools and materials related to the class. However, great responsibilities made me different. The more I felt responsibilities for it and got involved the class, the less I drank and missed the class. Moreover, I won the first place on the final exam. It was really terrific.

So, my solution to frequent tardiness and absences is that I have someone who is frequently late and absent have a responsibility for something important in the classroom. For example, they will be designated as a class president, or as a assistant for the class, so, they think of themselves as someone important in the class.

Maybe, there is a student who ignore their responsibility. But the advantages of this solution far outweigh the disadvantages. In my experiences, it would be helpful to students themselves as well as to teachers.

1. **How will you help your students prepare for any lesson presentations that they may need to do throughout the school year?**

Generally, preparing for a lesson presentation consists of several steps such as choosing a topic, researching, demonstrating, organizing lots of theories and data, and planning for giving a presentation.

When my student prepare for any lesson presentations, I will be an adviser and a friend not a teacher who only say what right thing is. Now, this question reminds me of my adviser who helped me with my graduation paper. In the semester right before the graduation, 2009, I had to write a paper that was required to graduate. My advisor forced my attention to follow his direction and rejected all of my ideas on the paper. Although I wrote that paper, I felt it was not mine, but his. It is true that he was far better equipped academically than me, and yet, I think he should give students a chance to think about their papers and to demonstrate their ideas on their own.

In my opinion, it is the best to give students a chance to think about their topic deeply and to examine lots of different options they can choose, and then, they can see how their ideas come real with every details. So, when students are stuck in and cannot go further, through lots of conversations and right advices to get over that obstacles, teacher should encourage students to make their own presentation.