Essay #2

Facing unexpected problems, you choose what?

TESOL

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I have been introduced to language learning, methodology and classroom management during the Tesol course.

But unlike theory, in reality, there are a lot of unexpected problems in classroom.

To my surprise, these problems are solved depending on how teacher handle these issues. In the future, I want to be an efficient teacher who handles these problems wisely.

From now on, I write how I will deal with unexpected issues using some trouble some questions.

To be specific, it’s probable to happen while managing classrooms with an ’ English only’ policy, students with poor attendance, and students who have problem with their presentation.

Firstly, to enforce an ‘English only’ policy, I think this policy is a matter for negotiation between a teacher and students.

When I went to Ba-ro Institution’s English summer camp from July.30 to August.4 in 1995, the summer camp had a very strict ‘English only’ policy.

I was 12 years old at the time. I felt a pressure on my chest. I still remember the English class like it was yesterday.

Mr. Kim Dong –Jin, he was my camp English teacher. I recently realized that he mainly used The Direct method.

We studied subject matter which was “Inviting friends to My birthday party”

He had us read aloud a short dialog he provided. After each line of the dialog was read he conveys meaning by using gestures, pictures, examples or other means of making the meaning clear. In dialogs heroin asked “What are you doing tomorrow?” one girl said “I’m free tomorrow.” Another girl said “I’m busy tomorrow.” Mr. Kim didn’t explain about difference between ‘free’ and ‘busy’ by DM. He said in English “when you have a lot of things to do tomorrow, you can say you’re busy tomorrow. And when you have little things to do tomorrow, you can say you’re free tomorrow”. Unfortunately our classmates including me didn’t understand. Mr. Kim tried to understand young students through various means. Although Mr. Kim made great efforts, Mr. Kim failed time management and having us understanding.

In the above my experience, I think if native language explained young students easily understood difference between free and busy. Therefore ‘English only’ policy needs flexibility. Native language use which is only means helps understanding. These circumstances are excluded and as much as possible a teacher and students enforce ‘English only’ policy.

Secondly, how will you as a teacher enforce frequent tardiness and frequent absences in the class room?

As I went to high school affiliated to a Kun-Kuk university in Seoul from 1998 to 2001, most of teachers didn’t allow to tardiness and absences.

One the first day of high school, my class teacher, Mr. Shin han-sub, addressed the students, pointing out some of the rules related to mandatory attendance of classes and not tardiness classes.

If students were tardy and absent from class, they suffered corporal punishment. The only exception was sickness with doctor’s prescription and parent’s agreement. And Mr. Shin requested us that students made kind of punishments and he promised to give us rewards if everyone was observant of rules. Our classmates were our best to keep the rules and he always kept his promise.

I think these rules increased population rapport and helped to teach students to be responsible.

I decided to become a teacher who gives reward and punishment effectively like Mr. Shin did.

I believe that teachers’ strict or violent punishment aggravates students’ poor attendance. Teacher should tell students that habitual poor attendance not only presents their dishonest but also gives rise to their poor record and achievement. This will motivate students to participate in class punctually and willingly.

Finally, how will you help your students prepare for any lesson presentations that they may need to do throughout the school years.

When I went to middle school of muyeng-sung located in Seoul from 1996 to 1998, I was represented our school at the science-study contest.

Delegation’s science teacher, Ms. Lee Mi-Kung, told to class that her role is to help students with all presentations. Before participating in the contest, she called me and she said “Leah! You read books. Maybe they help your study.” Or “Leah pictures are really great. But they are very small. Why don’t you draw them? Drawing is much better than posting pictures.” Her advice was always useful and created my ideas. Also I had a pre-presentation class time regularly during the last two weeks before the due date and offered me feedback.

Thanks to her kind consideration, effective advice and feedback time, I could receive the grand prize.

I think that it is an effective way for teachers to find out students’ particular needs and implement the feedback time in order to assist students to prepare their presentation.

To conclude, it is important for teachers to prepare for unexpected events and problems such as class with ‘English only’ policy, poor attendance, and huge presentation. I found out common ways to handle problems in classroom through my past experiences. There are pluses and minuses to experience in the past. I strengthen the strength and make up for my weakness.

When I face ‘English only’ policy, I’ll be best to offer comprehensible in-put. So I will use native language to promote language acquisition process.

Also when I handle ‘frequent tardiness and absence’, I’ll apply a rule strictly. Of course, I give students reward rule at the same time.

When my students have a learning problem, I always help them to achieve their goal and offer them motivation and direction to get their purpose not the answer.