**How will you implement and enforce the attendance policy and English only policy?**

“Success is often achieved by those who don't know that failure is inevitable.”

-Coco Chanel

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In English education field, there are always two big issues: attendance policy and English only policy. Attendance is the beginning of having appropriate attitude toward studying; it has been always emphasized. Besides, now a days, as the demand of communicative teaching-learning is increasing, the importance of English only policy is also getting highlighted. In this essay, I will share my personal experience about English only policy and attendance policy with examples of two teachers I have met, followed by my opinion.

Professor Kern in my university always strictly sticks to the English only policy. At the first day of the semester, he emphasizes his policy very clearly. From the moment of entering the classroom, all of the students must speak in English. It does not matter whether the class began or ended, students can only speak English while staying in the classroom. If you get caught speaking other languages, he will give you a minus point. If you want to speak in some other languages, you can go out to the hallway. To make his policy work and to show his teacher’s authority, without any mercy, he gives several minus points to students at the beginning of the semester. His policy starts from forcing students with giving minus points, but as time goes by, it shows its effectiveness. After one or two weeks, students naturally start to speak in English, entering the classroom because they get used to it. It is observed that Mr. Kern smartly used Skinner’s study of operant conditioning. After getting some minus points as negative reinforcement, students end up extinguishing the behavior of speaking in other languages. If I get to teach in a public school where teacher’s authority is strong enough, I will adopt the same policy as Mr. Kern does because it actually works.

Korean high schools officially have the same policy for being late and absent. Basically students will lose some marks from their total scores. Since students’ grades are permanent records and have very strong influence on university application, students take this policy quite seriously. However, it is not the perfect policy because it makes teachers indifferent to the fundamental reasons of being late or absent. If I become a teacher at school, I don’t have any choice but to follow the rule. However, I will have a private talk with the student who was late or absent and ask the reason for breaking the rule. For the first two times, I will warn the student, and try to solve the reason together. For example, if s/he has a problem with getting up in the morning, I will ask classmates to give him a wake-up call, taking turns. After two times of warning, I will call the parents to ask for discipline and supports from the family.

To sum up, in the pre-structured system of Korean English education reality, I will be a sort of strict teacher. I will basically give minus points to students who are not following the rules. However, I will also pay attention to the fundamental reasons for that to prevent continuing or further problems. Additionally, it would be better for to find some more ways to provoke students’ internal motivations to follow the policy during this TESOL course.