In this essay, I’m going to talk about my future method of dealing with 2 unexpected problems in a classroom.

First, If I should enforce English only policy, what would I do?

I should enforce students to speak English only. And I should help them to try more complete communication. However, I want to bring positive environment to encourage using English instead of applying punishment. It’s not because I’m a soft teacher, it’s rather because negative reinforcement could turn ss off from English. So, I will put more trust in ss and share some responsibility with them.

I’d like to use Visual Aids. The first one can be using a Board, I will write “English only” on the upper right corner of the board so that ss are aware of “no more Korean”. Using gestures, I’ll point at the EO sign If they asked me Korean. I also can do this after using of silence to get more attention from ss. The second can be Wall charts, posters or flash cards. These materials provide students with variety of useful phrases and daily expressions. Once a week or a month, I’ll have students make these posters by themselves. As a guide, I should play only a small part for this activity. Ss will use English more actively with their own works. Third visual aids can be worksheets. I may distribute worksheets to ss when a session or a semester begins. The worksheets contain question stems which can be used in the class. For instance, “Will you explain…?”, “Can you repeat that?”, “May I…?”, “what/ why/ when/ where/ how and who is/was…?” Etc. I will keep reminding ss to try to ask questions in English. I could give credit for questioning during the class to encourage using English..

I will not break the policy during giving instructions. I‘ll be prepared to teach English only and will try not to use Korean while I’m teaching, emailing or talking on the phone. I will set rules for myself too. For example, I have to bring donuts If anybody detected that I used my native language. Ss would feel more comfortable using English as they recognize even teacher might break the policy. To boost their confidence, I would attempt to do a little bit difficult task sometimes by explaining a complex subject through English. Even if they might not understand the whole part, they would be eager to follow once they catch some. It motivates ss to have passion for English and it builds patience of learning at the same time.

How to monitor whether ss are using English or not? Group activities can solve this matter. I’m not going to monitor them all the time chasing after sounds of Korean. I’ll form groups of 4 to 5 in class and let each groups do self monitoring. To prevent speaking Korean, I’ll give 3 chances of “May I speak Korean..?” to each group a day. Ss must use this chance before speaking any Korean. If someone happened to break the rule- speaking Korean without saying “may I use Korean?”-, the group has to do the first lesson presentation next time or has to bring milk and cookies. If any group used up all three chances, they are not allowed to speak Korean for the rest of the day. Ss would feel peer pressure and work hard to be responsible to their group. Besides monitoring It has another benefit, Having lots of group activities get ss more time to speak and this promote more fluent use of English.

Second, If I should enforce frequent tardiness and frequent absences, what would I do?

I will offer positive rewards for getting to school on time. Rewards don’t need to be costly. Simple and sustainable incentives would more likely to stick to motivate students. Strong candidates for these are extra time at the computer, free homework passes, recognition from peers through posting their picture on the hallway, even giving first-in-line privileges for lunch. I will ask students what they consider a meaningful incentive.

As a teacher, I will provide such rich and engaging learning activities that students do not want to miss the class. I may begin a class with exciting icebreakers in order to reduce tardiness. I can give a hint about tomorrow’s icebreakers before dismissal to remind students to get on time. Much strong method is to give periodic on-time quizzes. These unannounced quizzes take place as soon as the bell rings. They are very short and cover review material from the day before. Students who are tardy are not allowed to take the quizzes and therefore receive zeros. Alternatively, I could give extra credit for completing the quizzes.

The reasons for tardiness and absences are many and varied. Special consideration needs to be given to those students who are chronically tardy due to circumstances beyond their control. I will identify and reach out to chronically absent students and their families in a caring manner to see how attendance could be improved. Sometimes, it is simply because the parent has no control over the child. It can be very hard to blame a child for an issue that is really her parent's fault. In this case, I will inform the parents about the importance of attendance and encourage them to help each other get their children to school. If notes or phone calls didn’t work, I would definitely set a schedule a home visit.

There are lots of unexpected situations teacher should handle. It was good time for me to imagine each circumstance. I got more sense of control and am ready to deal with it. I believe any problems can be manageable. I’m sure about that.