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

For this question, I would like to think of a plausible situation with general

approach & specific approach. Here, the general approach means getting students exposed to the English environment, which is encouraging positively and specific approach literally refers to specific solution to particular reasons which blocks English

policy.

Firstly, I will set up time and place for English with a general approach. They will learn about when and where we should use English. When I was a middle school student, I went to an English Institute. On my first day at the English institution, there was a boy who tried to translate what the teacher said into Korean. I thought he was just being naughty

because he seemed that he already knew the teacher and that the teacher could speak

Korean. Whenever he did that, our teacher said “use English Please” slowly with his clear voice, and he added “you can speak Korean outside of the class and after English time.”

After that, the teacher really spoke Korean with him with pleasure outside of the class.

The teacher kept the promise, but at the same time, he was really strict in the class; the place that he limited. Once he and a teacher entered the class, the teacher led him to speak English as speaking English on his own. Afterwards, the boy followed the rules well.

From this experience, I realized that it is important to give students clear instruction at first because it will affect everything that follows. As another general approach, what I would apply is Grouping to increase opportunities for STT(student talking time) and arrange the seats so that students can see each other and talk to each other.

There must be other reasons that the students can’t follow the “English Only’ rule even though they were given clear instruction. When I went to that Institute, I also saw many students who already understood the rules but didn’t use Korean. However, the problem was they didn’t even speak English either! I think it happens because of individual’s difficulties in terms of linguistic skills. Therefore, I suggest specific approach to each special case.

First, some students may need to increase receptive skills like listening and reading.

In order to enhance listening skill, I would like use TPR (Total Physical response) Method because students should enjoy learning moving their body, which makes them relax physically and enable to focus naturally. Beside, a natural understanding helps speaking can occur.

Secondly, other students might need productive skills like speaking and writing.

To get them to indulge speaking without fear, I would like to use ‘eliciting’ drawing out information, language, ideas, etc from the students. By using ‘eliciting’ or CCQ(concept check question) students would feel familiar with the subjects and would ready to feel free to say what they want. Audio-Lingual (ALM) is also good way to help them to get used to use English automatically. As for writing skill, worksheet and words wall will be a great supporter.

By using these two ways parallel and timely, I believe, I can implement “English Only Policy”, and whether I use general approach or specific approach, what I have to bear in mind is to remind them of ownership of the right to keep the rule. If they have responsibility for their goals and the reason why they came to learn, they will follow the rule much easier.

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

Tardiness and absences are about the attitude, this attitude is very important when it comes to learn language. I remember a story that my teacher told me of a successful case of her son. Her son was not interested in studying, so she was worried. One day, came up with an idea. She asked him just to sit down on a chair. Of course, there was a deal with her and her son about the outcomes, though. It started with for 5 min a day at first, then she increased the minutes gradually, however she didn’t care about whatever he did. At first, he didn’t do anything and then he started to read a comic book. Finally, over an hour, he could sit on a chair focusing on a book and his grades went up.

I think this is about habits and attitude which can be built up. So, I think I can also apply Behaviorist Theory to this question. There are two ways of shaping behavior. One way is ‘to reward’ and the other way is ‘to punish’. Each of these two also can be broke n down into two another way according to the way of implementation. If it refers to ‘giving something’, it is ‘positive way’. Another refers to ‘taking a way something’, it means ‘negative way’. If the student comes to school without any absences, I can give him a prize or good grade. This way is to reward in positive way. Even though he is often late, he can get something, too, but that something won’t be positive thing that he might want. It could be homework or cleaning a bathroom. This way is to punish in positive way. So, can I say is it really positive way? It is like making me say thank you after I get unpleasant present.

Needless to look over, the rest of other ways are negative way- ‘taking away something’ doesn’t leave anything behind which means it can’t be developing further.

 These four ways lead me to one conclusion. Of course, these four ways will be efficient at each function. However, I believe there is still the most desirable way; reward in positive way. Some says that it might be effective in getting results, but it seems to be building a motivation quit separate from the genuine interest. It means it just can be stuck into a reward or just to make please the teacher. I still agree with this idea pointing out that there’s possibility for motivation to be beyond the target, but why don’t we think that ‘being beyond the target’ is on the process. Therefore, I would try to make a reward for the attendance as positive classroom atmosphere like a friendship between students, and feeling to join the class. If it is successful and then getting their attention to the subject and class material is teacher’s share again.

**Essay #2**

**TIMESTESOL 72th**

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