**Techniques to solve unexpected situation**

TESOL 75 Essay #2

Nicole Lee

What I have learned at Times Tesol in Seoul during two weeks, I have discover many things such as language learning, methodology, and classroom management. Now, I would like to talk about what I might have to deal with a range of unexpected situations.  
 I think speak English only is really helpful to whom learning English for second language. If I have a chance to teach English I also want to do it in my class. According to the Direct Method “language is primarily spoken, not written. Therefore, students study common, everyday speech in the target language. They also study culture consisting of the history of the people who speak the target language, the geography of the country or countries where the language is spoken, and information about the daily lives of the speakers of language." This method has many positive sides but in my experience this kind method need some stricken rules. Because now day I have taken a lesson of CCU Long Beach Tesol at Kang - nam Times Media Tesol since 4/4/2012. In this class we have to speak only English. But this is not easy to follow the rule. Because it is awkward using English during a class. So I speak partially when I've got a difficulty to speak with English. To prevent the situation and to enforce the rule of English only, I would like to use B.F Skinner's two types of consequences.  
" Two types of consequence "  
\*Reinforcement - a response is strengthened by an outcome that follows it  
- reinforcer - a stimulus that increases the frequency of response. Ex) food  
Pellets->. Inc the rat's frequency of pressing the lever  
\* Punishment -a response is weakened by outcomes that follow it  
-punisher- a consequence that weakens the behavior. Ex) electric shot  
Ck-> the rat will not press the lever  
Before I start Tesol I worked at a nursery in Chung-ju from 2011-5 to 2011-2 . At that time I gave a ticker board to each student. And I also gave them some stickers, too. But I only gave the stickers when they are really good at their works, have good attitude, follow our policy or try very hard at this class. They gather the stickers by the every end of the month. At the end of the month I gave some small presents who gather the stickers most. The students really try hard to follow the class rules and lessons to get the stickers and present. I think they were motivated by this kind of factors.

Our Tesol program have strict rules to prevent the situation of frequent tardiness and absences in the class. That is we must come to class on time. If we're late three times then we will be marked as an absent. Also if we miss the class three times then you can't get a certification. This classroom management is proper to adult who can control themselves. But I think it is not proper to young learners who need advices. Any new learning experience can be threatening to the young learners. So I want to use other classroom managements to young learners to prevent the situation of frequent tardiness and absences in the class. Such as Ice breakers or a game of using TPR before start the class about 10 to 15 minutes to make students get interested from this kind of activities. I'm going to give them enough demonstrations of those activities. Because when students have an idea of what will happen in each activity, they often feel more secure and feel confident. If students feel in control, they can take more responsibility for their own learning. And sometimes I'm going to do Warmers. Warmers are related to the subject matter that is to be discussed. So they can foresee what we are going to learn today. I will encourage students to take part in the class by making them have interests and confidence in the class.  
 When I was 24 years old. I went to Dagupan institution in Philippines to study English from March-2007 to may-2007. Our teacher always gave some topics and she let us to prepare for presentations of that topics. After the presentation she gave us some feedback. From the activity I felt having an experience is better than explanation. From that reason I’m going to let my student experience Micro-Teaching for prepare some presentation. After some Micro-Teaching I’m going to give them feedback of their strength and weaknesses. And then I will let them do the presentation again based on feedback. If they learn by repeating, they can take courage and techniques by this activity. So I’m going to help my students on this way.  
  
 Talking about handle unexpected circumstances. I realize that a teacher is not only to giving information to students, but also the teacher has to consider students tendency and atmosphere of class and so on. Thus from now on I’m going to try my best to earn my own techniques from class Tesol.