**What may be more important than Teaching**

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Being a teacher is a great deal as they get to “TEACH” others.

Teacher is not someone who only teaches students knowledge academically but gives many good ideas (lessons) for student’s valuable life.

**Karl Menninger (**United States psychiatrist and son of Charles Menninger**) quoted that,**

**”What the teacher is, is more important than what he teaches.”**

There is more than just knowledge that a teacher teaches in class. Students may learn how to survive in real life, to have a warm-heart, to be able to embrace others with an open mind, etc. Unlike this, teachers sometimes have to challenge critical policies that institution may require them to deal with.

In this essay, I’ll propose some solutions towards 3 unexpected scenarios that may happen in classroom management by suggesting how to tackle the problems.

Firstly, I’ll be introducing some set rules to the institution; **Detention** and **penalty**; to implement and enforce the “English Only” policy.

**Detention** is a rule in the institution that extends naughty students little more work to do. If a student gets a detention, he or she will have to stay in the classroom after school. They will be given some time-consuming activities such as Writing Essay, summarizing articles and news dictation which may last longer than an hour. This is designed to give students more ‘English practice’ and enhance their English skills. But this may also allow the students to realize how wasteful of time the detention is, that they will try not to get further detention. Using this rule, I expect students will be deferred from talking less in their own language in class.

**Penalties** can be set as a help to ‘detention’ rule. This means that when a student is caught using other language than English by a teacher, it would be marked as their ‘first’ and also the student will have to make up the penalty by paying 500won to piggy bank. When a student’s penalty adds up to 3 times, the student’s penalty count is now Detention. Another method is that there will be many sheets of **papers** stuck **on the wall** of the institution with **“English ONLY” written on**. This may allow students to realize and also reinforce the importance of using English only.

There could be other method introduced to the institution. If the institution has a range of English level students, it may be a good idea to run an **extra-English-help class** after school. This class is a voluntary class that will require one English teacher each time. Any level of students can come to this class. The teacher encourages students with daily English expressions so that students feel less intimidated by ‘English only’ policy.

However, these rules must be introduced to students thoroughly and directly during orientation. So the students are well-aware what is going to happen if they break the policy and won’t think it’s unfair on them.

Secondly, frequent tardiness and frequent absences can be treated in a similar way to “English only’ policy; Detention and penalty.

When a student is late, by late it means after 5minutes after the lesson has started, the student should be given a **penalty**. This penalty is also a 500won payment made into the piggy bank. When a student is late for more than 3 times, it adds up to 1 detention. The student will be put under extra work (essay writing, summarizing and dictation) after school, detention. A detention will also be given to students when they are absent without a reason or excuse. If they were ill, they should report with doctoral prescriptions. If further matters keep them absent, they should have a word with teacher.

Also, students will be noticed that they will have to **sign in** their name as they enter the class with the time they entered. In this way, tardiness is recorded and the student will try not to be late afterwards.

In South Korea, there was a case of how traditional class dealt with tardiness when one student was late, the student wouldn’t be given a priority to speak in class just for the day. For example, when groups are formed, in the group that student (who was late) would be given the last chance to speak or choose in whatever activities they do. In this way, the other students are not treated unfairly but the student who was late would realize it’s not good for him or her.

As I mentioned in the previous paragraph, these rules must be guided during the orientation so that students are aware and clear of all rules.

Lastly, the followings are my suggestions for any lesson presentations that students struggle to prepare throughout the school year; Videos, hand-out on presentations layout and Introducing a school senior.

When a new assignment is handed out, students are more or less embarrassed. Giving them guidance is the key for helping students prepare presentations. Visual aids would help students better. If the students are shown some videos as a visual aid they may know what kind of presentation is required, they’d produce similar kind of presentations. I believe that ‘Actions speak louder than words’. Giving out hand-out on how the students should induct their presentation would guide them through completing the assignment step by step.

The hand out, however, should include steps to preparing, attaching and completing the presentation.

Like that of a school sponsor, a school senior can be introduced and assigned to students. A school senior undertakes the responsibility of giving the new students information on virtually everything including school policy, rules and help on presentations. This gives both school senior and new students opportunities to build rapport and may elicit more of their abilities in doing presentation.

Those suggestions I recommended above can be useful in many cases. There should be more rules that can help students with “English only” policy, frequent

tardiness and absences and helping students prepare for their presentations. But these are only suggestions how teacher may tackle the problem. Indeed, students are human-being who want to be respected. Having faith and trust in them after giving them a promising guide at orientation could just be enough. Showing students how much they are cared for may simply be the key to all of those unexpected problems.