Essay #2

Words: 1273

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***“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”***

**- John Quincy Adams**

Teaching adult students might be considered to seem easier than to teach children or young learners. Because it is a true communicating linguistically with adults is much easier than children. However they are all grown up and their conviction is already settled strongly, so that can be an element to make hard to manage them as a learner. We can also consider as they are not a student learning indispensably, but it is just their own optional decision to take course at institutions or register universities. This being so, they might not just follow to rules that is negative punishment like penalties. For that reason, I would like to suggest two alternative ways for making effective atmosphere of classroom by motivate the ‘particular’ adult learners.

What I want to mention first is ‘How to implement a tardy attendance policy’. Probably in society, especially if somebody is employee, we might all agree that lateness or absence is shame thing to do and there can’t be any excuse. But some students may don’t think that it is also an important manner because they think that they had chosen to register and attending any schools as universities or any kinds of institutions. Therefore, giving negative punishment like ‘warning by threats’ or ‘paying the penalty’ to who those think that way is may not a good method. For that reason, I would like to suggest alternative way to prevent tardy attendance rather than to warn or to teach adult learners about importance of manner and furthermore, I hope this way can also have positive effect on class performance as well as I experienced before. This is a method I experiences when I was attending university, ACTS (Asian center for theological studies and mission). I was junior at that time and taking a lecture called ‘Cross cultural communication’. At ACTS, there were many students who are late for the class since there was flexible student policy, we were not able to absent but rules of lateness wasn’t that strict. However in this lecture, there were fewer students who are late for the class. I don’t know the professor, whether Mr. Kim used that method intentionally or not, but I think the way he took, worked out perfectly for tardy students. What he did was taking short time for quizzes as calling the register. It is seem to be a simple way to check students have done their reading homework. However I think he took that solution on purpose. Because it has three advantages of this technique, first, it discourages tardiness, secondly, it rewards automatically to those students who arrive promptly, lastly, it encourages students to read the textbook prior to exams. The quiz was several simple questions that are based on the prior reading assignment, and it was requires to quickly write the answers. The questions were almost asking the students to write definitions of terms. And it was also designed to give students 10 point head start on the final exam. So it is useful to encourage students to read assignments and improve student learning as well.

Secondly, I would like to suggest a way to enforce ‘English only’ policy by the TESOL class I’m attending. Perhaps some teachers have got results by competition and bribery techniques.(e.g. ‘Every time if you speak Korean, I’ll give your team a red mark. The team with the fewest red marks at the end gets rewards.’) However, I think it is problematic because it seems to students cooperating for teacher’s convenience. Therefore I think the way of reinforcement like inducements, threats and prizes can only have a limited success in creating an ‘English-only’ classroom, but I believe that a more complete solution involves looking at the whole atmosphere of the class.

The teacher of my TESOL course that I’m attending currently in Times TESOL institution is Ben. I think the way he did to us is the best way for enforcing ‘English-only’ policy. First he had explained the importance of talking only English for the course, and then he had told the side effects that can cause by using native language that we use. And he had asked for us to promise for each other. Further, he had eliminated native language speaking and replaced it with English by his 2 characteristic skills based on English teaching theories and methodology.

The first skill is guide students well by making students involved in lecture. He gave us explanations, materials, tasks and activity as well as other every other teachers who I experienced had done before. But I think he and the other teachers have difference in the ratio of teacher-student talking time. He believes that by teachers have less time talking, students will have more time for that. So he always try to make the ratio of TTT(Teachers Talking Time)and STT(Students Talking time by 30% to 70%. And make us to communicate in English naturally by having time for transition period which is internalizing students to use L1(native language) to L2(target language). He take this time by 2 guiding questions seems like greeting them but it actually engage them into ‘English only’ class unconsciously. We may can also call this period as mental process. As I mentioned above, he also has the body of ‘content’ in teaching. He gives us variety of different language-related tasks. Sometimes it makes us to talk by interviewing each other and sometimes it makes us to explain the subject matter to each other, by these kind of materials and activity, we can communicate each other in English unconsciously, it is not easy to talk in English whole time but what he help us to do in actions, comments and attitudes while we are doing tasks helps us to do well naturally. The second skill what he does is encouraging the good properly. It is obvious to guess that he is very good at compliments since he is good at encouraging the goods. He is really good at cheering students. Every time I speak in English for tasks, questioning and answering, they may feel fear of making mistakes, it is much harder if it happens in public. But when me and the students try to speak English, he keep helps us to finish our speaking with nice face expressions and gestures that seems us to feel very helping. He also encourages us during the whole class, especially during error correction after the activities and closing time which time he receives further questions by proper feedback on our attempts.

I believe that both Mr. Kim and Ben are great teachers with good skills. Even though I agree to teach students effectively require many scientific skills but to teach learners right, teachers should win their hearts. We may make students make growth of knowledge, which is very crucial. However I believe having rapport and inspiring students is very important because teaching-learning is a work between people. An American statesman who served as the sixth president of the United States, John Quincy Adams said ***“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”*** I agree with him because I think it is hard for people to teach something but make someone to develop by inspiring, is thing that can’t be done by anyone. Therefore I want to be a teacher who has effective teaching skill like Mr. Kim and Ben, but personally I prefer Ben’s style because I think he has skills of teaching and having rapport but inspiring as well. I truly admire him motivates students respectfully and wisely, encourages them sufficiently for lightened their burden, prepares meticulously and lectures enthusiastically.