

The Teacher as a Controller When a teacher acts as a controller s /he is in charge of the class and the activities taking place and is often leading from the front. Controllers take the register, tell students things, organize drills and read aloud and in various ways show the characteristics of a teacher- fronted classroom. Being a controller has less obvious advantages. First, it denies students access to their experiential learning by focusing everything on the teacher. Second, it cuts down on opportunities for learners to speak because the class is acting as a whole, just few learners will have a chance to say something. Third, over-reliance on transmission teaching can result in lack of variety in activities and classroom atmosphere in general. Of course, there are a lot of instances when acting as a controller makes sense. For example, when giving examples, organising question and answer work, lecturing, making announcements or restoring order in the class. However, it is worth noting that sticking to one mode of behaviour denies ourselves and the learners many possibilities and modes of learning which are not just good for learning itself, but for our learners' enjoyment of that learn