Title : Classroom Management Assignment

Quote : I have no idea which method is good or right.

Teaching is not only thinking and holding certain values, it is action.

* by Diane Larsen

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“64!!”

Can you guess what this number means?

Surprisingly, it was a number of my classmates when I was a student of Dongbu Primary School, Incheon, Republic of Korea. Actually I was not the only one who had those kinds of experiences.

After graduating from primary school in 1988, the number of classmates in Mansu Women’s Middle School, Incheon, Republic of Korea was remarkably diminished to “55”.

Nevertheless, the ideal language classes should be comprised of no more than 12 to 15 students, teachers would have to cope with the reality of a large class for the time being.

That’s why there exists some problems such as individual teacher-student attention is minimized, student’s opportunities to speak are lessened and proficiency & ability vary widely among students.

Fortunately, nowadays the educational environment is totally different so we don’t need to worry about such kind of the backward structure anymore.

Even though the structure of the education system is greatly improved compare to the past, there are some things we still need to take into consideration in the classroom.

First, there is sometimes an undercurrent of opinion that claims students should never use native languages in the classroom especially in institutions. I think it’s like a Direct Method advocated, “target language only” practices.

Some institutions also price themselves in advertising the direct use of the target language in their classrooms, but it’s not that difficult to discover how and when such prohibitions can be broken.

It might be a reason that we need some guidelines for dealing with issues to use native languages in the classroom. Let me tell you what I’ve been thinking about. They may be worthy of implementation.

The policy has to be included some exceptions so we’d better “set clear guidelines”. However beforehand, we are supposed to “negotiate with students on why it is important for them to use English”. If we don’t, those guidelines would be easily broken.

Also, “stimulate the motivation to use English” would be one of the important parts of the curriculum because if students are not motivated, the guidelines would exist only for the marketing purpose of institutions.

Teachers also need to “choose appropriate tasks for students to accomplish the objectives of activities and therefore less temped to cheat by using their native language”. “Creating in the classroom an English atmosphere” would definitely help students to speak English.

I think most of Koreans who studied English as a second language in Korea have experiences over how awkward it is to speak English to Korean. That’s why teachers need to do their best to make students comfortable such as “exposing posters, magazines, computer websites and other realia that stimulates the use of English”. Those materials will more likely help to be in the mood to speak English.

Second, even if all students were hard-working, strongly motivated, active, dedicated, and overall goal-oriented learners, we would still have what we call, “discipline problems”.

In such a case, teachers should learn to be comfortable with their position beforehand to gain the respect of their students by treating them all with equal fairness. According to my experiences, listening to students and attendance issues (tardiness and absence policy) were very important.

Some of them must have their own reason why. Of course, some of them have not but teachers must listen and stand on their students’ side and make them feel that teachers really think about the students.

If that doesn’t work well, we can also try to resolve disciplinary matters outside of class time so that valuable class minutes are not focusing on one student. The most important factor would also be the teachers’ way of thinking. First of all, teachers try to find the source of the problem rather than treating symptoms.

Lastly, nowadays all techniques based on the internet are quite useful. Teachers need to be familiar with new and emerging technologies. One idea could be “Presentation”.

To teach presentation a teacher should specify to students what the purpose of the presentation is. Giving clear directions to students on how to get started and showing a sample presentation from a previous student might help to stimulate thoughts what to include. If teachers give guidelines on acceptable materials to include students may feel very pleased for that.

When teachers give some feedback, they also need to be clear on the principal purpose of the presentation and make sure feedback speaks to that purpose.

In conclusion, reflecting upon classroom management, I could feel that it could be the most important part. Teaching students is not only giving them knowledge but managing students how they can get used to adapt those policies.

That’s the reason why teachers’ action should be accompanied with their teaching.

Thank you for reading my essay.