Assignment # 2

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**The Application of Classroom management**

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Think when we learned our first language. We had to use this language from birth. There is no choice to speak and express ourselves to our family and friends.

Why could not the learners use English but always talk in their own language? This is a common problem in monolingual classes. Because learners think that it is easier to speak their own language, they do not want to get it wrong in front of others and the teacher always corrects them if they speak English, above all they need to use their own language because they can’t say what they want in English.

I have a like experience. When I was a freshman at Kyungwon college in 1993.

I usually used to go to learn English at a language academy ELS Jong-lo. In class I had to speak only English to communicate with each other, it was both fun and hard to me. Sometimes Although I really wanted to say something, I did not know how to say completely. I felt bad. That time I talked in my own language Korean before I knew it. I thought what I should have said at the time after I came back home.

I think the learner’s first language can be a very useful resource in the classroom, but at other times - when I really want them to use English only- it can also hinder. Here are some ideas that might help:

⦁ Do not tell learners off for not using English, but keep operating in English you.

⦁ Spend lots of time on fluency work without error correction.

⦁ Respond positively to every effort at using English.

⦁ Communication is your priority, rather than accuracy.

⦁ Create many pair and small-group activities that require them to do something with English.

I think that grouping more; activities more are effective and motivated. However, above all Ts should speak naturally, normally and specifically and discuss the point of the activity, lesson, and course. If Ss are afraid of using English continuously and cannot get any encouragement from Ts, English is of no use.

Most students who come late or are often absent in the classroom maybe not interested in this English class. Generally, students were hardly late. Lately I started new English class, one of the students tended to be late every time. When he opened the door suddenly during the lesson, he distracted the whole class atmosphere. I thought how could I control my students and view the situation objectively. Whenever these cases happened repeatedly, I wondered whether I had better welcome Ss or I must tell Ss off with my authority. I was confused about my teaching, my skill, my ability. I can choose that I would be patient or impatient, defensive or open, authoritative or flexible.

I think that sometimes I need an appropriate authority for being established and a class engagement and need critical moments to deal with unexpected problems such as a frequent latecomer, frequent absences and not paying attention etc.

However, there is no single correct answer, no single route through a lesson. My total lesson is created by my choices. It is good that it is a small thing but Ss and TS make a classroom rule through discussion and agree with what is OK and what is not OK. Not only teacher’s point of view but also students’ point of view, while I listening to my students with strong rapport.

Now my learners are worried about their lesson presentations, if so I will find out

Learners’ ‘need analysis’. Often a Needs analysis includes not only information about why learners might need language in the future, but also information by writing, speaking and observation.

Ss may find the concept and practice of Needs analysis difficult. They may greet a Need analysis with comments such as ‘You are the teacher- you know best,’ ‘You decide. I trust you,’ This may be because the learner genuinely doesn’t know what he wants or need, or it may be because he doesn’t think that it is a student’s job to think about things like this. Humans do not necessarily think first and then write down their ideas. I think Ss may find when they start to wonder what their needs are. The process of writing (or talking) about things helps to give some form to thoughts that maybe did not exist in any clarity until then.