**Essay #2**

**Classroom Management**

***The great aim of education is not knowledge but action -Herbert Spencer***

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**Ⅰ. Introduction**

**Ⅱ. Body**

ⅰ. “English Only” Policy

ⅱ. Tardiness and absences

ⅲ. To Help student prepare for lesson presentations

**Ⅲ. Conclusion**

**Ⅰ. Introduction**

When I was a child, I just thought that teachers only needed to know the subject matter and that was all teachers needed to know. As I grew up, I realized this was not the case at all. Effective teaching is not all about great knowledge of the subject. The learners, environment, situation… etc. are not always the same. So, before teachers teach, they need certain organizational skills and techniques to help the class run more smoothly and efficiently.

**Ⅱ. Body**

My institution has a very strict, “English Only” policy. There are many ways and rules I can make in class. In the past, right after I graduated my university (March in 2003), I had attended JS English institute. There was a teacher who just said “Don’t speak Korean! If you speak Korean frequently, your English is not going to improve.” Sometimes that word made us feel embarrassed. Most of all, I would like to make my students understand why speaking “English-Only” is important and make the classroom as a comfortable atmosphere that students cannot be stressed out when they are in class. There are various ways to make a comfortable atmosphere. The ideas could involve using lots of listening materials, such as posting English-language posters which students like, creating lots of pair and small-group activities…etc. I think everybody likes getting compliments. I will always give students compliments rather than error correction. (For example, if a student said “I go to school yesterday.” I won’t mention the grammar things directly. I will just repeat “Oh, you **went** to school yesterday! Good job!” like this.) Then, the student may feel freer and get confident with using English. In an “English – Only” class, it is very important to make the students feel confident.

If students are frequently tardy and absent from the class, how will I deal with this? Most of my school days (1992~1997) teachers didn’t care much and gave black marks if we were tardy and absent from the class. I think the most important thing is to find out the reasons why they are tardy and absent. To do that, I need to talk with them and understand what their problem is and what they need. After that, we will try to solve the problems together. I will then make the class interesting and valuable so student can enjoy and they can feel sad if they miss the class. There will be some rewards when students finish the class well. The carrots are not always the best way. Sometimes, I will have students feel responsible if they miss the class. First, other than seating in parallel rows, I want students to sit in circles or horseshoes so that students can all see each other, talk to each other and recognize who is missing. There will also be some pair work activities which cannot be done without their partner. It will make them feel responsible and it could make them attend every class. It can also develop cooperative spirit.

Finally, how will I help my students prepare for lesson presentations? First of all, I will instruct them clearly and exactly what the presentations will be about. I can use some materials, demonstration and technology…etc. I will then find out any difficulties with preparing presentations. There will be some difficulties like Information, technology, organization…etc. I want to share with students some tips which can make presentations successful. The tips include: First, you need to know when, where, to whom. Second, observe the presentation time. Third, use some gestures (body language, your look, act…) and clear voice (speed, tone, pronunciation…) Forth, Long and difficult sentences are not necessary. Use the easy English and speak with confidence. Finally, organize the contents and prepare some materials (technology, visual-audio, handouts…). I will make students practice and practice. Without doubt, PMP (Practice Makes Perfect) is the best.

**Ⅲ. Conclusion**

The text book says, “Good behavior is the result of a good lesson plan.” The most important thing is how much teachers are understanding students. (It could be the interaction with students.) So first, I will try to have a good lesson plan and then I will also try to be a good listener, be patient, encourage students, allow their thinking, talking time, give them more opportunities…etc. There will be lots of unexpected problems and difficulties in class. However, if good lesson plans and the classroom interaction are in harmony, the class can run more smoothly and efficiently.