Assignment#2: Classroom Management

Feb, 22nd, 2012

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**Every coin has both sides**

***“What we have to do is to be forever curiously testing new opinions and courting new impressions “(Walter Peter)***

In recent years, the world has shown a dramatic growing demand of English teaching in many aspects of education. Also we are already exposed by excellent methods and skills for teaching English, however we could not avoid a range of unexpected problems namely with implementation, enforcement and disciplining an institution’s policies. In this essay, I will examine how I would cover above problems by applying terminology and I will reach this terminology from my past experiences over how my previous teachers may have managed these problems.

To begin with, there is a very strict, “English Only” policy in my institution, I would supply some implements and make enforceable rules for this policy. When I started to study English, I attended MTI institute which only allowed students to speaking English through the course. It really worked on improving my speaking English. However, it is true that teacher-centered environment and the Grammar –Translation Method, made it difficult to use English all the times for student. First of all, I will encourage students through displaying warning signs, “English only zone”, at every rooms and every sections in the school and make students to encourage each other, for example creating a small jar for ‘Penalty for speaking Korean”. When the students speak Korean in the school, they must donate small money, which will be used for the whole classes at the end of the course. Additionally, in the classroom, I will pretend that my first language is not Korean; it is English. I will handle the issue with using The Direct Method. I will create many group activities to keep the students busy for using Communicative Language Teaching and community language learning for every class. As a result, they will be exposed more in English speaking environment and their English will improve gradually, and then they may not need to use Korean any more. Furthermore, it is necessary to establish enforceable policies, in other words, if a student has 3times of warning by using native language, and then she or he will have an extra assignment, 5times of warning means 1 % deduction, and more than 5times of warning causes fail from the course.

Secondly, frequent tardiness and absences in the classroom might be an issue. Every institute that I have been to had strong policy of attendance. Normally the institutes allow 2days off during the whole semester. I was stressed out by the policy that I was not likely to do well. But it actually helped me to concentrate on my studying and make an academic atmosphere, so that I want to make use of this kind of method in my ESL course. In addition to this, it is also true that giving right motivation could encourage students to attend the class. Therefore, teachers need to prepare well and make the lesson more interesting especially for the learner who lost their motivation of studying. If the teacher is well-prepared for the lesson and emphasizes with important information and announces, leaners will start to think that it is worth to join the class from the beginning.

Lastly, when it comes to the presentation, we often confront with shy students who have troubles to speak out and present in foreign languages; sometimes half of students have this problem. I had same problem before, even I knew the answer, but I never answered. Since I studied in Worldview College in Tasmania, Australia, my problem was solved through having Scaffolding Method and an excellent ESL teacher named Mrs. Smith. They provided every junior with Mentor System which seniors or staffs helped to newcomers with English. Moreover Mrs. Smith did many group activities as known as ALM, TPR, and CTL and so on, to involve shy students including me to speak English. In my language teaching, I want to add above experiences and apply the principle of desuggestopedia which help learners eliminate the feeling that they cannot be successful and thus to help them overcome the barriers to learning. If my teaching helps to make students more relaxed and confident though distributing resources and even materials, they will not think that English is difficult. It will just come naturally and easily.

In conclusion, when we deal with a range of unexpected problems, sometimes we need an appropriate authority for being established and a class engagement. However we should remember that learners will succeed if their motivations are in the right place. We still make efforts to encourage students to participate in the classes and make them feel that English lesson is fun and essential for their further education.