

**My classroom management**

***Class :*** *TESOL 73rd*

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**“Education is not preparation for life; education is life itself”**

**-John Dewey-**

**Introduction**

What is classroom management? How can I manage my English class successfully?

As a teacher, I’ve been always thinking about it seriously. According to Jim Scrivener, teachers must create the conditions in which learning can take place. To create and manage a successful class, certain skills and techniques are needed. These are grouping and seating, activities, authority, critical moments, tools and techniques, and working with people. There are lots of unexpected problems that I have to deal with.

In this essay, I will write about how I dealt with three following unexpected problems with my personal experiences. (“English Only” policy, frequent tardiness and absences, helping students prepare for any lesson presentations)

**Body**

**1. “English Only” policy**

I have two working experiences at the institute and the public school.

The institute I worked for was located in Song-pa Gu, Seoul 10 years ago and had a very strict “English Only” policy. But it was easier for me to implement and enforce this policy on my students than to do it at public school.

The children I taught there took the level test so that they went to the appropriate class.

That’s why it was easier for me to implement and enforce “English Only” policy, using classroom management such as seating arrangement and positive rewards. Their speaking level was quite similar among students in the same classroom. But some of them hardly spoke in English at class and didn’t participate in the English activity. It was because of their personality (shyness). They were afraid of making mistakes in front of other students. So I placed the shy students between active students and I gave pretty stickers to the students who didn’t speak Korean at all and took part in the activity enthusiastically at the end of class. This seating arrangement and sticker system were pretty effective.

Now I am an English teacher at public school. I have 25 students for each class. The differences of English proficiency between students were severe. Some students are good at English but most of them are really poor at English. Some students even don’t know the alphabet. So it is very difficult for me to implement and enforce “English Only” policy. I speak many simple sentences over and over to make them understood and in order to make them imitate the sentences. When I explain how to do a certain activity in English, most of them don’t understand what I say. Then I tell them how to do it in English repeatedly, very slowly and clearly. I don’t give any punishment to my students when they speak Korean, even though we have “English Only” policy in the classroom. I don’t want them to be discouraged. If they speak Korean, I let them know how to speak in English what they try to speak. And then make them speak in English again. These are all I can do at public school nowadays.

**2. Tardiness and absences**

Tardiness and absences are related to the student’s grades at our school, so it is easy to control their attitudes. But the English camp during the winter vacation was a totally different story. All the activities of the winter camp had nothing to do with their grades.

Sadly it made them neglect their class at the camp. They didn’t care about the English class. They were late everyday for the first week of the camp. So I started to call their parents after checking who was late for the class, just asking “She/he is not coming yet. Is she/he coming today?” or “Is she/he all right?”. These phone calls affected the students’ behavior immediately. After one week later, nobody was late. I assumed that they didn’t want to listen to their parents’ nagging. The other classroom management I used was “candy”. When students came to the class early, I gave them candies. The candy system worked for the young students.

**3. Helping students prepare for any lesson presentations.**

As a teacher, I give my students assignments, requiring them to present in class. They could be either individual works or group works. Individual assignments must not be hard and it takes a little time to do it, whereas it takes more time for the students to do the group assignments. Apart from these differences, I always try to give them clearer instructions for assignments. When I assign groups, I make sure that each group has a designated leader and give them plenty of resources and clear examples. It helps them prepare the assignments more easily.

**Conclusion**

I‘ve been dealing with a range of unexpected problems. Sometimes I fail to manage the classroom. It makes me feel desperate. I’m still figuring out what is the best way to deal with these unexpected problems. And I still have lots of things to learn to be a good teacher. That’s why I am here in Times Media.