How to do the Classroom management smoothly

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We, South Koreans at age of mid twenties at 2012, each us of might have experience of institution. Especially, we all have taken English institution at least once during our school days. Institution wasn’t our duty to be taken for us as a student. So they had certain rules to come up with to keep student to come and do their work as the curriculum of the institution. And make the student to improve their grades. There are three circumstances that institution teacher’s have handle the situation also as well as my experience as a teacher of institution.

First of all, I would like to talk about my experience as a English teacher in 2012 winter session of YBM. Our Song-pa, Seoul, South Korea had a policy that was “English Only”. Since the former teacher didn’t get to make the mood to keep the policy, I had to force the 6th grade student of YBM of Song-pa branch to keep them. I had an idea to solve the problem. The day after I received request from the principle to make student to speak English only. I directly wrote the phrase on the whiteboard that was located back of my desk, “If you speak Korean to me I won’t answer it.” And as I greet the each student in the evening, I pointed out the whiteboard and made them read out loud. So that all the other students get to hear the policy more than five times. I notice that the girls understand and listen quickly, but some of the boys won’t. So I had to set a punishment for them to keep the policy. I found the punishment that won’t be a negative punishment, by playing with the boys at the institution. I would apply pink lipstick on the boys’

cheek to those aren’t speaking English in class. It was successful method to prevent the boys from not speaking English. Because other classmates from the class would held the boy that spoke Korean so that I could apply the pink lipstick right on their cheek. With this punishment the boys got to at least try to speak English even if it wasn’t perfect. I was proud that I set the mood to speak English not in a strict traditional Korean teacher’s style. My principle, Ye-ri Kim, was proud of me and thanked me for it. And she would also give me presents at the holidays. Also the student was happy to play with me for a while and study hard in the friendly environment making shy student to elicit in class.

Secondly, with the classroom management frequent tardiness and absences aren’t easy to handle. But I remember our teacher from YBM in January,1999, the teacher, Jennifer kim, she would collect the money from us if we be late or skip the class without notice. She would make us pay for the penalty if late for more than 5minutes from the class. After five minute, one minute would be count as a one hundred won, after the curriculum we would be having a party with that penalty money. I think it was reasonable and used in right way. Because it really changes those who were frequently tardy and absent to become never late on time and never be absent.

Lastly, making student to prepare for any presentation isn’t easy. Especially, for the shy student in 9th grade, they tend to do their performances low compare to their ability. Mr. Coil who was my U.S. history teacher in Korea Kent Foreign School in 2001 made us do the group activities. The first through third assignments was for us to do the group projects. I think its purpose was to make student comfortable to each other when we get to do the presentation alone in front of the class later on in semester. Also group activities led the student to see and compare the presentation skills and make them improve. By seeing other student using other procedures; such as projector, wall chart, and power point. Because teacher knows that presentation skill improve by watching others do. And these activities make the student talking time 80%of the class with use of visuals. And since class get to share the time depending on number of group they get to learn to do the time management. Also get feedback from the different point of view. By mentoring each other, students will be able to remember what they’ve learn in class much better.

For conclusion, institution for the teacher is like a war. You never know what’s going to happen from the student or the parent of the student or even with the staffs. So in order to run

Thing smoothly by keeping the institution’s policies, we, as a teacher, should be prepared by acknowledging the know-hows from the successful teacher from the past. Always keep the point of view as a student.