**Essay**

**Classroom management for the adult learners**

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**Outline**

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“The essential basic skill for classroom management is to be able to look at and read classroom events as they occur and think of possible options available to you, to make appropriate decisions between these options, and to turn them into effective and efficient actions.” –Jim Scrivener

**Introduction**

What is classroom management? That is the skills of creating and managing a successful class. Common classroom management areas include activities, grouping and seating, authority, critical moments, tools and techniques, and working with people as an umbrella term

In classroom management, teacher’s most important job is to create the conditions in which learning can take place. Moreover, whenever classroom events occur, a teacher should think of possible options and then make appropriate decisions to result in efficient actions.

Consequently, when teachers deal with unexpected problems such as speaking English only in the class, stopping absence and tardiness, and helping a student prepare for an important assignment, they are to cope with the above critical moments by following the basic skill for classroom management.

**English only**

How would you design it and enforce rewards and punishments if you had the “English Only” policy in the class? It is very useful to use only English and it is really helpful in creating an ‘English’ atmosphere in the classroom, but it is often problematic because the students don’t have a good command of English to speak out whatever they want to say. First, the teacher and the class make a rule using only English in the class and then put a wall sign reading “English Only” above the white board to see all the time to be reminded of mutual consent. Second, the teacher gives clearer instructions for the students not to use extra their native language to check instructions one another. Third, the teacher attentively listens to the students to feel comfortable and know a permissive atmosphere that the teacher will sincerely listen to whatever they say and however many they make functional mistakes in their talk. Fourth, the teacher praises students’ utterance in order to encourage the students to focus on fluency, not on correctness. Fifth, every class, one useful expression is given on the reserved area like the top left-hand corner of the white board: classroom expressions, proverbs, and the expressions that the students don’t know how to say in English though they need the expressions to do their class course but they only know them in their native language because of their lack of English. Sixth, speaking their native language occurs over ten times in a week, a 300word-writing would be given to the whole class as weekend homework.

**Absence / Tardiness**

Adult learners make choices of their own, but they sometimes lose interest and feel a compulsion to skip a class. In my case, I used to be absent from the English institute when I could not find any interest in the class. Thus, the teacher should prepare the lesson well for the students to keep their interest and manage a cohesive relationship among classmates. The institute I used to enter gave priority to enroll in the next term to the student who was never absent and tardy that term. That was very effective to reduce students’ absence and tardiness. My English teacher, Mrs. Glenn, used the positive punishment of Behaviorism: the adding of an aversive stimulus to decrease a certain behavior or response. When a student was tardy or absent, she let the student do an activity for two minutes at the beginning of the next class. She asked the student to choose one among the activities such as singing an English song, giving a short story-telling, summing up the newspaper headline, and reciting an English poem. Although doing the activity meant getting a kind of punishments, not only the student doing it and the rest of the students were pleasant, but the whole class also experienced a variety range of English.

**Helping a student prepare for an important assignment**

How will you help your students prepare for an important assignment? As the proverb says ‘You can lead a horse to water, but you can’t make it drink’, a teacher shows students a guide line on their assignment and the rest of concrete things like gathering information, searching data and writing a report are up to them. The excessive intervention of a teacher sometimes lowers learners’ autonomy because it might frequently be more useful for learners to struggle a little and learn to make use of their own resources. Now, I can find the answer to the above question from one of my English teachers.

While I took an English presentation class, I prepared my presentation every other week. My teacher showed the model lesson on my next presentation topic, and then she demonstrated how I should keep eye contact with the audience, how much my voice volume should be, how I should handle my hands and stance, how I should use effective motions, and what kind of multimedia I should utilize for my PPT. She also gave a lot of tips about materials, data, and references. After the first presentation, she gave some advice and corrections on my presentation by checking my scripts, my performance, and watching my video-recording presentation. A few days later, I presented again the same thing far more perfectly which had been modified.

**Conclusion**

Teachers meet innumerable unexpected problems in real class including speaking English only in the class, stopping absence and tardiness, and helping a student prepare for an important assignment. Whenever innumerable unexpected problems occur, they continuously think of available options and make decisions to result in efficient actions. That process is affected by teachers’ abilities to smoothly access the quantity of experience they have stored inside them to help they interpret what is happening in the present moment and how they should deal with it effectively. They can get better at it by gaining more and a wide range of experience and storing it away. Therefore, teachers always should be open-minded to learn from their fellow teachers and have considerable expertise in order to handle classroom management well.