Teacher: Ben

Ss. Name: Justin

Date: Dec.19th 2012

**My classroom management**

*As a teacher, you are also a leaner - learning about language, methodology, people, yourself, life… I suspect that the moment you stop learning, you also stop being involved in education.*

*So, rather than being a teacher, be a learner. There’s no need to role play someone with all the answers; be honest with yourself and actively find ways to learn alongside your students.*

*-Jim Scrivener-*

The most important job as a teacher is perhaps to create the conditions in which learning can take place. The skills of creating and managing a successful class may be the key to the whole success of a course. An important part of this is to do with attitude, intentions and personality and our relationships with the learners. However, we also need certain organizational skills and techniques.

English Only

Here is my experience that I want to share with you. I had taught elementary students for more than 2 years. And I tried to encourage and motivate my students to speak only English during the class. Sometimes, they formally spore on the campus to get the score, but as the time passed, they tried to speak their own language again, I know it is difficult to speak out or describe something in a foreign language for them, but I also know English is better for their future. However, I don’t think to punish them if they didn’t speak in English in class for example give them negative score or assign them more homework are good ideas. It makes them disobey more than before. So I tried a kind of punishment but not a punishment, which is make a special desk in front of the classroom for who spoken English during the class, that they have to stay in that seat for 1 or 2 minutes. During this “punishment” time, the student will feel embarrassed that he (or she) won’t do it again. I’m not sure it was a good way to make them to speak only English in the class, but my example proves that it was working.

I think success in speaking in English can be attributed to other 2 ways:

1) Need to communicate with the world, who speaks English.

2) Confidence that he (or she) can do it, even if they often make mistakes.

Attendance

Why is class attendance required? The reason seems fairly distinct and understandable. For one thing, to ensure that all the students in his (or her) classes are attending it has been considered one of the responsibilities if the teacher in the long run. Teachers spend lots of time preparing and teaching a course which contains the cream of their knowledge. Missing the class wastes the chance to absorb the cream and by doing it, students show no respect for your teacher.  
    It comes to my point that requiring class attendance can effectively attract students to learn more. One of my college life classmates has great interest in playing PC games and goes to class scarcely, even those which require class attendance. But every Friday morning, he is never absent from the course Meticulous Organic Chemistry. Why? He told me that he learnt lots of things that could never be found in the books and the teachers' humorous speech always sobered him up. It means the solution is to improve the quality and fascination of classroom instruction that don’t make your students feel boring during the class.

Helping Students

Language learners don’t always need teachers. They can set about learning in a variety of ways. Some learn by studying on their own at home with books, CDs, DVDs, e-workbooks, computer programs and so on. But why do some people pay to have a teacher? What do students expect from them? To put bluntly, what on earth are teachers? It is important to consider such basic questions to the person who are (or are planning to be) a teacher.

First of all, we need to know well about the learners. What level are my students and what do they need? When we plan lessons, we need to remember that we are planning something that may not be appropriate for some and may be easy or difficult for others, etc, which is why the planning is only one part of structuring a lesson. In the act of teaching, we need to constantly notice and respond to feedback in order to adjust and redirect work moment by moment to make it as effective for each individual as possible. Learners have distinct, individual reasons for being in a class and learning English. Even then these are not consciously known or recognized. We can teach better if we know more about these.

Classroom activities are also important. Here is a basic map plan for running a simple activity.

|  |
| --- |
| **1.** **Before the lesson**: familiarize yourself with the material and activity; prepare any materials or texts you need.  **2.** **In class**: lead-in / prepare for the activity.  **3.** **Set up the activity**: give instructions, make groupings, etc.  **4.** **Run the activity**: students do the activity, maybe in pairs or small groups while you monitor and help.  **5.** **Close the activity**: and invite feedback from the students.  **6.** **Post-activity**: do any appropriate follow-on work. |

In my opinion, Firstly, this kind of method can be used to improve teachers’ performance. Listening to the students’ constructive suggestions, teachers will have a better idea of what students’ needs are and can then adjust their teaching to meet them. Secondly, the process of writing evaluation will help the students think in their own way independently. Students of teachers would be beneficial to both teachers and students. Teachers can adjust their teaching according to the information they obtain from the evaluation. Students’ ability of independent thinking and learning can be greatly improved.