**How can I manage**

**my class effectively?**

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| **Name** | **Grace** |
| **Instructor** | **Ben** |
| **Class** | **: Tesol 83th WK** |
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**“**[**In the first place, God made idiots. That was for practice. Then he made school boards.**](http://www.brainyquote.com/quotes/quotes/m/marktwain131252.html)**”**

* **Mark Twain**

**Introduction**

As a teacher it’s really important to know well about the subject and the students. If teachers can’t control their students, they can’t teach their students. Imagine a situation like this. A teacher prepared her lesson perfectly, then she entered the classroom with the materials that she spent many hours to make, she found some of the students did not arrive and others argued with each other. In this situation, if the teacher can’t make them focus on her, her very powerful materials will waste. As I mentioned in my first essay, knowledge about a subject and teaching is a wing and the other wing is knowledge about students. In addition, the ability to control the students is the way to fly up in the sky. So, I am going to think about some situations and for each situation how can I control the students.

**1. How can I control the students to follow English only policy?**

Let the students follow the rule, I’ll use two ways those are the carrot and the stick. I think it’s natural to feel comfortable when the people speak in their native language. If someone meets a situation he can’t speak in his native language, he must be embarrassed, uncomfortable, nerves. If the students can have some examples they feel less stress. To lower stress, as a carrot, I’ll give some example expressions for my students. Here are some simple examples.

I don’t understand about ~./ I don’t know what I should do. / Can you give us an example?

Is this correct? / Please, repeat that./ What is ~~ in English? /May I ask you a question?

The students can use these samples while their lessons. Here are other samples for express their idea.

I will ~ . / How about ~ . / There is ~ . / I think ~./The thing is ~.

With using wall chart or allocating some parts of whiteboard I’ll make the students can see these samples always. If the students be familiar most of the sample expressions, I can change them into other ones.

As another carrot, when the students speak in English, even if it’s not perfect, I’ll praise them and encourage them. In the course of time the students will not feel any more tension.

As a stick, if I find someone who speak in their native language in the classroom, let them come out in front of the whole class; let them say the sentence like this. “I promise not to speak in Korean to you while at Times media.” To do this, I’ll notify this sentence at the first day of the class. And it’s very important to not humiliate them too much. After they perform the penalty, I’ll praise them about their pronunciations or behavior to recover their confidence.

**2. How can I deal with students’ tardiness?**

To let the students attend to the class, the best way is to make the class exciting. If the lessons are exciting and match to the students’ interests, every student doesn’t want to be absent or late. I’ll make the students eager to attend the class with using various materials, activities, and making the students laugh to tell the funny episodes related to the theme. This way can also helps the students to concentrate the lesson well.

The other way is to give a sticker or stamp. I’ll give students a note that the students can collect the stickers or stamps. At the beginning of every lesson, I’ll give a sticker to every student who attends the class in right time. At every Friday, I’ll check the students’ collection of stickers. If a student got five stickers, it means he attended a whole week without any tardiness. I’ll give the students some present for their attendance. At the last day of a month, I’ll check it again to find out the students who make perfect attendance then I’ll give them bigger present than weekly one. These routines can be inducements to the students to attend the class right on time.

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**3. How can I help my students who have to prepare important presentation?**

As a first step, I’ll make some groups into my class. Then I’ll distribute the students evenly with considering their ability and multi-intelligence, so that every student can act appropriately. The second step is to let them choose a topic by themselves. I’ll attend their brain storming. If they have some trouble to choose a topic I’ll give some tips or clues for them. And I also give them a list of books and websites where they can find information. Then I’ll let them make a draft. After doing that I’ll let them discuss with other groups about their draft. They may get some advice from other teams who have different points of view. The students can update their first draft. The last step is to check the updated copy with the students. Then I’ll give some advice on which points should be modified. And there is most important thing thru every step. It’s encouraging the students. I’ll say like this. “Good job.”, “That’s the point.”, “You got it.”, “You are almost done.”, “You’re doing great.”. These compliments can help them not to forgive any difficult work.

**Conclusion**

I think classroom management is a kind of skill. Teachers can improve this skill by getting some experience and practicing. To use this skill, to gain the students’ trust is a prerequisite. If I want the students to be in the classroom right on time, I have to be there right on time. I’ll be a reliable person at first, then I’ll manage the class.