**The Class Management**

Anna (Eun Gyeong Lee)

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

[**William Arthur Ward**](http://www.goodreads.com/author/show/416931.William_Arthur_Ward)

Each class has a distinctive atmosphere which is created by different policies, a teacher’s attitude, personality and the rapport between the teacher and students. Creating a positive learning environment in a class is believed to be the first priority and the most significant job for teachers. However, there are several problems or circumstances that occur during classes. In this essay, I would look at the way how to deal with three different issues which are; English Only policy at institutes, tardiness and absence of students, and facilitating students’ presentation throughout the course.

English Only policy can be used for several reasons in classes. For instance, it is used to maximize English speaking opportunities among students and to bond students from different linguistic backgrounds. As an example, at the first day of my TESOL course, the teacher, Ben, divided students into the groups of three and made one of them go around other groups in order and tell one thing about himself/herself to each group. After introducing themselves, students were instructed to promise to each group that they would never speak Korean while they are in the class. I found that this activity effected positively in keeping English Only policy in class. The reason being, through this activity, students were able to realize their responsibilities over the class environment especially over English Only policy.

In order to prevent students’ frequent tardiness and absences, it would be important to create active interaction among classmates as well as between a teacher and students. In one of the general English classes that I attended, the rapport between the teacher and students was not well-established. The teacher did not allow much ‘student talking time’. Instead, the teacher filled an hour class mostly with explanations in the monopolized atmosphere. The lack of interaction between the teacher and the students may result the students to lose their concentrations and the sense of belongings in the class. Inferred from this experience, building a positive and active relationship between the teacher and students and making students feel involved in class is a key to promote higher attendance rate and students’ punctuality.

Finally, there are various ways in class to help students prepare for their presentation. From my own experience, teachers in general arranged group discussions about the given topic. Also, some of them promoted students to search on the Internet to gather information. I found those activities were quite useful in developing and specifying my ideas for presentation. Reflecting on this, I, as a teacher, would facilitate a themed group discussion on the topic. As students have different backgrounds and previous experiences, each group would be able to come up with different ideas through brainstorming and free talking time. Afterwards, I would instruct a whole class discussion which would allow students to listen to the method that other groups have come up with. Furthermore, I could briefly give feedbacks and guide students to consider their own way to present.

Add to the consideration which mentioned above, in order to deal with possible problems that could be occurred in classes, I would properly borrow Skinner’s conditioning theory to draw out positive attitude of students. If a student keeps breaking English Only policy or repeatedly shows tardiness and absent class, I would have one-on-one talk with the student and try to find out if there is any mismatch of self-motivation in class or any problems that he/she may feel so as to reinforce good behavior in class. In addition, to help students preparing their presentation, I would adopt cooperative learning method to enable students to gain information and learn from each other.

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