



【發行單位】嘉義縣國教輔導團英語領域

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*Reflective Journal: Teacher's Efficacy and Classroom Management*

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Because of my educational background, I am more educated in western style. And this does affect me a lot when I am teaching. In terms of teachers' sense of efficacy and classroom management, I generally have my students decide what they would like to do, but I will let them know the probable consequences for different behaviors. Students have autonomy in my class, but that doesn't mean they can do whatever they like, they have to respect others and can't hurt others' feelings or freedom. Besides, I usually give them group work, therefore, they have to learn to cooperate with each other. Even though they don't like that person, they still have to compromise some time in order to have the group work done. For example, I asked each group to make a poster of the introduction of one foreign country, and

after they turned in the poster, they also have to give me the job distribution list. Overall speaking, my students are quite considerate and willing to help each other. And how can this result turn out? As we know that in the classroom, there are always unexpected situations happening all the time. Every time I am teaching, I always take the chance to tell my students that they have to put themselves into others' shoes and try to think for others. I generally ask them questions like, "If you were him/her, how would you feel?" or "What can you do to help him/her?", "and if you want other classmates to like you, you have to step forward first and do something." and "for me, I like the students who are willing to help others, but not the students themselves who always get higher scores." I think it's more important to let

students learn how to think for others and how to get along with others than just to think for their own goods.

However, what I've described above are all happening in the classroom and in Taiwan. Very rarely, teachers take students outside of the classroom to learn due to school policies, parents' concerns, or fear of falling behind the schedule...etc. But, is it possible for students to learn things outside of the classroom? The answer is positive. Teachers in some other foreign countries, for example, the Netherlands and Australia, often take their students out to observe, feel and touch things in the living environment because they believe students can even learn more while they interact with others and play within the more relaxing environment. According to Georgi Lozanov's Suggestopedia or recognized as Suggestive-Accelerative Teaching and Learning (SALT) method, it proposes that setting up a relaxing and encouraging environment can facilitate learning. Therefore, once students feel controlled and relaxing within the environment, they can learn better or even more. But, cultural differences affect the ways teachers teach and expectation parents have towards their ideal education.



### **Field trip in Leiden for knowing more about the artist, Rembrandt**

And talking to teachers' efficacy and student achievement, I really can't stand that there are tons of works piled up on the desk, therefore, I will try to figure out some ways to clear up all the workbooks, and notebooks quickly. For instance, before I collect the workbooks, I will give students some time to discuss with their group members. Then, the workbooks I have afterwards will generally the right answers and it's easy for me to do some check on them. What's more, students learn better from their peer group and it saves me some time doing more things. In addition, I don't want to waste time doing irrelevant stuffs, for example, making an art craft to decorate the classroom, or paste students' work on the bulletin board. I'd rather use these time design a worksheet or tutor the low level kids. I know

making an English-like environment is also important, but I can buy the classroom decoration kit instead since I am not quite good in handmade art crafts. Besides, there are some little helpers who can paste the students' work for me and who voluntarily help on that. As a result, I have some spare time helping low level students with very basic English. And they do benefit from those extra studying hours.

Talking to build up an English learning environment, teachers in Taiwan can only try to post some sentence bars and words on the bulletin board in order to have students do visual learning. And the decoration only does little help on students' learning. Besides, there are still fewer chances for students to access to English very easily in our environment. Basically, the Chinese word system is completely different from the English's. For some foreigners, they can save some time to learn ABC because their language shares similar alphabetic letters and it's effortless to know English letters or even some words again, except for the distinct pronunciation. Even many TV channels are English in the Netherlands, like TV series, movies...etc, this makes the English learning more related to

their daily life and more attached to learners. In another word, those who share the language similarities can learn English faster and more easily. This is what and why we Taiwanese students have to put more efforts on acquiring English. But, still we can sort it out.



**School decoration**



**School playground 1**



**School playground 2**

I have to say that the teacher training course is useful to some extent. It does give me a basic idea of what a teacher should be, how a teacher designs a lesson, and how a teacher conducts the whole class of 35 students. However, those concepts or theories are a bit hard to put into real practice. As we can see, each individual has different personalities, the same activity probably working well in this class might fail to work in another. Besides, textbooks can't anticipate the situation happening in the classroom, and in fact, students' behavior is unpredictable. When it comes, it just comes naturally. Therefore, teachers should need to make a good decision right under any thorny circumstances. And how

to do this well? Experiences will talk. In another word, once you have more experiences dealing with students' fighting, misbehavior...etc., chances are you will know how to gain the trust of your students. What's more, the most important thing is at the very beginning, you have to set up some rules and let your students know you are serious of them, and later on, try to build up an intimate relationship with students, but this doesn't mean they can be impolite to you. They still have to know disciplines, time by time, students will trust you and they will start to like you. And show your sense of humor can be a plus for that.

In classroom management, firstly, set up the rules for students to follow. Then, from the interaction between students and I, we start to get to know more about each other and we become more friends-like partners. And then, we have a sort of unspoken consensus and sometimes, I don't need to say too much, they always know what they need to do next. For example, every time we will have a vocabulary quiz, they know they have to put down the English date on the notebook right before they have a quiz. And they have to re-write the

words twice at the bottom if they got any words wrong in the quiz. When they finish that, the group leader in each group will collect all the notebooks and put them on my desk in order. Furthermore, I just mentioned in the previous paragraph, creating an intimate relationship between students and teachers is extremely important. I found out that some classes with which I have good relationship are willing to do whatever I instruct them and to accept the punishment or anything I give them. And the most important thing is they are willing to participate in any class activities with their best. Overall speaking, they are willing to listen to you and obey to you. In classroom management, I use my full strength to build up a welcoming and non-threatening learning environment to let students know that English classroom is a place

for you to speak up anything and to get support from. Lots of them like to come to me and talk to me about themselves and asking questions. I am so happy about this.



### **Early Dutch and Flemish folk music**

Culture will influence the operation of a country, and it certainly will affect the education. And different cultures bring distinct teaching in countries. But no matter what, it's undoubted all teachers are willingly to give students space to learn.