**Classroom Management; The Essential Skill of Being a Good Teacher**

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Classroom management is an umbrella-term which describes a set of organization skills to help the class run more smoothly and efficiently. It implies curriculum, teaching method, seating arrangement, friendly instruction, and handling of unexpected problems and so on. A number of teachers find difficulties in making a positive classroom environment and on most occasions they fail to do so. Their failure is because of the fact that they are confronted with various unexpected problems which come from students’ different backgrounds, personalities and learning styles. Moreover, there are no single best practices method and a recipe book for helping them cope with the problems. Here are some examples of unexpected problems and methods for solving them.

First, I took an intensive English program at American Language Academy (ALA) in the USA and ALA had a strict “English Only” policy. In my memory, I did not feel distressful and antipathetic to the policy. My teacher created an atmosphere where students encouraged each other to speak only English. She set up the classroom in groups and students kept eyes on themselves. Through group activities, she gave more credits or rewards to a group that spoke other languages not once. This promoted competition between students. In addition, instead of lecturing verbally, she put a big notice board reading “Only English Is Allowed” on the edge of a whiteboard and pointed to it whenever they spoke their native languages. Also, she made eye contact with students who did not speak English and smiled at them. Then they smiled back and immediately stopped speaking their own languages. These intimate gestures induced students to correct their mistakes by themselves. Moreover, she did not force them to abide by this rule from the beginning of the school term and waited patiently for them to adapt to it. Her patience and friendly classroom atmosphere assisted me in washing a fear of English and learning English quite entertainingly.

Secondly, tardiness and absence are disruptive behaviors that students very often commit. When I was a trainee teacher, every morning I saw students squat walk around a playground or flop down on their knees with throwing up their hands because of tardiness. Many teachers uttered verbally such as nagging, scolding or yelling and gave the above punishment to late students. These were temporary and not effective at all. It is extremely important to find an efficient and enforceable tardy policy. For example, teachers can motivate students to be on time by establishing the following system; three "tardys" equal an "absent" and three "absents" equal 5 points off the class grade. Also, teachers give quick quizzes shortly after checking an attendance at the beginning of every class and give prizes such as no homework, more break time or candies to students who get the right answers. Additionally, I think that parents’ cooperation and assistance can prevent frequent tardiness and absence through having a regular interaction between teachers and parents.

The third one is to deal with assignments consuming the school year. To obtain a certificate of completion of the most advanced level in ALA, I had to give a presentation at the end of the semester. In advance, my teacher had a one and one talk with each student over a topic and structure of the presentation and then she made the presentation calendar and marked deadlines of each subdivided part. She kept checking whether the presentations were on the right road or not and she recommended students to ask about whatever they wondered. Her strategy was very effective in helping students finish their presentation without delay and much burden.

*“Teachers who inspire know that teaching is like cultivating a garden and those who would have nothing to do with thorns must never attempt to gather flower” (Author Unknown*). From this quote which moves me deeply, I realize that teachers always struggle with numerous unexpected problems in their classroom and undergo trial and error. Then, teachers can create a functional, energetic, and friendly learning environment as enable teachers. I would like to suggest several basic factors to succeed in classroom management as follows; first, teachers should address their rules exactly and unwaveringly and make sure that students understand the rules. Second, teachers should approach consistently to their policies with no exceptions and no emotional intervention. Third, teachers have to establish a positive and supportive rapport with students. If students did not like, respect and trust their teachers, students would be out of control. Lastly, teachers should be patient and implement classroom management thoroughly at the beginning of the year.