***Effective Classroom Management***

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“[If you ever teach a yodeling class, probably the hardest thing is to keep thestudents from just trying to yodel right off. You see, we build to that.](http://thinkexist.com/quotation/if_you_ever_teach_a_yodeling_class-probably_the/338724.html)” –Jack Handy

When I read this saying, I completely agree with that. I believe, ideal teachers never teach to their students just subject what they want to teach. Ideal teachers always consider the ways to let their students absorb knowledge effectively. In order to do so, the classes should be given classroom environment like policies or rules. It means teachers have to do not only teaching but also classroom management.

When teachers teach their students, they might encounter some unexpected problems such as implement of strict rules, tardiness, absences, apathy in lesson and so on. Teachers cannot ignore these problems. In that case, what should teachers do to deal with these unexpected problems?

Firstly, suppose I am a teacher who has a very strict “English only” policy in class, what can I do to implement and enforce this rule? When I was in the U.S.A for learning English, the ESL center also had “English only’ policy. Actually, however, the center was not strict. Only Julia, who was my reading teacher, enforced this “English only” policy. She let students pay one dollar whenever we used our first languages. She never overlook because she was severe teacher. She completely made us speak only English in her class through this paying one dollar rule. Since it was an effective policy, I support her rule. But, if I were an ESL teacher, I want to change a little bit. One dollar was burdensome because it was high cost. I will lower the price to 50cent (500Won in Korea). In addition, I will check the money that is gathered by students every month. And I will use all collected money to buy notes, pens, English books, etc. for students.

Secondly, in class, there are small students who are habitually late or absent as I am. From childhood I have done frequent tardiness until now. Of course, I know how bad being late is and I also know I must stop this bad habit. A few days ago, I was shocked by Ben’s remark in TESOL class. He quoted his previous instructor‘s saying, “For every minute that your kid is not in my class, that is one minutes that your kid isn’t learning something” through this remark, I decide to have no more tardiness because I realized how important class hours are. So, I believe that students who are late or absent too often can be felt responsibility by such this remarkable saying. Besides, to make students come into the classroom in time, the classes should have a strict policy like fail. Although most classes have this rule that 3 absences will be fail, they do not manage rigorously. This lax discipline might result in tardiness and absences more. Thus, the attendance policy must be absolutely strict.

Thirdly, if I should help students prepare for their lesson presentations that they may need to do throughout the school year. As students are seriously affected by their teachers, the teachers should help them prepare their presentations without any difficulties. First, teachers have to give instructions exactly to their students by using demonstrations. If some students could not understand, teachers should spare themselves and help students until they catch on. Next, several students might be shy when they do their own presentations. In this case, teachers repeatedly encourage them through empathy and compliment. If I were a teacher, for instance, I will have conversations with passive students to make them not to feel fear anymore when they prepare their presentation. Furthermore, I will allow them feel free ask me any questions about presentations by email or text message. One more, I plan to have group presentations. Some students have talent in drawing; another have in writing, the others have in speaking. Each student has different abilities. So I will put each talented student in the same group to help them each other.

To sum up, teachers are faced with several unexpected problems. Do not, however, give up these sudden problems. I assert that the more teachers prepare how to deal with unexpected problems, the more teachers become a good teacher.