**A teacher’s shoe**

You have brains in your head.

You have feet in your shoes.

You can steer yourself

Any direction you choose.

You’re on your own.

And you know what you know.

And YOU are the one who’ll decide where to go….

 - Dr. Seuss(1904-1991)

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 When managing classrooms, no matter how good the lesson planning is, you'll have to deal with a range of unexpected problems in implementation, enforcement and discipline of an institution's policies. The problems would be such as conveying instructions in "English only" policy during the lesson, dealing with students' frequent tardiness and absences in the classroom, and helping students prepare for any lesson presentations that they may need to do throughout the school year. Here are my ideas.

 First, in many institutions, they want you to implement and enforce the "English Only" policy. It is possible to use only, but there will be problems with comprehension in both giving and perceiving instructions. Not only students misunderstand the instructions, but also an instructor gives complex instructions. Students don't understand them because not only they have a lack of vocabulary or they don't participate enough, but also students don't understand when teacher says too complicated. When using only English to give instructions to the second language learners, you need to be aware of your own instruction-giving. In this case, I would use short and clear sentences and give them a key piece of information. I wouldn’t tell unnecessary words such as 'you'll do some activity after this activity is done' while giving an activity instruction. The simpler the instruction is, the easier they can understand. Giving instructions one by one is better than trying to take care of so many things at once. And also, based on my own experience, demonstrating is more effective and more efficient than explaining. The longer the explanation is, the less learners concentrate. I usually shut off and get bored when listening to long and boring explanations. I'd rather demonstrate with simple drawings like stick figure or action. I always found it much easier to understand. By using ICq’s and CCq’s before and after activities with effective gestures and making eye contact with as many students as possible, we can also make the lesson much more effective without using students’ own language. Therefore, I could help one of the unexpected problems in the institution within the “English Only” policy.

 Second, learners’ frequent tardiness and absences is an unexpected problem too. How would you deal with it? When I was in middle school, I was a frequent tardy student. So I had to deal with it. I remember a couple of bad examples of punishments that are locking me out and giving me detention for being late or being absent for the class. For locking out of the classroom, even though you would think it is good for students to become punctual, I think it’s not good because it made me miss the whole class and made me work much more to catch up. If I were a teacher, I’d rather put learners at the back of the class so they can still attend the class. I was in my stormy period of adolescence and locking me out was just ineffective I just felt more negative about the teacher. For another example, detention for tardiness wasn’t so good either. Generally, it was just a tiring and was a killing time; however, there is some positive side. Sometimes the teacher stayed together and had a word that we never had before. He/She could help me to understand the lessons that I found hard to follow. I was also able to establish a good rapport with the teacher. After that, I started coming school on time because it made me like to come school. The good way to deal with frequent tardiness and absences is to make learners want to come school by helping them and letting them get what they want. By letting them know what becoming punctual helps them, such as they can make good relationship with friends or they also can get extra credit from an on-time quizzes (i.e. an unannounced and takes place as soon as the bell rings but very simple and easy that are reviewing the lesson the day before), we can reduce the students frequent tardiness and absences in the class.

 Third, to help your students prepare for any lesson presentations throughout the school year, the teacher need to become a good example for learners itself. Students learn from them throughout the whole school year. So, Teachers must be aware of that and try to improve themselves as well. We can help them by showing them the good way of presenting any lesson. For example, if a teacher frequently were tardy, students would be late and think that being late is ok. For another example, if the teacher doesn’t prepare his/her lesson well, students will follow, as they don’t do their assignments and such.

 To conclude, managing the classroom takes such an effort and unexpected problems take places in anytime. I believe that by far the best proof is experience, so the more unexpected problems you experience, the bigger your wisdom takes. There is no definite answer to anything but you are the one who’ll decide what to do and where to go.