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*“Education is the most powerful weapon which you can use to change the world.”*

- Nelson Mandela

**The Management of Classroom Issues**

 As you might be aware, teachers should have a good lesson plan for teaching their students and managing their class or lesson well. However, it is not all simple and straightforward. Teachers sometimes encounter unexpected problems which are implementation, enforcement and discipline of an institution’s policies. How can we deal with these issues? Here are scenarios which may come unexpectedly. Let’s concern about these problems.

 First, your institution has a very strict, “English Only” policy. They are relying on you to implement and enforce this rule. How are going to go about it?

 When I went to the FLS International language school located in Las Vegas, Nevada from March 2006 to August 2006, the FLS International had a very strict, “English Only” policy. All students came from various countries. Of course, some of them had same nationality and they used their native language. But, nobody used their native language at school because of deduction point policy. If students broke “English Only” policy, they had two points deducted on their monthly evaluation. If they broke more than five times, they had to go back to their home countries. There was also not refundable tuition. I agree with this strict rule, because it is very hard to control English second language students. If it adds reward such as give extra points to non-breaking rule students, it is the most suitable rule.

 Second, how will you as a teacher enforce frequent tardiness and frequent absences in the classroom?

 When I went to the Bae-moon high school located in Seoul, South Korea from March 1997 to February 2000, most of teachers didn’t allow to tardiness and absences. If students were tardy and absent from class, they suffered corporal punishment. The only exception was sickness with doctor’s prescription. It was allowed to physical punishment at that time. I don’t agree with this way to deal with tardiness and absence. If teachers used only punishment, students didn’t feel a strong sense of responsibility for their fault. They just tried to avoid teachers’ eyes. They kept doing this mistake after all. Such old-fashioned measures will not contribute to a fundamental solution. I’ll give responsibility to students for their tardiness and absence such as deduction points, down grade, and so on. I encourage students attending class and also give reward to them for presenting class such as extra point.

 Third, how will you help your students prepare for any lesson presentations that they may need to do throughout the school year.

 When I went to the University of Nevada, Las Vegas located in Las Vegas, Nevada from September 2009 to December 2011, I learned a lot from Dr. Chatfield. Our class had various international students. It means that most of us were not English native speaker. We were hard pressed to take English course, because of language. Dr. Chatfield always encouraged us to achieve class goal. She also gave us clear aim. If we made a mistake, she always became an excellent helper. She didn’t push at all. Most of homework was simple and easy to do. It was also very helpful to understand her lesson. She was always enthusiastic in her lesson. She led us to help ourselves. I really liked her class, because she encouraged me and gave motivation and direction. I enjoyed this class even very hard course. I want to help my students to achieve course’s purpose, not to teach. I hope that my students have learned knowledge unwittingly.

 In conclusion, I talk about unexpected problems in class. I think that classroom management is very significant to solve class problems. When I deal with “English Only” policy or frequent tardiness and absence, I will apply a rule strictly. I also reflect reward rule at the same time. When my students have a learning problem, I always help them to achieve their goal and give them motivation and direction to get their purpose, not the answer.