*Second Essay, word count: 830*

**Class problems and its solutions through discipline**

*“Where there is no common power, there is no law; no law, no injustice”* – Thomas Hobbes

In an ideal classroom, every student will be willing to learn and be taught where throughout the semester where they will encounter little to no difficulty in any of the work given in the curriculum. Unfortunately in the real world, this is not the case where students at times lack motivations and/or have extreme difficulties in their journey of learning resulting in unexpected difficulties. Where there problems, there are methods to resolve these issues. To promote learning in areas such as English as a Second Language, an “English Only” policy can be implemented and enforced with a combination of encouragement and discipline. Where motivations are of concern such resulting in class tardiness and absences, disciplinary measures can be implemented where offenders will be punished. For general assisting of students such as students’ preparation for class presentations, encouragements should be used as well as utilising stronger students.

English Only policy can be implemented and enforced with a combination of encouragement and discipline. In the philosophy of learning English as a Second Language (or foreign), the English Only policy is quite controversial with various schools of thoughts. In the event of a required implementation, it is important enforce this rule first by example. As a teacher in teaching English to foreigners, it is important for students to see the teacher as a role-model of some sort so that students can become comfortable and inspired so that they may progress in their learning through the use of encouragement. Once this is implemented, it is important to keep the practice consistent to avoid confusion and should a student ask a question in the native language the teacher should enforce the policy by either answer it in English or assist the student rephrase that question in English (assuming that the teacher is a speaker of that language also). Because of the potential of misunderstanding, it is important for teachers to ask “Concept-Check-Questions” (CCQ) and “Instruction-Check-Questions” (ICQ) so that anything the teacher says to the students are properly understood.

Class tardiness and absences will be enforced through implementation of disciplinary measures to punish the offenders. It is important to keep class tardiness and absences to an absolute minimum to reduce interruptions and hindrances to learning for both the class and the offending students. However, if not done right, then it is possible that the discipline itself will hinder the learning capability of a student as such the choice of punishment must be selected carefully. For example, for frequently late students, instead of either humiliating or banishing them from the classroom, one can make the student right a short essay on the reason for being late or give them the opportunity to talk to the class so as to improve their speaking skills which itself can be integrated into the class activities for the day. For frequently absent students, the best possible option would be assign additional homework for missed class as well as one on one teacher-student talking time so that they can catch up on things they have missed due to their absence. Because it ought to be the norm in terms of punctuality, there should not be any direct reward for students who misbehave, however the integrated activities where they can somewhat contribute to the curriculum should be a good enough indirect reward.

Assisting students in their preparation for any class presentations should be done through encouragement and use of stronger students. One does not have to be a student to realize how scary it is to give a presentation in front of people. Some have natural abilities to “charm” the audience, but for the rest of us we are at the mercy of our imagination where the audience will eat us alive. To avoid potential stage fright, it is essential to give the students encouragement to build up their confidence which will also serve their ability to recall anything they have learnt better. In addition to this, it would be very useful to pair up the student with someone more capable, “scaffolding” the weaker student with the stronger one. This is advantageous to both students as the weaker student will be more comfortable with a fellow student thus enjoy the learning process more while the stronger student will learn the concepts as well as ideas more thoroughly since teaching is actually an effective learning tool.

Unexpected problems can arise when teaching, though preparation is always key, one can never be prepared for absolutely everything. Given the three circumstances we learn that; encouragement by making them comfortable and disciplinary consistency through the use of CCQs and ICQs are useful for implementing an English Only policy, while positive punishment through integration of class material and extra homework are useful for dealing with class tardiness and absences, and finally scaffolding with a stronger student to help the weaker one alongside encouragement is great for assisting students prepare for class presentations. With these tools in mind, unexpected problems can be solved and surprises kept to a minimum.