- **Where should we start from to solve the problems**

 **in ‘Classroom Management?’**

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 “ Every tree has its own root”, “The blind leading the blind…”

 When we are looking for right solution for certain problem, we may place

the focus on methods rather than its origin. Along with getting new knowledge,

we have to see, first, the root of the problem. In this respect, I have observed

three issues below, and their solutions respectively

 (1). Your institution has a very strict, “English Only” policy. They are relying

on you to implement and enforce this rule. How are you going to go about it?

**Solution for (1):**

For implementation of English only policy, one of my ideas is that beginning the

class, teacher give an assignment to learners as follows.

: Every student must ask each and every other student respectively different

questions and keep the information /answers from them – eg, A to B, “What is

your blood type?” ;A to C, “Have you heard of Atlanta?”, etc. and record the information as “B’s blood type is O” ; C’s ant lives in Atlanta and she runs beauty

supply shop, etc.

Frequently, English learners would give in to temptation of speaking in their own

language, despite strict English only policy in EFL class –They all are wanting in

‘Language Systems’: Phonology, Lexis, Grammar, Function, Discourse and also

‘Language Skills’: Speaking, Writing, Reading, Listening.

Fundamental solution for issue(1) could be induced by knowing the reason why

they should be so easily led into this temptation. I am sure that the reason is a

‘ability gap’ in between or among the learners. Even in a class of same level, there

could be a ability gap as usual. Whenever learners feel the gap –in ‘Language

Systems’ and ‘Language Skills’ – they will be threatened by the fear that they will

appear foolish as is true in the principles of Community Language Learning

method. And these are quite natural reason of the temptation for going back to

their mother tongue.

Hence, the solution should be natural as follow.

First, a language level must be classified very elaborately in terms of ‘Language

Systems’ and ‘Language Skills’

Secondarily, there should be incessant common issues among the learners,

provided by using various materials (eg. pictures, music, TV or online gossips, etc)

– and activities, that can be easily applied to real life, by using various methods

(eg. ALM, CLL, CLT, etc.).

Finally, the teachers must use well-adjusted language in speed, volume, and lexis

according to each student of class.

(2)How will you prevent frequent tardiness and frequent absences in the

classroom?

**Solution for (2):** From my experience as math teacher, I had observed several

reasons for above issue. And I will approach the solution for this by the same way

of solution(1) In the light of my experience, frequent tardiness and absences are

caused by absence of motivation, relevancy, respect from teacher –also from

other students – attainable goals as is true in ‘Five Characteristics of Adult

Learners’. Now then, what makes them to lose these essential characteristics?

Frequently, that comes from failure in relationship between student and student;

teacher and student; student and subject. Simply punishing students for

insincerity or offering a prize for good conduct had turned out to be temporary –

not essential/permanence. To improve these relationships, we need intuition - to

see what is the student’s real problem in his/her subject- ; well-aimed lesson plan;

‘Respect’, ‘Empathy’, Authenticity’ as is true in three core teacher characteristics ;

evenly directed attention to the various characteristics of students.

(3) How will you help your students prepare for any lesson presentations that

they may need to do throughout the school year?

**Solution for (3):** Lesson presentation should be on the basis of attainable goals.

Proper textbooks and proper amount to study for a certain period of time should

be considered. Teacher first elicit the new ideas from student – eg. by

brainstorming- and have him gather and arrange them. And then show him how

to do with arranged ideas by doing demonstration

Conclusion: Besides above three issues, we as teachers would face many

problems in Classroom Management. Some of them is typical and some of

them will be unexpected. And we may have well-known solutions for each one of the

problems. But we must always keep in mind that the problem in real life has its

own color according to the context. Therefore, we have to be very careful in

observation of the problems, when looking for the solution – and also of their

reasons and ourselves.