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**The effective classroom management**

**Education is the ability to listen to almost anything without losing your temper or your self-confidence. (by Robert Frost)**

I think it’s similar to manage my subordinates. Even though I mention and remind the important thing to them, sometimes or someone doesn’t follow up. The example is ‘coming lately’,

I have same experience as students to speak Korean and tardiness in the previous English conversation class as well as this Tesol class, first of all, the teacher make an effort to understand the students feeling before teacher give any punishment to students, only punishment without understanding ( about the mistake of the students) make the negative result like the students are depressed by themselves and afraid more of English or the class.

The first, let’s talk about the speaking Korean in English Only Policy.

Here are some reasons why the students speak Korean in the English Only Policy, the first is it’s very easy and convenient to the students, the second is the students feel shy when they speak English to same Korean students, the third is when the students look at Koreans, they speak automatically Korean out of awareness , because it’s memorized to us they should speak Korean language to Korean people.

However, English Only Policy is truly effective to improve the English. So it be recommended during English class, if the student speak Korean, if then, how to deal with this situation(like the student speaks Korean) for effective classroom management? If I am teacher, I would like to use the reward method not negative punishment. we should make the students realize his mistake and stop spontaneously to speak Korean. For example, the student doesn't’ speak Korean for last week, the Monday morning, the teacher give the Point 10, and finally add this point in his/her mid/final exam score, or exclude his/her from regular class cleaning activity, another idea, if the student speak Korean, the teacher give the homework like writing the essay as English, then the student won’t speak Korean further, not to do additional homework.

The second t, let’s talk about frequent tardiness and absences in classroom of middle/high scool.

If I find any student who is frequently late or absent to class, I will have a meeting with them first and talk each other, I would ask them directly why they are late to class recently, listen to them and try to figure out a solution. If the class is too boring, I would have to make it more fun and interesting. If there is a classmate who annoys him/her in class, I would have to take care of that student. Instead of a common detention or more homework and extra punishment.

Namely I would first ask them for the reasons to help them as much as I can. I think it is important for “students to know that they are cared about and valued regardless of their behavior”. It might be the students change their habit by themselves, without teacher’s push/force.

The Third, let’s talk about how the teacher helps the student to prepare for any lesson presentation.

Activities such as ice breakers and warmers and group-work extension activities provides plenty of English speaking while building comprehension and rapport. Students become braver on preparing any lesson presentations when they know that their teacher is intentional in guiding them through every step of the way. This intention must be made known from the beginning, when the project is assigned. An example of this can be to announce that one class of the week would be devoted to addressing concerns that students have about the project. Students can save all their questions for that designated day and also learn from each other as the teacher provides solutions and suggestions. The teacher can also show students model samples using projects and presentation material from previous classes. By examining these, students can better understand and develop their work with greater ease.

As I mentioned upper, the classroom management is important, specially, the punishment is very sensitive part.

Only punishment without understanding the students will make the negative result like the students are depressed by themselves and afraid more of English or the class. The praise good behavior by providing positive reinforcement. Most students want to receive praise. If they know the teacher will praise their good behavior, then they are more likely to follow the boundaries set for them and stop the bad behavior.

Anyway, It needs to understand more and implement the methodology of classroom management, not teachers’ own thought on punishment. So this TESOL course is good chance to learn how to manage classroom management.

Offer rewards or incentives for good behavior. One example is to offer a small reward at the end of the outing that is earned by following the rules.

Frequent tardiness and absences in classroom could also be a big pain in the head. I think all teachers should respect the students as an adult even if they are young students

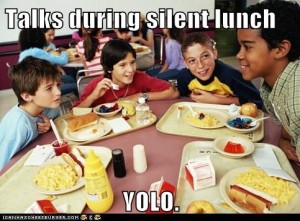
So to enforce the “English Only” policy, students need to continuously learn English and *use* it often. I believe the “English Only” policy is to manage the class so that it maximizes student interaction. This provides opportunities to speak English to one other, thereby making the language more natural and comfortable for them to use. Activities such as ice breakers and warmers and group-work extension activities provides plenty of English speaking while building comprehension and rapport. and students feel more comfortable to speak freely if they know that their fellow classmates are supportive and understanding during this training.

Should teachers be allowed to punish students? I think that punishment should be allowed. We all know that teachers have a tough job. They are typically dealing with 20 to 35 students in their class. Students WILL misbehave at some point. Even your perfect child. What should the teacher do when this happens? If they do nothing, then the other children may misbehave as well, because they saw no consequence for the bad behavior. What should the teacher do, if he/she doesn't know who is responsible for the infraction? Should they punish the entire class? Unfortunately, there are times when collateral damage will occur and this is one of them. Sometimes it's impossible for a teacher to know who committed an infraction, so if no one will confess, they must punish the entire class. If there are a few known bad children that misbehave, I don't think that the entire class should be punished.

All parents have developed their own forms of punishment for their children. Some parents don't believe in punishing their children. When your child enters school, the teacher is now issuing the punishments and it doesn't matter what your punishment philosophy is. Most schools banned corporal punishment years ago, so most parents don't have to worry about a teacher hitting their child.

[](http://www.chicagonow.com/good-bad-parents/2013/01/teachers-allowed-punish-students/writing-lines/)When I was growing up, I had the gift of gab. I couldn't stop talking in school. I was made to write "lines". I had to write "I will not talk in class" 100 times. One of my teachers gave a punishment that was brutal. She made me make a "red chair". I have no idea where this term came from because it doesn't make sense. A red chair is when you squat with your knees together and extend your arms out in front of you. I would be forced to be in this position for 15-20 minutes.  Thank you Mrs. Burke-Aldersen for my nice thighs and calf muscles. If the class was being punished, our punishment was no recess.

Let's fast forward to today. The new punishment for the class is "Silent Lunch". It's self explanatory, the students are not allowed to talk during their lunch period. Some parents are hot mad about it. I can't help but chuckle a bit. Didn't these parents ever give their child a time out? This is actually better than getting a time out because you can eat instead of just sitting by yourself quietly. The canceling of recess still exists today. However, parents are threatening lawsuits because they say that it is in violation of the school policy. Apparently, in some school districts, no child can be denied their (God given) right to recess. Recently, I heard about a teacher who made the students run laps outside during recess because the class misbehaved. Some parents were really upset about that as well. The other punishments being handed out by teachers include, yelling, making children sit in the front of the class, taking away treats and revoking non-uniform day privileges.

[](http://www.chicagonow.com/good-bad-parents/2013/01/teachers-allowed-punish-students/silent-lunch/)I don't have a problem with teachers punishing students, as long as it's a fair punishment. Punishment should always be age appropriate. The classrooms would be complete chaos if there were no consequences for bad behavior. I think that teachers should consider giving extra school work as a punishment. Maybe the children should be required to write an essay about respect, common courtesy, good behavior, punishment, peer pressure or anything else that could make them think about why the punishment needed to be issued.

No matter what stage you are in your life, there are consequences for your actions and school is no exception. Teachers need to be able to set boundaries in their classrooms. A classroom without boundaries and consequences is a great disservice to every student in that class. If you are a parent that believes that teachers should not be allowed to punish students, maybe you should consider homeschooling your child.  When your child misbehaves in school, he/she is cheating the other children out of their education because the teacher is not teaching when he/she dealing with behavioral issues.

What are some punishments (if any) that you think are acceptable for a teacher to administer?

**TECHNICAL TEACHING SKILLS**

   Most of the  inappropriate behaviours result from ineffective instructions so that teachers use verbal  and nonverbal technical skills  as a part of effective instruction.

**A)Verbal Skills:**

*1)Set Induction:*

   Students often   disturb their  classes because they do not understand the lesson. The beginning of each lesson is important  because this time is the foundation  for understanding so that the rest of the lesson is established. Consequently effective proactive teachers get the attention of students before starting the lesson.

   Technical  teachers use to get  all the students’ attention are collectively called *set induction*(Henson,1996). This skill is several ways. For example, teacher can start the lesson by telling interesting stories about the lesson. Other teachers start the lesson setting the instructions about the lesson to get the attention of students or the teachers  speak softly that the students listen carefully to hear.

*2)Voice Conrtol:*

   Teachers can communicate verbally , if they are heard so that sufficient vocal volume is crucial. Unfortunately  many teachers find it diffucult to overcome the voice control at elementry and secondary classrooms. On the other hand , most of the

teachers can overcome the voice control problem by taking a few simple precautions. Beginnig teachers and experienced teachers do the same mistakes because beginning teachers  look at he students from the front of the class and speak  loudly enough for these students hear and experienced teachers ask questions to the students which are in the front  so that  they speak softly that the students in the back  can’t hear. In order to correct this faulty the teachers must comment their questions  to the students in the back of the classroom or farthest from you. With another method, by arrenging the class in semicircles every student can hear the teacher sufficiently.

*3)Varying Instructional Methods:*

   Young students typically respond positively to stimulation and *variety* in the classroom curriculum(Henson& Eller,1999;413). The variety of activities in the lesson increase student participation, attention and motivation. When planning to avoid to avoid classroom managment problems, the teacher use the same method. They prepare a variety of activities and alternatives into their lesson to prevent student behaviour problems and to motivate the students. The activities are varies that such as lecture, games, discussions,groupwork studies,. Also a variety of media  can help such as TV, computer , radios, cd player,...etc.

**B)Nonverbal Skills:**

*1)Time on Task:*

   Students who are kept busy  doing a task , don’t cause inappropriate behaviours or disturbance. The difference  in amount of time spent on task vary from school to school. According to Henson& Eller(1999;414) a distinction should be made between assigned time and engaged time: for example the students could be assigned the last 15 minutes of the period to work problems only an average of 2 minutes; the time on task should be the teacher’s focus. Effective teachers first plan assigbed time and the engaged time.

*2)Eye Contact:*

   While teachers are speaking they focus their attantion on their notes, textbooks, or they may look on the floor, ceiling but not to students. But they don’t know that  direct eye contact tells the students that the teacher knows what they are doing.

   In order to improve eye contact the teacher may use few notes and plan, a few very general state or use overhead projector so that he/she will not lose the control of the students. While using blackboard the teacher turn his/her back so that loses the control.

**SOLVING IMMEDIATE PROBLEMS**

   An effective proactive teacher spends much time on preventing problems rather than solving problems. But there are times when all teachers face troubles that occur during a lesson.

*A)Using Silence:*

   Most teachers talk too much because of the responsibility for maintaning and directing class interaction. Also they think that they are authority in the class so the person who talks much should be them. But silence can be effective to discipline students. Unfortunatly  the teacher find this very difficult. Think of a lesson; you are talking too much  and the attention is decreased and  students start to talk with each other . When the teacher  suddenly starts to speak softly and with a low level of voice , the students’ attention will be raised  to the teacher and the lesson because they will try to hear what  the teacher is talking about.

*B)Proximity Control:*

    While the teacher is talking , if he/she moves closer to students, this will have different meaning. According to Elleson& Henson(1999;417) first it means “ I am standing close to you”, secondly  “I don’t like  your company”, an the last “We have something in common”. With this approach  you control the students easier than other approach  because the distance with you and the students are very nearby. On the other hand in a lesson several managment skills should be used.

*C)Teacher-Student Conferences:*

   Some students who don’t change their inappropriate behaviours in to appropriate , have big problems. In order to solve these problems, a conference is a good way. The success of the the conference depend on the manner in which it is conducted. Because the teacher’s manner shouldn’t be to attact to student rather the teacher should be positive , calm, kind in order to communicate with the students, to help the student make behavioral progress.

**PUNISHMENT AND DISCIPLINE**

   Another strategy used to solve  discipline problems is punishment. Punishment is defined as the presentation of an avarsive stimulus that weakens the behavior it follows(Skinner;1953). Through the years this approach was very popular an all over the world but today it is forbidden. Punishment and threat of punishment play a destroying role between the student, school and the teacher because this method prevents the students to be active and to study. Consequently the student starts to dislike to school.  Later it is seen that  punishment is just a temporary solution, it doesn’t  bring  an end to disturbance  student behaviors.

 According to Henson&Eller(1999;419-20) following are several qualities that deter many teachers from using corporal punishment:

-         Corporal punishment attacts the person , not the behavior

-         Corporal punishment addresses only  undesirable behavior; it doesn’t address desirable alternatives

-         Corporal punishment does not attempt to seek out the underlying cause(s)  of inappropriate behavior

-         Corporal punishment can lower students’ self-esteem , thus promoting further misbehavior

-         Those teachers who use corporal punishment the most  are apt to be the ones who have the least understanding  of its ramifications

-         Corporal punishment can and at times does result in permanent physical  damage

-         Corporal punishment carries the subtle  message that the best way to deal with life’s problems is by using force

-         Corporal punishment is often used as a substitute for good planning

-         Corporal punishment establishes a barrier between teachers and students

-         Corporal punishment lowers other students’ respect for the teacher and causes students to be fearful of teachers and school

-         Perhaps most important, there are alternatives to corporal punishment that are more effective in reducing inappropriate behavior and don’t have the negative side effect.

*A)Time Out:*

   A way alternative to corporal punishment for reducing inappropriate behavior is called *time out.* With this procedure the misbehaving student is removed for a short time from the situation. The time out place should be  dull and simple. There shouldn’t be anything  reinforcing the disturbing behaviour so that the student  will be cut from the classroom activity. Bu it musn’t be forgotten that the time out  shouldn’t be used to frighten the student. For the time out to be effective , a student shouldn’t stay isolated  for a long time. Often 5 or 10 minıtes is enough for the appropriate behaviour. After that the teacher establishes the calm atmosphere in the lesson.

*B)Respond Cost:*

   This is another way which is consisted of removel of a quantity  of reinforces connected to a response. For example a teacher can take a student’s water paints from his desk because he was painting his friends hands. Within the school environment  typical responce cost procedures are ; removing points on a grade for unacceptable academic performance, loss of class free time for disrupting class during a test, loss of tokens  or privileges as part of a classroom managment system . It is said that  response  cost is a very effective way of reducing inappropriate behaviours.

**PEER RELATIONS**

   Peers play an important role in a student’s schooling. Peers serve as reinforces bu giving or withdrawing attention and approval; they also serve as model and basis for social comparisons(James& Egel;1986). Educators emphasize the relationship between teachers and students because the relation socialize attitudes, values and abilities of the students. Peer relations contribute the students’ perception of their sucesses. On the other hand the poor peer relations during childhood can result as isolated from society and psychological problems occuring during childhood, adolescence and adulthood. Positive peer relationships can reduce social isolation and improve social academic abilities.

*A)Rejection by Peers:*

   Students who notice that they are accepted by their peers ,are more willing to to take part in the classroom interaction and increase their academic abilities. Students who notice that they are rejected by their peers , are often anxious and have less confidence and these students’ academic abilities are poor. Also this kind of students have negative attitudes towards to school ,teachers and the peers.

   Peer interaction should be build in the clasroom to enhance to academic and social development of students. “One way that teachers can build positive peer relationships is to promote interaction between students during contreversy. Contreversies occur when one student ‘s idea , attitudes , information or conclusions are incompatible or disagree with those of another student (Henson&Eller;1999;423).”.

   Teachers should form a cooerative climate for such controversies by requiring students to give accurate and complite information during disagreements and requiring each to listen. On the other hand the teacher should define controversies as problems that can be solved so that when they are discusin they don’t attact to each other.

*B)Peer Prejudies:*

   In multicultural classes prejudice is often a catalyst for misbehavior( Henson& Eller,1999;424). A good strategy  for addressing prejudice is through the use of conversation ,but, many people isn’t ready or capable of constructing conversations.

*C)Peer Tutoring:*

   When one student helps another about an academic task, both the student being tutored and the student acting as a tutor have great benefits. Tutors can be high-ability students or students at high grades. Also low-ability students can help to lower-ability students. Tutoring may be conducted in a group of students or with pairs of students.

**CONCLUSION**

   I have tried to explain the effective punishment in classroom managment but I have learnt too much techniques to search website. First-year teachers think that  calssroom managment is the biggest problem because getting the attention of the students and motivate them is very difficult. I was also thinking what I am going to do when I start teaching but when I have read books on that subject I saw that it has some tactics to be used . Silence is the easiest managment skill to use , yet it is the least used. If a first-year teacher uses this and the other explained, he/she will act as an effective teacher. Also I am going to use these methods and I hope they will work because while studying on this subject I have read some articles and thesis. It was written that those methods were very effective on the students, I realized I should study more for becoming the good teacher.