**To Be Successful, or Not To Be Successful?**

**Being a teacher means various hardships to reach teacher's goal and students' needs. Still is simultaneity being in control and giving as much as liberty to students in class essential. Can getting a successful outcome out of class only depend on the teacher's ability to control? or also dependable on other variations? Once I had a German class which I think it was a successful learning, but some might say unsuccessful.**

**Class characteristic was all adult employees working for a German company. They had the same goal to pass the German exam and move on from the temporary three-year contract to a permanent contract. They were highly motivated in class to have a lifetime job. The goal set by the company was a high-intermediate German speaker in all sections including speaking and writing within two years of learning. So the teacher had equivalent goal as set by the company. The teacher treated the students as a respectable. Motivated students and a motivated teacher sound as if the class itself was ideal.**

**The German teacher herself was a learner of Spanish and French. She also was having an experience being a student for language learning. Therefore, she actually put an effort to hear students' side of the problem and tried to make things a bit easier for them. Her stance being also a student made things effective for herself as a teacher and learners in class. A proverb, "Being in a different shoe", is really applicable in this case.**

**The teacher prefer to be in control of class, but still gave students 'controlled' freedom. In the beginning of the class, she was pretty much an explainer. However, after she explained students the points of the day's learning, then gave learners controlled freedom to play games or perform group activities to be accustomed to things learned in class. She also paid attention to different levels of students from high to low. For instance, she assigned different games to each group in class. Overall, she permitted controlled liberty to learners and still had the class under her influence with authority. She played a great role model of an involver.**

**When I learned English in middle and high school, a traditional style of teaching, a lecture, was dominant. One-way communication from a teacher to students was a trend; never backwards. Atmosphere of the class was obviously dead and quiet. However, German class was shockingly different. Learners involved quite a lot in the class activities. And sometimes they played frequently the key role in the continuation of class such as group projects and presentations and all that. The teacher used a variety of equipment such as**

**a hardware: a projector, computer, audio lab and a software: auxiliary methods of learning. She was a true facilitator for learners.**

 **All in all, at a glance seemed it that the class should be undoubtedly successful: motivated adult learners, considerate teacher with modern teaching methodology. However, the outcome of the class was unexpectedly poor. The students took the German exam and only one-third of the class passed and the rest failed. But fortunately they had been given another chance for the test. Eventually the rest two-third passed. What idea does this case provide you? Probably, expectation for the goal of class was too high. Somehow, there might have been a loophole of the class plan. Or teacher’s role was not just everything necessary for a successful class. There could have been a lot of variations for the unexpected result of this class learning. It is not that simple to predict a class outcome like computer operation with mathematic calculation. However, in my consideration, the class itself was successful by reflecting that all students had a good command of German. Eventually, failure was in the method of testing their language ability. The exam was mainly focus on grammar but not on the ability to speak. In this case, despite positive teacher’s role and positive interactions with students in class, the criteria of the exam was wrongly set and resulted in a failure. Therefore, factors for a successful class can vary.**

 WORD COUNT: 688