**How will you deal with unexpected problems in class?**

**69th Weekend course, second essay, Nill**

It’s said “Your good behavior in class is the result of good lesson planning”. I absolutely agree to this. But as opposed to our hopes, sometimes, unexpected problems happen in the classroom. The ability to deal with these ones is very important as a teacher too. Therefore, we should be ready for these all the time when you teach English. If the learners are children, the situation could be more complicated or more variable. But in my case, let’s suppose they are adults and their levels are more than intermediate. Otherwise I could fall into the fallacy of simplifying various cases too much.

Let’s think of this case? “My institution has ‘English only’ policy. How am I going to go about this”. To be frank, I have never faced this case as a student until I came to ‘Times media TESOL’. But I’m here to become an English teacher who has to follow this rule and sometimes enforce it on my students as a teacher. There could be many things for this. But this is very difficult case to be dealt with. Even though the learners are adults and their levels are more than intermediate, they are not familiar with speaking English all the time in class, when staying in the institution building yet. The competence, convenience, familiarity could be the reasons they prefer to speak their mother tongue. Yes, to be sure, my student and I resist these temptations to get to an advanced level. But if the rule should be harshly applied to our lives, it could backfire all the more; it can be stressful or break their spirits. We teachers should make the breathing room for them first. For this, I would lead the class interestingly using a lot of materials and activities. How? If I become an enabler, it’s possible. Traditionally, our teachers were the explainers. I guess you and I should at least be an involver. Therefore, if it’s possible, I would ask them to present what they are learning or thinking using ‘Wall Chart’, ‘warmers” or ask a lot of questions. If I lead my class like this, naturally, I don’t need to push them to speak English. But when they are not able to explain something in English, I can say “other languages are OK”. The main problem is when they are not in class, namely, when they don’t need to speak English such as in recess, free time, lunch break…

For this, I would negotiate the ground rules with the students or let them set the rules by themselves.

If I set the rules by myself, they could not reflect the students’ realities. But by letting them set the rules autonomously or guiding them to some points, it can be difficult for them to break the rules. But we should reject extreme burdens such as much money, disregard, indifference…

What about this one? “If you should help the students prepare for any lesson presentations that they need to do throughout the school year.”

I guess making them feel free to come to my office any time is the best way. Because the students might not want to disturb others during the class by asking personal questions. But meeting in person in the office is an effective way. I guess emailing is the second best way for that. So, I would make them feel free to email me any time they want as well. The students and I are sometimes confined to time. So, sometimes we don’t have enough time to discuss our tasks. But email is so convenient and ubiquitous that we can discuss and answer the questions in detail.

The last situation is someone is late and absent in the classroom frequently. In this case, I think the most important thing is empathizing with him or her. But we also should not forget to tell the rules. If I only accept and empathize, it could not be a help. Firstly, I would listen to him or her very well and then if the reasons are valid, I’ll find the ways with which I can help minimize the loss. Otherwise, I won’t.

To deal with unexpected situations is very important skill as well as other skills. Because when we teachers are prepared for them, we are not taken aback. Not to be embarrassed about the situations, I should do the followings. Firstly, I would be an enabler in class to lead the class interestingly and sometimes respect their autonomy in setting the rules . Secondly, I would make my students feel free to commune with me. Thirdly, I would empathize with them enough and be fair at the same time.