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**EVEN SOMETHING UNEXPECTED CAN BE SOMETHING EXPECTED**

Always something unexpected can happen in the classroom. It could be embarrassing if we as teachers were not ready to cope with them. So then, what kinds of happenings can pop up? How can we manage those problems? Now, I want to think about that through a few examples.

Nowadays, when we join the English class, an encounter with an English only policy during the class is not strange anymore, even in Korea. In my case, when I met the English only policy at first, I was really perplexed, because I felt ashamed of my English speaking. Especially, talking with other Koreans in English was uncomfortable to me. But as time goes on, I’ve gotten used to it well with my teachers and classmates. When I spoke in Korean, they reminded me softly not to speak in the first language even though they could give me penalty point. Sometimes they used to give me a few chances to speak in Korean during the class so that I could understand about the lesson points more. I think they wanted me to have more confidence.

A kind of tough policy is necessary to improve the student’s abilities. But being too strict is not good for encouraging them. If I were an English teacher, I would do the same as my teachers. I also want to offer some conversation templates for my students. The reason is that, in the beginning, it’s hard to speak well as much as they can because they might be nervous, ike I was. So I hope they can feel more relaxed with the given templates.

 In the past, I didn’t like learning English. I thought English wouldn’t be necessary in my life. One day, my family recommended me to take an English conversation class during the summer vacation, so I enrolled in an 8-week course. But I still had no interest in it. Moreover, the class was boring. There were not even ice breakers or warm-ups. I had given up attending the class in 4 weeks, but nobody tried to contact with me and ask me about my absence. It became my first experience of taking an English class at an institute. I know the teacher was under no obligation to manage my attendance at that time. However, if he tried something for me, at least I might not have given up his class.

This unpleasant case makes me think about the teacher’s role for the student’s tardiness or absences. First of all, teachers need to make the class interesting. Even if the teaching methods were good, a boring atmosphere never draws the student’s attention. Secondly, showing just a little concern to the student would be helpful. I, as a teacher, will try and get along with my students, so then we can make a new family. I believe the power of family is much stronger than any policy. In addition, letting the students do group projects also would be a good way. They have to share the responsibility with their group members, so they can’t neglect their project and even attendance.

 Recently, I had taken an OPIc class for a month. The teacher made us join a study group. We helped and encouraged each other. Moreover, we used to study more than the official time. I didn’t know that group activities also could be a good method. On the other hand, all members had strong motivations to study English. Someone needed to get a job, and the other wanted to change careers. Anyhow, these motivations made us keep studying hard by ourselves.

Albert Schweitzer said, “The most crucial point in educating the young is to teach them how to think on their own.” I absolutely agree with him. When the students prepare for their presentations, they can meet some problems to solve, then, I want to give them minimum advice and encourage them to have confidence. Also I would offer various materials, therefore they could find the way to solve. If they find the solutions by themselves or through group work, they can feel a sense of achievement. I think getting this feeling is much better than accepting what they are taught.

 In my opinion, classroom management is like an examination, because we cannot know what problems would be given or not. But we can somewhat predict it, and can prepare for the problems more. At last, the unexpected problems can turn to the expected problems. That’s why we learn about classroom management.