

Being such an Ice Cube in a Classroom

Let's imagine that there is an ice cube container in a freezer. Every single ice cube is arranged in a row, and has the same size and shape. It reminds me of the classroom where I was in the past. Back then, a teacher came in and said with greetings, "Straighten up a row of your desks." It was not the way people usually say hello in the morning such as "Good morning", and "How are you?" Meanwhile, when I was an exchange student in America, a professor asked to me, "What did you do last weekend, Grace?" I answered to him with smile, "I went on a picnic with my friends and ate some sandwiches." These two experiences strike completely different rapport between a teacher and a student. At this point, I'll share two contrasting experiences and figure out how rapport impacts on students' attitude toward learning.

When I was a high school student, my English teacher never liked students to drink water and any beverage during the class. One day, I drank a carton of milk to quench my thirst just when the English class started and as you'd expect, he forced me to go out of classroom because he got angry with my behavior. That was how he controlled students, making an uncomfortable atmosphere only for them to feel tense and concentrate on his class. Finally, students didn't have any trust about him, but rather they purposely made themselves kicked out of classroom by drinking something. One of the far reaching consequences is not only my classmates including me lost confidence about English but we're never motivated to learn it. There is never respect, authenticity, and empathy. Even though he had his own methodology as an explainer, the classroom was full of distrust, which making building up a

close rapport between the teacher and the students even tougher.

On the contrary, when I was in America, a professor, Mike Graves, who was teaching English to international students, was an enabler. He always tried to share control and naturally induce the students to take part in his class. Most of all, he was very familiar with them and never strict. Regardless of their English proficiency, he attempted to praise them at all times by saying “Thumbs up!” and “Good for you!” Indeed, he has respect, authenticity, and empathy as a teacher. Consequently, it leads to a better result to encourage the students to speak out and pay attention to what they learn. For me, I was used to keeping silent in the classroom just to get information for a test, but I started to make a difference to think critically what I had and express my own opinion about it through his class. Having his class was like once in a lifetime chance because I became more active in the classroom than before.

Through these two different experiences, I describe about how rapport between a teacher and a student is essential for good learning affect. Way back I was in high school, I was like being one of some frozen ice cubes in a container, not to mention teacher was like a freezer to blow in chilly air. Apart from that, Mr. Graves let his students feel warm enough and get fresh air. In other words, the two stories made me realize that “Rapport” in the classroom is one of the most important factors for efficient learning.

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