

Critical Incidents in Language Teaching: South Korea

IGSE ITTP



Part I

Inside the Classroom

2016학년도에 고등학교 3학년을 가르쳤을 때, 9월부터 수업을 하지 않고 학생들에게 자습을 줬습니다. 하지만 자습을 주면서도 교사로서 부끄러웠고 자괴감이 들었습니다. 왜냐하면 공교육이 모두 수능에만 맞춰있고 학생들에게 진정한 교육을 하지 못한다는 생각이 들었기 때문입니다. 그래서 2017학년도에 고등학교 3학년을 맡았을 때는 10월 말까지 수업을 계속했습니다. EBS 수능 영어 문제집을 계속 풀이했고 학생들에게 모의고사를 계속 나눠줬습니다. 교사로서 무언가를 하고 있다는 생각에 예전보다는 죄책감이 들지 않았습니다. 하지만 문제는 수업을 듣는 학생들이 거의 없다는 것이었습니다. 한 반에 6~7명만이 수업을 들었고 나머지는 다른 과목 공부를 한다거나 학원에서 나눠준 수능 영어 준비를 했습니다. 그것은 또 다른 방식으로 제게 무력감을 주었습니다. 그럼에도 불구하고 저는 계속 수업을 했고, 11월이 되어서야 학생들에게 자습을 주었습니다. 수능 후에 저는 의문을 가지게 되었습니다. 내가 10월까지 수업을 한 것은 나를 위해서였을까 아님 학생을 위한 것이었을까? 또 내 수업이 학생들의 수능 성적향상에 얼마나 도움이 되었을까? 고등학교에서 일한 후부터 계속 가지고 있었던 이러한 답답함은 계속 커져갔고, 올해 학교를 떠나 심화연수를 신청한 이유이기도 합니다.

When I taught high school seniors in 2016, I gave them a self-study time from September. But while giving them a self-study, I was ashamed as a teacher. Because I felt that public education was all geared to the College Scholastic Ability Test (CSAT) and that I couldn't really educate students. So, when I took charge of the third grade of high school in 2017, I continued my classes until the end of October. I continued to solve the EBS English workbook and continued to give mock tests to the students. The idea of doing something as a teacher made me feel less guilty than I used to. But the problem was that very few students took classes. Only 6 to 7 students in one class take the class and the other students study other subjects or prepared English for the college entrance exam. It gave me helplessness in another way. Nevertheless, I continued to teach and did not give students a study until November. After the college entrance exam, I have questions. Was it for me or for students that I had classes until October? How much did my class help students improve their CSAT scores? The frustration that I had since working in high school has been growing, and this is why I left school for further training this year.

교사로서 가장 힘들었던 경험은 다루기 어려웠던 학생을 만났던 것입니다. 그 학생은 다른 학생을 괴롭힐 뿐만 아니라 교실에 들어오는 다른 선생님에게도 무례했습니다. 어린 여자 선생님에게 반말을 하거나 자신에게 공부를 하는 것을 강요하는 선생님에게는 반항을 했습니다. 매일 선생님들이 담임선생님인 저를 찾아와 그 학생의 무례한 행동에 대해서 말하곤 했습니다. 친구들에게는 메시지로 욕을 하고 화장실에서 담배를 피우는 것은 기본이며 무기를 학교에 가져오기도 했습니다. 수업시간에는 선생님의 관심을 끌기 위해 관련이 없는 질문을 하거나 돌발행동으로 수업을 방해하였습니다. 이 녀석의 괴롭힘에 힘들어하는 학생들의 성화와 자식을 전학시키겠다는 학부모님의 원성으로 매일이 괴로웠습니다. 심지어 자신의 핸드폰 번호를 부모님의 핸드폰 번호라고 속이고 저의 연락을 받지 않았습니다. 학생의 행동이 도를 넘어서자 마침내 학생의 아버님이 일하시는 경찰서에 전화를 걸어 학생의 아버님을 직접 찾았습니다. 그러나 경찰이신 아버님과 의 면담은 저를 더욱 비참하게 했습니다. 마음고생을 한 1년이 지나갔고 저는 학교를 옮겼지만 이 학생에게 전화가 오고 학교로 찾아옵니다. "선생님이 제일 좋은 선생님이입니다." 저는 생각했습니다. 개구리에게 돌을 던져서 개구리를 죽이고 나서 미안하다고 하면 끝이냐. 그 이후로 저는 그 학생과 비슷하게 생긴 학생을 복도에서 만나면 놀라곤 했습니다.

The most difficult experience as a teacher was meeting a student who was difficult to handle. The student not only bullied other students but also was rude to other teachers who came into the classroom. Every day, other teachers visited me and talked about his rude behavior. He swore in the class and smoked in the bathroom and brought weapons to school. In class, he interfered the classes with irrelevant questions or unexpected actions to get attention from the teacher. Every day, I was plagued by the students suffering from his bullying and the parents' complaints saying they wanted to transfer their child. He didn't even allow me to know his parents' contact number. When the student's behavior went too far, I finally called the police station where his father worked and found his father himself. But my meeting with my father, a police officer, made me even more miserable. A year has passed and I have moved to school, but the student called and visited me at the school I worked. He said " You are the best teacher. " I thought. 'You throw a stone at a frog to kill it, and then you say you're sorry.' Since then, I tend to be startled whenever I see any student who looks like him in the hallway.

창의적이고 에너지 넘치지만 조금만 긴장을 풀어주면 통제 불가능 수준으로까지 시끄러워지는 남학생과 여학생으로 가득 찬 반을 수업을 해야 했다. 이런 학생들의 특성들 때문에 수업이 가능하려면 영어 수업임에도 불구하고 학생들이 서로 말을 하는 횟수를 최소화해야 했기 때문에 수업을 하면서도 이것이 맞는 방향인지 항상 회의감을 가질 수 밖에 없었다. 친구들과 수업과 관련없는 이야기를 하지 못하게 하니 영어에 관심이 없는 학생들은 멍하니 앉아 있지만 하고 공부를 잘하는 내성적인 학생들은 나와서 상호작용에 적극적으로 참여하지 않았다. 이런 분위기 때문에 수업 준비를 하면서도 의욕이 생기지 않았고 그 반이 수업이 있는 날은 학교가 가기 싫을 정도로 일년 동안 그런 분위기를 유지하며 수업을 하는 것이 너무 힘들었다.

I had to teach the class filled with boys and girls, who were creative and energetic, but would become too noisy to control with just a little relaxing. Due to these characteristics, even though it was an English class, I had to minimize the number of times students spoke to each other, so I was always skeptical whether this was the right way to go. Students who were not interested in English just sat absent-mindedly and shy students who were good at English did not actively participate in interaction with me because they didn't want to draw their friends' attention. It was hard for me to maintain such atmosphere for a year so that I did not want to go to school and I could not get motivated while preparing for classes.

The students' English levels vary too much, but it is difficult to solve them. It is because there are certain things to teach and you need to keep up with other classes that other teachers teach. Students from those who do not even know the alphabet to those who study TOEIC must finish the same text before the test. Eventually, the class is taught only to interpret the textbook at a moderate level. Eventually, the students at the bottom are likely to sleep or pretend otherwise, and the students at the top are bored with the class. I often feel powerless when I work in a school where there are a lot of students in the lower ranks. Eventually, a certain number of students are left aside and the rest of the class has to be pulled as far as possible.

저번 학기 때의 일이었다. 2학기가 시작되기 이틀 전, 학교에 잠깐 들르라는 교감선생님의 전화를 받았다. 무엇 때문인지 궁금해 하면서 학교에 들렀는데, 다름 아닌 동료교사의 일 때문이었다. 동료교사는 문과를, 나는 이과를 담당하고 있었는데, 1학기에 동료교사가 담당하던 문과 학생들과 학부모들이 2학기 영어선생님을 바꿔달라고 항의했다는 것이었다. 처음 그 말을 들을 때는 어이가 없어서 이해조차 되지 않았지만, 무슨 일이 일어났는지 정확하게 파악을 한 후에는 학생들과 학부모들을 이해할 수 있게 되었다. 1학기가 끝나갈 무렵, 동료교사는 나름대로의 수업평가 설문지를 만들어서 학생들에게 작성하도록 하였는데, 몇몇 학생들이 설문지에 무례한 말을 써서 제출을 했다는 것이었다. 그것을 본 동료교사가 화가 나 학생들이 모두 있는 교실에서 설문지를 바닥에 버리며 그것을 쓴 학생을 크게 꾸짖었고 그것에 상처를 크게 받은 학생들이 부모님에게 가서 불만을 표했고 학부모들은 교감선생님에게 전화를 했다는 것이다. 나는 설령 그럴지라도 ‘학생들이 교사를 선택할 수 있는가?’라는 질문을 스스로에게 하게 되었고 그보다도 앞서서 동료교사를 위해서 내가 그 반의 수업을 대신 맡아야 한다는 의견에 동의했다. 학생들은 수능을 코앞에 두고 있었기 때문에 교사와 학생들과의 갈등으로 인해 수업이 진행되지 않는 것을 지켜보고 있을 수는 없었다. 물론, 동료교사를 만나서 지속적으로 학생들에게 사과를 하고 상황이 해결되면 곧바로 다시 수업에 복귀할 것을 약속했다. 고3 담임이었던 나는 2학기를 시작하면서 수시 원서접수 때문에 바빴고 예상치 못했던 수업시수가 생기면서 힘든 나날을 보냈다. 처음에는 학생들을 이해하지만 동료교사 또한 학생으로부터 상처를 받아 힘든 시간을 겪을 것을 생각하여 좋은 마음으로 대신 수업을 하였다. 그렇지만 동료교사는 어떻게 해서든 상황을 제자리로 돌리려는 노력을 전혀 보이지 않았고 의미없는 뒷수습을 하고 있는 나를 발견했을 때 진정한 피해자는 학생도, 동료교사도 아닌 바로 나임을 깨달았다. 학생들은 돈을 내고 학교를 다니고 수업을 받을 권리와 더불어 수업을 선택할 권리도 있는 것일까? 교사는 할당받은 학생들을 통제할 수 있는 권리가 있을까? 수업을 거부하는 학생들에게 그것은 교권침해라고 주장할 수 있을까?

It happened last semester. Two days before the start of the second semester, I got a phone call from the vice-principal to drop by school. I stopped by school wondering what it was for, and it was none other than my fellow teacher's job. The vice-principal said students and parents protested to him to change their English teachers for the second semester. When I first heard, I was so dumbfounded that I could not understand what had happened, but once I had been able to figure out exactly what had happened, I could understand the students and their parents. By the end of the first semester, a fellow teacher had created his own survey questionnaire and asked students to fill it out, which some students had written rude comments on. A fellow teacher who saw it was angry and scolded students who wrote the questionnaire in a classroom where students were all on the floor, and the students who were seriously hurt went to their parents and complained about it. Can students choose a teacher? I started asking myself the question, and I agreed earlier that I should take the class instead for my fellow teacher. Since students were just around the corner of the CSAT, I could not watch the class go unnoticed due to conflicts between the teacher and students. Of course, I met the fellow teacher and he promised to continue apologizing to his students and return to class as soon as the situation was settled. As a high school senior teacher, I was busy with College applications and had a hard time as I got more unexpected classes. At first, I did it with a good heart because I thought he would have a hard time getting hurt by students. However, a fellow teacher showed no effort to turn the situation back into place, and when I found myself the real victim, neither students nor the fellow teacher. Do students have the right to choose teachers because they pay for school? Do teachers have the right to control their assigned students? Can we argue that it is an infringement toward teacher's authority if students refuse to take the class?

매번 수업을 준비하는 데에 부담을 느끼는 경우가 많습니다. 작년에 중학교에서 1학년 학생들의 수업을 담당했기 때문에, 자유학기 수업을 준비해야했는데, 수업에 대한 아이디어를 얻을 곳이 없어 매번 새롭게 준비를 해야 했습니다. 시험문제를 내지 않아도 된다는 장점때문에, 처음에는 굉장히 즐거운 마음으로 임했지만, 시간이 갈 수록 매번 즐거운 수업을 해야한다는 심적 부담감을 느끼기 시작했습니다. 학생들은 별로 기대하지 않는 듯 했지만, 스스로 학생들에게 영어 과목에 대한 즐거움과 흥미를 느끼게 해줘야 한다는 책임감이 들어 부담을 많이 느꼈습니다. 처음부터 교과서의 활동을 따랐다면 좋았을 텐데, 뭔가 새로운 것에 도전하고 싶어 퇴근 후 매일 구글링을 하며 새로운 활동을 찾아봤습니다. 그래서 수업이 준비가 제대로 되지 않으면, 다음 날에 출근을 하기 싫고 심지어 수업에 들어가고 싶지 않다고 느끼곤 했습니다. 9월에 학교에 돌아가면 또 자유학기제를 해야하는데, 어떻게 하면 좋을지에 대해 고민이 많습니다.

I often feel pressured to prepare for classes every time. Since I was in charge of the classes of first-grade students in middle school last year, I had to prepare for free semester classes. So I had to prepare a class every time because there was no place to get ideas for them. Because of the benefit of not making up questions for tests, I was excited at first. But as time went by, I began to feel the pressure. The students did not seem to expect much, but I felt burdened by the responsibility to make them enjoy and interested in English subjects. I wish I had followed the textbook activity from the start, but I would have tried something new and looked for new activities by googling every day after work. So, if the class wasn't prepared properly, I would feel that I didn't want to go to work the next day or even go to class. When I go back to school in September, I have to have another free-learning semester, and I have a lot of questions about what to do.

Last year, I worked in a high school with lots of low-level students, who had few experiences of learning and using English. Inside the classroom, I tried some so-called student-centered and communicative activities to learn English in fun way. However, I felt frustrated soon because they couldn't do anything in English with the lack of basic knowledge and experience of using speaking in English. All the activities had to be done in English but my students couldn't step forward. They couldn't understand my easily graded instructions about activities, let alone speak in English. I wanted them to do something actively but they had problem doing something in class even though they were more motivated and had more passion than I had thought. I felt that they were not used to using English for learning because they didn't have to in the previous school environment. I couldn't even reach the target point that I planned to teach. I was not sure where to start. I kept asking myself if it is beneficial to teach English in communicative way for the students who lack basic background knowledge on skills and knowledge on English and who are not ready for learning language in that way. It was definitely very big burden not only for students but also for myself because I also felt I would not be able to catch up with the curriculum for the tests in that way. I couldn't find any solution to fill the gap between the ideal and reality. Finally, I stopped teaching language in communicative and student-centered way in my school. To be honest, I still cannot be free from the suspicion about if it is possible to teach English only in English for most Korean students.

작년에 교실 내에서 가장 힘들었던 기억은 학생들의 반응이었습니다. 학습 의욕과 수준이 높은 학생들이었지만 그들은 수업 시간에 큰 소리로 대답하는 것을 부끄러워했습니다. 모든 교과 시간에 그들의 반응은 소극적이었고 그들의 대답을 끌어내는 것은 수업을 준비하는 것만큼이나 힘든 일이었습니다. 제가 IGSE에 와서 배운 점은 전체의 대답을 끌어내려고 하기보다 짝과 함께 이야기해보고 생각을 정리할 시간을 주는 것이 필요하다는 것이었습니다.

The most difficult memory in the classroom last year was the reaction of the students. Although students were highly motivated, they were ashamed to answer loudly in class. Their response to all of the classes was passive, and getting their answers out was as hard as preparing for class. What I learned from IGSE was that rather than trying to get the answer directly in a whole class, the students needed time to talk with their partner and organize their thoughts.

It happened during a third-grade middle school class. The female student was usually famous for wearing heavy makeup, even during class. The student also likes to talk and play with her friends around her without participating in classes. In my class one day, she did not attend the class more severely than usual and interrupted other students' learning. So I sent her out of the classroom, and I told her off for her misbehavior. However, the student did not admit that she was wrong at all, and her rude manner made me angry. Then I made her stay in the hallway for a while, and as I walked into the classroom, I said, " Because of one crazy student, the class isn't going well. "

But after the class, a rumor spread among third-grade students that I had spoken ill of her in class using cursing words. The friends around her refused to participate in my classes, and they even chuckled in class. There wasn't much I could do because it was a rumor about what I said, even though I felt so bad.

I ended up bringing her to the school room, explaining the situation, apologizing for what I said, and getting an apology for her attitude. Since then, I have been very careful with every word I say to my students.

1학년 담임으로 재직 시 우울증을 앓고 있는 학생을 만났다. 이 학생은 매일 수업시간에 졸고 조퇴를 자주 하였으며 항상 게임에만 몰두하였다. 학생은 수업시간에 날카로운 연필로 자신의 손을 찍거나 이유 없이 눈물을 흘리는 등 매우 불안정한 생활태도를 보였다. 어느날 수업시간에 학생이 쓴 낙서를 보게 되었고 다음과 같이 끔찍한 글이 쓰여 있었다. “나의 소원은 우리 반 아이들이 세월호에서 죽은 아이들처럼 모두 함께 죽는 것이다. 나의 담임선생님도 교통사고로 죽었으면 좋겠다. 그래야만 내 손에 피한방울 묻히지 않고 다 죽일 수 있으니까” 이 글을 읽고 바로 학생의 어머니와 학생과 함께 방과 후 저녁에 상담을 하게 되었다. 학생은 반항하며 소리쳤다. “엄마도 나한테 칼 들고 난리 치잖아. 뭐가 문제야!” 학생의 어머니는 그동안 우울증 약을 복용했으며 가끔 우울증 약을 과다 복용 하는 경우 학생이 폭력성이 나온다고 이해를 구하였다. 나는 학생의 어머니 몰래 학생의 모든 말과 어머니의 모든 말을 나의 휴대폰에 녹음하였다. 혹시 학기말 학생의 폭력적인 행동이 반 아이들에게 피해를 주거나 거꾸로 반 아이들이 해당 학생에게 피해를 줄 경우 평소 학생이 우울증을 앓고 있음을 증명하기 위해서였다. 다행히 1년 동안 큰 사고가 나지 않았으며 그 당시 상담 내용을 녹음한 것은 나뿐 아니라 다른 선생님들께도 도움이 된다고 생각한다.

While serving as a first grader, I met a student who suffers from depression. He often went to bed in class and left work early every day, and was always dedicated to playing games. The student showed a very precarious attitude in class, with sharp pencils taking pictures of him or shedding tears for no reason. One day in class, I saw a scrawl written by a student and there was a terrible article written as follows. He said, "my wish is for all of my classmates to die together, just like the children who died in the Sewol. I wish my homeroom teacher would die in a car accident. That's the only way I can kill them without being buried in my hands. The student shouted in defiance. "My mother's got a knife at me, too. What's the problem?" His mother said that his son had been taking a depression pill and sometimes when he took too much pills, he would be violent. I recorded all of the student's words and everything she said on my cell phone without her mother's knowledge. If the violent behavior of the end-of-the-year student damaged the class or vice versa, the student usually had depression. Fortunately, there was no big accident for one year and I think recording the consultation contents at that time is not only for me but also for other teachers.

작년에 자유학기에서 수업을 할때였다. 한 남학생이 자고있었다. 그 남학생은 선생님에게 무례한것으로 유명한 아이였다. 그렇지만 나는 수업시간에 자는 행위는 옳지 않다고 보고 용기를 내어 그 남학생을 깨웠다. 그 남학생은 역시나 기분을 나빠했고 자기를 왜 깨우냐는 식으로 쳐다봤다. 나는 그 남학생에게 해야할 일을 설명했고, 졸리면 나가서 세수하고 오라고 했다. 그리고 나는 다른 학생을 살피러 가고 있었다. 그런데 뒤에서 그 남학생이 욕을했다. 그 남학생이 혼잣말로 하는 것이었지만 내 귀에 들리게 말을 했다. 나는 못들은 척을 할까 고민했지만 선생님에게 욕을 하는 것은 절대로 용납하면 안된다고 생각해 그 남학생을 따로 불러냈다.

"너 선생님한테 욕했지?"

"안했는데요, 저 혼잣말했는데요."

"내가 분명히 들었어. 욕설은 교권침해에 해당되는거 몰라? 욕했지?"

"네 했어요."

그 남학생은 나의 추궁에 끝내 시인했지만 잘못을 뉘우치는것 같진 않았다.

아니나 다를까 다음시간에도 그 남학생의 뼈뺀 태도는 여전했다.

이 사건이 트라우마가 되어, 아직도 나는 자는 학생을 깨울때 소심해지곤 한다.

It was last year when I was teaching a free semester. A boy was sleeping. The boy was famous for being rude to his teacher. But I didn't think it was right to sleep in class, so I plucked up courage and woke the boy up. The boy was also upset and looked at me in a manner of why he woke up. I explained to the boy what to do and told him to go out and wash his face if he was sleepy. And I was going to check out the other students. But behind the scenes, the boy swore. The boy was talking to himself, but he spoke in my ear. I was thinking about pretending to be deaf, but I called the boy aside because I thought swearing at the teacher would never be tolerated.

" You swore at me, didn't you? "

" No, I didn't, I told myself. "

" I heard clearly. Don't you know that abuse constitutes an infringement of teachers ' authority? Did you swear? "

" Yes, I did. "

The boy finally admitted to my inquiry, but did not seem to repent of his mistake.

Sure enough, the boy's perverse attitude remained the next time.

This incident has become a trauma, and I still get timid when I wake up sleeping students.

3년 전 수업 중에 갑자기 노트북에서 소리가 나오지 않았습니다. 꼭 오디오 파일을 틀어야하는 수업이었는데 말이지요. 바로 앞 시간까지 수업하는데 전혀 지장이 없었는데 왜 작동이 제대로 안되는지 이해할 수가 없었습니다. 수업은 시작을 했는데 시간은 자꾸 흐르고 이것저것 바꿔보아도 도무지 소리가 나지 않았습니다. 화면은 멀쩡히 나오는데 말이지요. 결국 교무실로 뛰어가 도움을 청했고, 때마침 수업이 없었던 컴퓨터를 조금 다룰 줄 아시는 선생님의 도움을 받아 소리가 정상적으로 나오게 되었습니다. 이미 시간이 15분 가량 지나 있었고, 학생들은 기다리다 지쳐 집중을 시키려도 해도 쉽지 않았습니다. 결국 그 날의 진도를 다 나가지 못한 채 수업끝종이 울렸고 패배감을 안고 교실을 나와야했지요.

Three years ago in class, my laptop suddenly didn't sound. It was a class that had to play audio files. I couldn't understand why the lap top wasn't working properly because I had no problem with the previous class one hour ago. The class had started and time went on and on but the computer didn't work at all. And the computer screen was clear. Finally, I ran to the teachers' room and asked for help, and with the help of a teacher who knew how to handle a computer that didn't have a class at the right time, the sound became normal. It had already passed about 15 minutes, and it wasn't easy to make the students concentrated after waiting too much. Finally, I couldn't get through the day, and the bell rang and I had to leave the classroom with a sense of defeat.

도장이나 점수와 같은 외적 동기가 없이는 능동적으로 참여하기를 꺼려하는 학생들 때문에 어려움이 있었습니다. 그래서 외적 동기로 학생들을 참여하게끔 했더니 오히려 경쟁이 치열해질만큼 열심히 참여를 하였습니다. 하지만 모든 수업 때마다 외적동기로 학생들의 참여를 유도하는 일은 힘들다고 생각합니다. 어떻게 하면 자발적으로 수업에 능동적으로 참여할 수 있게끔 할 수 있을까요?

There were difficulties with students who were reluctant to actively participate in the class without any external motivation such as stamps or grades. So I tried to get them to participate with an external motive like giving them something to eat or stamps, and they worked so hard that the competition got fierce. But I think it's hard to engage students in the class with an external motivation every time like that. How can I encourage my students to participate actively in class?

모둠수업을 해보고자 수준을 고려하여 모둠을 구성하고 모든 구성원들에게 알맞는 역할을 주려고 노력했지만, 소수의 잘하는 학생은 혼자서 다해버리거나 과제를 먼저 다하고 보여주고, 수준이 낮은 학생들은 모둠에 기여할 수 있는 능력이나 동기가 부족해서 내가 기대했던 협동적인 학업분위기가 형성되지 않아 속상했다.

I tried to form a group considering the level of students, but the best students in groups did not help other members or just did their own work by themselves and showed their work to other members. Despite the group setting, students in groups don't really collaborate each other. I tried to encourage students to teach and learn from each other, but high-level students are only a few and low-level students need more motivations and ability to contribute to their groups.

Part II

Outside the Classroom

2017학년도에 제 담임반에는 학교에 잘 나오지 않는 학생이 있었습니다. 2학년때부터 학업과 학교에 흥미를 잃어 방황하는 학생이었는데, 상담을 해보니 부모님의 과도한 기대가 큰 문제였습니다. 일주일에 거의 3~4번씩 지각과 결석을 밥 먹듯이 하는 학생이어서, 저의 주된 아침일과는 조회 후에 그 학생이나 학생의 부모님에게 전화를 해서 출석을 권유하는 것이었습니다. 하지만 보통 한국의 모든 교사들이 그러하듯 오전부터 수업이 빠듯해서, 조회후에 바로 전화를 하지 못하는 때가 많았습니다. 결국에는 1교시나 2교시 후에 전화를 하게 되었는데, 문제는 그 학생의 부모님이 왜 전화를 빨리 하지 않아 자신이 자기 아들의 결석이나 지각을 모르게 하냐고 항의하는 것이었습니다. 저는 자신의 아들이 아침에 등교를 하지 않고 어디를 가있는지 모르고, 모든 책임을 저에게 돌리는 학부모님에게 화가 났습니다. 또 담임의 일과 영어교사로의 일을 너무 과중하게 주는 학교와 교육부에 화가 났습니다. 그래서 저는 결국에는 그 학생에 대한 관심을 가지지 않게 되었고 그 아이가 늦거나 지각을 해도 전화를 하지 않고 문자로 통보하게 되었습니다.

In the 2017 school year, there was a student in my class who did not attend school very well. He was a student who had lost interest in studying and school since the second grade. When I consulted with him, I felt that his problem was caused by his parents' big expectations. He was a student who was late and absent almost three to four times a week, so my main morning job was to call the student or his parents to ask them to attend. However, as is usually the case with all teachers in Korea, classes had been tight since morning, and I had often been unable to call them right after the morning assembly. Eventually, I called after the first or second class, and that made his parents angry. They said that why didn't I call them quickly and let them know her son was absent or late. I was so frustrated because I had 32 students who needed my care except him, and I didn't have enough time to do it everyday. I was angry at his parents who didn't know where their son was instead going to school in the morning and blamed me for everything. I was also angry at the school and the Ministry of Education for overloading my work as a teacher. So I ended up not interested in the student, and even if he was late or late, I didn't call him and I texted him.

교실 밖에서 가장 어려웠던 일은 부장님이었습니다. 부장님은 3학년 담임인 저에게 1년 동안은 결혼해서는 안 된다고 했습니다. 야간자율학습이 끝난 늦은 시간에 술을 먹자고 전화로 불러냈습니다. 부장님은 일요일 저녁에 보충수업을 하도록 시키셨고 1년을 소처럼 일했습니다. 부장님께서 술자리에서는 저에게 술을 먹지 말고 자신의 차를 운전하라고 했습니다. 그 부장님은 마침내 학생에게 성추행을 한 것이 알려져 파면을 당하고 말았습니다.

The most difficult thing outside the classroom was the head teacher. The head teacher told me, who is in charge of the third grade, that I should not be married for a year. He ordered me to teach sunday evening supplementary classes and I have worked really hard for a year. He called me to have a drink late at night after the night self-study and told me not to drink because I had to drive his car. He was finally found to have molested a student and was fired.

중학생들 사이에는 항상 상대방의 감정이나 기분을 생각하지 않고 남에게 자신의 감정을 지나치게 직접적으로 표현하거나 정도가 지나친 장난으로 인한 일들이 발생한다. 그런데 학생들 사이에 생긴 갈등을 해결하기 위해 학부모들을 상담하고 그들을 중재시키는 일은 너무나 어렵다. 학부모들도 상대방을 이해하려고 하거나 용서를 해주려고 하지 않고 예전에 있었던 일에 대한 감정까지 더해 언제나 더 큰 벌만을 요구하곤 한다. 담임으로서 누구의 편도 들지 않으면서 합리적이고 객관적으로 양쪽 부모들에게서 합의를 이끌어 내는 일은 언제나 어렵다.

Middle school students always have problems expressing their feelings to others too directly or making fun of other friends too much. But it is very difficult to consult parents to resolve the conflict between students. Parents also do not try to understand or forgive each other, and they do not focus on the problem that is being talked about now. Rather, they always demand more punishment for what has happened before with the student. As a homeroom teacher, it is always difficult to reach an agreement from both parents reasonably and objectively without taking anyone's side.

There were several students in my homeroom class who needed better attitudes, and there were many difficulties in guiding them. These students often lied for the sake of the situation rather than reflecting on their mistakes and repent. I often talked to their parents for family guidance. But because the students also lied to their parents, there used to be a misunderstanding between me and their parents. I told the parents the truth about their kid's faults, but there were occasions when they were reluctant to believe what I said and were upset. There was little I could do on my side because the students lied to both me and their parents, and as the situation got worse, they often just avoided it. I couldn't ruin the relationship between students and their parents, nor could I destroy my credibility as a teacher. I just felt helpless.

담임교사로서 매번 마주하는 문제점이 있습니다. 아침에 핸드폰을 걷는 일입니다. 대부분의 학생들이 아침에 핸드폰을 잘 내지만, 그 중 몇 명의 학생들은 핸드폰을 내는 척하거나 안 가져온 척을 하고 핸드폰을 내지 않는 경우가 있습니다. 그런 학생들에게 수십번 핸드폰을 정말 가지고 있지 않은지를 묻지만, 학생들은 정말 가져오지 않았다고 아주 순박한 얼굴로 대답을 합니다. 그러나 쉬는 시간이나 점심시간에 몇 명의 학생들이 교무실로 찾아와, '선생님, OO가 핸드폰을 안 낸 것 같아요' 또는 'OO가 수업시간/쉬는시간에 핸드폰을 하는 것을 봤어요'라며 알려줍니다. 이럴 때면 담임 교사로서 자존심도 많이 상하고 기분도 매우 좋지 않습니다. 또한 그런 경우에, 어떻게 대처해야 할 지에 대해 여러 가지 고민을 합니다. 첫 번째로, 학생을 불러 취조하는 방법이 있습니다. 예를 들면, '선생님에게 할 말 없니?' 또는 '네가 수업시간/쉬는시간에 핸드폰을 사용했다는 말을 들었다'라고 직접적으로 말할 수 있지만, 이럴 경우 학생들과 대립하게 되는 경향이 있어 피하고 싶습니다. 두 번째로, 학부모에게 전화를 하는 방법이 있습니다. 학부모에게 전화를 걸어, 'OO가 오늘 아침에 핸드폰을 들고 왔을까요?'라는 식으로 묻는 방법이 있는데, 학생은 집에 돌아가면 부모님께 혼나기 때문에 다음날 아침에 학생과 조금 신경전을 벌일 수 있습니다. 그 밖에 여러가지 방법이 있지만, 항상 학생들과 뒷 마무리가 안 좋은 것은 사실입니다. 다른 선생님들은 이런 경험이 있는지, 이럴때 어떻게 대처하는지 궁금합니다.

As a homeroom teacher, I have problems that I face every time. It's about collecting students' mobiles every morning. Most students hand their mobiles in but some students do not and just pretend that they do. I ask them dozens of times if they really do not have a phone, but they say they didn't bring it with innocent look. During break time and lunch, however, some students come to the teachers' room and say, 'Sir, I don't think OO has given you a cell phone.' When this happens, I feel very bad and hurt my pride as a homeroom teacher. And in that case, there's a lot of thinking about how to deal with it. First of all, there is a way to call in and ask students. For example, 'Don't you have anything to say to me?' or 'I heard you used your cell phone during class time.' You can say directly, but I would like to avoid it because it tends to be a conflict with students. Secondly, there is a way to call students' parents. I can place a call to students' parents and say, 'Did OO bring a cell phone this morning?' But if I do that, the student might be told off by his/her parents when s/he gets home. So it creates a conflict between the student and I the next morning. There are many other ways, but it's true that you always have a bad finish with your students. I wonder if other teachers have this experience and how they deal with it.

수업 이외의 힘들었던 점은 시험 문제를 공동 출제하는 것이었습니다. 새로 오신 선생님께서는 고등학교 시험 출제 방식을 제대로 알지 못하셨고 시험 문제의 수준은 엉망이었습니다. 게다가 그녀는 동료 교사들의 수정 제안을 받아들이지 않았습니다. 수행평가 점수 역시 기준과 다르게 주어 동학년 학생들 간의 성적 형평성에 문제가 생겼습니다. 이 사건을 겪은 이후 저는 동료 교사와 갈등이 있을 때 어떻게 해결해야 하는지 깊이 생각해보는 계기가 되었지만 여전히 해결하기 어려운 문제라고 생각합니다.

What was difficult other than class was to co-ordinate the test questions. The new teacher didn't really know how to make the exam questions and the test questions were poorly conducted. Moreover, she didn't accept suggestions from fellow teachers. Performance evaluation scores were also divided against the standards, causing problems with the grade equity among students. Ever since this incident, I have been able to think deeply about how to resolve a conflict with a fellow teacher, but I still find it difficult to solve.

Outside classroom, other difficulties are waiting for me. One of them is my task in school. All the Korean teachers have their own tasks other than teaching. Most of them are spending most of their time dealing with those tasks, not improving and developing their lessons. They are too busy to reflect their teaching. My task was one of the most-avoided ones in almost every school, which deals with the problems in students' bad behavior. There are always many unexpected and unpleasant accidents and I had to investigate those problems and hold the disciplinary committee both regularly, almost every three weeks, and irregularly, whenever something big happened. I felt physically and mentally exhausted outside the classroom and I lost my confidence and faith in teaching because I had little time to make my teaching better.

When I taught the third grade of middle school, I had difficulty with the test questions. It was a multiple-choice question asking for the content of the text, and there was a controversial wrong answer. It was the first midterm exam of the second semester and it was very important for students who wanted to go to foreign language high school. The first grade should come out, but overall level of the test was not difficult. But because of the question I made, some of the top students could not get first grade, so the students and their parents filed a big complaint. At that time, I was so stressed by many phone calls and visits that I couldn't sleep, and I felt guilty for the way other teachers were suffering from me. Fortunately, the answer was denied without question, but the stress and guilt I suffered at that time were very high. Since then, I have been very careful when making questions for the exam, and without looking at tutorials or questions in other books, I have judged them logically and received feedback from others.

작년에 나는 중학교1학년 담임이었다. 어느날 갑자기 홍길동이라는 남학생의 학부모에게 전화를 받았다.

"선생님 왜 저희 아이 말은 안믿으시나요?"

"네? 무슨 말씀이시죠?"

"아니 너의 반응이 우리 애만 꾸짖잖아요 우리 애 말은 믿지 않고.

왜 우리 애만 차별하시나요?"

"저는 차별한 적 없습니다. 뭔가 오해가 있는것 같네요."

"저번에 우리 애가 다른남자애 부모님 놀렸을때는 너가 그렇게 화 내셨잖아요.

이번에는 우리 아이가 놀림을 받았다는데 왜 화 안내시나요?"

나는 충격을 받았다. 사실 홍길동은 친구들 사이에 부모를 잘 놀리고 친구들을 괴롭히는 것으로 악명이 높은 친구였다. 그런데 며칠전 그 홍길동이 나에게 와서 반 친구를 학교폭력으로 신고하고 싶다고 했다. 이유는 그 친구가 자신의 부모를 놀렸다는 것이다.

나는 그의 말을 잘 들었고 그의 요청대로 일을 잘 처리했다. 그런데 그런 전화를 받은 것이다.

홍길동이 가해학생 이었을때는 온순하던 부모가 이제 홍길동이 피해자가 되자 선생님을 비난하기 시작한 것이다.

사실 홍길동이 피해 받은 일은 홍길동이 저질렀던 일에 비하면 아주 작은 것이었다. 그런데도 그의 부모는 홍길동의 잘못은 아주 작게 보고 다른 이의 잘못을 크게 비난하고 나선것이다.

문제학생의 뒤에는 항상 문제 부모가 있다. 참으로 와닿는 말이다.

그 뒤로 학부모와 통화할때는 감정을 배제하고 객관적인 사실만 말하고자 노력하고 있다. 그런데 가끔은 나의 그런 태도에 학부모들이 섭섭해 하곤 한다. 나는 학부모와 통화할때 항상 말조심한다. 스트레스다. 예의없는 학부모와 잘 통화하는 방법이 있을까?

Last year, I was in charge of the first grade of middle school. One day, suddenly I got a phone call from the parents of a boy named Hong Gil-dong.

" Why don't you believe my child? "

" What? What do you mean? "

" No, your reaction only reproaches our kid, without believing our kid's word. Why are you discriminating against only my child? "

" I never discriminated. There seems to be some misunderstanding. "

" The last time my kid teased other friend's parents, you were so angry. Why aren't you angry when my child was teased this time? "

I got very shocked. In fact, Hong Gil-dong was a notorious friend among friends for making fun of his parents and harassing them. A few days ago, however, that Hong Gil-dong came to me and said that he wanted to report his classmate for school violence. The reason is that the friend made fun of his parents.

I listened to him and did the job at his request. But I got that call.

When Hong Gil-dong was an offender, his parents, who were gentle, started to criticize his teacher when he became a victim.

In fact, Hong Gil-dong's loss was very small compared to what he did. His parents, however, took Hong's mistake very lightly and harshly criticized the mistake of others.

Behind the problem students is always the problem parents. It really makes sense to me. Since then, when I talk to parents on the phone, I try to talk only about objective facts and exclude emotions. Sometimes, however, parents feel sorry for my attitude. I always watch my mouth whenever I talk to the parents. Stressful. Is there a way to talk to rude parents well?

5년 전 1학기 초에 여학생 한 명이 지각을 하기 시작하더니 급기야는 결석을 하기 시작했습니다. 학기 초라 함께 이야기 나눌 시간이 없었고 아이에 대해 제대로 파악도 못한 상황에서 아이는 제 전화를 받지도 않았습니다. 원거리 통학을 하는 학생이라 제가 집으로 찾아가기도 쉽지 않았고 부모님과 연락을 해보았지만 속 시원히 답변을 들을 수도 없었습니다. 부모님과 함께 설득한 끝에 학생이 나오기는 했는데 상담을 해도 학생이 어떤 이유로 결석을 하게 되었는지 대답을 들을 수 없었습니다. 다른 선생님의 조언을 얻어 전문 상담선생님과 상담을 주선하였고 상담이 거듭되면서 학생의 성장과정과 가정에 문제가 있음을 알게 되었고 부모님께서 꼭 상담에 참여해야 하는데 두 분 다 협조적이지 않으셨습니다. 지속적인 설득도 통하지 않아 급기야 부장님까지 나서서 연락을 하였고 결국 잘 마무리되어서 아이는 학교에 나오기 시작해 무사히 졸업을 했습니다. 문제는 학생에게 있었던 문제가 학교 생활에서 기인한 것이 아니었고 제가 담임으로서 별로 도움을 줄만한 점이 없었다는 것입니다.

Five years ago, at the beginning of the first semester, a girl started to be late, and finally she started to be absent. She didn't even answer my calls because I didn't have enough time to talk with her and it was in the beginning of the semester. Since she was a student who lived farther, it was difficult for me to get to her home and I tried to contact her parents, but I couldn't hear a clear answer from them. With persuading her parents, she started to attend school, but I couldn't get an answer on why she was absent. I arranged counseling with a professional counselor with the advice of another teacher, and as the counseling went on repeatedly, I realized that there were problems in the student's growth process and family, and both parents must cooperate but refused because of their job. With the manager, I tried to persuade them over and over. Fortunately it ended well, and she started to attend school well and finally graduated. The problem was that the problems I had with my students were not based on my school life and I didn't have much help as a homeroom teacher.

반에서 교우관계로 문제가 있었던 학생이 있었습니다. 그 학생의 부모님은 모든 탓을 선생님에게 돌렸고 자신의 분노 감정을 그대로 교사에게 표현했습니다. 그 당시 저도 문제 해결을 위해 최선을 다했지만 부모의 그러한 태도는 저를 절망하게끔 하였습니다. 다행히도 시간이 지난 후 문제가 잘 해결되자 그때서야 부모는 저번에는 죄송했다면서 미안함을 저에게 표현했습니다. 저도 자식이 교우관계로 힘들어할 때 부모 역시 매우 화나고 슬프다는 것은 이해하겠지만 그때마다 교사가 화풀이 대상이 된다는 현실이 너무 힘듭니다.

There was a student who had problems with friendship in my class. The student's parents blamed the teacher for everything and expressed their anger to the teacher. At that time, I tried my best to solve the problem, but her parents' attitude made me feel hopeless and frustrated. Fortunately, as the problem was settled well later, it was only then that her parents expressed their apologies, saying that they were really sorry for what they did and what they said. I understand that parents are also very angry and sad when their children are having a hard time with friends, but the reality is that teachers are the target of taking them out on each occasion.

2년전 2학년 영어회화 과목을 2명이 나누어 가르쳤고 시험문제는 공동출제했다. 서술형 문항 중 교과서에서 다룬 영어표현에 관한 문제를 출제했는데 정답이 'outlet(콘센트)'이었고, 복수정답으로 처리할 때 'concent'를 맞게 하느냐에 관한 논란이 생겼다. 공동출제한 교사는 백과사전에 나와있다며 맞게 해야한다고 했고, 출제한 교사는 콩글리시 표현을 맞게 할 수는 없다고 부딪히게 되었다.

Two years ago, I taught English Conversation subject with another co-teacher and made up the test questions collaboratively. One of the test questions was to test correct English expressions that are confusing among Koreans. The answer was 'the outlet' but there are lots of wrong answers written by students. Many students wrote 'the concent.' The Co-teacher wanted to accept it as an answer because it is found in Korean Encyclopedia and it could be an English expression but I think that it is wrong for students to know Konglish as an English. She felt so upset when I claimed it must not be possible answers.

The image features a black background with a dense, circular pattern of dots in two shades: a bright yellow and a muted grey. The dots are arranged in a way that forms a large, irregular circular shape in the center, creating a frame for the text. The text "ITTP 2018" is centered within this frame in a white, serif font.

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