**The ways to change students**

Irene (83rd weekday TESOL)

‘Children have to be educated, but they have also to be left to educate themselves’- Ernest Dimnet. Like this quotation, students can learn from teachers but also should get chances to learn from themselves. Pushing from teacher can be one way to make students do and participate in something, but it is not easy to make students really want to do it spontaneously. To inspire a student to change as a good student, teacher’s roll is very important. There are many students who drag their feet without any interest in class. In this case, teacher’s ability to handle these problems would be important. I could experiences it myself through personal past.

When I was 11 years old, I went to ‘SLP’ English institution which had very strict, “English Only” policy. Because was not good at speaking English at that time, it was so uncomfortable. I was a talkative at the outside but became incommunicative student at the institution. I didn’t want to speak a lot because I worried so much about my bad English. Also, it was hard to adapt the English only environments. However, thanks to my teacher Julia, I could change myself little by little. She used ‘Realia’ in the classroom when we learned basic English words. She brought some wooden objects which had alphabet written on each pieces. It was more interesting then learning from text book so it engaged me to study and speak out the words. She made some games with that wooden alphabet pieces and it made me to have passion to answer the complete words. Through that ‘Realia’ the teacher used, I could slowly enjoy speaking in English.

I also could know how teacher handle the attendance rate. There were many students who missed class when I was a freshman in KAU (Korea Aerospace University). Some of them were just drank deeply with their friends the day before the class, and some of them just went out somewhere to their friends to hang out. Freshmen were fully enjoyed their freedom. Because students were adults already, it seemed that there were not many ways to force students to make them come to the class on time. The solution seemed quite simple, strict and strong. Professor Andrew made the attendance check to cover 40 percent of the grade. Attendance was the most important thing than any other thing to get a score, and students had to take the course again if they fail the class. To avoid any failure for them, students started to try to come at right time.

Lastly, I had some long term assignment when I was a junior in KAU. It was a group presentation work and my group member tried to delay the start of preparation because of the plenty of time to prepare. At that time, Professor Jenny gave students some sheets which contained the long term assignment check list. On that paper, there were specific dates for checking the schedule. Students had to work and hand out some mission cleared checked paper for four times total during the school year according to the sheet. That complete and clear instruction from Professor Jenny helped a lot during the preparatory period because it played a roll of ‘Monitoring’. We would not know exactly whether we are preparing it at right speed or not, if she didn’t give us a helpful guide line to manage time until the final submission date.

Just like these of my experiences, teacher could face some problems with unexpected situations. There can be some students who don’t participate, often absent, and cannot make a guide line of the assignments on their own. In these cases, teacher cannot force their students to do what teacher wants all the time. Teacher needs some clear method that can change their student for students’ own efforts. Students will try to follow their teacher to their own advantages and interest if teacher uses some proper treatment. Wise teacher will be able to change students for the best for the class and the students themselves.