

Teaching and Learning

-Self-reflection on professional concern/interest-

In this paper, I would like to present these two words in correlation that can hardly be separated, 'Teaching and Learning'. **While teaching I learned, and I learned in order to teach even more.** I believe that there is no absolute in teaching, therefore it is an art of never-ending learning. Learning is trying to understand. And by learning I mean to try to understand the ways learners learn.

Teaching is a job that is directly involved with humans and at the same time it massively impacts them, therefore I can always feel the significance of the teaching job; it is very **sensible**. With such responsibility, I need to understand the learners themselves and also how they learn things. This is because teaching isn't just about inputting learners with knowledge and knowhow, it is also guidance (if I wish to go beyond).

And for me, learning would not be possible if I don't listen to my students. In order to understand or to learn about them, I need to pay great attention and listen to them to give the right and purposeful feedbacks. When I started to realize this, my class has slowly shifted to a **two-way communication classroom**. Before, it would be me as the teacher conducting the class most of the time explaining concepts and giving out exercises, but in this past terms I have tried to generate a lot of responses (ideas and opinions) and answers (to open-ended questions) from the students in order to run and expand what was going on in the class. This process could be seen throughout the class time, from the very beginning in recalling of past lessons, to exercises in the E-Pad, and to the discussion on value of the lesson. Therefore, it had become us (both teacher and students) who conduct the class. **One interesting point I realized is that I tend to use the word 'we' quite often when writing my while teaching LS.**

“We had a phonics drill on <c>... We together brainstormed for words and phrases they could say to give directions.”

“I pointed out the common mistake found when checking SS’ E-pad which was the position of the marks used in direct speech. Therefore, we had a little practice before continuing onto the next lesson. Many volunteered to write direct speech from the given problem on the board. They liked sharing answers to the class.”

“We began the class by recalling lessons from yesterday. I asked the class what they learned... They got to use some creativity and language fluency. We did not focus much on accuracy... We had limited time to look at the posts, so the class didn’t get to discuss further about them after that.”

“At the end of the class, we discussed about the value ‘save the planet, save humanity’. We didn’t have that much time since we spent quite a lot of time in sharing part.”

“Then, we brainstormed the past lessons from this term. I wrote on the board. SS were active in recalling and looking back in their E-Pad. I emphasized on the 2 topics, direct speech and types of sentences. SS were able to give examples, which means they understood the concept very well.”

“At the end of the class, I asked the class to reflect themselves on today’s working and learning performance. Both boys and girls reflected honestly. We brainstormed on how we could do it better in the next class.”

Excerpts from While Teaching LS week 1-6



I believe that these have reflected my point of view in the classroom, where I was positioned as a teacher but at the same time placed among the students. In my class when 'student-centered' atmosphere occurred, things would flow differently. Teaching and Learning would not depend on the teacher alone anymore. The teacher (I) would be more

of an advisor. Knowledge isn't restrained by the teacher. It is free to harvest as much as they wish to explore; with teacher's guidance, with peers and independently. This classroom environment is obvious during the situational problem step, or when the students are given task to do/solve, especially when it comes to the term project making time (week 7-8). This is because the tasks required the students to work on their own (individually, by pair, or by group) in order to solve the given problem.

Part 1

- Mark **your location** on the map.
- Mark **your friend's location** on the map.
- Give directions from his/her house to yours.

Reflection on 'Find My House' activity

★★★★

I like this activity: 1 - 2 - 3 - 4

I understand the task and I knew what to do. 1 - 2 - 3 - 4

I could give directions to my house in English. 1 - 2 - 3 - 4

I listened to my friend and could write the direct speech. 1 - 2 - 3 - 4

I could draw a map from my house to a friend's house. 1 - 2 - 3 - 4

What I did well in this activity:

I give my house location to my friend

What I want to improve:

I want to improve to speak English want give my location to my friend

CHECKED
Teacher NUT

Students are the ones shaping their learning results. However, the teacher is still a key person in the classroom, but playing a different role. Students-centered classroom in my view is not wholly dependable on the students, since they are still needed to be equipped with fundamental knowledge, information and skills training. The role of teacher in the classroom is as a coach; to teach and train.

*Ideas generated from students' answers;
students were asked to identify advantage and disadvantage of both city and country
from what they had learned throughout the term*

City	
Advantage	Disadvantage
<ul style="list-style-type: none"> It has a lot of technologies (internet). It has a lot of yummy food. It has department stores, buildings, houses, hotels, museums, temples, parks, cinemas, amusement parks, supermarkets, gyms, airports and etc. It is convenient. 	<ul style="list-style-type: none"> It is busy in the city. It has pm 2.5. It has a lot of disease. It has a lot of factories. It is very hot.

Country	
Advantage	Disadvantage
<ul style="list-style-type: none"> It has a lot of trees. The air is fresh. It's natural. It has a lot of space. It is relaxed. It has a lot of animals. It has a lot of herbs. It is peaceful. We can see the stars very clearly. There are healthy food. There are trucks and other local things. No traffic. 	<ul style="list-style-type: none"> It doesn't have Wi-Fi. It has a lot of insects. No supermarkets.

Our Future Happy City



"What/How do you want your future city to be like?
People in this world should be living **healthy and happily**."

Draw and write.

Draw and color

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Work on your own (individual)
or with a friend (pair)

50 words per person

Write at least 50 words to explain your idea.
Give reasons and examples to make it clear.

Your writing should answer these questions.

- What will your city **look like**?
- What do you want to **have in your city** (e.g. clean energy)? Why?
- How will people **dress, live, travel, communicate**?
- What **rules/laws** should your city have?

Project Making:

Step 1:

- Draw out your idea of a Future Happy City and write to explain.
- Exchange the work with friends to help **check spelling and punctuations**.

Step 2:

- Consult with / talk to teacher about your work.
- Improve your writing and get approval from the teacher.


Step 3:

- Get an A3 to make a poster.
- Draw and color to make it beautiful. Write at the back of the paper.

In such classroom atmosphere/experience, the students would have a lot of freedom in which it is so open that they might feel like they could do anything, including not focusing on their own learning. Therefore, the students can be given freedom in learning under underlying learning conditions, otherwise they would be let too free. This kind of classroom prefers students who are self-directed, responsible in their own learning and persist to do so. They need to understand that learning is not about presence the class, it is about being engaged with a purpose which they are the ones responsible.

During Project Making
' Our Future Happy City '

How many stars would you give yourself today? Why?
What/How could you do better?



Project Grading Criteria

Content		Presentation	
First draft (idea and language use)	4	Clarity (loud and clear)	4
Revision and improvement on writing	4	Fluency (smooth)	4
Final work (poster and writing)	4	Posture and eye contact	4

Work Status Update 4/2

Steps	Work details	Euro & M	Tanwa & Nut	Supreme & Wawa	Fon & Unna	PunPun & Miko	Nat & Enfant	Prem & Grouper	Lin & Zaza
Step 1	Draw and write ideas	★		★	★	★	★	★	★
	Check spelling & punctuations	★		★		★	★	★	★
Step 2	Talk to teacher	★				★	★	★	★
	Improve the writing					★			
Step 3	Get an A3 to make a poster	★		★		★	★		★
	Draw, color and write								

This is not easy, especially for grade 4 students because they are still young children. They need to be guided, trained and led to self-awareness to have such realization. As stated earlier, “teaching isn’t just about inputting learners with knowledge and knowhow, it is also guidance,” hence, along with teaching students with knowledge and knowhow, they also needed to be trained to have those desired characteristics. This is possible through classroom management (clear consistent rules and routines.)

สรุปความคิดเห็น จากแบบสอบถามเจตคติของนักเรียน ชั้น 4 ภาควังม้งสา ปีการศึกษา 2561			
หน่วยวิชาESL			
ข้อ 1 เหตุผลที่นักเรียนอยากเรียน			
ห้อง 1	ห้อง 2	ห้อง 3	ห้อง 4
ได้ไปห้องสมุด มีกิจกรรมใหม่ๆอยู่เรื่อยๆ มีกิจกรรม ได้รู้ภาษา สนุก แต่เบื่อ(2) ทำได้บางครั้ง ได้ทำโปรเจคบ่อย มีกิจกรรมเยอะ(2) ง่าย สนุก กิจกรรมดี ฟังแล้วเบื่อ ง่าย และเขียนไม่เยอะ ครูใจดี(2) ครูสอนรู้เรื่อง สนุกและมีอะไรให้ทำเยอะ ได้ทำกิจกรรม	ง่าย(2) มีเกม(3) ได้เรียนเรื่อง Master ได้ดูVDOบ่อย/หนังสือ ไม่ชอบเพราะใจหายยาก มีเกมบางกิจกรรม แม้จะฟังไม่ออกแต่สนุก ได้ดูคลิป โยเค <u>ทำโปรเจค</u> ชอบ(2) สนุก(3) ฟังไม่ออก <u>มีกิจกรรม(3)</u> ได้พูด <u>ได้ทำงานกลุ่ม</u> ชอบเขียนภาษาอังกฤษ	อยากไปห้องสมุด(2) มีเกมให้เล่น พอจะเข้าใจความหมาย เข้าใจทำให้อยากเรียน เก่งอังกฤษ T.ใจดี มาก(2) เนื้อหาเข้าใจง่าย ชอบกิจกรรมในวิชานี้แต่มีเบื่อบ้าง ตอบคำถามได้ ชอบพูด ภาษาอังกฤษ ได้เรียนรู้ ภาษาอังกฤษทั้งฟัง พูด อ่าน เขียน มีเกมให้เล่นบางที่ ทำได้ ได้รู้จัก คำใหม่ๆ ครูสอนสนุก สนุก มีกิจกรรม(2) สนุก เบื่อ	ชอบ มีคะแนนระหว่างเรียน T.น่ารัก สนุกมาก <u>มีกิจกรรมสนุก</u> สนุก (3) เข้าใจ <u>กิจกรรมสนุก</u> อยากทำ <u>โปรเจคบ่อยๆ</u> มีกิจกรรมเยอะ(2) มีเกมให้เล่น(4) <u>เข้าใจง่ายมีกิจกรรม</u> <u>มีกิจกรรมให้ทำมากไม่เบื่อ</u> <u>ชอบ</u> <u>บางครั้งเพราะมีกิจกรรม</u>

-My educational values-

With all of the above, teaching is not just an easy job, it is a **job that requires heart** consisted of love, mercy and goodwill towards the students. In another word, I have to be a giver and only with these values the role of teacher can be succeeded. What to give? And what should be given to the students?: give attention, give learning, give opportunity, give space, give courage, give guidance, and give love. In my class, I always have my eyes on the students, even for **the little things** because these **are what matter the most**. I want to hear and to see them. I want to make sure that my students are heard, cared and appreciated on their learning attempts so that they can achieve their own learning. To set eyes on the students' learning in class, I have created this checklist to assist me when going into the class and working with them on the situational problems (even though I couldn't complete it with the prospective learners).

Week 1-6 tasks

Area	Formative Assessment Points	Find My House	Travel to the Countryside	Write Photo Captions	Real or Fake	Draw a Wonderful World	Our Future Happy City
communication	comprehends with English (listening/reading)						
	able to give answers in English with given prompts						
	attempts to communicate in English to solve the problem						
	able to communicate in English to solve the problem						
working	reaches out for help from the teacher						
	reaches out for help from friends						
	use self-help strategies						
learning	able to apply the knowledge learned when communicating to solve the problem						
	able to construct new knowledge during or after the process of solving the problem						

I would say that I'm very detailed, and this quality of mine is reflected in both my teaching and working style. The following strategies are what I have been using and reaching out to my students individually.

- *Careful work checking with meaningful messages as feedbacks.*
- *Theme stickers for weekly E-Pad completion as personal achievement*
- *Group-points system as cooperative learning encouragement*
- *Item stickers collection as pride*

In additions, for some students who I could hardly see in class or those who need extra care, I never hesitated to catch up on them and offer help outside of the class. This is not through Intensive Class time; it is personal dedication to my students. These little things need time spending, especially when we want to make it meaningful. Personally, I find my place among the students rather than the paperwork and all the checklists. In another word, **'Teaching and Learning'** needs humans' interactions/collaborations.

- Further development on my professional practice –

In the future, I would like to continue this Teaching and Learning journey of mine through self-study aiming for improvement/development in the teaching career. From my experience working here at Plearnpattana where I've been practicing the **Lesson Study**, I find it very useful and helpful in my teaching and learning. At first, it felt a little like another burden of the paperwork, but as I continued doing it I have found its core value. **It has helped me to set eyes on students' learning responding to the plans and materials, so that I could improve them accordingly.** Another thing is that it reminds me to focus more on the students rather than myself (how well my explanation is), **which unlocks the class and allows it to be more dialogical.**

To improve/develop, it means to continue the work with adjustments to make it better according to evident records and study (LS, AARs and attitude survey). Therefore, I would also like to pass this knowledge and knowhow, through my work of trials and errors in the past years, to the next generation teachers in order to continue developing Grade 4 ESL curriculum.