

A Reflection on the Use of Student-Centered Approaches to Learning, Teaching and Assessment as Means to Enhance Students' Motivation and Self Efficacy, Improve Literacy and Cultivate a Sense of Community among Grade 5 ESL Learners

BELIEFS AND VALUES

Every year I am entrusted with almost a hundred kids...almost a hundred lives...almost a hundred futures...our futures. A part of me belongs to each of this kid as well as a part of each to me. Whatever they become, I also become. And whatever transformation I have, they helped to create. In the classroom, I am not only a teacher but an agent of transformation always analyzing what my students are learning and how they are learning. I am quick to pick out changes in their emotions -- a decibel higher than their normal pitch, or a change of facial expression from happiness to a look of anxiety, boredom and frustration, and a nod as a sign of affirmation or hands up as sign of indignation are all areas of concern. I regard the classroom as a collaborative endeavor where I and my students seem to share a symbiotic relationship. I do not only assess how I teach but how I and my students work together, which strategies work and didn't, and the outcomes of our collective effort. I become more flexible in dealing with the children. I breathe and live believing that as a transformative educator ***“the greatest use of my life is to spend it for something that will outlast it.”*** (William James).

PURPOSE OF REFLECTION

The desire to create relevant and meaningful experiences for my students made me more observant of their individual learning styles; acknowledge that there are a hundred different interpretations and reactions to a particular lesson; and understand and value the richness of their differences. Through constantly asking questions as to the how's and why's of teaching and learning, I try to develop a responsive mode of teaching. Hence, this reflection is borne out of the desire to highlight the effectiveness of student-centered approaches as means to increase students' motivation to learn which results

to higher self efficacy, well-developed literacy and better working relationships among students.

REFLECTION QUESTIONS

1. What do I know about how my students learn? What is motivation? How does motivation contribute to teaching and learning success?
2. What strategies did I use to adjust my teaching to suit my students' learning styles?
3. What are some of the student-centered approaches have I used and are proven effective in motivating my students? How do student-centered lessons (*e.g. active learning, cooperative learning, cooperative learning, constructivism, and communicative approach, use of media*) motivate all types of learners and influence one's learning success? How does collaborative learning affect social relationships among students and boosts individual learning success?

UNDERSTANDING THE PRAXIS VIS-À-VIS WITH MY EDUCATIONAL CORE VALUES AND ACTUAL CLASSROOM EXPERIENCES

What do I know about how my students learn? What is motivation? How does motivation contribute to teaching and learning success?

Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” (Ambrose et al, 2010, p.3). The change in the learner may happen at the level of knowledge, attitude or behavior. As a result of learning, learners come to see concepts, ideas, and/or the world differently. **Learning is not something done to students, but rather something students themselves do. (Ambrose 2010)** It is the direct result of how students interpret and respond to their experiences. Learning takes place when students are motivated.

The word "**motivation**" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Motivation directly determines how an individual learns and applies what he/she has learned. Countless classroom-based studies verify that an individual's motivational level is greatly dependent on the types of

teaching techniques employed and the ability of the learner to perceive and act upon these techniques. According to human development professionals, there are two types of motivation, extrinsic and intrinsic. Extrinsic is determined by the individual's outside surrounding and specific tasks. Intrinsic motivation can be found within the individual since the task can be viewed as valuable. Therefore, when applying the effect that motivation has on the learning process, it is clear that people learn better based on the perceived value of the task, subject matter, personal goals, incentives and wide array of different factors.

Motivation can be increased or decreased based on many different factors like the infusion of technology into students' lives, the expectation of immediate gratification, and anticipation anxiety. But there are several school factors that I believe are contributing to low student motivation. These include lack of real-world application, apathy from students deriving from instructional mediocrity, social isolation (and bullying), and fixed mindsets. Fortunately, these are all aspects of education that I can do something about.

In the context of my class, normally there's a student who actively participates during discussions and finds alternative ways to acquire knowledge. I may describe him/her as being "highly motivated". Meanwhile, there's this student who always says, "Bored and sleepy." whenever asked about his feelings. Aside from apparent indifference in the lesson this student may also show off-task behavior. Given these two scenarios, I can assume that motivation has a major influence on a learner's behavior.

As an effective teacher, it's my responsibility to motivate and engage all students in my class rather than saying that some lack mental aptitude or are plain lazy. As has been *said*, **what happens in the classroom depends on the teacher's ability to maintain students' interests.** Thus, teachers play a vital role in effecting classroom changes. Success in learning is not only limited to the high achievers but is available for everyone who believes he/she can

What strategies did I use to adjust my teaching to suit my students' learning styles?

The best teacher is the one who has the courage to act on what she knows right now and the humility to reflect and change her actions when she encounters new evidence. The Lesson Study Approach and the effective use of Feedback (AAR) serve as an eye-opener. They have been important tools for me to better identify strengths and weaknesses of a lesson, of teaching strategies and create a collection of techniques that will bring out the best of every learner in my class.

The Lesson Study Approach is a method of professional development that encourages teachers to reflect on their teaching practice through a cyclical process of collaborative lesson planning, lesson observation, and examination of student learning (Ornstein, 1997). Teachers have to know their students well – who they are, how they learn best – and use this information when planning instruction and assessing student performance (Jackson & Davis, 2000).

Our regular Lesson Study sessions focus on improving students' learning by systematically refining the lesson used for instruction. **We, the teachers involved in lesson study meet regularly to plan, implement, test, and revise lessons, sometimes according to a theme or focus previously agreed on but always with the intent to improve students' learning (McMahon & Hines, 2008; Fernandez & Yoshida, 2004; Lewis, 2002).** The reconstruction of lessons to encourage students participation and ownership of knowledge as well as the incorporation of communicative approach have all been based on my observations and that of my colleagues during and after Lesson Study. The valuable time we devote for Lesson Study has become an opportunity for us, teachers, to work together to strengthen the link between instructional planning and student learning.

The vision to develop “young people who will be confident, connected, actively involved, life-long learners” (MoE, 2007, p. 7) requires both teachers and students

to reconceptualize their roles in teaching, learning and assessment and for both parties to re-think the nature of the teacher-student relationship. No longer can teachers expect to control the teaching and learning agenda. Nor can they expect students to be passive recipients in learning and assessment. Rather, teachers are now expected to foster learning focused partnerships with their students, at the same time developing the reflective habits of mind that will enable them to become independent, self-directed learners. By necessity, for students to participate fully in a productive, learning focused partnership with teachers, they must be both willing and able to take ownership of and responsibility for their learning. Students must also possess the confidence to articulate their learning needs to others and be assured that such disclosure is essential to the improvement of learning and teaching. **Feedback is an essential part of effective learning.** It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. **Academic feedback is more strongly and consistently related to achievement than any other teaching behavior. This relationship is consistent regardless of grade, socioeconomic status, race, or school setting. (Bellon, et al 2010)** Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Consequently, **the creation of a trustful, mutually supportive and respectful learning environment is critical to student participation and disclosure (Cowie, 2005; Dixon, 2011).**

REALIZATIONS, IMPLICATIONS AND INTERVENTIONS

Owing to innumerable benefits that reflective practice or giving feedback bring, the regular After Action Review and Most Important Part (AAR/MIP) that my students do in class is an important evidence that shows how children enjoy and achieve, and provide opportunities for children to make a positive contribution and to develop skills for the future. It renders a front-seat row for me on understanding how to coach, suggest and mould them into better learners.

The data collected also speaks volumes regarding what my students view as motivating and engaging. Majority of the Grade 5 have the notion that learning is fun when they play games, watch movie, illustrate ideas and work in groups. Activities done in groups provide comfortable avenues where they could articulate their ideas, negotiate and come up with common goals. They may sometimes become noisy, nonetheless, the noise they create are productive noise. If you listen closely to their discussions, you wouldn't hear them discussing about the latest video games they're into, rather they are discussing the task on hand. However, it is important to note that although group dynamics have innumerable benefits specially in personalizing learning, this should not be the sole strategy that can be used. It should just serve as a highlight to individual or class' success.


What are some student-centered approaches have I used and are proven effective in motivating my students? How do student-centered lessons (*e.g. active learning, cooperative learning, cooperative learning, constructivism, and communicative approach*) motivate all types of learners and influence one's learning success? How does collaborative learning affect social relationships among students and boosts individual learning success?

Equipped with verifiable data on how students learn best collected from the Lesson Study and AAR/MIP, it's now apparent that to keep abreast with the changes of time and to make learning more relevant for my students, I should veer away from the didactic method of teaching and make my students create their own learning. This is where student-centered activities come in handy.

For my fifth graders, the following strategies yielded successful results in terms of ownership, full participation and equal opportunity amidst diversified learning styles and abilities.

Active Learning is generally defined as any instructional method that engages students in the learning process. It requires students to do meaningful learning activities and


think about what they are doing (meta-cognition) as individuals; pairs or structured groups. The core elements of active learning are student activity and engagement in the learning process.



Through active learning, we, the Grade 5 teachers have given more emphasis on how the students were learning. We noticed the following significant changes among our students:

1. Improved motivation and renewed enthusiasm in learning
2. Development of communication and higher order thinking skills
3. Improved information retention
4. Better test results and laudable project outputs


Collaborative Learning can refer to any instructional method in which students work together in small groups toward a common goal. The core element of collaborative learning is the emphasis on student interactions rather than on learning as a solitary activity.



Through collaborative learning Grade 5 students work together in a team to explore a significant question or create a meaningful project. The following are the perceived significant changes:

1. During group discussions, they listened attentively to the comments group members make. They also contributed to the sharing and could re-evaluate their views and come to conclusions.
2. Improved critical thinking skills via interpretation of ideas, and assessment of other student's thoughts and views.
3. Students learned to give comments on ideas rather than people.
4. They learned to expand their circle of friends, thus boosting group morale and performance.


Cooperative Learning can be defined as a structured form of group work where students pursue common goals while being assessed individually. The most common model of cooperative learning is that of Johnson, Johnson and Smith. This model incorporates five specific tenets, which are: individual accountability; mutual interdependence; face-to-face interaction; appropriate practice of interpersonal skills and regular self-assessment of team functioning. While different cooperative learning models exist, the core element held in common is a focus on cooperative incentives rather than competition to promote learning.



Taking into consideration the students' feedback on their learning and working preferences, we tried to incorporate more opportunities for collaborative learning. Lo and behold, we have observed some noteworthy changes:

1. Enhanced self esteem in students
2. Renewed positive attitude toward the subject matter and responsibility for learning
3. Improved oral communication skills
4. Improved social interaction skills and practiced respect for other's opinions
5. Practiced team approach to problem solving while maintaining individual accountability


Inquiry-based Learning is an instructional method where relevant problems are introduced at the beginning of the instruction cycle and used to provide the context and motivation for the learning that follows. It is always active and usually (but not necessarily) collaborative or cooperative.



Activating learning by asking question that will lead to the unfolding process of learning had reaped the following benefits for our fifth graders:

1. Warmed-up the brain for learning
2. Built initiative and self-direction
3. Promoted deeper understanding of learning


The Communicative Approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Classroom activities guided by the communicative approach are characterized by trying to produce meaningful communication applicable in real life sometimes with the use of authentic materials and real-life scenes. **The communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics.**



Communicative approach was a necessity in teaching ESL to address the students' needs and interests. After employing it in our teaching, we noticed the following notable changes among our learners:

1. Renewed enthusiasm because the students recognized the relevance of the language in their lives.
2. Authentic materials and real-life scenes interested and motivated students more.

Constructivism is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge derived from hands-on real world experiences. In a constructivist classroom, views of students are solicited and appreciated. They are given avenues where they can give feedback and evaluation of their own learning. Formative assessment is integrated within the task and not as a separate activity. The teacher can use mistakes to inform the students of their regress and progress and how they can improve themselves.



After we have tried to reconstruct our classes to become more constructive, we have seen the following improvements:

1. Students learned to set attainable goals
2. Students started reflecting, evaluating and improving their learning
3. Improved interaction and social skills

The Use of Media

The term **media** was first used to describe newspapers more than two centuries ago. Today media has many different connotations. For instance, there are mass media, print media, visual media and social media. While media can take on many different forms, **the purpose of all media is universally the same – media is a channel of communication.** Media can be used in direct instruction, active learning teaching strategies and student projects. Existing media resources can also be used to engage students and facilitate **active learning** strategies which promote deeper learning.

Most of the time, our students in Grade 5 would write in their AAR that they wish to have more time viewing videos, that's where we started to get the idea of incorporating movies, informative videos and digital storytelling to them. We have observed the following significant improvements among our learners:

1. Increased student motivation
2. Enhanced learning experience
3. Improved research skills, collaborative working, problem solving and technology and organizational skills.

There has also been a growing increase in the number of students who wanted to present their projects using videos. By allowing them to create digital presentations, we have observed the following significant changes:

1. Our students were highly engaged and enthusiastic
2. They were more confident to speak the language and acted naturally
3. They managed to come up with exceptional story boards



CONCLUSIONS

In pursuit of learning and in the belief that the preservation of humanity relies on the transfer of wisdom learned, a teacher imparts knowledge to her students. It is, therefore, imperative for me to become a lifelong learner in order to be able to seek the best ways to motivate my students. I should not rest on my laurels instead continue to seek the best possible ways to pass on knowledge to my students for like what Einstein said, **“Intellectual growth should commence at birth and cease only at death.”** I have to learn, unlearn and then relearn a lot of approaches of teaching –learning process; and continuously acquire new and better forms of knowledge that I can apply to motivate the learners under my care.

APPENDIX

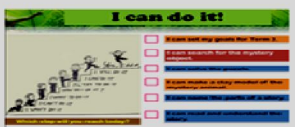
LS Record Subject <u>ESL Text</u> / Topic <u>Term Orientation / Land of the Dinosaur / Fiction</u> / Class <u>5/4</u> / Academic Year <u>2018</u> / Term <u>3</u> Week <u>1</u> Plan # <u>102</u> Date <u>24 October 2018</u> Teacher <u>WENDELLE</u> Observer <u>POND</u>				<input type="checkbox"/> Teacher's Note <input type="checkbox"/> Observer's Note (While Teaching)
Teacher Observation			Learners Observation	
6 Steps of Open Approach	9 "Kao Por Dee" Principles	✓ ✓ -	Guidelines for observing the learners	Record of learners observation
1. Introduction 2. Preparation for learning 3. Forming of problems 4. Language Creation and Problem Solving	1. Readiness to learn (O/L) 2. Inspiration and goal setting (O/L) Input of Language Resources (O/L) 3. Provide suitable experiences and conditions for language encounters Unfold and Expand (O/L) 4. Encouraging learners to construct knowledge by themselves (through trial and error) 3. Form situational problem / conditions for learners to use the language (O/L) 4. Encourage learners to construct knowledge by themselves (through trial and error) (O/L) 5. Assess learners' learning process (True Formative Assessment) (e) 6. Respond to the assessments appropriately and timely (e) 7. Give motivation, positive reinforcement and constructive feedback (e)	✓ ✓ -	→ Learner Observation • Motivation to learn • Learning styles • Perception • Remembering and ability to connect new knowledge to prior knowledge • Using accumulated skills and knowledge • Thinking process • Feeling • Learning outcomes according to the week plan • Using English in learning and sharing (speaking and writing) → Develop and adjust lesson plan and materials based on you Learner Observation	Time: 10:30-12:00 PM (Periods 3-4) Observations for Class 4 Behavior - The students revisited the Classroom Rules with me (Teacher) reiterating on the importance of "being a happy learner. As part of the motivation "to bring out the best in every student", I elicited and discussed the acronym OWL's. It has been observed that students of Class 4 were vaguely familiar with this acronym. - Dome, Santa, and Proton seemed bent on giving incorrect or senseless responses. - Dome needed constant reminder to remain focus and to listen. <u>Aoey</u> , complained about his noise and his inability to stay put in his desk. - Greater tried to do some funny movements when he thought that I was not looking at him. - Pound expressed his difficulty in writing down his term goal. Teacher tried to encourage him by pointing out examples from the board. - <u>Poon</u> hesitantly wrote his term goal. But when he did, I was struck with what he wrote - "Be happy." I gave positive feedback about his comment to the whole class. Learning - Goal Setting for Term 3 - Students were familiar with what a goal is and how to come up with their personal goal. The goals which the students made will be revisited at the end of the term and evaluated. - ESL Road Map: To encourage ownership and responsibility, the road map has been stated in the following format. As part of the conclusion, I asked each of the students to identify which step of the ladder are they currently in. Most of them said that they can do it or they will try to do
6 Steps of Open Approach	9 "Kao Por Dee" Principles	✓ ✓ -	Guidelines for observing the learners	Record of learners observation It. Again I commended their positivity and told them to continue with such disposition.  Obstacles and Challenges - It's my personal goal to check the learning behavior of class 4. One strategy which I have thought of is varying the volume of my voice. Whenever the students tended to stray, I lowered my voice and I noticed a positive change in their behavior. - Some boys wanted to stay in one group. They pleaded and asked to be grouped with their friends. I told them that I will be observing them and will come up with a suitable seating arrangement which will be beneficial for everybody. - It has been observed that most students have difficulty processing even just a simple question. "How was your holiday?" I have to rephrase it several times into "Where did you go last holiday?", "What did you do there?", "How did you feel during your holiday?" - Students had been used to speaking Thai to their former ESL teachers that most kids automatically respond in their vernacular language when asked to speak. Modifications/Adjustments - Instead of the allotted 5 minutes for the discussion of the classroom rules, I found it necessary to spend more time giving emphasis on "listening and proper decorum" as I believe that this is one aspect which class 4 students need to work on.
Teacher Observation			Learners Observation	
6 Steps of Open Approach	9 "Kao Por Dee" Principles	✓ ✓ -	Guidelines for observing the learners	Record of learners observation
5. Interaction of Knowledge 6. Conclusion / Synthesis / Creation of new knowledge and Self-Assessment	4. Encourage learners to construct knowledge by themselves (through trial and error) (O/L) 5. Assess learners' learning process (True Formative Assessment) (e) 6. Respond to the assessments appropriately and timely (e) 7. Give motivation, positive reinforcement and constructive feedback (e) 8. Encourage learners to systematize, conclude, synthesize and create new knowledge by themselves or in group (O/L) 9. Encourage learners to do self-evaluation and set learning goals for the next period (e)	✓ ✓ -	→ Learner Observation • Motivation to learn • Learning styles • Perception • Remembering and ability to connect new knowledge to prior knowledge • Using accumulated skills and knowledge • Thinking process • Feeling • Learning outcomes according to the week plan • Using English in learning and sharing (speaking and writing) → Develop and adjust lesson plan and materials	Observations for Class 2 Behavior - Class 2 is generally more behaved compared to Class 4. Without further ado, they silently worked on their Term 3 goals. Most of them were still trying to test the water as they may find it intimidating to recite and share their opinions to a new teacher. I gave them assurances that they don't need to be alarmed when they think they can't understand how teacher speaks for normally it would take 2-3 weeks for them to get used to my teaching style. Learning - <u>Tin Tin</u> and <u>Poon</u> said that they were "bored" about the egg hunting activity. They actually meant "frustrated" because they faced difficulty finding their <u>dino</u> eggs. I tried to explain to the whole class the difference of these two words. - During the presentation of their dinosaur, <u>P. Bern</u> gave interesting accounts about T-Rex. To help them elaborate further on their animals when I noticed that they grapple for words or ideas, I gave them question prompts like: "What did you feel about the game?" "Which part of the activity do you enjoy most?", etc. Modifications/Adjustments - It has been observed that in Class 2 there appeared to be an imbalance in the seating arrangement. Most of the higher A students were seated together. In view of this, I decided to come up with a new seating scheme.

Figure 1: Lesson Study (While) of Teacher Demonstrator

Teacher Observation			Learners Observation	
6 Steps of Open Approach	9 "Kao Por Dee" Principles	✓ ✓ -	Guidelines for observing the learners	Record of learners observation
1. Introduction	1. Readiness to learn (O/L)	✓	<ul style="list-style-type: none"> → Learner Observation • Motivation to learn • Learning styles • Perception • Remembering and ability to connect new knowledge to prior knowledge • Using accumulated skills and knowledge • Thinking process • Feeling • Learning outcomes 	<p>5s in class 5/2 are able to write predictions. Some of them can give more details than the others. Sol can come up with a good sentence (A man on the loose) and was very happy when Teacher complimented her.</p> <p>I observed Tin's group during the KWL chart groupwork, the students in that group have some background knowledge about Robin Hood. They can construct some simple sentences to share what they know and want to know about Robin Hood.</p> <p>When 5s share their answers, some speakers speak too softly for others to hear, so other groups can get distracted easily. The sharing and listening can be more interactive.</p> <p>The video is nice but the sound is unclear because it's too loud. However, the students enjoyed the video.</p> <p>The video of Robin Hood storytelling is very nice. The kids listen and can follow the pages.</p>
2. Preparation for learning	2. Inspiration and goal setting (O/L)	✓		
3. Forming of problems	3. Provide suitable experiences and conditions for language encounters	✓		
	4. Encourage learners to construct knowledge by themselves (through trial and error)	✓		
4. Language Creation and	4. Encourage learners to construct knowledge by themselves (through trial and error)	✓		

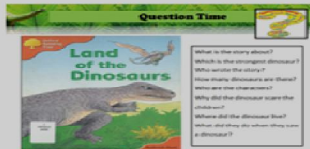
Approach	9 "Kao Por Dee" Principles	✓ -	the learners	Record of learners observation
1. Introduction	1. Readiness to learn (O/L)		<ul style="list-style-type: none"> → Learner Observation • Motivation to learn • Learning styles • Perception • Remembering and ability to connect new knowledge to prior knowledge • Using accumulated skills and knowledge • Thinking process • Feeling • Learning outcomes according to the week plan • Using English in learning and sharing (speaking and writing) → Develop and adjust lesson plan and materials based on you Learner Observation 	<p>Observations (Class 4)</p> <ul style="list-style-type: none"> * Pound, Poon and some boys who were notoriously unable to finish a task assigned in class did their best to finish this time. Furthermore, they were more attuned to learning and were more behaved given the new seating arrangement. * Santa appeared knowledgeable about dinosaurs. * Prim, Keopon, Oszy, Proud actively participated. * Built and Peak were able to manage their behavior. * Golds expressed his concern about his eye sights. He asked for more elaboration but in Thai. I tried to tell everyone that they have to practice speaking in English to improve their proficiency. * Prior to reading/listening to the story, the students came up with the following questions to answer: 
2. Preparation for learning	2. Inspiration and goal setting (O/L)			
3. Forming of problems	3. Provide suitable experiences and conditions for language encounters			
	4. Encourage learners to construct knowledge by themselves (through trial and error)			
4. Language Creation and Problem Solving	4. Encourage learners to construct knowledge by themselves (through trial and error) (O/L)			
	5. Assess learners' learning process (True Formative Assessment) (e)			
	6. Respond to the assessments appropriately and timely (e)			
	7. Give motivation, positive reinforcement and constructive feedback (e)			

Figure 2: Lesson Study (While) of Teacher Observer

Post Teaching Record

Week 1 Date 24-26 October 2018 Time

🔍 Point of Success (from concrete evidence) and ways to expand (refer to the six steps or Kao Por Dee) - (Records of your own classes)

O: * Asking the students which step they have reached for the day proved to be an effective clincher or wrap-up. Most students said, "I can do it." While others who were a bit doubtful of their abilities said, "I will do it." Five students in Class 2 said, "I did it." (Bouquet, Poon, Tin Tin, Mimi)

L: * Students in both Classes 2 and 4 loved listening to the recording of the story, "Land of Dinosaurs". Without me telling, they tried to silently read the story.

* They were able to give noteworthy explanations when asked why the story is considered fiction. Most of them already know that dinosaurs are extinct and that the dinosaurs on display at museums are either models reconstructed from bones that had been dug by paleontologists or some die cast replicas.

e:

🔍 Difficulties/obstacles (from concrete evidence) and ways to correct/overcome (refer to the seven steps or Kao Por Dee) - (Records of your own classes)

O:

L: - It's my personal goal to check the learning behavior of class 4. One strategy which I have thought of is varying the volume of my voice. Whenever the students tended to stray, I lowered my voice and I noticed a positive change in their behavior.

- Some boys wanted to stay in one group. They pleaded and asked to be grouped with their friends. I told them that I will be observing them and will come up with a suitable seating arrangement, which will be beneficial for everybody.

- It has been observed that most students have difficulty processing even just a simple question, "How was your holiday?". I have to rephrase it several times into "Where did you go last holiday?", "What did you do there?", "How did you feel during your holiday?"

- Students had been used to speaking Thai to their former ESL teachers that most kids automatically respond in their vernacular language when asked to speak.

e:

Figure 3: Lesson Study (POST) of Teacher Observer

ESL Term 4 AAR

How much do you like ESL this term? ☆☆☆☆

I like.....

TOPICS	I really don't like it. ไม่ชอบเลย	I don't like it. ไม่ชอบ	I like it. ชอบ	I LOVE it. ชอบมาก/รัก
"Police Officer"		/		
"Line"			/	/
"The Study"			/	
"Wonder Movie"		/		
"Teacher"			/	
"Thank you Mr. Keller"			/	
Compare and Contrast (Venn Diagram)			/	
"To the Rescue"			/	/
"Firefighter"			/	
Compare and Contrast paragraph			/	

How much do you understand ESL this term? ☆☆☆☆

I can.....

Skills	I cannot do anything. ทำไม่ได้เลย	I cannot do some parts. ทำไม่ได้บางส่วน	I can do it. ทำได้	I can do all of it. ทำได้ทั้งหมด
Make a prediction			/	
Use context clues (words and pictures) to find meanings of words		/		
Read the stories by myself			/	
Compare and contrast topics using Venn Diagram			/	/
Use both, also, too, in sentences			/	/
Use but, while, however in sentences			/	/
Understand teacher's instructions (before doing activities)		/		
Understand VDO clips (Kids meet Firefighter and Police Officer)		/		
Speak English (while sharing in class)		/		

- What topic could you learn best in ESL this term? Please explain.
หัวข้อไหนที่นักเรียนเรียนรู้ได้ดีที่สุด โปรดอธิบาย
Firefighter because I understand
- What topic did you not understand the most? Please explain.
หัวข้อไหนที่นักเรียนไม่เข้าใจที่สุด โปรดอธิบาย
No
- What have you done in this term to improve your learning?
นักเรียนได้ทำอะไรบ้างเพื่อพัฒนาการเรียนรู้อของตัวเอง
Read english book every day.
- What and how do you want to improve for your learning in the future?
นักเรียนอยากพัฒนาการเรียนรู้อของตัวเองอย่างไรในอนาคต
Tell english to teacher.
- What can Teacher do to help you succeed in learning ESL?
คุณครูสามารถช่วยอะไรให้นักเรียนประสบความสำเร็จในวิชา ESL

Message to Teacher
I love ESL.

Peer Evaluation Rubric

Name of Speaker: A Grade 5/ 9

Name of Evaluator: Sojuel

Expectation	3-Very Good		2-Good		1-Needs Improvement	
	Score	Comment	Score	Comment	Score	Comment
My friend is knowledgeable about the project and how it has been done. เพื่อนของฉันมีความรู้เกี่ยวกับงานชิ้นนี้ My friend pronounces all words correctly. เพื่อนของฉันสามารถออกเสียงได้ถูกต้อง	3 2 1	she knows the story	3 2 1	she is very good		
My friend can speak loud enough for the entire class to hear. เพื่อนของฉันสามารถพูดเสียงดังจนให้เพื่อนในห้องได้ยิน	3 2 1	Sometimes she speak not clear.				
My friend speaks clearly at a pace that is not too fast. เพื่อนของฉันสามารถพูดได้ไม่ช้าหรือเร็วเกินไป	3 2 1	Sometimes she speak fast.				
My friend maintains eye contact with the audience. เพื่อนของฉันมองเห็นผู้ชมอย่างสม่ำเสมอ	3 2 1	I think it better if she maintains eye contact.				
My friend stands properly and uses hand gestures and appropriate body movements. เพื่อนของฉันสามารถยืนหรือใช้ท่าทางนำเสนออย่างเหมาะสม	3 2 1	Good!				

Score: 11

Peer Evaluation Rubric

Name of Speaker: tai Grade 5/ 4

Name of Evaluator: Aoy

Expectation	3-Very Good		2-Good		1-Needs Improvement	
	Score	Comment	Score	Comment	Score	Comment
My friend is knowledgeable about the project and how it has been done. เพื่อนของฉันมีความรู้เกี่ยวกับงานชิ้นนี้	3 2 1	ok				
My friend pronounces all words correctly. เพื่อนของฉันสามารถออกเสียงได้ถูกต้อง	3 2 1	ok				
My friend can speak loud enough for the entire class to hear. เพื่อนของฉันสามารถพูดเสียงดังจนให้เพื่อนในห้องได้ยิน	3 2 1	More loud!				
My friend speaks clearly at a pace that is not too fast. เพื่อนของฉันสามารถพูดได้ไม่ช้าหรือเร็วเกินไป	3 2 1	You speak to fast				
My friend maintains eye contact with the audience. เพื่อนของฉันมองเห็นผู้ชมอย่างสม่ำเสมอ	3 2 1	look at the audience				
My friend stands properly and uses hand gestures and appropriate body movements. เพื่อนของฉันสามารถยืนหรือใช้ท่าทางนำเสนออย่างเหมาะสม	3 2 1	stand still!				

Score: 9

Project AAR

1. How well did your group work together?
Team not do every work

2. What was the problem while making the program?
Team want to play game

3. What was the cause of the problem?
Do with two or three people is OK and better by four
Poon is dint in my group

Project AAR

1. How well did your group work together?
They playing to much sometime

2. What was the problem while making the program?
Some scene that they didn't in they and boring

3. What was the cause of the problem?
I don't know? maybe an acting

4. What could you do better for next time if you could?
them I should practice the script better

Figure 4: Lesson Study (POST) of Teacher Observer

Sharing of Project Plan

Names: _____ Grade 5/ _____

Problem: Air Pollution (PM 2.5)

Causes: 1. Smoke coming from factories.
2. Burning of forests
3. _____
4. _____

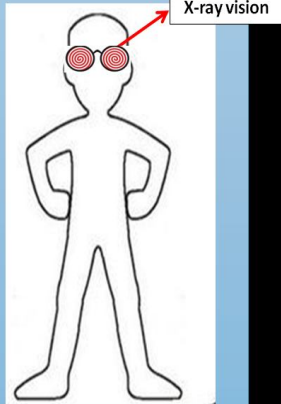
Effects: 1. People get sick.
2. _____
3. _____

Superhero name/s: Super Cleaners

Special Power: Has a speed of a lightning. has special broom to clean

Solutions: Will catch people who are burning the forests.

Design your superhero character's costume and write special abilities.



Design your superhero tools.

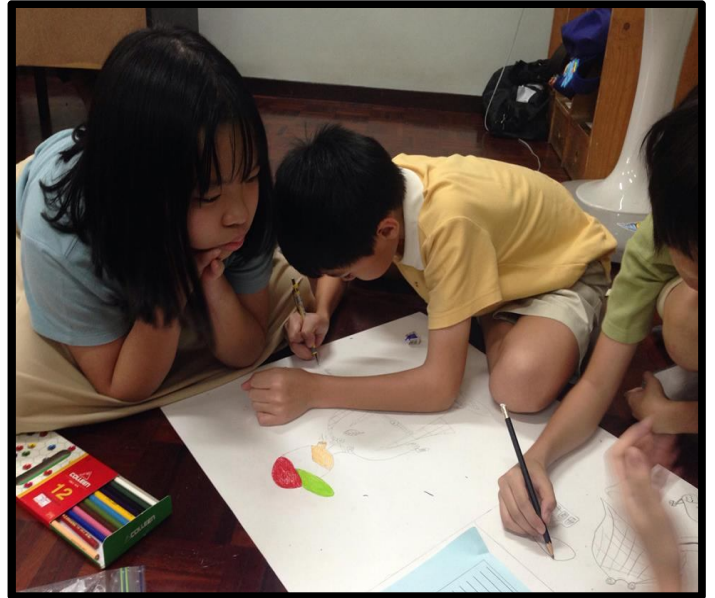
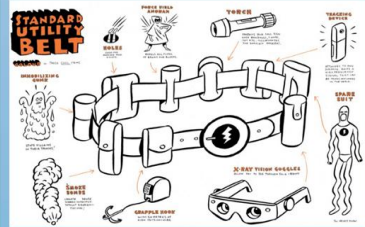


Figure 5: Collaborative Learning Activities



Script Writing

Names _____ Grade 5/ _____

Problem: _____

Name of Superhero/heroes _____

PRESENTATION / VIDEO SCRIPT

Title

• **Remember:**

- Once upon a time / Long ago – *was / were / had / destroyed / threw*
- Today / Now / - *is / are / has, have / destroy / throw*



Figure 6: Cooperative Learning Activities

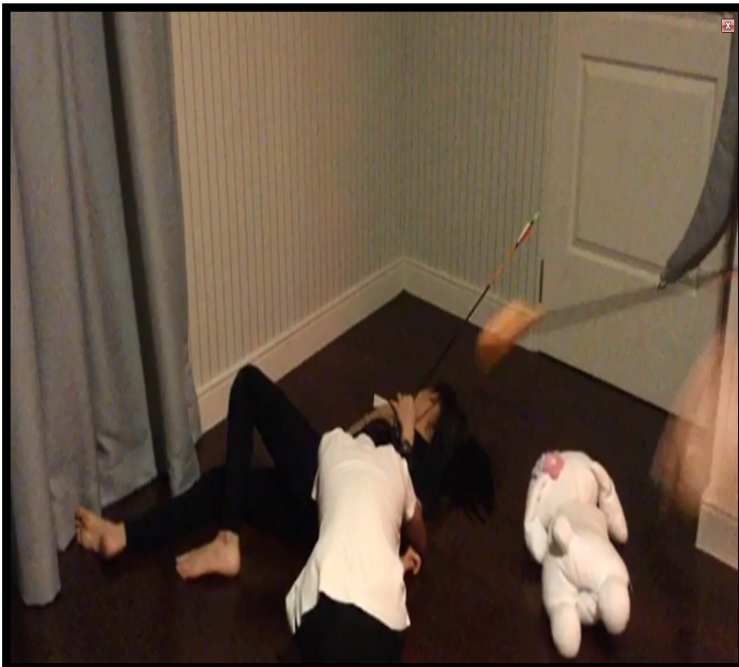


Figure 7: Student-created media