

Thinking Professionally and Reflecting on Practise

- ❖ *Understanding the students*
- ❖ *Transforming the teaching*
- ❖ *Taking actions after reflecting*



*This article is written by
Ms. Jiratt Aukḳayavettee,
An ESL Teacher in grade 1
Plearnpattana School, Thailand*

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T.Meen

If you ask me how I felt with my teaching in Plearnpattana in the first year that I came, I would have nothing to say because I was new in this career. I had to learn from my observation. Then, I did what I had observed; no technique to handle class management at all and don't know how to teach professionally and correctly, just did whatever my buddy did in class. Eventually, three and a half years passed by, I have learnt many things from teaching; I have gained many techniques to handle my classrooms and have learnt how to teach English professionally and correctly. However, nothing is perfect. If you think you did the best already, there will always be a better way than what you have done like the Thai idiom 'neua fah young mee fah'. Thus, I realized that in order to make it better, I should not stop thinking about how to improve my teaching. Here are some questions that I asked myself to improve my teaching in class.

Do students understand what I have taught in class?

While teaching in class, I always have only one question in mind 'Do the students understand what I have taught in class?' I always think that the key word to learning English is to 'understand'. If the students can understand what to do, they are able to do it. Also, everyone who listens well in class will understand and get the same concept. What I mean is that every student would get the same knowledge; everyone would understand everything that I explained. However, there are some kids who don't understand what I explain in class. When I first met with this situation, I used to get very disappointed, 'oh my god, I am wrong on what I have believed before.' I often got angry because I put my effort to explain but they could not understand. While I faced this situation, I complained to myself "What?? Why don't you get it? I explained it clearly. Many students understood already. Why you don't understand? Ah??". I got so angry.

After that, I had to calm my feeling down and kept thinking 'Why weren't they able to understand?'. Later on, I realized that because of **I didn't pay attention to how they learn. I needed to understand them much deeper.** I should understand the nature of kids, their learning style and life style and the fact that every student has different capability to receive knowledge and

different family background. Even though I try to put my effort to explain and help the whole class, some students still need extra help from me. In other words, many students can understand the lesson easily while some students need time and help. Finally, I have changed my beliefs from focusing on only the word 'understand' so students can learn English but add more 'care' as well. I have tried to understand the ability of each student and help them if they need. As a result, I now teach English without getting disappointed and angry. I am very happy to teach this way.

How do I change what I'm doing so as to transform my class from a teacher centered to a more communicative classroom?

When I first heard the word 'communicative', I thought it would be impossible to teach English as a communicative style. In my belief, English language is taught by using recitation. Teachers would input all language knowledge and skills to let learners understand in class; teachers talked alone in class, then, allow the learners to practice with the same language and skills so by repeating them. Moreover, there are limitations of the learners to consider in communicative classes such as the ability, attitude and confidence of the learners. It seemed to be super hard if I wanted to add the communicative tasks in class. Lots of worries came to my mind. I doubted the ability of the learners; would they be able to do it? Would they understand what to do? How about the class management? The class would be chaotic. What about the time? I would need to spend a lot of time to handle the class and let the students do the activity. Finally, I went back to teach in the same way that I was taught since I was young; 'Recitation'. I did not make plans which included communicative activities as yet because I was concerned with the above questions. As a result, the class was still very much teacher centered. It was smooth, but not lively.

In term Vimungsa, I had a chance to re-think about it again. What I could think of was 'the **plans were smooth but the class was not lively enough.**' Then, I asked myself 'how could I make a lively class or make a better class?' I knew this was a problem and I wanted to make the class better. So I kept asking to myself that 'Do I want to teach students by following what I have planned? (Teacher centered) 'Do I really want to let students study like this?', 'am I too strict?' and 'Is there a better teaching style than this?' 'If I change, what will happen to the class?', lots of questions came in to my mind. I kept thinking about it. Finally, the truth struck me that I wasn't flexible enough; I have to be more flexible, not stick to the same style. Once I got the answer, I did not

hesitate to adjust the plans and my way of teaching from a teacher centered to a more communicative classroom. As a result, the class is much livelier and students have fun using the language.

Taking actions after reflecting

Right now the next question that you would probably want to know is ‘How did I take the actions to show the change in my classrooms?’ Was I right in making the change? If you want to know, then please follow me, I will explain them.

As I explained the above that I knew my plan was not communicative enough and I was afraid of changing the plan, but I realized that I needed to change in order to make the plans better. At that moment, what I thought was about ‘how can students use the language in class.’ ‘how can they learn without the teacher telling them’ and ‘how can they communicate with each other by using English not Thai.’ It is the most challenging part for me because they study English only three times a week and other subjects are not taught in English. Then, here are what I have tried and collected the result in class.

Changing in step 2; Preparation for Learning (Input and Unfold)

I knew that the step 2 was not student centered enough, then, I created the new plan in week 2. In that week, students learnt about rooms and furniture. If I used the old plan and my old style of teaching, it would be me telling them everything and then letting them repeat the words after me many times until they can remember them. However, I have changed the plan in step 2 from **telling and showing them the words to letting the students find the answers by themselves**; students watched the VDO clip and questions were asked from this VDO clip ‘Can anyone tell me what it is about and what words that are in this VDO clip?’. I could see the response from them that most of students can tell what it is about and can identify the words from the VDO clip. They were happy to watch the VDO clip. I was very surprised with their answer because I thought they would not be able to do it.

At the end of the class, I talked to students about how they felt about the lesson that they have learnt today. The answers were ‘I am happy, I want to study again. After the class ended, I also had a chance to reflect my teaching with my buddy. We talked about what happened in class. She also thought the same things that I have explained above.



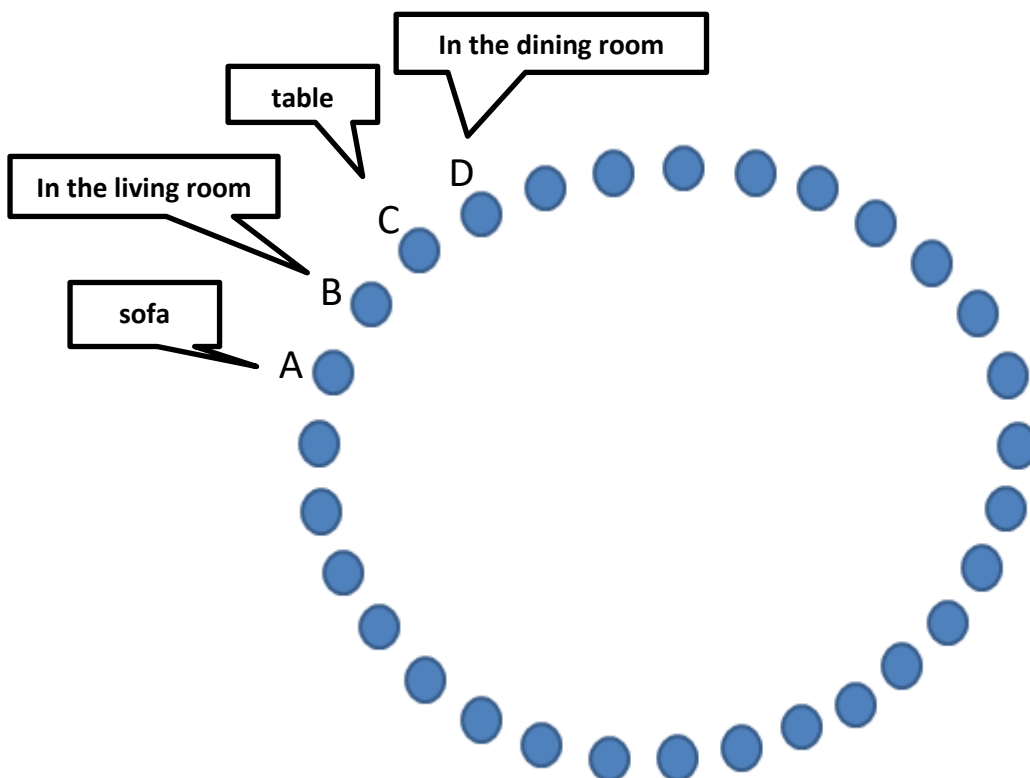
Record of learners observation
<p>Step1: many ss can remember /th/ sounds quite well and can tell every words that they have learnt.</p>
<p>Step2: SS like to listen to the story. They listen attentively and can identify the vocabs from the text. Also, they can remember previous vocabs quite well. After a story telling, they move to sit to watch the VDO clip. They really like to watch them and can answer the question confidently and correctly. Questions are 'what can you see?', 'what color is ____?' 'Where do we put a ____?' and 'Is it correct to put in this room?'.</p>
<p>Step3: SS can write the words quite well.</p>
<p>Step4-5: SS listen to the instructions quite well. They can follow what T explains in class well. The activity is suitable for them to play. They like to play this game (passing the ball). It is a good game that can see ss talk in English (Phrase; in the ____). However, B- and C ss need more repetition about vocabs.</p>
<p>Step6: SS can conclude what they have learnt in class.</p>

Changing in step 3 Formation of Situational Language Problem and 4 Language Creation or Problem Solving

In these 2 steps, what I taught for almost 3 years was let students to create or expand their language through their workbook. They only played some games which were not speaking game such as drawing and writing the sentences and words. It was like informative situational language problem not communicative language situational problem. However, I have changed these two steps. These are what I have done to gather the information. First, I thought of the ways to make students communicate with each other in those steps. They should speak English, not Thai when they are playing the game. Eventually, I could think of the plan.

This plan is in week 2 plan 202. They learnt about the furniture and they have learnt about room already in plan 201 so in step 3 and 4 what I and my buddy created was T introduced “Passing the ball” game and explains how to play. Students sat on the floor as a big circle.

- The first round, student ‘A’ gets the ball says one furniture vocabulary and then passes the ball to student ‘B’ who says another furniture and passes the ball to student ‘C’. Then, do this action until the last student.
- The second round, student ‘A’ gets the ball says one room vocabulary and passes the ball to student ‘B’ who says another room vocabulary and passes it to student ‘C’. Then, do this action until the last student.
- The third round, student ‘A’ gets the ball, says one furniture vocabulary and passed the ball to student ‘B’. This time, student ‘B’ says “in the (room).” and passes a ball to student ‘C’. Then, student ‘C’ says one furniture vocabulary and passed the ball to student ‘D’. Student ‘D’ says “in the (room).” Then, do this action until the last student. See the figure below.



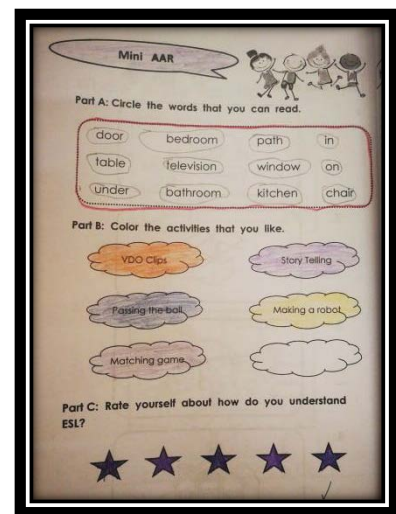
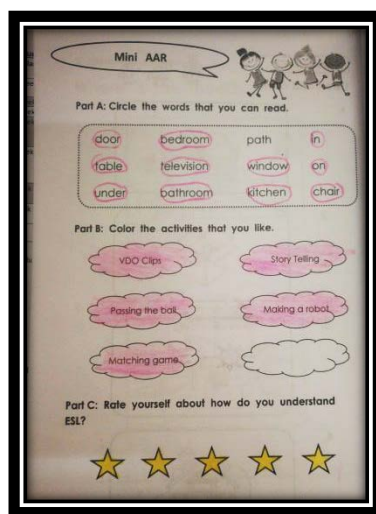
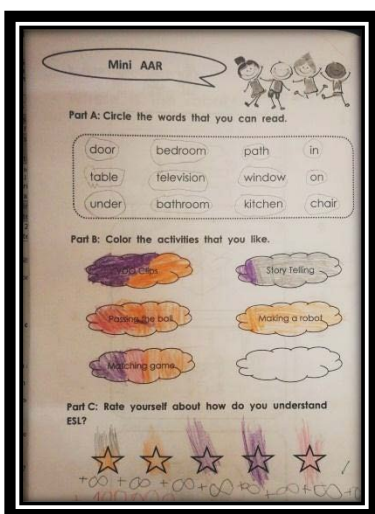
When it was at that time, students played the game. Most of them were able to play the game; however, it wasn't very smooth at first as there were weak students who needed help either in instructions or vocabularies. After a

few rounds, they could play better. The flow went quite well. As a result, I was so happy that every student could speak English in class and the plan was successful. Also, every student tried their best to speak English in class and they could do it quite well.



At the end of the period, I asked the students to stop playing this game because of the time. They said ‘No, I want to play more. I want to play again.’ Thus, I had to end the class like that and then walked out. After class, I had a chance to reflect my teaching with my buddy and my supervisor; we talked about what happened in class. They also agreed that the plan was successful and students liked the activity.

This can be seen from the mini AAR of the students. They are able to read words that have been taught in class, color the activities that they like and rate themselves about how they understand ESL.



Another plan is in week 4, plan 402. Until now, students have learnt the prepositions, toys and house vocabularies. The activity designed is called 'Fun drawing' where students would listen to their friends and draw accordingly.

This was how it was conducted:-

Step 1: students were divided into 3 groups.

Step 2: 5 students were chosen to read the instruction to their friends.

Step 3: 1 student from each group would come to draw the picture (listen and draw).

Step 4: student 'A' read the instruction and the student 'B' draw according to what he/she hears. Then student B went back and student 'C' from the group would come and draw for the next instruction and so on.

The instructions are:

1. The robot is small.
2. The robot is under the table.
3. There is a happy cat on the table.
4. The table is in the dining room.
5. The dining room is in the big house.



While students were playing the game, they had fun and they could construct what they hear and created them into the picture form. At the end, I found that students could do what I let them to do and they enjoyed the activity.

The result of what I have done!

As a result of the change, I found that the classes were livelier, students were able to speak more English in class, they loved to learn ESL (as see from the attitude survey in the picture) and I am very happy, not angry with myself anymore. Even though they did not speak English in full sentences, I am still happy with the atmosphere in the class and the results of the learning outcome of the students as this is just the beginning stage of how I improved my

teaching. Thus, I will continue to improve my new teaching style (communicative style).

สรุปผลการวิเคราะห์เจตคติ ช่วงชั้นที่ 1 ภาควังสา ปีการศึกษา 2561 (จากกราฟแบบส้มบูร์ด)															
หน่วยวิชา	ร้อยละของนักเรียนที่รู้สึกไม่ชอบเรียน														
	ชั้น 1/1	ชั้น 1/2	ชั้น 1/3	ชั้น 1/4	รวม ชั้น 1	ชั้น 2/1	ชั้น 2/2	ชั้น 2/3	ชั้น 2/4	รวม ชั้น 2	ชั้น 3/1	ชั้น 3/2	ชั้น 3/3	ชั้น 3/4	รวม ชั้น 3
ภูมิภาคไทย	4	4	0	0	2	0	0	3	0	1	33	12	0	23	17
คณิตฯ(W5)	12	11	7	17	12	7	3	10	3	6	17	8	15	27	17
ESL(W5)	19	7	0	17	11	11	17	21	23	18	21	12	7	23	16
มานุษยกับโลก	15	0	7	13	9	4	0	10	20	9	4	28	0	4	9
จินตทัศน์	15	4	7	10	9	0	0	10	3	3	8	8	4	12	8
แสนภาษา	0	14	0	7	5	0	0	7	0	2	13	0	0	4	4
ดนตรีชีวิต	0	14	0	3	4	4	0	7	3	4	8	12	7	23	13
กีฬา	8	0	0	7	4	4	3	7	3	4	0	4	4	0	2
การบ้านเชิงโครงการ	26	18	11	13	17	7	0	10	13	8	25	48	11	23	26

ร้อยละของนักเรียนที่รู้สึกไม่เข้าใจ															
หน่วยวิชา	ชั้น 1/1	ชั้น 1/2	ชั้น 1/3	ชั้น 1/4	รวม ชั้น 1	ชั้น 2/1	ชั้น 2/2	ชั้น 2/3	ชั้น 2/4	รวม ชั้น 2	ชั้น 3/1	ชั้น 3/2	ชั้น 3/3	ชั้น 3/4	รวม ชั้น 3
	ภูมิภาคไทย	7	7	0	3	4	0	0	0	3	1	21	12	4	12
คณิตฯ(W5)	7	7	21	24	15	7	3	10	3	6	13	4	11	15	11
ESL(W5)	26	4	4	23	14	7	14	24	17	16	25	8	11	27	18
มานุษยกับโลก	15	0	7	13	9	7	3	3	10	6	13	20	0	4	9
จินตทัศน์	7	7	4	10	7	4	3	3	7	4	0	4	4	4	3
แสนภาษา	0	7	0	7	4	4	0	0	7	3	8	4	0	4	4
ดนตรีชีวิต	7	0	0	3	3	4	0	3	3	3	13	4	4	24	11
กีฬา	4	0	0	3	2	0	0	7	3	3	0	4	0	4	2
การบ้านเชิงโครงการ	22	7	15	17	15	8	0	10	17	9	17	20	7	4	12

Lastly, if I had not opened up my mind and changed myself, I would not have found a better way to teach English in Plearnpattana. Also, I would not be successful in teaching with happiness. Finally, what I want to say is ‘to change self is hard but to change the attitude is even harder. Good things will happen to you if you open and receive them. ‘