

KM WRITING, PLEARNPATTANA
SCHOOL

“A NEW LEARNER”

WANNAKARN
PANTHOM
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ESL TEACHER,
KEY STAGE 1



“I feel happy to be here. To be a teacher who has a chance to develop myself and a chance to be a better teacher.”

Self-Reflection



As being in Plearnpattna School only a few weeks, I have nothing much to write down. However, being a teacher in Plearnpattana School provides me to be a teacher and a learner in the same time. From the past, which I have a previous job as tutoring; it was way different from here. I used to take a role in teaching only and my duty was to transfer knowledge as much as I could. However, when I started working here, I have come to learn more about student centered classrooms and to notice more about students' learning in ESL class. Besides, I have my expectations to make myself a better teacher who can make progress in class and with her students.

Student-centered Classroom

“The knowledge given from teacher sent to students in various ways and interesting activities.”

Firstly, I have seen that this place mainly focuses on student centered classroom which means that the learning process is particularly built from students. I get used to the teacher who is the center of the class which only speaks and students are the receivers who have to listen on what teacher says all the time. It is a monologue class which has only teacher teaching in front of the class. Hence the teacher only takes a role as a giver. However, the classes here are completely different as they are more of a dialogue class. The knowledge given from teacher sent to students in various ways and interesting activities instead of teacher talking alone in front of the class. The teacher often asks student to answer and share their ideas towards the lesson. For example, what I can see from the reading part from grade 1, 2, and 3, teachers will ask students about the cover which shown the picture in it first. They can guess from the picture clues and then can answer whatever they think the story will be about. Teacher tries to encourage everyone to share an idea. No matter incorrect or correct answer, teacher dose not ignore student’s answer.



Student-centered Classroom

When students give correct answer, teacher accepts and praises them. However, when they mention something that it is not involved with the story, teacher still accept it. In my opinion, there is no less important between right and wrong answer because they are equal. What matters is how they can find the reasons to support it. I think it helps encourage students to communicate and participate more as they will not be afraid to share opinion in class. From observing all 3 grades, students are likely to tell teachers the answer and share their ideas. So, this can help students build their own knowledge and make the class more communicative for both teacher and students to share and exchange knowledge.



Students' Learning ESL

“These learning problems affected to the ability to achieve knowledge in ESL class.”



Furthermore, I have a chance to assist T's Claire classes which are 2/2 and 2/3. I assisted her to take care of students who were seen as weak and naughty students. These students needed special help from teacher. There were two kinds of student that I could notice. First, it was the student who has a problem with learning process and another one was the student who had behavioral problems. These learning problems affected to the ability to achieve knowledge in ESL class.

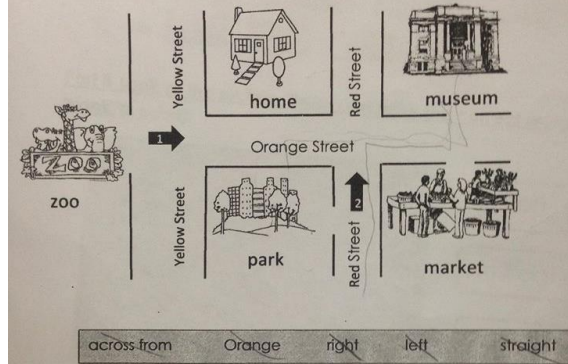
From class 2/2, Popcorn, I could notice about his learning problem. I often helped Popcorn in doing activity or explaining on what to do in class. He was very silent and never raised his hand to answer or asked any questions in class. When teacher explained the lesson, he seemed to think about the other thing. When doing activity, he was likely to be the last one who finished and submitted workbook. At first, I assumed that he did not like ESL and the subject was not interesting to him. And, he might just be a silent one as he did not have behavioral problems while studying. However, while helping him once with the quiz, I found out about his problem in learning English. He was always quiet because he was unable to understand English that well. He told me that he is not good in listening English so when teacher talks or gives any instructions, he cannot understand and follow. I was worried about this problem as it affected his learning achievement because if he could not understand the lesson, he would not be able to build his own knowledge and enjoy learning English. He would not be able to do the activity or follow the instructions effectively as well.

Students' Learning ESL

“He said that he did not tell or ask teacher yet but he promised me that he will do it next time.”

So, I suggested to him that he can ask the teachers right away when he does not understand so he can enjoy the class more. Teachers are willing to assist him. I also told him that he can ask helps from friends as well. Then, after telling on how to do the quiz, I wanted to make sure that apart from the lack of listening understanding, would he have another problem with the vocabs. I encouraged him to tell me the direction vocabularies. I gave him the clues by doing actions and he could recall and say the words correctly. This showed me that he might have a problem in listening English in a sentence but not at word level. I believed that he could learn English better if received special care and attention by teachers. So, I praised him that he did really well in remembering words but he needed to practice more in reading. I also emphasized to him that he should ask if he cannot understand the lesson as teacher would not be able to know. I told him that it would be good for him and teachers to help each other to make the class more fun and easier. Then, when I met him again, I followed up with his problem. He said that he did not tell or ask teacher yet but he promised me that he will do it next time. In my opinion, this could be a little progress that he tries to make. I hope my advices would help him improve his learning in ESL class.

Part D: Look at the map and complete the sentences. (5 points)



1. From the zoo to the market.
Go straight on orange Street.
The market is across from the museum.
2. From the park to the museum.
Go straight on Red Street.
Turn right on Orange Street.
It is on the left side.

Part B: Look at the picture. Read and write the correct word in the blank. (3 points)

on
in front of
next to

Example: The kite is over the bed.

1. The bicycle is next to the bed.
2. The doll is on the bed.
3. Teddy is in front of of the window.

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Students' Learning ESL

Furthermore, I have observed class 2/3 as well. This class I could notice one student, Chain, who seemed to have behavioral problem in ESL class. From what I saw, he lost focus in class easily and did not listen to what teacher says. Moreover, he liked to play during lessons. These behaviors affected his learning as he could not do the task by himself or participated in class activity. It also affected the flow of the class as the teacher would have to stop the class very often and give him reminders. In week 402, I helped him do his workbook activity. He asked me again as he did not know what to do even though the teacher already explained in details to the class. I explained all to him again and he claimed that he would not do it because it is difficult. The task was to ask two friends about the places they want to go and the activity they want to do there and then write down their answer in their workbooks. I encouraged him that he can do it and try to use English in asking questions as well. He understood what he had to do and started looking for two friends to carry out the task.

G. SITUATION: WHERE DO THEY GO?
Ask two friends and write their answer. Cut and paste sticker for the place.

Where do you want to go?

I want to go to the hospital.
I want to see a doctor.

Alex

Alice

Friend's name: Alice
He / She wants to go to the hospital.
He/She wants to see a doctor.

market

Friend's name: namo
He wants to go to the market.
He wants to _____.

airport

Friend's name: thinn
she wants to go to the _____
she wants to _____.

Students' Learning ESL

“Though he was unable to finish the workbook activity, it could be seen that at least he tried to do the workbook activity by himself and was respectful to what I ask him to do.”

However, he needed me to go with him and helped him all the time even though he could do it by himself. I checked by asking about the places and activities that we had learned and he could remember the words. I thought that he would have no problem, so I motivated him to do the activity by himself first and then I would check for him. He did not accept it at first but I tried to compromise with him. I told him that there were other friends who also needed help from teacher. We made a deal. He did the activity by himself and walked around to asked friends. I observed that while doing the activity, he turned to talk or played with another boy sometimes but then eventually he turned back to do the workbook again. Though he was unable to finish the workbook activity, it could be seen that at least he tried to do the workbook activity by himself and was respectful to what I ask him to do. Upon looking at these two students, one can conclude that problems in learning can be influenced by various factors. However, observing students more deeply, teachers can help students where necessary and build a good relationship with the students.

F. WHAT DO THEY DO? Jane talks about her family. Listen and write.

eat food read a book play
go biking get money

Example:

Her dad likes to go biking near her school.

- Her mom likes to read a book in the library.
- Her brother likes to play at the park.
- Her uncle likes to eat food in his favorite restaurant.
- Anna goes to get money at the bank.

E. Look at the things the people want to do. Write down the places they can do these things.

- buy fruits and vegetables

1. Anna wants to buy fruits and vegetables.
She can go to the supermarket
- go shopping

2. My dad and mum want to go shopping.
They can go to the department
- keep money

3. Pete wants to keep his money.
He can go to the bank
- see a doctor

4. The boy is sick. He wants to see a doctor.
He can go to the hospital

Expectation towards teaching

“I felt a bit upset about myself that I could not manage the class that well.”

Apart from observing classes, I have had a chance to teach in grade 3 which is class 3/3 and 3/2. Difficulty found in 3/3 is about class management compared to 3/2. Firstly, I think it might be about executing the plan. As it was the first class, it was difficult for me to cover all and I wasn't quite clear with the plans. Then I felt nervous and worried about the lesson very much. Moreover, I could not manage the class that well. When the game started, the rest of the class talked and played with each other instead of focusing on the game and helping friend to come up with a sentence. The rest of the class did not listen to their friends and me at all. So it is even harder for me to control the whole class. Why they lose focus may come from feeling bored as they are not in the game. The class ended but there were two steps left to cover up. After class, I felt a bit upset about myself that I could not manage the class that well.

6 Steps of Teaching and Learning

*Teach less, learn more (Teacher's lecture should not exceed 30% of a 90-minute class)

Step 1 Readiness and Inspiration (10 mins)

1.1 T asks some random conversational questions.

1.2 T tells each group to recall the sight words from previous class. Each group send 1 member to write the word on the board. (come, new, how, take, make).

1.3 T writes new sight words on the board. Sight words: stop, today, outside. The class reads together. T asks to make a sentence with it.

Step 2 Preparation for Learning (Input and Unfold) (30 mins)

*Attach how the critical knowledge will be presented on the board.

Phonics: (20 minutes)

2.2 T does a review of the phonics words discussed in the previous plan through PPT.

(ss go back to their seat. T distributes the WB)

2.3 T tells ss to open their WB on page 54 and answer 2 and 3.

T asks the ss to keep their WB 1 in the shelf.

5. Cool Summer: Pre reading:

2.4 T asks the ss if they can recall yesterday's lesson. What poem did you learn? What is the weather? (summer)

2.5 T asks "When you think of summer or sunny weather, what words can you think about it?" T gives 1 example: hot, (sun, ice-cream, sun-glasses, hat, shorts, swim)



(T asks to move to the floor)

2.6 T shows a video about summer: brighter than sun video(1,15 mins)

T asks to give some summer activities from the video. (go for a swim, play slider, beach volleyball)

Step 3 Situational Problem (10 minutes)

3.1 T tells the ss

"In groups, read the text 'A Cool summer'. List all the summer activities from the text and add 2 of your own. Then share your group's summer activities".

3.2 T groups the ss and distributes 'A Cool summer Text' to each student in the group and A4 sheet

Step 4 Language Creation and Problem Solving (15 mins)

4.1 SS read the text and write their answer.

Step 5 Sharing (20 mins)

5.1 The group present it in front of class. T asks to stick their answer sheet on the board.

Reading Text: A Cool Summer

5.2 The class does the reading of the cool summer together from their books.

(SS move back to their seats)

5.3 ss do page 15 part 5.4 (summer activities) and part 5.5 (write the summer words).

Step 6 Conclusion / Synthesis / Creation of New Knowledge (5 mins)

6.1 What summer activity do you like the most?

*Changed plan for the 2 period

Expectation towards teaching

“the reason of chaotic in the class that day might be about my lack of confidence and not being well prepared.”

- Over plan your lessons to ensure you fill the period with learning activities
- Come to class prepared
- Show confidence in your teaching
- Learn student names as quickly as possible



I search and read about class management tips on Google from many websites. One claims that class management is a big worry for new teachers. It recommends that being prepared and having confidence to your students are important and successful point in managing class. This point just refers me back to class 3/2. I consider that the reason of chaotic in the class that day might be about my lack of confidence and not being well prepared. Then I compare it to class 3/2 which was easier to control than 3/3. This class is my second period which uses the same plan with 3/3 but the plan was adjusted to be shorter and more concise. The feelings were completely different from the first as I more familiar with the lesson plan; I knew what I had to do. It ran smoothly so I felt less nervous and worried. So, it affected my confidence inside that I could really do it. The student attention was better and they cooperated well compared to the first class. When things run smoothly, the students were able to follow and could perceive learning better. I have a chance to reconsider about these two classes after teaching. I am given the comments about the class management that I need to develop more about it.

Conclusion

In my opinion, I think that there are many factors towards the class management such as students' age and race, students' moods, environmental safety, disorder behaviors, and even teaching's style. However, being a teacher, I expect that I should have the ability to deal with the students in any circumstances in order to have a better class management. I have learned many things that to be a good teacher must be a giver and receiver at the same time. Also, having a good class management can make class easier. For now, I feel happy to be here. To be a teacher who has a chance to develop myself and a chance to be a better teacher.

