

Helping Student Teachers Give CLIL Lessons at Satit PIM Demonstration School

Harumi Ogawa *
Peggy Ishikawa **

1. Introduction

For students who aspire to be teachers, the opportunities to teach in actual classrooms can be exciting as well as daunting, especially when they are asked to teach something in the language which is not their mother tongue. This paper reports what kind of support was given to the students who conducted their teaching practice at Satit Panyapiwat Institute of Management (PIM) Demonstration School (Satit PIM hereafter) in January, 2020. See Ogawa & Hall (2019) for the description of Satit PIM and the maths teaching programme that the Faculty of Education of Iwate University and Satit PIM started in 2018. Nakamura, Honda, Yamazaki, and Hall (2018) report the outcomes of the programme. In addition, Nakamura, Ogawa, Hall, and Honda (2019) discuss the results of the programme through analysis of questionnaire and teaching practice report of the participating students.

The main aim of this report is to document the kind of advice given to the students during the preparation process so that students and educators who will participate in the similar programme can refer to it in the future.

First, we briefly introduce this year's participants and programme schedule. Next, the lesson planning process and what kind of advice for improvement was given by the part-time instructor are described. Lastly, suggestions are given to help next year's teaching practice.

2. Programme Participants and Schedule

This teaching practice was conducted as part of the School Internship Programme (英語インターンシップ B) which is in the current curriculum of the Faculty of Education at Iwate University. The programme took place from 5 to 12 January, 2020. Two instructors from the Iwate University Faculty of Education Maths Department and four students (2 female and 2 male) visited Satit PIM. Three students were from the Maths Department and one was from the English Department. The profiles of the participating students are given below in Table 1, pseudonyms are used for their names.

Table 1. Participating Students' Profiles

Name	Sex	Year	Department
------	-----	------	------------

Ken	Male	4	Maths
Tomohiro	Male	4	English
Tamami	Female	3	Maths
Kaori	Female	4	Maths

In fact, six students applied for the programme, and these four students were selected based on their overall academic performance and what they wrote on their applications, in which they explained their intercultural experience, their availability to take relevant classes, reasons why they want to participate in the programme, and etc.

Table 2 shows the overall schedule from participant selection and lesson preparation before the actual visit. After the selection, the participating students met with the instructors once to introduce themselves and start discussing their lesson plans. After that, from October to December, the students worked autonomously in pairs to prepare for and discuss the lesson contents including creating class materials. The maths instructors gave advice on the maths lesson elements and the English instructor helped with classroom English, English vocabulary related to maths, and gave advice on how to create visually effective Power Point slides.

Table 2. Schedule of the PIM Maths Teaching Internship

Dates	Activity
May 21, 2019	Explanation of the programme
4 June	Participant applications submitted
13 June	Participants notified of acceptance
October - December	Class preparation
Jan. 5, 2020	Departure from Japan

3. Preparing the Content of the Lessons

Ogawa and Hall (2019) explain how Content and Language Integrated Teaching (CLIL) was adopted in the previous year's teaching practice. Details of CLIL can be gained from Coyle, Hood, & Marsh (2010), for example.

In a similar way, the participating students created CLIL lesson plans with the help of the teachers in the Maths Department.

The students were put into pairs and each pair planned a lesson. Pair A (Ken and Kaori) prepared a lesson utilizing material from the Japanese junior high school textbook “Gateway to the Future Math 1” (Okamoto et. al., 2013). The objective was for first-year junior high school students to familiarize themselves with the idea of calculating basic circumference in order to find the most efficient space to gather 5 cans. Pair B (Tomohiro and Tamami)’s lesson was for second-year junior high school level lesson and was related to looking at a Pythagorean theorem right angle triangle problem.

4. Reflecting on the Process of Lesson Planning: Words from the English Instructor and the students

In this section, direct quotes from the part-time instructor and participating students are shown to illustrate the process of refining the students’ lesson plans and teaching.

The first challenge they faced was a practical one; finding a time slot when everyone could meet. As the part-time instructor remarks:

The students were busy in second semester and had difficulty finding time to meet with me. They decided they didn’t need the English instructor to observe their lesson. We strongly advised against that, and in the last week in December, we arranged a time for the two groups to present their lesson.

Then, when they finally set the time to meet, the students seemed to have felt the advantage of getting help from the English instructor as one student expresses below.

単語や文章のミスを指摘していただけたので、正しいものを生徒に提供することができました。また、よりよい発問を考えてくださったので、生徒が理解しやすい授業になりました。パワーポイントについても助言していただき、分かりやすく見やすいものを作ることができました。特に、図と数字の関連性を視覚的に分かりやすく提示する方法を学べたことが今回の授業ではとても大きかったです。(The teacher pointed out the errors we made in vocabulary use and grammar. This enabled us to use linguistically correct expressions when we taught the classes. She also helped us think of better questions to ask from the students, and they understood the lesson content better. She also gave advice on the Power Point slides, which showed the connections between figures and numbers in a more understandable manner. Making presentation materials visually clear is very important, and that is what we learned from her.)

This student's comment is further corroborated by the English instructor:

This [finding time to observe the students' mock lessons] was good because there were spelling mistakes and some complicated areas that I felt they could simplify ... A few slides were a little difficult to understand. Sometimes it's better to have less slides ... They chose difficult words for their titles. Sometimes simple is better. For example, the title they had for their lesson was initially "diagrammatic wonder". However, I thought "diagram mysteries" would make more sense considering what they were teaching. One student kept saying "circumstance" when he meant "circumference", and he needed to be reminded of the correct pronunciation. These are the kinds of practical advice I gave to the students.

The instructor also comments on a different aspect:

The students prepared a very good lesson and introduced all the important technical words and steps for solving the maths problems. However, I felt it was complicated and when they practiced teaching the lesson, they didn't display any interest in the lesson which I feel is important. If you can grab children's curiosity and create this mystery that they want to solve, I think maths interest would increase.

This comment echoes with displaying "enthusiasm" as McEown and Takeuchi (2014) propose as one of the 17 motivational strategies. Certainly, this has much to do with the students' confidence in teaching in their foreign language. The instructor also observed that there was concern about teaching the class in perfect English, the student with strong English skills seem to speak the most. This is exactly why mock lesson are necessary before going into the actual classrooms. One of the participants expresses:

ネイティブの先生に見ていただいたことによって、言葉の面だけでなく数学の教え方についての不安も解消され、楽しく授業をすることができました。加えて、数学を用いることの必要感をどのように与えればよいのかについても考えるきっかけになりました。(Having a native speaker English teacher observe our practice lessons helped us feel less anxious both about teaching maths in English and think about how to prepare fun maths lessons. Also, it pushed us to think more deeply about how to help the students understand the value of using mathematical concepts.)

This student understands the significance of the help they got from the English instructor, not only from the linguistic point of view, but also general teaching skills and confidence.

5. Future Suggestions

This section gives suggestions for the future so that the participating students and instructors can prepare more effectively. Firstly, the instructor notes:

They prepared props in advance which I felt would save time in class. Perfect English is not necessary. What is necessary is clearly saying the main objectives, vocabulary, simple instructions. They had technical words and correct structure to teach maths lessons. However, it might have been difficult for the learners. There are many kinds of students who learned many kinds of ways. Students lesson plan seemed to follow only one style and I feel some students would be left behind and not be able to follow the class. When preparing a lesson for math, you need to consider different ways of thinking ... Students needed to consider how the learners feel in maths classes. Lots of students feel maths is difficult and feel anxious.

From an advanced teacher student's perspective, if there was more time, he wanted to polish his linguistic skills as he describes below:

Thank you for revising our lessons even though you were super busy. In our lessons, there were lots of mistakes in words and pronunciation. Without your help, I do not think we could carry out best classes in Thailand. I am sure that it will be beneficial to show lessons to Peggy sensei. If you could, I would like to know pronunciation more because it is very important to indicate to students with better uttering.

He clearly appreciates the opportunity to work with a teacher who has both English and mathematical knowledge.

To conclude this section, the main suggestion is "to start preparing earlier" as the instructor also reflects:

No lesson plans were shown. It would have been helpful for me to see the lesson plans. No mock lessons were given until the last week of classes in December. I would recommend doing it by the end of November so that they can take time to improve both their linguistic and general teaching skills.

6. Conclusion

In addition to the suggestions given in the previous section, one last piece of advice from the instructor is:

Try not to worry about your English. Iwate University students have enough knowledge to create simple English lessons. I observed that one student was able to do it, but (s)he did not have the confidence and asked the partner to speak mostly. It was the same with the other group. One student tried hard and (s)he started to understand perfection was not important.

It is hoped that these reflections given by the students and suggestions given by the instructor should be referred to by the future participants.

References

- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge: Cambridge University Press.
- Nakamura, Y., Honda, T., Yamazaki, T., & Hall, J. (2018). Tai no PIM fuzokukou ni okeru kaigai suugaku kyouiku jisshuu no gaiyou to seika. [International internship program of mathematics education at Satit PIM Demonstration School]. *Suugaku Kyouiku Gakkaishi*, 59(1), 31-42.
- Nakamura, Y., Ogawa, H., Hall, J., & Honda, T. (2019). Tai no PIM fuzokukou ni okeru dainikai kaigai suugaku kyouiku jisshuu no seika —ankeeto chousa to kyouikujisshuu hokokusho no bunseki o tousite—. [Results of the second international internship program of mathematics education at Satit PIM Demonstration School —Through analysis of questionnaire survey and teaching practice report—]. *Suugaku Kyouiku Gakkaishi*, 60(1), 87-101.
- Ogawa, H., & Hall, J. M. (2019). Report of Teaching Practice at Satit PIM Demonstration School. *Bulletin of English education, Iwate University*, 21, 44-54.
- Okamoto, K. et al. (2016). *Gateway to the Future Math 1*. Osaka: Keirinkan.
- Sugita McEown, M., & Takeuchi, O. (2014). Motivational strategies in EFL classrooms: how do teachers impact students' motivation? *Innovation in Language Learning and Teaching*, 8(1), 20-38.

* (岩手大学教育学部英語教育科)

** (岩手大学非常勤講師)