Taiwanese Elementary School Pre-Service EFL Teachers’ Practice of Station Teaching in English Remedial Education

國小英語師資培育生對於分站教學的認知和實作

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103年度國立新竹教育大學提昇教師教學與學生學習效果研究計畫
Overview

- Introduction
- Issues to be discussed
- Literature review
- Method
- Analysis
- Discussion
- Conclusions and implications
- Limitation
- Issues for further research
Introduction

1. Elementary school English education in Taiwan
2. co-teaching models
3. pre-service English teachers’ field experience
Issues to be Discussed

1. What was participants’ knowledge about station teaching before and after the design and delivery of English remedial education?
2. What knowledge and skills did participants demonstrate and lack on the activity designs and teaching practice in station teaching?
Literature Review

1. Definition of Station teaching

2. Evaluation of effectiveness of station teaching
   Cosgrove (1992)

3. Activities and learning stations
Method

1. Case study
2. Context and participants
3. Data collection
Data Analysis

knowledge and competence about station teaching

before
process of learning

future implications

after

I don’t know
wrong perceptions

co-teaching
rotate

instructor
class activities
classmates
online resources

instructor

procedure
charade
role-play
Bingo

interaction
fun and various activities

English competence
time management
classroom management
learners’ levels

stations

strengths and effectiveness

challenges

designs and implementations of station teaching

KWLA chart

activity designs

interview
Results

1. Knowledge and competence about station teaching
2. Designs and implementations of station teaching
Knowledge and Competence about Station Teaching

1. Before: I don’t know

2. After:
   (a) diverse instructional activities for station teaching (n=24)
   (b) a type of co-teaching (n=15)
Knowledge and Competence about Station Teaching

3. L under the KWLA chart

(a) Students rotate from one station to another” (n=10)
(b) breaking the goals and concepts into different parts (n=8)
(c) students are put into different groups or levels (n=6)
(d) students are highly motivated to get engaged in activities (n=4)
Knowledge and Competence about Station Teaching

4. Ideas about activity designs for station teaching
   (a) brainstorming through group discussion or other classmates (n=20)
   (b) class activities (n=15)
   (c) online resources (n=11)
   (d) the instructor’s demonstration
   (e) with the instructor (n=6)
   (f) the textbook (n=4)
Knowledge and Competence about Station Teaching

5. A under the KWLA chart

#7 If I am the teacher, I will plan four stations in my classroom. (1) True or False worksheets (2) Write the worksheet (3) Discuss the main idea, and (4) Work with the teacher.

#8 Based on the chosen topic (i.e. color), I will design different activities, such as “sing a song,” “listening exercise,” or “online game” for students to learn in different ways.
Designs and Implementations of Station Teaching

1. Station designs
2. Strengths and its effectiveness
3. Challenges and possible solutions
# Different Types of Station Designs

<table>
<thead>
<tr>
<th>Language focus</th>
<th>Stations</th>
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<tbody>
<tr>
<td>Vocabulary and sentences</td>
<td>charade (n=2), CALL (computer assisted language learning)(n=1), information gap (n=2), unscrambled sentences (n=3), spell the word, unscrambled words (n=2), fill in the blank (n=1), sentence pyramid (n=1)</td>
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<tr>
<td>Dialogues and reading</td>
<td>small book and worksheet (n=2), role play (n=2), information gap (n=2), I Say and You Draw (n=1), Sentences Cuts-up (n=1), charade (1), Bingo (n=1), concentration (n=1), monopoly (n=1)</td>
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<tr>
<td>Phonics</td>
<td>CALL (computer assisted language learning)(n=1), listen and identify (n=1), Bingo (n=2), same or difference (n=1), spin the wheel (n=1), concentration (n=1), sound it out (n=2), circle and cross (n=1), monopoly (n=1), carrot squat (n=1)</td>
</tr>
</tbody>
</table>
Station Teaching
Strengths and Its Effectiveness

1. Strengths
   (a) fun activities for students to practice (n=22)
   (b) having interaction with individual learners (n=9)
   (c) step-by-step instruction and exercises (n=6)
Strengths and Its Effectiveness

1. fun activities for students to practice (n=22)
2. having interaction with individual learners (n=9)
3. step-by-step instruction and exercises (n=6)
Challenges and Possible Solutions

1. classroom management (n=20)
2. time management of station teaching (n=18)
3. not knowing elementary school students’ English proficiency level (n=14)
4. incompetence in giving instruction in English and accurate classroom English (n=10)
5. inappropriate or boring activity designs (n=8)
Further Improvement

1. Be firm and consistent about classroom management but have more interaction with students
2. use the timer to set the time
3. try to know students’ proficiency level and provide them with scaffolding
4. practice speaking English more or write down all the sentences first
5. design various activities for different levels
Discussions
Conclusion

1. Limitation
2. Issues for further studies
Issues for Further Studies

1. explore pre-service elementary school English teachers’ practice of station teaching in regular English classes to see if they face similar challenges

2. involve comparing and contrasting the practices of novice vs. experienced teachers