English Teaching, Experiential Education and STEAM

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**Abstract**

The purpose of this study was to investigate how English teaching can be improved when integrated with Experiential Education and STEAM. Four college students who aimed to be English teachers participated in the study. Each of them took responsibility for one subject (Science, Technology, Engineering, and Mathematics). Before the study, they had completed a lesson plan based on the content of a young learners’ English textbook (TEAMMS). In this study, they were asked to design a new lesson plan based on the content of the textbook and incorporating the subject they were responsible for teaching. After that, they implemented their teaching plan with classes of 8-10 students in a private language school. Data, consisting of the lesson plans and teaching videos, were collected and analyzed for evidence of improvements in the college students’ teaching.

The results of the study were as follows:

1. In the ‘Technology’ instruction, besides the required vocabulary, the college student taught new words related to their students’ computer usage (Microsoft PowerPoint).

2. In the ‘Engineering’ instruction, the college student’s teaching was totally different from the textbook because of the hands-on experience that young students had in class.

3. In the ‘Mathematics’ instruction, the college student added some new sentences that are rarely seen in Taiwanese children’s regular English education.

Keywords: English teaching, Experiential Education, STEAM