

ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY

GRADUATION PROJECT 2016

Remedial project in Guo-Tai Elementary School

Introduction to TEFL

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Introduction

In order to let students have some experiences on teaching in real class, the course “Introduction to TEFL” requires students to teach in remedial project in Guo Tai Elementary school. Students in Guo-Tai Elementary School will stay after school to finish their homework. Thus, students in this class will use this time to teach the students from third grades to six grades English forty minutes per week and there will be six weeks in total.

Students' background

There are three students in our class who are two boys and one girl, and all of them are fourth grades. Following are their personalities and their behaviors in class:

1. Angel is the only girl in the class. She is active and talkative who likes to interact with teachers during the class. However, her English ability is the lowest among the three students.
2. Michael is a naughty boy in the class, but he is willing to answer the questions we ask. His English level is higher than Angel, and sometimes he will help Angel when she is not able to answer the question.
3. Ron is a shy boy. He refused to answer any of our questions at first, even when we ask his name, he just stared at us and kept quiet. However, as time went by, we find out that his English ability is the highest among the three students.

Lesson plan

1. Introduction

At the beginning, our lesson focused on alphabet and phonics because we found out

that it was difficult for them to connect alphabet with phonics correctly. Later, because of the up-coming Halloween at that time, we designed some activities which were associated with the holiday. Moreover, we use picture book to teach them some animals' vocabulary.

2. Weekly lesson plan

Week 1	<ol style="list-style-type: none"> Using flash cards to review alphabet A to Z and see if students are familiar with them. Using flash cards to review phonics of alphabet A to Z and see if students are familiar with them. Combine letters and Phonics. Teachers start to write down some easy words and ask students to pronounce them.
Week 2	<ol style="list-style-type: none"> Reviewing alphabet and phonics with purple book. Using flash cards to review alphabet (and phonics) A to Z and see if students are familiar with them. Flashcard activity: teacher will disarrange the order of alphabet flashcards and let the student to organize those flashcards in alphabetical order.

In the first two week, we aimed to let them get more familiar with alphabet and phonics, we designed different activities to make them practice recognizing alphabet and connecting the phonics with the alphabet. Moreover, we taught them the concept of short vowel to let them have more clear idea about how alphabet and sound connect with each other.

Week 3	<ol style="list-style-type: none"> Introduce what is short vowel and ask them to pronounce some words, and reviewing with purple book. Using purple books to review short vowels.
Week 4	<ol style="list-style-type: none"> Halloween activity: letting students listen to the song "Knock Knock,

	<p>Trick or Treat?” and teaching them the vocabulary in the lyric.</p> <p>2. Letting students practice singing the song “Knock Knock, Trick or Treat?”</p>
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For the next two week, we make them more familiar with short vowel through the practice of purple book. For the up-coming Halloween at that time, we let them watch the video of the song related to Halloween on YouTube, and we taught them the important vocabulary like witch, cowboy and monster...etc. Also, we ask them to practice singing the song.

Week 5	<p>1. Reviewing the song “Knock Knock, Trick or Treat?” and doing the worksheet.</p> <p>2. Reading the storybook “The Wheel on the Bus”.</p>
Week 6	<p>1. Reviewing the vocabulary of animals in the storybook.</p> <p>2. Doing the worksheet which is related to the storybook.</p>

For the last two week, aside from the follow-up activity of the Halloween, we used storybook in our teaching. We read the story for them and teach them some animals’ vocabulary in the storybook. We also designed a worksheet for them to practice writing the words and know the meanings of the words.