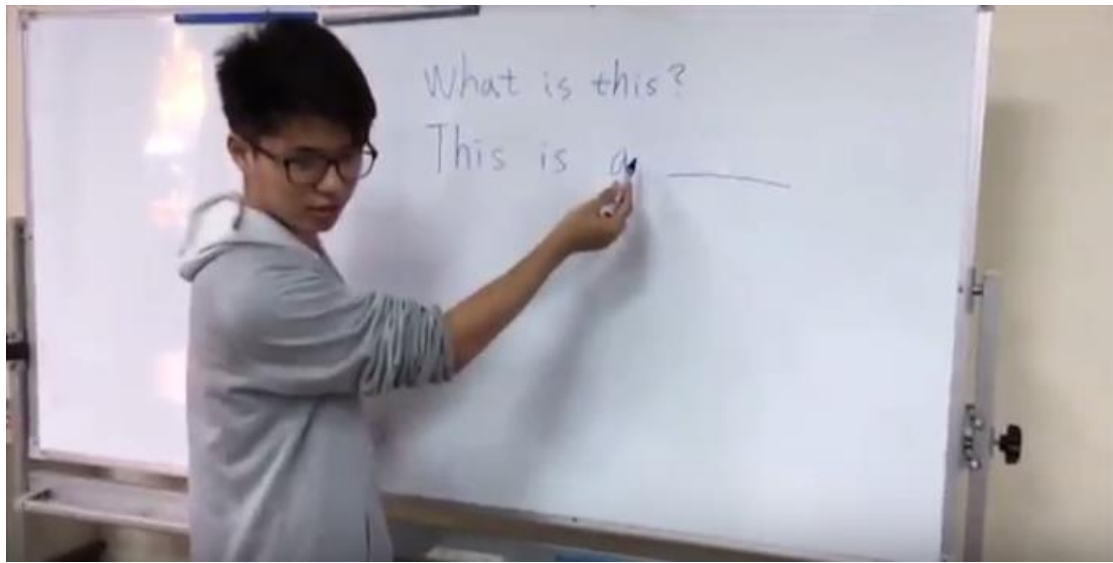


天主教輔仁大學英國語文學系學士班畢業成果
ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY
GRADUATION PROJECT 2017

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Guo-Tai Elementary School Service Learning Portfolio

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402110037

Introduction to TEFL

Guo-Tai Elementary School Service Learning Portfolio

2017.1.8

Outline

I. Introduction

A. Background Information

Elementary schools in Taiwan now have been implementing English classes much earlier than it has been before. For instance, in the early 00s in Taipei, students did not have English classes until grade two. However, almost all elementary schools offer English classes starting from grade one now. Some of them even start teaching alphabet songs in kindergarten. This phenomenon of pushing English classes forward shows how English is considered a much more important subject in schools. Yet, the elementary school students in XinZhuang District do not have as many resources as students in districts in Taipei City, especially at Guo-Tai Elementary School. The classroom and facilities at Guo-Tai are quite old, and some even lacking. It seemed like the school does not pay much attention to updating or renewing it either. Quite many of the students from Guo-Tai live in a nearby orphanage, and some of them live there because of special family conditions. With the special family conditions, some of those students do not know how to properly socialize at school or suffer from poor learning environments. The learning effect is, hence, not as great as other children. Yet, those students do not have other learning

services to resort to in order to catch up with their classmates, which is why our service learning can be meaningful and helpful to them.

Under these circumstances, there are several purposes that we are in hope of accomplishing for this service learning project. For the tutors' self-growth, firstly, all of us would like to use this project to fulfill the learning outcome demonstration so that we can meet the graduation requirement from the department. Second, all of us put language teaching into our future career consideration, though it might not be the first priority. Therefore, we expect to accumulate experience of language teaching and children teaching through this project. As for the tutees, we assist them with their English after class, in hope of improving their English proficiency and reducing their learning gap as we noticed there is a huge difference of the language level amongst the tutees. Lastly, we provided free assistance to the tutees in order to let them be able to follow up their daily academic performance as we find out they are low achievers.

We had 8 service learning sessions in total throughout the semester, starting from October 25th 2015 to December 27th 2015. The service learning sessions took place every Tuesday afternoon from 16:30 to 17:30; except for November 1st and November 8th because they were the mid-term weeks for Guo-Tai and Fu Jen. In this one hour service learning session, we assisted three third graders from Guo-Tai

elementary school at their common science classroom, and we shared the classroom with another service learning group. As for the job division among our group, we would always discuss two lesson plans altogether every two weeks before the actual teaching session. However, for the week that we didn't need to write the lesson plan, we would still hold a discussion to adjust the lesson plan based on the tutees' performance on the previous class. During the actual teaching, the four tutors would take turns to take the lead to teach, to record, and to assist the lead tutor to maintain class order.

B. Literature Review

Total Physical Response

Total Physical Response (TPR) is the use of commands to direct behavior in the target language. The teacher introduces new commands or changes orders of the already-taught commands to know whether or not the students have really learned and understood what was taught. When students make errors, whether it is not understanding the command or misunderstanding the command, the teacher would repeat commands for the students. Students would then rethink about what was taught and hopefully correct their answer. If the students do not understand the mistakes made, then the teacher should explain to them again about the command. In our

Guo-Tai lesson plans, since our tutees are lower achievers, we used quite TPR quite frequently to reinforce their understanding of alphabets, phonics as well as easy vocabulary. TPR is, through our observation, the best way for our tutees to learn because they have a hard time concentrating in class. When we use TPR, it includes playing games and completing easy tasks, which is a more interesting approach to our tutees compared to just listening to lectures. Take the game “Do what I say!” for instance, the tutors would place different stationaries out at one end of the hallway, and the tutees would be standing at the other end of the hallway. Then, the tutors would give commands to the tutees, such as “I want a ruler and an eraser!” or “I want two pens!”. The tutees would not only have to bring back the correct items, but also repeat the items they got in full sentences to the tutors.

Audio-Lingual Method

Audio-Lingual Method (ALM) is a language teaching methodology that uses a lot of repetition and drillings in a hope of letting the learners to use the target language automatically. In addition, it focuses on the oral and grammatical aspect of language that daily conversation is usually used as the teaching material. The teacher is responsible for letting the students to form a correct habit of the target language that he/she serves as an orchestra leader. Although ALM focuses more on communicative and grammatical bases, since our tutees’ language proficiency prevent the tutees from

handling conversation, we conducted the methodology into phonological base in terms of using this methodology to introduce long vowels. For example, as we taught the tutees the long vowel a_e, we first introduced them the sound of a_e. Then, we would let the tutees know that a_e would always pronounced the same even though we inserted different consonants (e.g. t, d, k, b). It is different only by adding the sound of the corresponding consonants. The sound of the long vowel still exists and does not change. By this substitution drilling, the tutees would form the habit that a_e would always be pronounced as how it should be pronounced and gained phonological awareness meanwhile by practicing the different combination with different consonants.

Content-based Instruction

Content-based Instruction (CBI) is a method aiming at teaching "learning to use" language. In class, instead of teaching isolated language fragments or simply grammar rules, teachers who apply CBI would teach language for specific purposes. For example, classes designed for pilots or lawyers provide students specific knowledge in certain kinds of field. In other words, learners are taught useful language that is embedded within relevant contexts. Also, the content can be themes in which students might be interested.

When we were trying to teach our students some new words, we thought of using CBI, and the theme of the content we chose was "color." To introduce the words related to color, we first played a song called "The Rainbow Song," in which the lyrics contain seven colors (red, yellow, pink, green, purple, orange, blue) and another sentence "I can sing a rainbow." By doing this, we made the content (color) a target for learning. Then, we wrote down the words that they would learn on that day. Since we made it clear that the topic is color, the students know the meanings of the words. The vocabulary is easier to learn, for they all relate to one another. Next, we further taught them the word "rainbow" and things about rainbow, which consists of the colors they just learned. The whole process was surrounded by the theme "color," and the class was a success as we could see how the students were engaged in learning the words with the song.

Multiple Intelligences Method

Actually, students have different strengths in language learning. They have different results after different learning or cognitive styles. For instance, some students enjoy learning by their visual sense instead of aural sense. Thus, they may learn better when they are able to read knowledge instead of listening it. Actually, as psychologist Howard Gardner says, individuals have at least "eight distinct intelligences that can be developed over a lifetime." Those eight are logical , visual,

body, musical, interpersonal, intrapersonal, verbal and naturalist. Everyone might possess these eight intelligences, but they are not equally developed in any one individual. Which means teachers can create activities that draw on all eight intelligences. Teachers can not only teach them language, but also help them realize their ability of all of the intelligences.

In order to do so, we created one activity in our teaching. Tutors played the MV of song “PPAP” (instrumental) and demonstrate it with the sentence pattern “This is a/an...” Later, tutors will ask tutees to sing the song together using the sentence pattern and the vocabulary covered in the warm up session. (i.g. This is a pen, This is an eraser. Umm, pen and eraser.) At the same time, tutors will let them dance with the song. In this process, tutors let tutees put different words together. It may develop their logical intelligence. When they watching video of the song, they use their visual sense, They use body intelligence when they are dancing and the musical intelligence when they are singing. They may also use verbal intelligence when they creating sentence. This activity is a way to that draw different intelligences.

II. Service Learning, Lesson plans ,and Reflections (Methodology)

A. Deven Chang, Emily Chao, Lyndon Tseng and Jason Hung .

Week 7-16 2016.10.27---2016.12.27 Once a week (SL at Guo-Tai)

B. Lesson Plans/ Reflection (Arrange lesson plans and reflections phonologically)

Reflection:

W2

I took this course because I want to know how to use those skills I learned in English department. Many graduates found jobs like translator or assistant. A teacher is also a good choice. I want to try any possibility and find what I should do after graduation. Besides, my little brother is in his third year at primary school. I want to learn some techniques in order to teach him English in a better way.

W3

This week, we learned a teaching method which is Total Physical Response. It is also called TPR. I think this method can be used in many ways to help children learn a second language. The video we saw in class left me a deep impression. I think it is a good way to teach with some physical movements, actions or physical movements for teacher. Those things may catch student's attention as well as to help them memorize things. Children don't like stay in their chair for a long time. Thus, the TPR is a good choice for us.

W4

This week, we have a review of TPR and had a discussion about how to be a

good teacher. In my opinion, a good teacher should be able to think in student view. They need not only the respect from student but also the friendship with them. Therefore, the students will feel relax. Besides, a good teacher should be able to catch attention of student. If the course is boring, no one would like to learn. Thus, we need to use techniques of teaching to make course funny.

W5

This week, we continue the discussion about a good teacher. Actually, I always teach my little brother during vacation. In that process, I found teaching is not as easy as I thought. He was a clever boy. However, sometimes he couldn't remember what I taught. He feels that learning English is boring. I have taken this course for few weeks. I found that is my fault instead my brother's. What I need to do is to combine those teaching ways and to teaching him in a creative way and catch his attention.

W6

This week, we had a group presentation about multiple intelligence. The theory of multiple intelligences differentiates intelligence into specific 'modalities', rather than seeing intelligence as dominated by a single general ability. I like their presentation. They introduce the principles and theory of

Multiple intelligence. Most importantly, they made a scene of class and showed us how to use this way in teaching. Indeed, we should not be limited in one single standard. We can teach knowledge by different ways.

W7

Tutor Plan –FJU W 7

Materials	Guo-Tai _3 rd _ graders Survey and Protest ____	Date	105/10/25			
		Grade	_3 rd _ graders			
Planner	Jason (Major writer) Emily Chao (props/attendance) Lyndon (props/contact person) Deven (Recorder)	G-T Students	Angela Tina Jaslene			
Major Goals	Students will be able to 1. Know their tutors 2. How to greet and introduce themselves 3. Learn how to use he/she/you.					
Time	30 minutes (1 session)	Props/ Tools				
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools

Warm up	15 mins	<p>-Greetings à Everyone will sit in a circle. The tutors will introduce themselves to the tutee and then tutees are expected to respond to the teachers (Hi, teacher ____).</p> <p>Then, everyone will take turns to ask people who is ____.</p> <p>People will have to answer the question, and then the person who is pointed will start a new round.</p> <p>-Introduce class rules à Attention! 1,2!</p> <p>Sticker collector: 2 stickers à behave well for the whole class 1 sticker à participation</p>	TPR/ALM (single-slot substitution)	Hello Name Jason Emily Lyndon Deven	Language focused: input (listening) and output (speaking)	Name tags Sticker collector
Review	no	no	no	no	no	no
Tutoring	15 mins	<p><u>Lesson</u></p> <p>I. <u>Survey</u></p>	no	No	no	Survey sheets Pre-tes

		II. <u>y: one</u> <u>tutor</u> <u>to one</u> <u>tutee</u> <u>Pre-te</u> <u>st: one</u> <u>tutor</u> <u>to one</u> <u>tutee</u>				t sheet
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- (FJU week no7.)
學號 student No. <u> 402110037 </u> 班級 Class _____ 姓名 Name <u> 張 </u> <u> 帝 </u> Deven Chang
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, <u> 25/10/2016 </u>
課程名稱 Course Title : Introduction to TESL
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 3 th graders
G refl. submission Copy from here --
The <u> & </u> Visit to <u> </u> Graders - Time - week <u> </u> - <u> </u> (FJU week no.- Day of the week)
Date and Time of Service : 4:20pm ~5:20pm, <u> 25/10/2016 </u> TTL SL hours: <u> 1 </u>
1、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？
<p>1. My job is teaching students some basic English knowledge by using the techniques from the class.</p> <p>2. I cooperated with group members and worked as a team. In this process, we had a close connect with kids.</p> <p>3. We tried to use techniques which we learned from book. However, it is not as easy as we thought. Those kids cannot focus on one thing for a long time. Besides, the effects of teaching are depend on those kids instead of techniques we used. That is quite different from class.</p>
2、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？
<p>Problems encountered this week – Problem solutions</p> <p>Actually, there are many problems in our teaching service.</p> <p>1. First of all, our students are not good at learning. We knew that was the reason why we taught them, but we still thought our lesson plan is over their levels. The pretest is about the phonetic and syllable. However, some of them didn't even know the correct pronunciations of 26 letters. As a result, we decided to slow our plan and teach them from the beginning.</p> <p>2. Secondly, our students are very nervous when we talked to them. Sometimes we cannot get the answer from them after we asked them a question. After the discussion with teacher, we knew that they are orphans and they live in orphanage. Thus, we thought we should get closer with our students and design more games in our plan in</p>

order to attract their attention/

3、Now What-我對於服務後有什麼改變(成長)? 未來我將如何運用所學?

1. After the first time of teaching service, I knew the basic information of my students. They are quite different from I thought. We will redesign our lesson plan and try to find the best way to teach them.

W10

Tutor Plan –FJU W 10

<u>Tutor Plan –FJU W 10</u>						
Materials	Guo-Tai ___ graders textbook____ ___	Date	105/11/15			
	Review & Introduce	Grade	3 graders			
Planner	Jason	G-T Students				
Major Goals	Students will be able to 1.					
Time	30 minutes (1 session)	Props/ Tools				
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Review	15 mins	Review how to use he/she There will be name tags on the table. The tutors will give directions like:	TPR	She He Who	Speaking Listening Reading	Name tags

		Who is Emily? And the tutee will have to put the name tag and say: She is Emily.				
	mins					
Tutoring	15 mins	<p><u>Lesson</u></p> <p>I. <u>Phonics chant (Alphabet sounds)</u></p> <p>Tutors will read over the phonics and alphabet songs with them, and students will repeat in order to be familiar with the alphabets and how they are pronounced.</p> <p>And then tutors will ask tutee to</p>	ALM TPR		Speaking Listening Reading	Phonics monopoly worksheets Dice Candies

		<p>answer the phonics the tutor points out.</p> <p>II. <u>Activity</u> <u>-Phonics</u> <u>monopol</u></p> <p>Y They have to read out loud the alphabets they rolled the dice on, and further ask them to use a vocabular y as an example. If it is too hard for them then we can give them suggestio ns and teach them new vocabular y.</p>				
Wrap up	5 mins	Use phonics to review tutors' name.	ALM TPR			

Reflections FJU W10

Service Learning Reflections - (FJU week no.)	The _ & Visit - Time - week
學號 student No. _____ 402110037 _____ 班級 Class _____ 姓名 Name 張帝 Deven Chang	
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, 15/11/2016 &	
課程名稱 Course Title : Introduction to TESL	
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6th graders	
G refl. submission Copy from here --	
The _ & Visit to ___ Graders - Time - week - (FJU week no.- Day of the week)	
Date and Time of Service: 4:20pm ~5:20pm, 15/11/2016 &	
<u>1. What-</u> 我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？	
<ol style="list-style-type: none">1. Since they cannot memorize and recognize the letter and their pronunciations very well, we decided to use phonics as our major purpose.2. One new student joined our class. Because it is the first time that she saw us, she is nervous and shy. Instead, Angel and Gina felt more relaxed during the teaching time. They are more willing to support us.	
<u>2. So What-</u> 我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？	
Problems encountered this week – Problem solutions	
<ol style="list-style-type: none">1. First of all, we made a short review about what we learned last week. Because there are two weeks without courses, they couldn't remember what we taught them. Actually, this result was entirely predictable.2. Then we played a game with them. We used a maze to attract their attention. They really like playing games. For pupils, games is a good way to interact with them. We played three times and they enjoyed this process.	

3、**Now What-**我對於服務後有什麼改變(成長)? 未來我將如何運用所學?

1. The first problem is we need to figure out how to encourage them and eliminate their pressures. Sometimes they didn't know the answer and lose their patients. We need to find a way to resolve this problem.

2.The second problem is how to be close with Jasmine. It is the first time she met with us and she is very nervous. We couldn't know her real level.

4. Misc. (miscellaneous)

1. I think if a teacher want to teach more effectively, getting close with his students is a good way. We need to make friend with student and remind ourselves that we are teachers at the same time. It is not easy as we thought.

W11

Tutor Plan –FJU W11

Materials	Guo-Tai _3 rd _ graders Survey and Protest —	Date	105/11/22
		Grade	_3 rd _ graders
Planner	Jason, Emily Chao, Lyndon, Deven	G-T Students	
Major Goals	Students will be able to 1. Identify all the alphabets and phonics in given vocabulary 2. Able to spell words with given phonics		
Time	30 minutes	Props/ Tools	

	(1 session)					
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	15 mins	Ask the students to share one thing special that happened this past week at school (in language 1), and teach them one English vocabulary from the things they share with us.				
Review	no	<p><u>Activity</u> <u>-Phonics monopoly</u></p> <p>They have to read out loud the alphabets they rolled the dice on, and further ask them to use a vocabulary as an example. If it is too hard for them then we can give them suggestions and teach</p>	ALM TPR		Speaking Listening Reading	Coloured phonics monopoly worksheet Dice Candies

		them new vocabulary.				
Tutoring	15 mins	<p><u>Lesson</u></p> <p><u>Identify phonics in given vocabulary</u></p> <p>Tutors will give students easy vocabulary, such as cat, box, top, etc. with cue cards, and the students will have to read aloud the alphabets as well as its phonics.</p>	no	No	no	Vocabulary cue cards

Reflections FJU W11

Service Learning Reflections	The ___ & ___ Visit - Time - week
- (FJU week no.)	
學號 student No. _____	班級 Class _____
姓名 Name _____	
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, ___/___/2016 & ___/___/2016 (m/d/y)	
課程名稱 Course Title : Introduction to TESL	
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 th graders	
G refl. submission Copy from here --	
The ___ & ___ Visit to ___ Graders - Time - week - (FJU week no.- Day of the week)	
Date and Time of Service : 4:20pm ~5:20pm, ___/___/2016 & ___/___/2016 (m/d/y), TTL SL hours: _____	
<p>3、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？</p> <ol style="list-style-type: none"> 1. It is pleasure that Jasmine became closer to us. She felt more relaxed than the last time. That is a good news for us. 2. Angel and Gina were willing to say more words with us. That is what we expected. 3. We still taught them phonics. Besides, we tried to teach them how to match 26 letters with their pronunciations. 	
<p>4、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？</p> <p>Problems encountered this week – Problem solutions</p> <ol style="list-style-type: none"> 1. Because we knew the power of games, we created two more games for teaching. Fortunately, they enjoyed our games. 2. However, we met another problem. In the process of teaching, we found their levels are quite different. Angel is outstanding. She handled all of the knowledge we taught. She could memorize those pronunciations very well. Gina was not very bad. She could memorize them but it took more time. Jasmine could not master that knowledge. 	
<p>3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？</p> <ol style="list-style-type: none"> 1. We learned that if we teach a whole class, it is hard to decide the schedule because the levels of those students are quite different. The teacher cannot give up students who are in low level. They cannot teach the same thing every week. 	

2. I can feel that they begin to accept us and begin to learn from us. This change makes us happy and encourages us.

4. Misc. (miscellaneous)

1. Because Angel was master all of knowledge, she won the game all the times. Jasmine and Gina felt sad sometimes. Maybe we should design some games which need luck next time.

W12

Tutor Plan –FJU W 12

Materials	Guo-Tai _3 rd _ graders Survey and Protest ____		Date	105/11/29		
			Grade	_3 rd _ graders		
Planner	Jason, Emily Chao, Lyndon, Deven		G-T Students	Angel, Jasmine, Gina		
Major Goals	Students will be able to 1. Identify all the alphabets and phonics in given vocabulary (writing)					
Time	60 minutes (2 sessions)		Props/ Tools			
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	10 mins	1. Review the vocabulary we learned last week (bubble, ruler, book, marker. . .) 2. Ask the students to share one thing special that happened this past week at school (in language 1), and teach them	TPR	bubble, ruler, book, marker. . .	Speaking	Blackboard

Materials	Guo-Tai _3 rd _ graders Survey and Protest ____		Date	105/11/29			
			Grade	_3 rd _ graders			
Planner	Jason, Emily Chao, Lyndon, Deven		G-T Students	Angel, Jasmine, Gina			
Major Goals	Students will be able to 1. Identify all the alphabets and phonics in given vocabulary (writing)						
Time	60 minutes (2 sessions)		Props/ Tools				
		one English vocabulary from the things they share with us.					
Review	20 mins	<p><u>Lesson</u></p> <p><u>I. Card match game</u></p> <p>Alphabet cards will be flipped to the back, and the students will have to try to match two cards with the same background color. When they flip over the cards, whether they match or not, they will have to read out the phonics of the alphabet on the card.</p>		TP R	No	Writing Speaking Listening Reading	Bingo sheet
Tutoring	30 mins	<p><u>II. Activity –Phonics Bingo</u></p> <p>Students will have a blank bingo sheet and they will have to write 25 letters out of 26. And then they will take turn to shout out the phonics and then they will circle the correspond letter. Each students will have a tutor beside them to assist them</p>		TP R CLT	No	No	Vocabulary cue cards

Focus: H S Z X G O Q Y V W A E B P

Reflections FJU W12

Service Learning Reflections	The ___ & ___ Visit - Time - week	
- (FJU week no.)		
學號 student No. _____	班級 Class _____	姓名 Name _____
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm,		xx/xx/2016 & xx/xx/2016
(m/d/y)		
課程名稱 Course Title : Introduction to TESL		
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 th graders		
G refl. submission Copy from here --		
The ___ & ___ Visit to ___ Graders - Time - week		(FJU week no.- Day of the week)
Date and Time of Service : 4:20pm ~5:20pm,		xx/xx/2016 & xx/xx/2016 (m/d/y), TTL SL
hours: _____		
5、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？		
1. In this week, we had a short review of phonic with three students.		
2. After that, we had a discussion with them and asked them what English words they learned last week.		
3. Then, we played games with them by using pieces of papers which are written down letters.		
6、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？		
Problems encountered this week – Problem solutions		
1. We had a good time in the process of learning, However, I found that they were weary of paper games. They didn't want to play the same game. They wanted to play some new games.		
2. The problem I said last week still existed. In the process of teaching, we found their levels are quite different. Angel is outstanding. She handled all of the knowledge we taught. She could memorize those pronunciations very well. Gina was not very bad. She could memorize them but it took more time. Jasmine could not master that knowledge. What we could do is dividing them into different group. Thus, we can decide what we need to teach depend on their levels.		

<p>3、Now What-我對於服務後有什麼改變(成長)? 未來我將如何運用所學?</p> <p>1. What I learned is a teacher should not use one game again and again. The students will weary of those games. It is not effective.</p>
<p>4. Misc. (miscellaneous)</p>

W13

Tutor Plan –FJU W 13

Materials	Guo-Tai __ graders textbook_____		Date	105/12/06		
	Review & Introduce		Grade	3 graders		
Planner	Jason, Emily Chao, Lyndon, Deven		G-T Students			
Major Goals	Students will be able to 1. Able to spell words with given phonics 2. Help them reviewing school materials (What’s this/that? That/This _____.)					
Time	30 minutes (1 session)		Props/ Tools			
Activity	Time	Procedure		Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output
Review	10 mins	I. <u>Review school materials</u> (What’s this/that? That/This _____.)		TPR	This That	Spe akin g List enin
						Props/ To

Tutor Plan –FJU W 13

Materials	Guo-Tai __ graders textbook_____		Date	105/12/06		
	Review & Introduce		Grade	3 graders		
Planner	Jason, Emily Chao, Lyndon, Deven		G-T Students			
Major Goals	Students will be able to 1. Able to spell words with given phonics 2. Help them reviewing school materials (What’s this/that? That/This _____.)					
					g Rea din g	
Tutoring	30 mins	<p><u>Lesson</u></p> <p>I. <u>Phonics Clock (short vowels)</u> The tutors will spin the clock hand (pen) and the students will have to read out the set of phonics combination they are get.</p> <p>II. <u>Introduce long vowel (a e)</u> Teacher will introduce long vowels and repeatedly practice with them.</p>	TPR ALM	no	Spe akin g List enin g Rea din g	Alphabet clock Whitebo
Wrap up	20 mins	Combine school material review and vowels.	TPR	This That	Spe akin g List enin g Rea din g	No

Reflections FJU W13

Service Learning Reflections	The ___ & ___ Visit - Time - week	
- (FJU week no.)		
學號 student No. _____	班級 Class _____	姓名 Name _____
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm,		xx/xx/2016 & xx/xx/2016
(m/d/y)		
課程名稱 Course Title : Introduction to TESL		
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 th graders		
G refl. submission Copy from here --		
The ___ & ___ Visit to ___ Graders - Time - week		_____ (FJU week no.- Day of the week)
Date and Time of Service : 4:20pm ~5:20pm,		xx/xx/2016 & xx/xx/2016 (m/d/y), TTL SL
hours: _____		
7、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？		
4. In this week, we begin to teach them new phonetic symbols such as “ee” and “ea”		
5. After that we had a review about English words we learned last week.		
6. In the end of course, we taught them the knowledge of articles such as “a” and “an”.		
8、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？		
Problems encountered this week – Problem solutions		
1. We tried to catch their attentions by using the aids we made last week. It is a paper clock. The phonetic symbols are written down in it. It is pleased that they like that aid.		
3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？		
1. What I learned is that we can use not only games but also aids to catch student’s attention.		
2. Besides, one thing needs to be noticed. When we were playing games, they might too excited. We need to keep the rule and order in class.		
4. Misc. (miscellaneous)		
1.		

W14

Tutor Plan –FJU W 14

Materials			Date	105/Month/Date		
			Grade	_3 rd _ graders		
Planner	Jason, Emily Chao, Lyndon, Deven		G-T Students	Angel, Gina, Jasmine		
Major Goals	Students will be able to 1. Know how to use this and that. A/an. 2. Be more familiar with long vowel ee					
Time	70 minutes (1 session)		Props/ Tools	Pen, Marker,, Ruler ,Pencil ,Book ,Worksheets ,Laptop		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props
Warm up	15 mins	There will be real items of the vocabulary covered placing on the table. The teacher will ask the tutees to bring the specific item to the teacher. For example, the teacher asks tutees: give me a pen. Then, the student will have to get a pen to the teacher and then say: this is a pen.	TPR	Pen Marker Ruler Eraser Pencil Book Bubble	Language focused: input (listening) and output (speaking)	Pen Marker Ruler Pencil Book (bubb tutee's creativ
Review	20 mins	Review article a/an ➔ The tutors will give out the worksheets about how to use article. Review long vowel ee/ea ➔ The tutors will give out the worksheets about long vowel ee (only do part I &II)	CLT GT		Input :listening Output: Writing	Worksheets (article ee&ea

Tutoring	25 mins	<p><u>Lesson</u></p> <p>➔ The tutors will play the song “PPAP” (instrumental) and demonstrate it with the sentence pattern “This is a/an...” Later, tutors will ask tutees to sing the song together using the sentence pattern and the vocabulary covered in the warm up session (i.g. This is a pen. This is an eraser. Umm, pen and eraser.) Tutors will also teach how to use “and.”</p> <p>➔ Long vowels a-e</p>	TPR MI	Pen Marker Ruler Eraser Pencil Book Bubble And This That	Input: listening, Output: Dancing, singing, using words	Laptop
Wrap up	10 mins	<p>Watch video: “Easy Dialogue”</p> <p>https://www.youtube.com/watch?v=8irSFvoyLHQ</p>	None		Input: listening	Laptop

Reflections FJU W14

Service Learning Reflections	The ___ & ___ Visit - Time - week
- (FJU week no.)	
學號 student No. _____	班級 Class _____
姓名 Name _____	
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, ___/___/2016 & ___/___/2016 (m/d/y)	
課程名稱 Course Title : Introduction to TESL	
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 th graders	
G refl. submission Copy from here --	
The ___ & ___ Visit to ___ Graders - Time - week - (FJU week no.- Day of the week)	
Date and Time of Service : 4:20pm ~5:20pm, ___/___/2016 & ___/___/2016 (m/d/y), TTL SL hours: _____	
<p>9、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？</p> <p>7. It is pleasure that Jasmine became closer to us. She felt more relaxed than the last time. That is a good news for us.</p> <p>2. Angel and Gina were willing to say more words with us. That is what we expected.</p> <p>3. We still taught them phonics. Besides, we tried to teach them how to match 26 letters with their pronunciations.</p>	
<p>10、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？</p> <p>Problems encountered this week – Problem solutions</p> <p>1. Because we knew the power of games, we created two more games for teaching. Fortunately, they enjoyed our games.</p> <p>2. However, we met another problem. In the process of teaching, we found their levels are quite different. Angel is outstanding. She handled all of the knowledge we taught. She could memorize those pronunciations very well. Gina was not very bad. She could memorize them but it took more time. Jasmine could not master that knowledge.</p>	
<p>3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？</p> <p>1. We learned that if we teach a whole class, it is hard to decide the schedule because the levels of those students are quite different. The teacher cannot give up students who are in low level. They cannot teach the same thing every week.</p>	

2. I can feel that they begin to accept us and begin to learn from us. This change makes us happy and encourages us.

4. Misc. (miscellaneous)

1. Because Angel was master all of knowledge, she won the game all the times. Jasmine and Gina felt sad sometimes. Maybe we should design some games which need luck next time.

W15

Tutor Plan –FJU W 15

Materials			Date	105/Month/Date		
	Review	& Introduce		Grade	3 graders	
Planner	Jason, Emily Chao, Lyndon, Deven		G-T Students	Angel, Gina, Jasmine		
Major Goals	Students will be able to understand how to use article, be more familiar with the long vowel and a-e, and learn how to say colors in English.					
Time	65 minutes (1 session)		Props/ Tools	Laptop, letter cards, worksheets, color papers		
Activity	Time	Procedure		Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output
						Props.

Warm up	15 mins	The tutors will ask the students to use the letter cards to form a vocabulary with its article, which should be the ones we taught last week like “a ____.”		Pen Marker Ruler Eraser Pencil Book Bubble	Speaking Reading	Letter
Review	15 mins	1.The tutors will give out the worksheets about long vowel ee again and the students will complete the latter part of the sheet. 2.Do the drilling: long vowel a-e			Writing Speaking	Works
Tutoring	30 mins	<u>Lesson</u> I. <u>Long vowel a-e enhancement</u> The tutors will give a-e worksheets and help the tutees fill out the blanks. II. <u>Colors</u> Use color papers to teach the tutees about different colors. Then the tutors will silently point to a color paper and the tutees will have to say the name of the color.	CLT, Silent Way	Red Blue Yellow Green Brown Black White Grey Pink Purple Orange	Speaking Listening Writing	Works Color papers
Wrap up	5 mins	Sing a sing: “I can Sing a Rainbow.” https://www.youtube.com/watch?v=nRTdq0VsLGQ	MI	Rainbow and Red Blue Yellow Green Pink Purple Orange Sing listen With Can	Listenin g, Singing	Lapto

Reflections FJU W15

Service Learning Reflections	The ___ & ___ Visit - Time - week
- (FJU week no.)	
學號 student No. _____	班級 Class _____
姓名 Name _____	
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, ___/___/2016 & ___/___/2016 (m/d/y)	
課程名稱 Course Title : Introduction to TESL	
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 th graders	
G refl. submission Copy from here --	
The ___ & ___ Visit to ___ Graders - Time - week - (FJU week no.- Day of the week)	
Date and Time of Service : 4:20pm ~5:20pm, ___/___/2016 & ___/___/2016 (m/d/y), TTL SL hours: _____	
<p>11、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？</p> <p>1. In this week, we tried to use some new activity in teaching. Tutors played the MV of song “PPAP” (instrumental) and demonstrate it with the sentence pattern “This is a/an...” Later, tutors will ask tutees to sing the song together using the sentence pattern and the vocabulary covered in the warm up session. (i.g. This is a pen, This is an eraser. Umm, pen and eraser.) At the same time, tutors will let them dance with the song.</p>	
<p>12、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？</p> <p>Problems encountered this week – Problem solutions</p> <p>1. To my surprise, the tutees had different reflections when we playing games. For instance, Tina and Jaslene enjoyed this process. In the beginning, they were a little nervous. Later, they would like to sing and dance with us. However, Angela didn’t like this game. She said it is boring. She refused to dance and sing with us. We tried to encourage her but it didn’t work. In my opinion, she prefer competitive games.</p>	
<p>3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？</p> <p>1. After this class, I found that everyone might possess these eight intelligences, but they are not equally developed in any one individual. Angela is not good at musical intelligence. Thus, when teacher design games, they might try to create activities that draw on all eight intelligences. Teachers can not only teach them language, but also help them realize their ability of all of the intelligences.</p>	

<p>4. Misc. (miscellaneous)</p> <p>1. We are very happy to see that Jaslene enjoy our games. Although she need more time in learning, she became more confident than before. Angela is as active as before. Tina also become better.</p>

W16

Tutor Plan –FJU W 16

Materials	Guo-Tai _3 rd _ graders Survey and Protest		Date	105/12/28		
	—		Grade	_3 rd _ graders		
Planner	Jason, Emily Chao, Lyndon, Deven		G-T Student s	Angel, Jasmine, Gina		
Major Goals	Students will be able to 1. Identify all the alphabets and phonics in given vocabulary (writing)					
Time	60 minuly (2 sessions)		Props/ Tools			
Activity	Time	Procedure	Major Method/ technique s	Vocabulary covered	4 strands: Language / meaning focused; input/ output	Props/ Tools

Materials	Guo-Tai _3 rd _ graders Survey and Protest —		Date	105/12/28		
			Grade	_3 rd _ graders		
Planner	Jason, Emily Chao, Lyndon, Deven		G-T Student s	Angel, Jasmine, Gina		
Major Goals	Students will be able to 1. Identify all the alphabets and phonics in given vocabulary (writing)					
Time	60 minutes (2 sessions)		Props/ Tools			
Review	20 mins	<p><u>Lesson</u></p> <p><u>I. Rainbow song</u></p> <p>Review the colors covered last week, and then review the color song we taught. Next, go outside of the classroom and sing the song together (everyone holds a color paper, and when a color is mentioned in the song, the one who holds it should hop up).</p>	TP R	red yellow pink green purple orange blue rainbow	Spea king Liste ning	Color papers
Test & Survey Time	30 mins	<p><u>I. Phonological test</u></p> <p><u>II. MSLO survey</u></p> <p>Each tutor is designated to help each student to do both of the surveys. Due to the different proficiency levels of the students, the duration may last longer or so.</p>		No	No	Survey sheets
Gift exchange	10 mins	To encourage the students to keep learning, we'll give them some gifts in this final session as a wrap.				Gifts for the students

Service Learning Reflections

The ___ & ___ Visit - Time - week

(FJU week no.)

Reflections FJU W16

學號 student No. _____	班級 Class _____	姓名 Name _____
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, <u>xx/xx/2016 & xx/xx/2016</u> (m/d/y)		
課程名稱 Course Title : Introduction to TESL		
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 th graders		
G refl. submission Copy from here --		
The <u> </u> & <u> </u> Visit to <u> </u> Graders - Time - week <u> </u> - <u> </u> (FJU week no.- Day of the week)		
Date and Time of Service : 4:20pm ~5:20pm, <u>xx/xx/2016 & xx/xx/2016</u> (m/d/y), TTL SL hours: <u> </u>		
<p>13、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？</p> <p>2. It is the last time we taught them. We had a short review about all of knowledge we taught them. Then we had post test to them. We didn't use some special way or activity this time. We just finished the course smoothly.</p>		
<p>14、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？</p> <p>Problems encountered this week – Problem solutions</p> <p>1. We are very happy to see that three tutees had a great progress after leaning. We really unwilling to leave them. They did a great job in post test. They can understand the question very well and finish the test by themselves. Although the accuracy is not high enough, it is higher than pretest. That makes us happy.</p>		
<p>3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？</p> <p>1. I really appreciate the chance to be a tutor of those kids. They are very cute. We had a great time with them. It became a habit to teach them and make lesson plan every week. We felt a little sad to leave them. In any case, it is a rarely experience and may help me in my career.</p>		
<p>4. Misc. (miscellaneous)</p> <p>1.</p>		

W17

In this week, we had the final presentation of our service learning. I found

that each group tried their best to finish their works and they did a really good job. I really appreciated I can have this opportunity to teach those kids as a teacher. From the our service learning, I learned how to be a good teacher and how important to think like a student. I liked our three students and I enjoyed the time with them. This experience will help me a lot in my career.

C. Creative Lesson Plan (Behind the flood)

Group Lesson Plan 1 –Before the Flood

Materials	Video clips from “Before the Flood”	Due Date	2016/12/8
		Age	19-20
Planner	402110142 Eling Liu 402110348 Jason Huang 401110834 Emily Chao 402110257 Lyndon Tseng 402110037 Deven Chang 402110192 Sharon Teng	Target Students	University freshmen students (Non-English majors)
Major Goals	Students will be able to identify and categorize recyclable objects.		
Time	90 minutes (2 sessions)	Props/ Tools	Computer Flashcard of food Flashcard of number Designed worksheet (for the chant) Textbook Recyclable objects

Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused ; input/ output	Props/ Tools
Warm up	15 mins	Show the video clip “Is global warming really happening?” (22:44).	None	Global warming	Meaning focused Input: listening	Computer
Reflection	10 mins	Let students share their thoughts after the video clip.	-Content-based Instruction -Communicative Approach	N/A	Output: speaking	None
Lecture	30 mins	Introducing what kind of products and daily life objects are recyclable, and how they are recycled.	None	Newspapers Food boxes Books Plastics Cans Glasses Food wrappers Batteries Light bulbs Styrofoam Aluminum Metal	Output: speaking	Blackboard

Practice	30 mins	The teacher will assign tasks to the students, tasks which they would have to collect the objects presented in front of the classroom and identify which ones are recyclable. The last question would be “Identify three items that are not made in China” (The students will not find any products that are not made in China). It would be an elimination game; the winner would get a surprise gift.	Total Physical Response	Newspapers Food boxes Books Plastics Cans Glasses Food wrappers Batteries Light bulbs Styrofoam Aluminum Metal	Meaning focused Input: listening	Daily life objects Recyclable objects
Wrap up	5 mins	Show another video clip of China manufacturing. (29:34) They will learn how the products are made.	None	Manufacturing Manufacture	Input: listening	Computer

Group Lesson Plan 2 –Before the Flood

Materials	Video clips from “Before the Flood”	Due Date	2016/12/8
		Age	19-20
Planner	402110142 Eling Liu 402110348 Jason Huang 401110834 Emily Chao 402110257 Lyndon Tseng 402110037 Deven Chang 402110192 Sharon Teng	Target Students	University freshmen students (Non-English majors)

Major Goals	Students will be able to reuse recyclable objects and make it into something reusable, and be more familiar with recyclable object vocabulary.					
Time	90 minutes (2 sessions)	Props/ Tools	Computer Flashcard of food Flashcard of number Designed worksheet (for the chant) Textbook Recyclable objects			
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused ; input/ output	Props/ Tools
Warm up	15 mins	Review the recyclable items from the previous session.	Total Physical Response	Newspapers Food Boxes Books Plastics Cans Glasses Food Wrappers Batteries Light bulbs Styrofoam Aluminum Metal	Language: vocabulary review	Computer

Class Session	40 mins	People who buy bubble tea tend to use many plastic bags and don't reuse them. Give students recyclable items, and ask them to use those items to create a cup holder for bubble tea drinks.	Task-based Teaching	Newspapers Food Boxes Books Plastics Cans Glasses Food Wrappers Batteries Light bulbs Styrofoam Aluminum Metal	Input: listening Output: speaking	Recyclable items
Lecture	15 mins	Introduce alternative designs for cup holders to students, and they will also vote for which design they like the most (including their own designs).	Content-based Instructions	Alternative vote	Input: listening & reading	Computer
Wrap up	20 mins	Introduce an eco-friendly song to the students, and teach them how to sing.	-Total Physical Response -Content-based Instructions	Boxes Books Plastics Cans Glasses	Input: listening Output: speaking	Computer Guitar

The Lyrics

Earth can be hurt
 Earth can be hurt sometimes
 But it's the only thing that we know
 When it gets hot
 You know it can get hard sometimes
 It is the only thing that we can live on

We keep destroying our motherland
 We made these convenience for ourselves
 Where our eyes are never closing

Hearts are never shaken
Times forever frozen still

So we put boxes
Inside the trash can
not on the streets
They're recyclable
So recycle
You won't ever be alone
Let's do this together

Earth can be healed
Our earth can mend your soul
And it's the only thing that I know (know)
I swear it will get better
Remember to take every piece of trash
And it's the only thing we can do for our children

3. Results, Findings, and Discussions

A. Data Analysis (Use Google EXCEL spreadsheets data)

a. Pre-Survey and Post-Survey

From the results of pre and post motivation survey results (See Table 1), even though we can see that the students have a relatively significant improvement in internal motivation from the pretest (1.92) to the posttest (2.69), the outcomes of the other three aspects are not ideal. This could show that overall they don't have great motivation and positive attitudes towards learning English. However, due to the special conditions of our students, we think that the results are not accurate enough. On the day when they were doing posttest, they were pretty excited to get out of class and therefore weren't really paying attention to the survey. We tried to have them seated, but two of the three students tended to randomly and not honestly do the survey. However, judging from their in class performances, we can tell that they enjoyed some of our lessons (esp.

when TPR is embedded) and do not really have such negative attitudes as the survey shows.

	(主動參與層面) active participation	(內在動機層面) internal motivation	(自我效能層面) self-efficacy	(學習態度層面) Learning Attitude
Group Average Pretest	3.25	1.92	3	3.18
Group Average Posttest	2.67	2.69	1.96	2.21

Table 1. Motivation Survey Pre & Post Tests Results
(Scale from 0-5, the higher score they get, the better motivation & attitudes they have)

b. Pre- test and Post-test

	Differentiation, Comprehension and Production of the 1st phoneme in a word	Differentiation, Comprehension and Production of the last phoneme in a word	Segmenting & Blending-- Comprehension and Production of each phoneme in a word	Nonsense Word Decoding/Spelling
Group Average- Pretest	9.3	5	9	3.3
Group Average- Posttest	22.3	19	17.6	6.6

B. Students' Progress Analysis (Analyze and Explain PA test results and Survey results)

It is clear that they have big progress after weeks of learning. In the beginning, they cannot even distinguish different alphabets. They didn't know how to

pronounce those words. They cannot finish the pretest by their own. We have to give them hints so that they can understand the question. Actually, most of the questions were answered by guessing.

However, after learning, they have great progresses. Angela is outstanding. She handled all of the knowledge we taught. She could memorize those pronunciations very well. Tina was not very bad. She could memorize them but it took more time. Jaslene could not master that knowledge. But she has a positive attitude in learning English. They can understand the question very well and finish the test by themselves. Although the accuracy is not high enough, it is higher than pretest. This result makes us happy.

4. Appendixes (arrange links and photos chronologically/Week 1, Week 2,.....) and provide captions/notes to your films and photos.

A. Video links (provide YouTube links and screen shots of videos)

1.

https://www.youtube.com/watch?v=_oVcBc6Nja4



They are very happy to play games out of classroom. I think they enjoy playing

2.

<https://www.youtube.com/watch?v=r5C4PJtfEe8>



3.

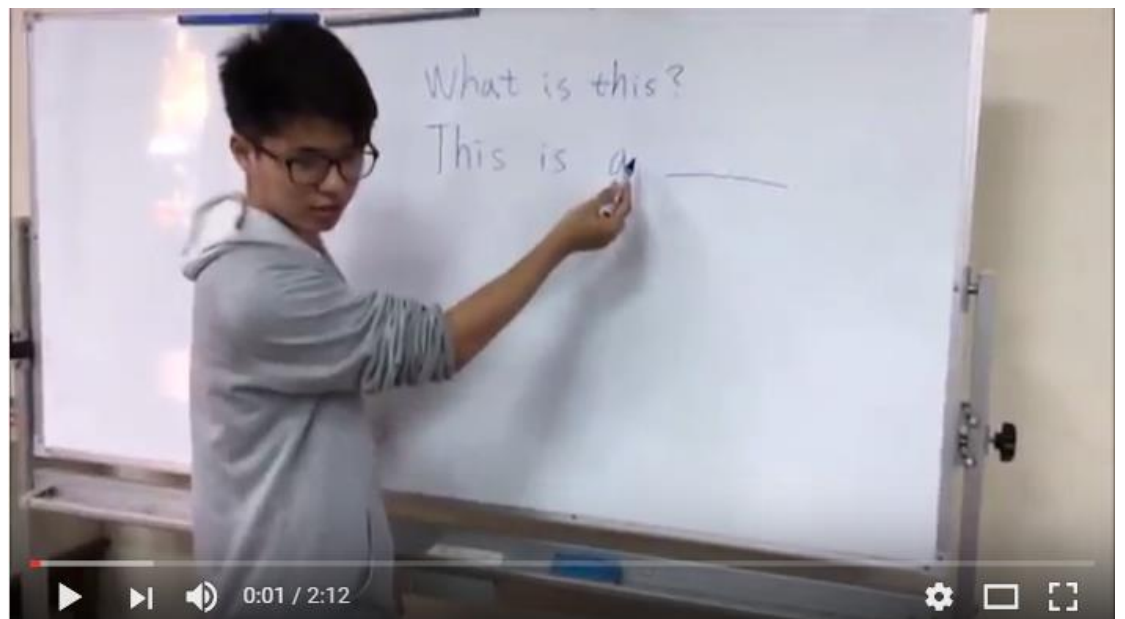
<https://www.youtube.com/watch?v=9s7zYTWGJTQ>



We used TPR to teach them. Tutors will read a vocabulary and tutees will have to pick up alphabet cue cards according to it. They will also have to read aloud the phonics of the alphabets they pick up. I believed it is a good way. But it only can be used in some students who are familiar with phonics.

4.

<https://youtu.be/tcEKbCmSfwo>



I taught them some basic sentences. I was a little nervous. There are

some errors in my speaking. Besides, I should speak slower.

B. Photos – ditto-



This is the English Club in Guotai school. They did a great job. They used many creative ways to attract student's attentions. All of students like them.

Some games they used can be drawn in our lesson plan.