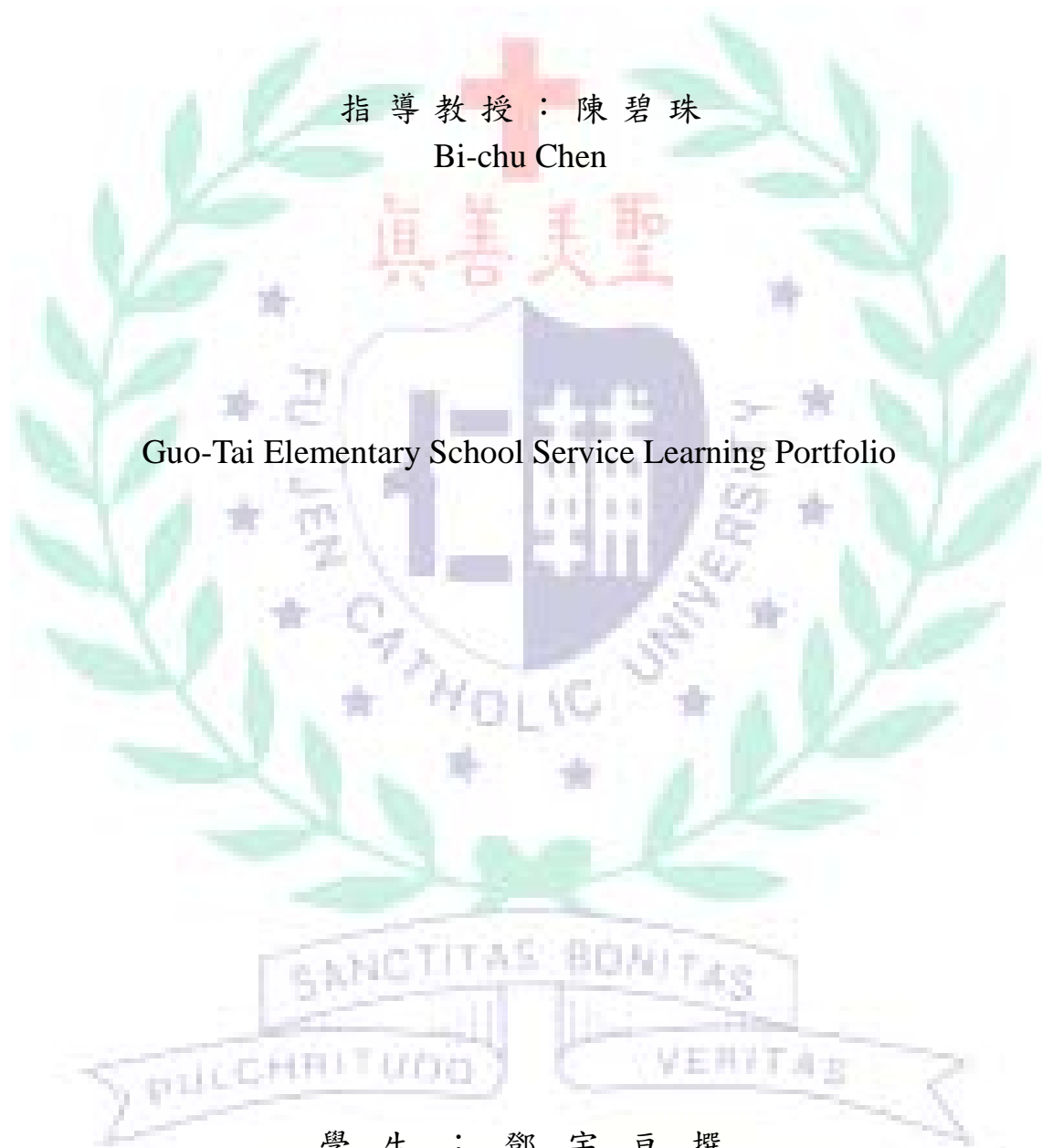


天主教輔仁大學英國語文學系學士班畢業成果  
ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY  
GRADUATION PROJECT 2017

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Guo-Tai Elementary School Service Learning Portfolio



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Introduction to TEFL

Guo-Tai Elementary School Service Learning Portfolio

7<sup>th</sup> January, 2017

## Portfolio Outline

### I. Introduction

#### A. Background Information and motivations of joining the Guo-Tai Service

##### Learning Project

- a. Purpose 1: Assist elementary school students to learn English
  1. Reduce learning divide/gap
  2. Provide low achievers free teaching assistance
- b. Purpose 2: English majors practice English teaching and tutoring
- c. Purpose 3: English majors carry out community service learning.

#### B. Literature Review

- a. Background info and techniques of teaching methods learned and adopted in tutor plans (methods applied in GT Service Learning Courses)
  1. Content-Based Instruction
  2. Grammar Translation
  3. Task-Based Teaching Method
  4. Multiple Intelligence
  5. Communicative Language Teaching
  6. Audio-Lingual Method

b. GT Individual case analysis – Group section on the four seasons

1. Introduction of the designed course content
2. Teaching method applied in the course - ALM
3. Reason why I apply ALM in this course

## II. Service Learning Tutor/ Lesson plans and Reflections (Methodology)

A. Who ,where, when, duration, and tutor/teamwork (SL at Guo-Tai)

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

C. Creative Lesson Plan - Behind the flood

1. Creative Lesson Plan 1 focusing on categorizing recyclable objects
2. Creative Lesson Plan 2 focusing on letting the students to make things  
into reusable objects

## III. Results, Findings, and Discussions

A. Data Analysis

- a. Pre-Survey and Post-Survey comparison analysis (chart included)
- b. Pre-Test and Post-Test comparison and analysis (data included)

B. Students' Progress Analysis

## IV. Appendixes.

A. Video links – Short clips of group courses

B. Photos

## I. Introduction

### A. Background Information and motivations of joining the Guo-Tai Service

#### Learning Project

In Taiwan, students spend more than 10 years learning English, but very few of them consider their learning processes as enjoyable and effective. Many Taiwanese students suffer from learning gaps and lack of motivation. Fu-Jen Catholic University has been working with Guo-Tai Elementary School for years in order to provide a supportive learning environment for English tutors and tutees. The main purposes of this English teaching program are to increase students' motivation and assist low achievers to succeed in their English learning with low affective filter. Besides, English majors can apply various teaching approaches and appropriate research methods to evaluate students' progress and their own teaching outcomes.

### B. Literature Review

#### a. Techniques and skills for teaching methods learned

#### **CBI**

Content-based Instruction is built on the principles of communicative language teaching and the previous experiences of the learners. Students are more motivated because they are given specific learning goals, which are challenging yet practical, manageable, and clear. The main purpose of this teaching method is to let students use the language to acquire information. Instructors tend to help learners understand

authentic texts through the use of visuals, realia, repeating, and by giving a lot of examples. Besides, instructors correct students' errors by giving them the correct form or allowing students to self-correct. All four skills, including reading, listening, speaking, and writing are integrated in authentic contexts.

### **GT**

Grammar-translation, also known as classical method, is an early-developed and highly-applied pedagogy that requires emphasis on reading, writing, vocabulary, and grammar of the target language for training and comprehend the literature written in the target language. The teacher is the authority of the classroom who basically instruct most of the time while students are the one who practice the orders. During the class, the teacher would translate the target language into the first language for students, and then explain the grammar rules if needed. Students would have to practice what they've learned deductively in repetition to form further memorization. The teacher might need to correct students' mistakes in this process. Notice that interaction usually happens from teacher to students yet rarely does among students.

### **TBLT**

Task Based Teaching Method's (TBLT) goal is to facilitate language learning by engaging students in tasks with clear outcomes, with tasks that students might encounter in their daily lives. Teachers act as the task chooser, student performance observer, and the facilitator. Students are expected to complete the given tasks through communications and teamwork. Teachers would not interfere during students' task completing process but correct their error afterwards in the final phase when their outcomes are being evaluated. Close communications between students are the focus of this TBLT. There is no explicit role for native language in TBLT, and language it is used for the purpose of communicating and "doing."

## **Multiple Intelligence**

MI theory basically divides human's intelligence into eight categories: verbal-linguistic, logical-mathematical, musical, spatial, kinesthetic, interpersonal, intrapersonal, and naturalist. In the past, most of teaching methods focused on students' mathematical and linguistic competence. However, MI puts more emphasis on enhancing student's diverse competence in different areas or fields and not just focuses on linguistic and mathematical areas. Besides, by designing various activities for students, students can use their strengths to improve their weaknesses and thus make progress in these 8 intelligences.

## **ALM**

The Audio-Lingual Method (ALM) is an oral-based approach. It drills the students in the use of grammatical sentence patterns. The purpose of ALM is to help students to acquire the sentence pattern of the target language through shaping and reinforcement (e.g., repetition). In class, the teacher will first introduce either single or multiple slot substitution drill as a model. The students are expected to memorize the drills and accurately acquire language skills in four aspects: listening, speaking, reading and writing after several and different ways of practice. In this method, teacher serves as an authority, directing and controlling the language behavior of students.

## Guo-Tai Service Learning Individual Case Study



The course section was aiming to teach students about the four seasons and vocabularies related. During the course, students were taught of the vocabularies below in the pre-phase of the section:

**Spring, Summer, Fall/ Autumn, Winter, Warm, Hot, Cool, Cold, Sweat, Swim, Leaves Fall, Snow, Coat, Jacket**

Since the weather was changing and was turning cold at the time, I chose to design group course which helps our students to learn to express how they feel and that they see, wear, or do during the four seasons. Before telling them the vocabularies, I gave questions such as “Do you know what the four seasons are?” or “How you feel right



now in winter? What are you wearing right now?" in order to guide them through simple brainstorming activities. This brainstorming went successfully during the course. All students are able to come up with some vocabularies they know (though not all of them are the ones that I planned to teach in class), and students did paid more attention when they were asked to provide answers for getting rewarding stamps.

Audio Lingual Method (ALM) was applied in this course. Though I did small brainstorming activities, the class was still focusing on the input of new vocabularies and the pronunciations of the words. Students were requested to read out the vocabularies out loud in the course, and errors of pronunciations were corrected immediately on the spot. Rule of not using native language was break in this course since instructions in English might make the students more confused what I was trying to teach them (and due to the fact that a few of the students are actually low-achievers). Instead of focusing on linguistic structures, the class was focusing on the topic, the four seasons, just like what ALM requires. Students were asked to write the vocabularies down during class so that they are able to search for the vocabularies they need afterwards in the individual tutoring section (They were required to share how they feel in specific seasons to their individual tutors in sentences).

ALM was the most suitable way for this course since vocabularies are focused over grammar, and the course was designed more for teacher to student interactions (instructions took up nearly the whole section in order to have the students ready for the communications they'll have to complete in the individual tutoring section).

Evaluation was done afterwards (students drew, wrote, and talked about what they had learned from this section about the four seasons). The fill-in-the-blank activity suggested in ALM was done through the using of flashcards. It is a really efficient way to help students review vocabularies through the use of flashcards. Though we

didn't have blanked questions for them to practice, students were asked to come up and match the related vocabularies to the seasons they learned before (it was similar to filling the blanks according to the seasons).

## **II. Service Learning Tutor/ Lesson plans and Reflections (Methodology)**

### **A. Who ,where, when, duration, and tutor/teamwork (SL at Guo-Tai)**

My group and I were in charge of the fifth grader's class on Thursdays. Since we have more teachers than students in our group, we don't really assign students for each tutor. If the member is in responsible off the group course that week, then he/she would not be doing the individual tutoring section. Though we don't have a settled pair list, I was in charge of the same student, Henry, for all of my individual tutoring sections throughout the whole service learning.

Our course was at 4.30pm to 5.40pm for 70 minutes every week. For most of the time, our tutor plans were divided into two group courses and one individual section (around 15 to 20 minutes each section). People who are in charge of the group courses should be the one who submit the tutor plan of the week.

### **B. Lesson Plans/ Reflection**

#### **(Week 1 Course Introduction, no reflection)**

#### **Week 2 Reflection:**

I'm really glad that I was accepted to take this course! Since I had learned more than one foreign language, I hope this class would be a great help for me if I'm going to involve in the field of foreign language teaching in the future. Everything seems so hard for now but I'll try my best to get everything settled!

### **Week 3 Reflection:**

TPR, totally physical response, is a teaching method that is used in basic/ elementary language teaching. TPR focuses more on students' ability of meaning expressing than the structure of the language. For a good teacher, he or she should be able to come up with several different kinds of teaching methods in order to confront different kind of students. In addition, they should also be able to grab students' interest in learning and help them explore their interests in different fields.

### **Week 4 Reflection:**

The "Grammar-Translation Method" was introduced today in class. It focuses more on the writing part aspect instead of listening and writing. In my opinion, it might be adapted into my teaching when my student has reached certain level. Although this teaching method might not be as attractive as the TPR for students, it is an important way when we should focus on the complex grammar and sentence structure learning.

### **Week 5 Reflection:**

Throughout all of the teaching methods introduced in class, the ALM teaching method taught today impressed me the most. The history background was really interesting, and I was surprised since I have never thought that World War II not only brought changes in the field of international politics but also promoted the development of teaching techniques.

### **Week 6 Reflection:**

BC announced that we are going to go to Guo-Tai for our first teaching next week! I am actually pretty nervous though we are actually working in groups. The first assignment on tutor plan writing gave me basic and arranged ideas on how can I divide my time when teaching, which did gave me a big help. My greatest concern was that we might meet students with special conditions. Being told of a lot of emergency situations in class, I'm not so sure if I can make it to control the kids and finish my teaching mission (and I actually are still not familiar with my teammates). I will try my best next week, and hope everything goes well!

## Tutor Plan –FJU W7

Materials	Guo-Tai 5 <sup>th</sup> graders textbook Dino On the Go		Date	105/10/27		
	Introduce Lesson 1		Grade	5 <sup>th</sup> graders		
Planner	Sofia Zheng, Joy Liu, Lillian Wu, Sharon, Eling		G-T Students	陳安琪 劉興隆 林芯儀		
Major Goals	Students will be able to <ol style="list-style-type: none"> <li>1. Get familiar with each other and the tutoring crew</li> <li>2. Review important vocabularies and phrases (pronunciation &amp; spelling)</li> <li>3. Review how to ask &amp; answer about weather, time, locations, directions</li> </ol>					
Time	60 minutes (2 sessions)		Props/ Tools	flash card, worksheet, map, scoreboard		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	20 mins	-Self-intro (both teachers and students) -Classroom management (rules) -Survey	ALM	N/A	Input and Output	Scoreboard
Break	5 mins	-Have a 3min break and calm them down if needed	N/A			
Pre-test 1	12 mins	-Phonemic pre-test I. A→C→E→I(II. CD)	ALM		Input	
Pre-test 2 (back-up plan for Pre-test)	8 mins / 6 mins	-If survey's result turns out really bad:	Learning strategy training	N/A	Output / Input	pre-test sheet student ver.

		Communicating: Qs about survey answer -Easy phonemic pre-test I.A→C				*3 pre-test teacher v.
Tutoring 1	10 mins / 10 mins	<b><u>Lesson Review 1</u></b> <b><u>I.</u></b> Word bank p.37 -Vocabularies (includ. Phonics teaching -Spelling Game <b><u>II.</u></b> Text Study p.35-36 -Vocabularies in pic. -Text Reading -T&F reading question	GT / GT, TPR	<b><u>II.</u></b> New York, USA, London, UK, Taipei, ROC	Input	Map
<b>Tutoring 2 (Back-up for Tutoring 1)</b>	10 mins / 10 mins	<b><u>Lesson Phonics Study 1</u></b> <b><u>I.</u></b> Phonics study -Starter-U2 Phonemics in vocabularies -Phonics game <b><u>II.</u></b> Vocabularies (includ. Phonics teaching -Vocabularies in pic. p.35 -Vocabularies in Word bank p.37 -Spelling Game (shorter v.)	Learning strategy training	Vocabularies from Starter to Unit Two	Input, Output	Worksheet
Wrap up	3 mins	-Review & Communicating	ALM	N/A	Input Output	Flashcards

### **Week 7 Reflection:**

Today was the first day for our service learning in Guo-Tai. Our team was responsible for the fifth graders, and I'm in charge of word bank teaching for the first week. We're pretty lucky that our students were all willing to interact with us during class, and they followed our instructions nicely. During my teaching, I felt that the students need more practice on aspect of phonics since they are not able to pronounce the correct pronunciation when I said the alphabets. They know specific vocabularies when I mention the Chinese words, but they are somehow not able to match the written words a hundred percent correctly. The presentation on "Silent Way" mentioned the teaching method of using the color bricks to help students on vocabulary learning and phonics learning. Specific objects are also possible tools in this teaching method. This method connects the colors or objects to the alphabets and pronunciations increase learning effects through sight stimulation.

### **Week 8 Reflection:**

Desuggestopedia is a teaching method that focuses on the respect of the learner's feelings. Through the application of music, for most of the time classic music, learners can learn in a relaxing environment in a pleasant way. The main intent of this teaching method is to remove learners' stress and fear, in order to improve their learning efficiency.

### **(Week 9 Midterm Week, no reflection)**



## Tutor Plan –FJU W10

Materials	A-Z alphabets		Date	105/11/17		
	Phonics Vowels		Grade	5 <sup>th</sup> graders		
Planner	Joy, Eling, Sharon, Lillian		G-T Students	陳安琪, 劉興隆, 林芯儀, 戴碩亨		
Major Goals	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Get familiar with each other and the tutoring crew</li> <li>2. Enhance students' ability on the basic alphabets and phonetics</li> </ol>					
Time	60 minutes (2 sessions)		Props/ Tools	Name Cards, Survey Sheets, Stamps, Cellphone, Test Sheets, Blackboard		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	15 mins	<p><b>I. Self-intro (both teachers and students)</b> -Students will be given their own name tags (to be put on their desks in front of their seats)</p> <p><b>II. Classroom management (rules)</b></p> <ol style="list-style-type: none"> <li>1. The stamp cards will not be collected after class. Students should learn to be responsible</li> </ol>	N/A	N/A	N/A	<p>9+4 name cards,</p> <p>4 copies of survey sheets, stamps</p>

		<p>for bringing it to class every week. (They have to learn to be responsible for themselves)</p> <p>2. Stamps will be available only when students answer the questions given by the teachers in class. Stamps should be given on the stamp card by the teachers!</p> <p>3. Stamps can be deducted when students refuse to pay attention in class (Answering the wrong answers won't lead to stamp deduction)</p> <p><b>III. Survey</b></p> <p>1. Students will follow the teachers responsible for the survey section separately.</p>				
Pre-test 1	15 mins	<b>-Phonetic pre-test</b>	GM	N/A	Output	4 copies of

		<p>I. One-on-one Tutoring</p> <p>Explain questions to students in each section</p> <p>2. Write down how many questions they answer correctly</p>			/	Individual work	pre-test sheets
Tutoring 1	15 mins	<p><b><u>ABC Pronunciation Review</u></b></p> <p><b><u>I. A-Z</u></b></p> <p>1. Use simple vocabularies for the teaching of the alphabets.</p> <p>2. ex, a is for apple, b is for ball(teaching props can be replaced by drawings)</p> <p><b><u>II. Phonetics study</u></b></p> <p><b>Short vowel/</b> bat, plant, glass, mat, fat, sad, bag</p> <p><b>Short vowel/</b> bed, egg, red, left, leg, desk, vest, parent</p> <p><b>Short vowel/</b> rabbit, six, lip, kid, sit, kiss</p> <p><b>Short vowel/</b> box, comic, God</p> <p><b>Short vowel/</b> rug, tub, cup, bus</p> <p><b><u>In-class activity:</u></b></p>	ALM ALM TPR		Language / Input Output	Alphabet song/ cellphone (for music)/ blackboard	

		Students will be assigned identities of one of the five vowels, and when teacher pronounces, for example, “rug” the “u” student has to sit down.				
Break	3mins	-Have a 3 mins break and calm them down if needed -Music can be used if needed	N/A			
Tutoring 2	10mins	<p><b><u>I. 2:1 Tutoring</u></b></p> <p>1. Two teachers in charge of one student</p> <p>2. Review on the content of the first tutoring section.</p> <p><b><u>II. Practice (If there’s enough time)</u></b></p> <p>1. Students will be divided into 2 groups</p> <p>2. Students should guess the correct alphabet according to what the teachers is articulating</p> <p>3. Around 10 questions will be given in total</p> <p>4. The teacher onstage will be in charge of score recording, and the teachers beside</p>	ALM / ALM	N/A / N/A	Input Output	N/A

		will be responsible for giving stamps				
Wrap up	2mins	Review the song taught in the first tutoring section	N/A	N/A	Output	N/A

**Week 10 Reflection:**

"Communicative Language Teaching (CLT)" focuses on students' technique of using their learned second language to express, to communicate, and so on. It focuses on the learning process in which students learn. Tasks such as storytelling are given to help student proceed in CLT; thus, CLT is suitable for students who reach intermediate or certain level in the learning language. After two weeks of break, we were back in GT for our service learning course. We were informed that there will be 4 students in total (with one new student joining); however, we got 6 when we arrived. Things were a lot tougher than before since the children are always in a hyper mode and six of them actually share different levels in their English ability. Tutor plans might be revised since we need to make the group course suitable for all six of them (if possible). I believe that we can make it to control the course better next week with our new coming members!

## Tutor Plan –FJU W11

Materials	4 <sup>th</sup> grade textbook Lesson 3		Date	105/11/24		
	Numbers and Shopping		Grade	5 <sup>th</sup> graders		
Planner	<u>Joy,Eling,Sharon, Lillian, Ben</u>		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. learn how to express what they want when doing shopping</li> <li>2. How to count with the correct numbers</li> <li>3. Make simple conversations through interaction with tutors</li> </ol>					
Time	60minutes (2 Sessions)		Props/Tools	Worksheet, Handouts, Sentence cards, Papers		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input output	Props/ Tools
Warm-up	2 mins	<b><u>Class management</u></b> Make sure the students sit in the front and name card placed properly for the convenience of the later tutoring	N/A	N/A	N/A	N/A
Pre-test	15 mins	<b><u>Individual pre-test</u></b> Finish the rest of the pretest. Joy: Ron Sofia: Janice Graham: Kitty Sharon: Henry Jessica: Angel Eliane: Michael	N/A	N/A	Input	Worksheet
Tutoring 1	11 mins per session	<b><u>Session 1</u></b> 1. Use the 4th grade	CLT GM	One to nineteen/	Input	Pictures/ Handouts/

	(total 22)	<p>textbook Lesson 3 Conversation and the Practice(partB).</p> <p>2. Teach number from 1 to 19</p> <p>3. Teach simple vocabulary about foods and drinks from the conversation.</p> <p><b><u>Session 2</u></b></p> <p>CLT:</p> <p><b><u>1. Scrambled sentences</u></b></p> <p>-Students have to figure out the correct order of the sentences.</p> <p>-The order of the sentences:</p> <ol style="list-style-type: none"> <li>1. May I help you?</li> <li>2. Yes, please.</li> <li>3. I want three sandwiches.</li> <li>5. Is that all?</li> <li>6. Yes, that's all.</li> <li>7. Three Sandwiches.</li> </ol> <p>Here you are.</p> <ol style="list-style-type: none"> <li>8. Thank you.</li> </ol> <p><b><u>2. Role-Play</u></b></p> <p>-Give students an opportunity to practice communicating in different social roles</p> <p>-Students have to say the sentences they just learned from session 1.</p> <p>-Roles: 1 vendor/ 3-5 customers</p> <p>-Each customer will be</p>		<p>apple</p> <p>pie/hamburg er/hot dog/sandwis h/tea/cola/co okie</p>		Sentence cards
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		assigned to buy certain amount of foods or drinks.				
Break	3 mins	N/A	N/A			
Tutoring 2	18 mins	<u><b>Individual tutoring</b></u> Review contents of Tutoring 1: sentence and vocabularies Joy: Ron Sofia: Janice Graham: Kitty Sharon: Henry Jessica: Angel Eliane: Michael (Angel's tutor will have to focus more on phonics)	N/A	N/A	Output	Papers
Wrap up		N/A	N/A	N/A	N/A	N/A



### **Week 11 Reflection:**

Finally, it is our presentation day on the "Task-based Language Teaching (TBLT)" Method. It is a teaching method which helps students learn through the completing of daily tasks, which they can really apply in their life. Tasks are given by the observer, the teacher, and students are acquired to communicate with each other on order to complete the given mission. Practicing tasks such as party planning, trip planning, etc. are often given during course. Instead of the structure of grammar and sentence, this teaching method focuses more on whether students are able to accomplish the given task by using their second foreign language learned in class. For our service learning, it is our second week in GT with 6 students. The 3 students who joined us since last week are able to learn faster than the other three. They all tend to pay more attention to teacher during one-on-one tutoring time, which is a great improvement. How to catch their attention and calm them down during the group tutoring time is still left to be discussed. Students tend to be more focus on the easier contents we prepared this week. Though there are students expressing that they had learned the contents before, they are still willing to review it with the other students again. (And the easier contents prepared this week was pretty acceptable for the students who cannot catch up with the course last week.)

## Tutor Plan –FJU W12

Materials	Phonics Consonants		Date	105/12/01		
	Birthday party holding and basic Wh- questions		Grade	5 <sup>th</sup> graders		
Planner	Lillian Wu, Jessica, Joy Liu, Eling, Sofia, Graham		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Identify and pronounce consonants</li> <li>2. Pronounce combinations of consonants and vowels in words</li> <li>3. Learn the basic words for birthday party</li> <li>4. Learn the expressions about dates and months</li> <li>5. Ask the Wh-question like “When is your birthday?” and learn how to answer.</li> <li>6. Review the way to buy things in stores.</li> </ol>					
Time	60minutes (2 sessions)		Props/ Tools	Worksheet, Balloon, Cake, Candle, Hat, Gift, Juice		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Pre-test	10 mins	<p><b><u>Individual pre-test</u></b></p> <p>Finish every tutee’s pretest as we can as possible, for those who have already got the pretest done, tutors assigned can decide whether do the review of last week’s tutoring or their school textbooks.</p> <p>Joy: Ron</p>	N/A	N/A	Input	Worksheet

		Sofia: Janice Graham: Kitty Sharon: Henry Jessica: Angel Eliane: Michael				
Tutoring 1	15 mins	<p><b><u>I. Phonics:</u></b>  <b><u>Consonants(a half)</u></b>  Use simple vocabularies that are related to participating parties. Try to help children review the pronunciations of consonants.  ex, b is for balloon, c is for cake(some words are made in cards and will be used in the activity later)</p> <p><b><u>II. In-class activity:</u></b>  Students will be assigned to identify some of the consonants while they play the game of monopoly.</p>	I. ALM II. ALM- Repetition Drill	balloon cake (candle) dance food gift hat juice kid lemon money number sing	Input Output	-vowels and consonants clock  -monopoly game  -prop (balloon, cake, candle, hat, gift, juice)
Tutoring 2	15 mins	<p><b><u>Role play</u></b>  Review lesson on W11 about buying things. This time they are going to have real experience of buying things from their tutors for the birthday's party.  Q: May I help you?</p>	CLT	N/A	N/A	Product 1.cake 2.candle 3.hat 4.juice 5.balloon 6.gift

		<p>A: Yes, please.  Q: I want three XXX.  A: Is that all?  Q: Yes, that's all.  Q: Three Sandwiches. Here you are.  A: Thank you.  These sentences are for reference.  Teachers do not need to follow the text-book dialogue.  During this practice, tutors try to lead students to say correct sentences.</p>				
Break	3 mins	N/A				
Tutoring 3	15 mins	<p><b><u>I. Teach dates &amp; months</u></b>  Ask questions like:  What date is it today?  When is your birthday?</p> <p><b><u>II. Activity</u></b>  1. Ask tutors and classmates their birthday and repeat it to me afterward.  example:  T: When is Jessica's birthday?  S: <b>Her</b> birthday is on XXXX</p>	<p>I. ALM  II. CLT</p>	<p>January  February  March  April  May  June  July  August  September  October  November  December</p>	<p>Input  Output</p>	N/A

		(review the pronouns if needed)				
Activity	2 mins	<b><u>wrap up</u></b> <b><u>Review</u></b> <b><u>vocabularies that</u></b> <b><u>have been taught</u></b> <b><u>today.</u></b>	N/A	N/A	N/A	N/A

### **Week 12 Reflection:**

Kids are pretty in control this week. For the group tutoring section, we taught them the names of the twelve months and also how to tell/ask each other's birthdays. It seems to be a bit hard for the students, since they can't really remember all of the new vocabularies in a short period of time (especially the months). However, they showed no impatience when they were asked to recite the vocabularies over and over again. Angel and Michael are the two students that always pay more attention on their toys during class. It was discovered today that showing more seriousness, instead of being really nice to the students, are more effective when the students are not in control. It was also really nice that our group blended the review activity with Ben's birthday together. The students had enjoyed the time having cake prices after they did the birthday asking practice and the birthday song singing.

### Tutor Plan –FJU W13

Materials	Phonics Consonants		Date	105/12/08		
	Housework and Time Management		Grade	5 <sup>th</sup> graders		
Planner	Sofia, Graham, Lillian, Jessica		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Identify and pronounce consonants</li> <li>2. Pronounce combinations of consonants and vowels in words</li> <li>3. Review the expressions about dates and months</li> <li>4. Learn the basic phrases about everyday chores</li> <li>5. Express and explain simple house-cleaning schedules</li> </ol>					
Time	60 minutes (2 sessions)		Props/ Tools	Name Cards, Timetables		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	10 mins	<p><b><u>I. -Review dates &amp; month</u></b>            Ask questions like:            What date is it today?            When is your birthday?</p> <p><b><u>II. -Intro to Tutoring 1</u></b>            1.Vocabulary:            Chinese New Year (date?), Winter vacation            2.Topics:            When is Winter</p>	ALM	(Dates)	Output	Name cards

		vacation? Winter vacation plan? Help parents clean the house?				
Tutoring 1	15 mins	<p><b><u>I-Phonics:</u></b></p> <p><b><u>Consonants</u></b> Use vocabularies that are related to daily chores or things to help students learn the pronunciation of last half consonants.</p> <p><b><u>II-In-class activity:</u></b> Dice game. Students would be divided into two groups, and the representative would throw the dice and find the flash word card according to the number. Once they find it out, they need to read out loud and demonstrate the pronunciation to their group members.</p>	I. ALM II. ALM -repetition on drill	pipe quilt room spoon trash vase window box yard zip	Input	-vowels and flash cards  -dice and flash cards
Break	5 mins	3min break and calm them down	N/A			
Tutoring 2	18 mins	<p><b><u>I. -Time Review</u></b></p> <p>1. x o'clock 2. a.m. p.m. 3. read the random time e.g. 12:45 twelve forty-five</p>	ALM	(numbers) + o'clock	Input	Timetables



		<p><b><u>II. -Schedule explain</u></b></p> <p>1. Explain the following activity</p> <p>: How to use the timetable</p> <p>-fill the timetable with the words &amp; phrases just learnt and explain them to their tutors</p> <p>2. Sentence patterns:</p> <p>-Q: What will you do at st.?</p> <p>A: I will do sth. at st.</p> <p>-Q: What are you going to do in the morning/afternoon/evening?</p> <p>A: I am going to do sth. at st./in the morning/ afternoon/evening</p> <p>-briefly intro 3<sup>rd</sup> person sentence patterns</p>				
Tutoring 3	12 mins	<p><b><u>Individual Tutoring</u></b></p> <p>1. guide your tutee to fill out the timetable (review the words and phrases at the same time)</p> <p>2. finished the timetable and ask questions about it let your tutee explain it</p>	N/A	N/A	N/A	6 or more (for backup) blank timetables

		<p>to you  (review the sentence patterns at the same time)  3. if have time after finishing the two activities above:  -ask your tutor about the other students' schedules (use 3<sup>rd</sup> person)  Or -ask your tutor about Sofia's schedule on the blackboard (use 3<sup>rd</sup> person)</p>				
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**Week 13 Reflection:**

Different from last week, students were a bit out of control at the first 20 minute during in class. Few of our members went to help control the situation by sitting behind the students (to accompany them and guide them through the course). It was the best way we found to calm down the students till now. We did some review this week before teaching them new contents. It was really surprising that they recited more than half of the names of the months this week! The activity of filling out time tables also worked out nice although some students were having hard times thinking about what they have been doing on the regular base (they were just thinking too much, but I guess that they were just trying to make the table accurate). I have been tutoring Henry for three weeks. He follows everything I offer him so well that some of my members told me that they sometimes encourage their tutoring students to keep on working by looking at us during class. As being noticed beforehand, Henry is not

so good at expressing in sentences, but during tutoring time, he was very willing to learn and accept what I told him when making errors. He is doing a great job!

## Tutor Plan –FJU W14

Materials	Designed Course		Date	105/12/15		
	Month, Ordinal numbers, Seasons and Festival		Grade	5 <sup>th</sup> graders		
Planner	Joy, Sharon, Eling, Graham, Elaine, Jessica		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	Students will be able to 1. Identify vocabs of month, ordinal numbers, seasons and festivals 2. Know how to tell others their birthday 3. Review the vocabs taught before					
Time	60 minutes (2 sessions)		Props/ Tools	Whiteboard, Sd cards, Tapes, Flashcards		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Tutoring 1	20 mins	<u><b>I. Date &amp; Month</b></u> <u>1. List down every tutee's birthday</u> <u>2. Teach "Ordinal Numbers"</u> First, the teacher applies sd cards in the teaching and makes sure every student speak out. <b>Then teacher will ask the students to read out ordinal numbers by</b>	ALM  TPR  <b>The Silent Way</b>  MI	<u>Month</u> January to December <u>Ordinal number</u> first, second, third...to thirtieth	Input Output	Whiteboard Sd cards and tapes Flashcards

		<p><b>themselves in a short review.</b></p> <p><u>3. Teach “Month”</u></p> <p>Takes out flash cards printed with number one to twelve and review the ordinal numbers again.</p> <p>Then introduce the month to students.</p> <p>In a short review, with the help of flashcard, students repeat the twelve months.</p> <p><u>4. Ask every tutee to speak up the date of their birthday</u></p> <p>First, the teacher will read out every student’s birthday and make sure each of them know how to pronounce their own birthday.</p> <p>Then, the students have to speak up by themselves</p> <p><b><u>II. Activity</u></b></p> <p><u>Play odd/ even game</u></p> <p>Students are asked to stand in a line in the beginning. The right side is for odd number; the left side is for even number.</p> <p>Students have to react to the words teacher says to choose which</p>				
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		side they have to go to in one second.				
Break	3 mins					
Tutoring 2	20 mins	<p><b><u>I. Season Festival</u></b></p> <p><b><u>Seasons:</u></b></p> <p>1. <u>Teach them the name of the 4 seasons</u></p> <p>2. <u>Guide the students to make connections to come up with some vocabularies related to the four seasons.</u> Students are expected to provide vocabularies learned before.</p> <p>3. <u>New vocabularies will be introduced according to the characteristics of the four seasons.</u></p> <p>4. <u>Simple practices on seasons will be done</u> by asking the students to place the flashcards that belongs to the same category (season) together. (There will be magnets on the flashcards so it can be stick onto the whiteboard.)</p> <p><b><u>Festivals:</u></b></p> <p>1. <u>Festivals that we celebrate in Taiwan are introduced with</u></p>	ALM MI TPR	<p>Spring Summer Fall Winter (warm, hot, cool, cold, jacket..etc)</p> <p>Chinese New Year Valentine's Day Children's Day Tomb Sweeping Day Dragon Boat Festival Mother's Day Father's Day Moon Festival Teacher's Day Christmas</p>	Input Output	<p>Whiteboard</p> <p>Flashcards with vocabs and graphics</p>

		<p><u>the dates</u> (which was taught in the past two weeks and this week). Flashcards will be prepared with graphics of the festivals on one side and the vocabularies on another.</p> <p>2. <u>Students are expected to be able to learn the festival names and mention them upon seeing the graphics.</u></p>				
Break	5 mins	N/A				
Tutoring 3	12 mins	<p><b><u>Individual Tutoring</u></b></p> <p>1. Students will be asked to pick a season or a festival taught in the previous section as their topic.</p> <p>2. After deciding the topic, students will be asked to draw whatever they know about the season/festival according to their acknowledgment and what was taught in the previous section.</p> <p>3. After drawing, students will be requested to describe and say what they were drawing and</p>	ALM MI	N/A	Input Output	White papers

		<p>what content/vocabularies they had learned from the last section to their individual tutors. (Stamps can be given by teachers when the students work hard on the given tasks).</p> <p>Ron-Lillian Angel-Jessica Kitty-Ben Mike-Elaine Janice-Sofia Henry-Eling</p>				
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**Week 14 Reflection:**

It was my second and last time to be responsible for group course teaching. I was in charge of the second section, focusing on the vocabularies of the four seasons and 10 festivals. The first part of the four seasons was fine and most of them are able to come up with some words that I hope they could tell me before I tell them. The number of new vocabularies was acceptable for the students. Things don't go as smooth for the second part during my section. One of the students couldn't stay calm on his/her sit, and he/she started to shout at me whenever I tried to guide them to guess the correct festival name by looking at the pictures. Other students were affected by him/her, thus started to lose their attention afterwards. The festival names were a bit too long and hard for the students to memorize in a short period of time, but they did show interest in the interaction game I prepared (which was to guess the festivals through provided pictures). It was nice to see that many of them took notes of the vocabularies without my request this class.





**Tutor Plan –FJU W 15**

Materials	Direction, Christmas song		Date	105/12/22		
			Grade	5 <sup>th</sup> graders		
Planner	Joy, Sharon, Eling, Graham, Elaine, Jessica, Ben		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	Students will be able to 1. ask for direction 2. learn the vocabulary related to Christmas 3. song a Christmas song					
Time	60 minutes (2 sessions)		Props/ Tools	Flashcards, worksheets,		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary/ Phrases	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Tutoring 1	20 mins	<p><b><u>I. Asking for direction</u></b></p> <p><b><u>A.Introduction to Conversation</u></b></p> <p>A: Could you tell me how to get to XXX(Location), please? B: Yes, of course. _____ (Directions) A: Are there any landmarks on the way? B:_____ (Landmarks) A: Which side of the street is it on? B: You'll see it on your right/left.</p>	GT ALM Content-based Instruction	<p>-go straight -cross -direction -on the right -on the left -turn right - turn left -location</p> <p>-Landmarks: -Laundry store -Book store -Post office -Hospital -Department store -Pharmacy</p>	Input	Flashcards A big map Pictures Magnets Stickers

		<p><b><u>B.Introduction to Vocabulary</u></b></p> <p>The instructor will use flashcards to teach students vocabulary and phrases first, and then put the landmarks on the map. The instructor will ask students to apply vocabulary and phrases which they just learned. They have to give correct instructions (directions) to arrive the destination.</p>				
Break	5 mins	N/A				
Tutoring 2	15 mins	<p><b><u>II. Map Game</u></b></p> <p><b><u>III.Christmas Song</u></b></p> <p>The instructor will first teach the lyrics and the vocabulary related to Christmas in the lyrics. Then, the instructor will teach the students how to sing this song. With the music and song teaching, it creates a comfortable atmosphere and environment for students to learn and interact with the instructor</p>	Multiple Intelligence	<p>North Pole</p> <p>Santa Claus</p> <p>Reindeer</p> <p>Presents</p> <p>Christmas tree</p> <p>Fireplace</p> <p>Bell</p> <p>Wish</p>	Input Output	<p>Big map</p> <p>Instrument</p> <p>Song</p>

Break	5 mins	N/A				
Tutoring 3	15 mins	<p><b><u>Individual Tutoring</u></b></p> <p>The instructor will give the students a blank map (worksheet). And each tutor can put the landmarks in the map and ask students to write down the route from one place to another place based on the location on the map. And, tutors can also encourage students to write down the landmarks they may pass before they arrive the destination.</p> <p>Individual Tutoring:  Ron-Lillian  Angel-Eling  Kitty-Graham  Mike-Ben  Janice-Sofia  Henry-Sharon</p>	Direct Method	N/A	Output	Worksheet  Landmark picture  Map

### **Week 15 Reflection:**

Adapting the background of Christmas, our course today focused on how to express "directions." The theme of the course was that Santa Clause wants to go to a certain store, and students are required to use the vocabularies and directions learned to explain how Santa Clause can reach the destination. Since directions and store names might be a bit hard for the students (we had extra students from the 3rd grade with us today due to the senior play schedule), the second part was Christmas Carol time. "Santa Clause was coming to town" was taught, and some vocabularies are briefly explained while teaching them how to sing. Students were not really participating at first sing they are a bit shy, but they were willing to sing afterwards when all teachers go and sing beside them, leading them through the lyrics.

**Tutor Plan –FJU W 16**

Materials	Wrap up(review)		Date	105/12/29		
	Time for farewell		Grade	5 <sup>th</sup> graders		
Planner	Elaine, Jessica Kao, Joy Liu, Graham		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>● Review some of the course content through the past seven weeks (important vocabularies and phrases-months, dates, locations and directions).</li> </ul>					
Time	60 minutes (4 sessions)		Props/ Tools	Survey Sheet, Map, Flashcards		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Post-test	30 mins	<p><b><u>Individual post-test</u></b> Finish every tutee’s post-test as soon as we can; as for those who has already done the post-test, tutors who are assigned can decide whether do the review of last week’s tutoring or their school textbooks.</p>	N/A	N/A	Input	Survey Paper

		Joy: Ron Sofia: Janice Graham: Angel Sharon: Henry Ben: Kitty Lillian: Michael				
Break	5 mins	N/A				
Tutoring(wrap up the courses from the previous weeks)	25 mins	<p><b><u>I. Review dates &amp; months</u></b></p> <p>Teacher takes out flash cards printed with January to December and ordinal numbers from 21 to 29. Put them on the black board and read out December 29<sup>th</sup>. Then, ask students to point out the flash cards of December and 29<sup>th</sup>. Then introduce the month to students. In a short review, with the help of flashcard, students repeat the twelve months.</p> <p><b><u>II. Review word banks in textbook</u></b></p> <p>Teachers put a map on the black board and then say</p>	<p>1.TPR</p> <p>2.GT</p> <p>3.Content-based Instruction</p>	<p><u>I.</u> Month January to December Ordinal number 20<sup>th</sup> to 29<sup>th</sup></p> <p><u>II.</u> New York, USA, London, UK, Taipei, ROC</p> <p><u>II.</u> Turn right. Turn left. Go straight.</p>	Input Output	<p><u>I.</u> Flash cards(January to December; twentieth to twenty ninth)</p> <p><u>II.</u> A printed map</p>

		<p>the location they are going to go. Afterwards, ask students to point out the location on the map (on the black board).</p> <p><b><u>III. Review asking for direction</u></b></p> <p>Ask all students to follow the directions (For example, ask all students to stand up and turn left, right or go straight.</p>				
<p>Time to say goodbye( A mini farewell party)</p>	<p>5 mins</p>	<p>Children can change points to gifts and give children each a small cupcake (after teachers repeat the vocabulary cup and cake).</p>	<p>ALM</p>	<p>N/A</p>	<p>Input</p>	<p>Six small cupcakes</p>



### **Week 16 Reflection:**

It is our last service learning schedule in GT! Can't believe that we were already here with our kid for around half semester! Since we had to finish our post-tests and post-surveys, we spent a little time on teaching dates, the rest of the time were all spent on the one-on-one survey and test writing. While the students were focusing on the group course, my group member and I went out and prepared our final gifts for the students. I was in charge of getting a lot of cookies and snacks for the students this afternoon. Students all got different amount of stamps during class (and the gap was pretty big). We don't want any of them to feel that their ability in English is worse than classmates, so we decided to take their stamp cards back one on one, and give all of them the same amount of snacks. They were arguing about the number of stamps last week, but the plan worked out that all of them left the classroom with a huge smile on their face!

## **Eng-Club Observation**

I used to be one of the students who was being observed when I was in elementary school, and it really was a fresh experience for me to go observe how my friends for the department teacher their students in a different environment (compared to our service learning class).

The instructor focused on the teaching method of ALM and desuggestopedia. Students were asked to describe themselves with a kind of animal, using the animal, color, and describing adjective vocabularies taught, for example, one can say that he/she is a “white rabbit with long ears.” After each of the students make up their sentences, they are asked to go to the teacher and do the role play of their selected animals.

The second period was taught by another instructor, and the topic was on humans’ emotions. Simple sentences such as “He/she/I is/am angry/happy/sad” were taught. Teaching method of ALM was used in the very beginning of the class when the instructor was guided them through the contents taught last week and also the new vocabularies they would use in the following interacting game. Different from the first section, TPR was the main method used in this section. Game was done after ALM instructions. Students were asked to run to the given emotion (the vocabularies), and after that, they should say out the word correctly in order to get points. MI was also included in this game. Through using the pictures of emotions, students are able to remember the vocabularies in a more efficient way through visual aids.

The learning atmosphere of English club was pretty different from the class we are in charge of after class. It seems to be more relaxed in the English club; however, students all paid attention whenever the instructor is speaking. For our class, we have teachers staying beside the students to guide them through the tutoring courses. We tend to advise students to pay attention or to ask them to low their voices down

whenever they were not following us. Different from our teaching style, both English club instructors tend to point out what the students did wrong or who should be paying attention right on the spot during class. I think this is because that we have more instructors but fewer students in our service learning course. It was really surprising to see that pointing out what they should improve right away was actually pretty useful in class.

After I took this course and started to work on service learning, I know how tiring and complicated it is for an instructor to come up with a nice and practical tutor plan. I really appreciate the hard work of the English club instructors. It was a new experience to observe courses through a more professional aspect!



## **Final Reflection**

The whole service learning process was shorter than I had expected. It's the first time that I really experienced how teaching is not only a matter of providing students the knowledge I got, but a complicated mission that requires abilities in several aspects.

Teachers should act as the communicator when teaching. We had to communicate with our group members who are cooperating with us, with students who are our target audiences about their thoughts about the contents, and even with the students' original teachers and their parents. In addition, teachers are like psychologists. We had to know what the students are thinking individually, so that we can handle and control their learning outcome. How students feel are also something that we should consider when design our tutor plans. Friend that guides them through the education process is the most important role among all these. Instead of being a "teacher" who instructs, we acted as the role of "friends" who accompany them while learning. Teacher's role has really changed a lot these days, and I now experienced how this is true in person through the GT Service Learning.

Though it was really tiring, I am really glad that I chose this course and got the chance to meet these little angels from the fifth grade. My individual tutee, Henry, told me that he hated English courses before, but he now loves the English class that he's having with us on Thursdays. I was so touched by his words at the time. Kids don't lie, and I believe that Henry was telling me what he really felt because he even stayed a bit later in the classroom after class to give each of us a big warm hug. He's the kid that accompanied through my first teaching program, and I am really thankful; for him being such a sweet boy.

The program was tough, but I made it.

Thank you my group members, my professor, my GT tutees, and Henry for giving me such precious memories!

**Creative Lesson Plan (Behind the flood)**

**Group Lesson Plan 1**

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	None	Global	Meaning	Computer

		“Is global warming really happening?” (22:44).		warming	focused Input: listening	
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	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

		made in China). It would be an elimination game; the winner would get a surprise gift.				
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

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	Language : vocabulary review	Computer



				Glasses Food Wrappers Batteries Light blubs Styrofoam Aluminum Metal		
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 blubs 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

## **Creative Song Lyrics: (Original “Photograph” by Ed Sheeran)**

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 conveniences for  
ourselves

Where our eyes are never closing

Hearts are never shaken

Times forever frozen still

So we put boxes

Inside the trashcan

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 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

### III. Results, Findings, and Discussions

#### A. Data Analysis

##### a. Pre-Survey and Post-Survey

**Table 1. Motivation Survey Pre & Post Tests Results**

	(內在動機層面) Internal Motivation	(主動參與層面) Active Participation	(自我效能層面) Self-efficacy	(學習態度層面) Learning Attitude
Group Average Pre-test	3.58	3.18	2.8	3.01
Group Average Post-Test	3.4	4.43	3.5	3.27

Note: N= 6 (This means the no. of the subjects is 5 if you write 5.)

#### 1. Internal motivation

Comparing pre and post survey on internal motivation, it shows that those students' internal motivation remained similar. It is because the time is too short and changing a person's motivation takes time. However, we did get several oral feedbacks from them. They told us that they loved our English course; therefore, although the statistic does not show the improvement, we believe that we at least let them love English a little bit more.

#### 2. Active Participation

According to the data we got from the pre and post survey, this aspect has raised by 1.25 percent. Though the internal motivation did not improve through these days, there are other aspects that worked and stimulated the students' active participations. Stimulations such as stamps given when students work hard in class, competition between classmates, preference toward specific teachers and so on are the aspects that can be considered as the aspects that improved the students' learning motivations.

### **3. Self-efficacy**

Based on the data of pre and post survey, we can find that the point has notable increase. The questions in self-efficacy are mainly created to reflect students' state of mind towards learning English. Whether students feel frustrated and whether they feel a sense of achievement in learning English can show their attitude and thoughts after taking our courses. The result is positive and conveys the message that the students feel more confident in learning English.

### **4. Learning Attitude**

According to Table 1, the average scores increase 8% from pre-survey to post-survey, which seems to be an increase that is too small to prove the students' improvement.

However, when the average scores of each questions related to Learning Attitude from pre-survey is compared to that from post-survey, there is a dramatic increase in the scores of the questions (Q8,Q29) about evaluating the learning attitude in class.

Our teaching group's effort on proceeding interesting learning activities while maintaining the classroom discipline has been paid off. Through the whole process of service learning, our group worked on proving a point to our tutees that Learning English can be fun not only in games but also in the class, because we want to improve their learning attitude in their future English learning in a general way, instead of only loving the fun games in our class. Thus, we usually have a group

member on standby, preparing to walk to any specific student, to sit with him/her, to remind him/her, when the student loses his/her attention on the course for an unacceptable amount of time; And always require them to come back in class in time after a break.

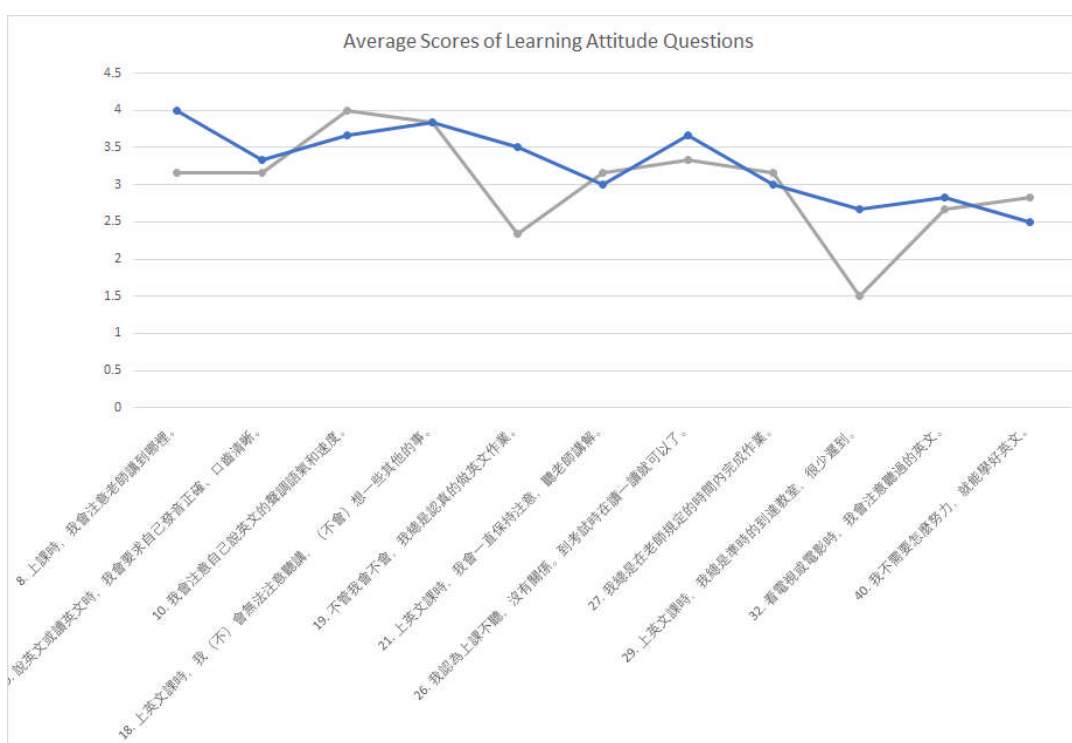
**b. Pre-Test and Post-Test**

**Table 2. Phonemic Awareness Assessment Results**

	<u>1<sup>st</sup> category:</u> Differentiation, Comprehension and Production of the first phoneme in a word	<u>2<sup>nd</sup> category:</u> Differentiation, Comprehension and Production of the last phoneme in a word	<u>3<sup>rd</sup> category:</u> Segmenting &Blending-- Comprehension and Production of each phoneme in a word	<u>4<sup>th</sup> category:</u> Nonsense Word Decoding/Spelling
<b>Group Average Pre-Test</b>	63.10%	52.38%	56.6%	15.56%
<b>Group Average Post-Test</b>	78.57%	60.12%	85%	31.12%

Note: N= 4 (This means the no. of the subjects is 5 if you write 5.)

**Table 3. Phonemic Awareness Assessment Results**



Regarding phonemic awareness, please see Table 2 for the results of the phonemic awareness assessment results. The full per cent of the 1<sup>st</sup> category for the 5 graders' group is 100, and the average per cent is 63.10. Four 5th graders in our group made progress (showed improvement) from the pretest to the posttest, from average 63.10% to 78.57%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

Regarding phonemic awareness, please see Table 2 for the results of the phonemic awareness assessment results. The full per cent of the 2<sup>nd</sup> category for the 5 graders' group is 100, and the average per cent is 52.38. Four 5th graders in our group made progress (showed improvement) from the pretest to the posttest, from average 52.38% to 60.12%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

Regarding phonemic awareness, please see Table 2 for the results of the phonemic awareness assessment results. The full per cent of the 3<sup>rd</sup> category for the 5 graders' group is 100, and the average per cent is 56.6. Four 5th graders in our group made progress (showed improvement) from the pretest to the posttest, from average 56.6% to 85%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

Regarding phonemic awareness, please see Table 2 for the results of the phonemic awareness assessment results. The full per cent of the 4<sup>th</sup> category for the 5 graders' group is 100, and the average per cent is 15.56. Four 5th graders in our group made

progress (showed improvement) from the pretest to the posttest, from average 15.56% to 31.12%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

### **B. Students' Progress Analysis**

Comparing the pre and post-test, it is really obvious that our student performed great improvement in the first three categories of distinguishing first and last phoneme, and also on the part of segmenting the phonemes of words.

Our group discovered that distinguishing the first phoneme is easier compared to distinguishing the last phoneme. Students are able to differentiate the difference between phonemes clearly in the first category in both pre and post-tests. However, in the second category, there are many students confusing phoneme "v" with phoneme "b." Though we designed courses focusing on phonics and alphabets, it is still hard for students to differentiate the two phonemes since we don't really counter words ending with v in the rest of the courses. More practices on last phonemes should have been included in our tutor plans. In addition, it seems that students are still confused with the phonemes such as -sh and -th. It was included in one or two of our courses but students are still not able to come up with these phonemes when they hear it. They know how these suffixes should be pronounced but they are not familiar with them to the level that they can react immediately when we pronounced the words.

Though our students improved in the last category of spelling and pronouncing the given word, but the reason why pre-test come out to be low is because there are some of them failed to finish the whole test. Students did improve in the aspect of having the courage of saying the given words and recognizing the pronunciation of the segments, but they still have little problems when they should put them together and pronounce the word.

#### IV. Appendixes

##### A. Film Links

- 161124 GT Service Learning Clip - Sharon Teng

<https://www.youtube.com/watch?v=onXwytL3LIw>



Date: 2016.11.24 – Week 7

Video Content: The section was focusing on the word bank of the students' text book. It was about the places that students might go in their daily life.

Reflection: Students were still not familiar with our teaching mode, thus we tend to prepare tutoring contents that are more relaxing. Teachers should be sitting down instead of standing around our tutees. They might receive pressure when seeing so many teachers standing and staring at them.

- Teaching Method Presentation - TBLT Conclusion



<https://www.youtube.com/watch?v=dsgcyP40hf4&t=49s>

- 161215 GT Service Learning Clip - Sharon Teng

<https://www.youtube.com/watch?v=lz3aQY4RT68>



Date: 2016.12.15 Week 14

Video Content: The section was about the 4 seasons, instruction on further expressions applicable in each season is also shown in the video.

Reflection: Discipline turned out to be more useful than asking them to pay attention nicely when they are not following me. The level of the content was suitable for the students' grade.

- 170105 LOD Presentation

<https://www.youtube.com/watch?v=kRwCmXhUe8g>

## B. Photos

- Week 7 (First course and my first teaching section)



- Week 11 (Individual tutoring)





- Week 12 (Ben's birthday party being adapted into our course design)



- Week 13 (Individual tutoring section)



- Week 15 (Group course section teaching the four seasons and festivals)







- Week 16

(Last service learning with my individual tutoring student and group members)



