

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**

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## **Background information & Purposes**

Elementary schools in Taiwan now have been implementing English classes much earlier than it has been before. For instance, in the early 2000s 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.

## **Literature Review**

### 1. 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.

### 2. 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.

### 3. 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.

#### 4. 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 to 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.

### Service Learning

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.

### Reflections

Week 1: No class.

Week 2:

At first, I chose the course just to fulfill the graduation benchmark and had no idea what the course will be talking about. However, after knowing the purpose of the class and knowing that there would be a chance for us to teach children English at GuoTai elementary school, I find it quite interesting and became curious and eager to learn the methods that teachers use when teaching a second language. I myself is now tutoring several kids outside

of school and is having difficulty catching their attention in class. I hope and believe I will benefit from the course. Really looking forward to it.

### Week 3:

This week we learned about TPR, which is Total Physical Response, and I think it's just so smart that this method can be used in many ways to help children learn a second language. I agree that when teaching things, it is better for teachers to teach with some physical movements, actions, or dynamic activities, so as to catch children's attention as well as to help them memorize things. Another helpful thing that I learned this week is that "changing groups" when doing activities during teaching can help kids build friendship with their classmates and also increase their interest in learning. I think I will try to use these methods when I tutor my students, and I think they'll like it.

### Week 4:

We kept talking about the features of being a "good teacher" in these two weeks, and it was not until we talked about this did I really start to think about it. I think a good teacher should be able to engage the students in class and divide the class into groups so that children can make friends easily. As said in class, a good teacher should also make the class student-focused and is able to provide contents that are a bit harder than what students can handle. I think knowing these is really helpful for me so that I get to know what I should do when I teach. As for TPR, I tried to use this method when I was tutoring the kids last Saturday, and found it useful. I did some funny performances when teaching vocabulary and phrases such as "ride a pony" and "play with a yo-yo." I think I will still use it when I got to teach in Guo-Tai elementary school.

### Week 5:



We were assigned to make a lesson plan this week and I think it is quite fun. Making a lesson is more challenging than I thought because aside from thinking up activities to teach the students, we also have to explain the meanings and approaches behind each activity. It is interesting to work with my classmates though.

Week 6:

This week the class covered the topic Multiple Intelligences, which I think is a really important concept that a teacher should know before teaching students. I learned a lot from the textbook as well as the group presentation, and I tried to use what I have learned to tutor the kids I have mentioned above. For example, I found my students are more like visual/spacial learners, so I asked them to draw the images of the vocabulary I taught them. They thought it's a lot of fun. I think we can use this approach to teach GuoTai students in the future as well.

Lesson Plans & Reflections

Week 7 lesson plan:

<b><u>Tutor Plan –FJU W y</u></b>			
Materials	Guo-Tai _3 <sup>rd</sup> _ graders Survey and Protest	Date	105/10/25
		Grade	<b>_3<sup>rd</sup>_ graders</b>
Planner	Jason (Major writer) Emily Chao (props/ attendance) Lyndon (props/contact person) Deven (Recorder)	G-T Students	Angel Gina
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	Listed below			
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props / Tools
Warm up	15 min s	-Greetings: 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 ____). Then, everyone will take turns to ask people who is _____. People will have to answer the question, and then the person who is pointed will start a new round. -Introduce class rules: Attention! 1,2! Sticker collector: 2 stickers: behave well for the whole class 1 sticker: participation	TPR/ALM (single -slot substitution)	Hello Name Jason Emily Lyndon Deven	Language focused: input (listening) and output (speaking)	Names tags Sticker collector
Review	no	no	no	no	no	no
Tutoring	15 min s	<b>Lesson</b> <b>I. Survey: one tutor to one tutee</b> <b>II. Pre-test: one tutor to one tutee</b>	no	No	no	Survey sheet s Pre- test sheet

Week 7 reflection:

**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？

This week our group went to GuoTai to teach two 3rd-grade girls English. They are

Angel and Gina. It was different from what I imagined. I got a bit nervous when teaching them for fear that they would feel bored. Learning teaching methods in class is a lot different than actually applying them in reality.

**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

During the beginning of our teaching, the two girls are fighting, and they kept making fun of us teachers and simply didn't pay attention to what we were saying. I noticed that Jason, one of our members, decided to show his temper and be serious so that the kids could understand what they're doing was wrong. I think this is what I need. It's really hard for me to get serious or mad, but when teaching kids, one should know how to control them so that they will listen to him/her.

**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？

I definitely think this was a great experience that would help me to be better in teaching. I learned that teaching is not just a one-way knowledge giving but an interactive communication between students and teachers. Also, being able to know every student's characteristics is a key factor of success.

Week 8 reflection:

This week we didn't get to teach the students in GuoTai, but in light of the problems we encountered during the teaching last week, our group discussed a bit about how we are going to do the next time we teach. We're informed last week after teaching that the children may have encountered some problems at home and thus our group decided that we should be more patient to them and trying to just focus on arising their interests toward English.

Week 9 reflection: Midterm week.

Week 10 lesson plan:

<b><u>Tutor Plan –FJU W y</u></b>						
Materials	Guo-Tai 3rd graders textbook		Date	105/11/15		
	Review & Introduce		Grade	3rd graders		
Planner	Jason (Major writer) Emily Chao (props/attendance) Lyndon (props/contact person) Deven (Recorder)		G-T Students	Gina, Angel		
Major Goals	Students will be able to 1. Know the difference of and how to use he/she 2. Get to practice phonics in many activities					
Time	30 minutes (1 session)	Props/ Tools		Listed below		
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: Who is Emily? And the tutee will have to put the name tag and say: She is Emily.	TPR	She He Who	Speaking Listening Reading	Name tags

Tutoring	15 mins	<p><b>Lesson</b></p> <p><b>I. <u>Phonics chant (Alphabet sounds)</u></b> 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. And then tutors will ask tutee to answer the phonics the tutor points out.</p> <p><b>II. <u>Activity – Phonics monopoly</u></b> 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 them new vocabulary.</p>	ALM TPR		Speaking Listening Reading	Phonics monopoly worksheet Dice Candies
Wrap up	5 mins	Use phonics to review tutors' name.	ALM TPR			

Week 10 reflection:

**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？

This week we welcomed a new student, Jasmine, who didn't attend the first class. Due

to the challenges we encountered in week 7, plus having a new student, we thought the class would be even tougher than before. However, it was such a pleasure that the kids behaved pretty well and had a blast in class.

**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. As I mentioned above, we had a new student Jasmine this week. Compared to the other two students who are always energetic and hard to control, she behaved well and was willing to learn and practice everything we taught in class. However, we found that Jasmine has a hard time doing phonics, and she can't distinguish each letter from their sounds. It's definitely a challenge for us as teachers. (We decided to review every time we teach just for Jasmine to get used to the basic phonics and letters.)

2. Also, the problem about the other two students, Angel and Gina we had in week 7, which may relate to their family, was almost solved. We found that once they get more familiar with us, they're willing to open their heart, talk to us and listen to us. It is really encouraging and by knowing this, we're positive that they're able to pay attention to the class.

**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？

After the teaching this time, I realized that if we make efforts to teach the students and interact with them, they can feel how we care about them. It is good to see that the efforts we pay would bring their patience in exchange, and this is really encouraging to us as teachers.

Week 11 lesson plan:

<b><u>Tutor Plan –FJU W y</u></b>
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Materials	Guo-Tai __ graders textbook_____		Date	105/11/22		
	Review & Introduce		Grade	3 graders		
Planner	Jason (Major writer) Emily Chao (props/attendance) Lyndon (props/contact person) Deven (Recorder)		G-T Students	Gina, Angel, Jasmine		
Time	30 minutes (1 session)	Props/ Tools	Listed below			
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	<b>I. Activity –Phonics monopoly</b> 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 them new vocabulary.	ALM TPR		input: Listening, Reading output: speaking	Coloured phonics monopoly worksheet Dice Candies
Tutoring	15 mins	<b>Lesson</b> <b>I. Identify phonics in given vocabulary</b> 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. <b>II. Spell words with given phonics</b> 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.	no	No	output: speaking	Vocabulary cue cards

Week 11 reflection:

**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. This week the students apparently became more familiar with us, and they were able to listen to our instructions and teaching, which is very encouraging for us.

2. We focused on teaching phonics this week, and we had a lot of games for them to practice over and over again.

**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. From this week's teaching and phonics practices, we found that the three students have different levels of English proficiency and that is challenging for us. For Angel, everything we're doing now seems to be too easy for her, but for Jasmine, who still has difficulty spelling alphabet, the activities were a bit difficult for her.

2. We found that while playing games, Angel would always win because she has the best proficiency among the three, and thus the other students, Gina and Jasmine, would sometimes be disappointed because of their lower scores or performances. It made us think that we may have to redesign the games and make them chance-based instead of score-based.

**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？

After this time, we think using different methods for different students is necessary. For this particular group of students, we may keep designing various games for them to practice the basic phonics over and over again. However, next week we'll also start to cover some of the sentence patterns or vocabulary they're learning at school as review.

Week 12 lesson plan:



Materials	Guo-Tai _3 <sup>rd</sup> _ graders Survey and Protest ____		Date	105/11/29		
			Grade	_3 <sup>rd</sup> _ graders		
Planner	Jason (Major writer) Emily Chao (ideas/props/attendance) Lyndon (activity ideas/props/contact person) Deven (Recorder)		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	Listed below		
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 one English vocabulary from the things they share with us.	TPR	bubble, ruler, book, marker. . .	Speaking	Blackboard
Review	20 mins	<b>Lesson</b> <b>I. Card match game</b> 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.	TPR	No	Writing Speaking Listening Reading	Bingo sheet

Tutoring	30 mins	<b>II. <u>Activity –Phonics Bingo</u></b> 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  <b>Focus: H S Z X G O Q Y V W</b> <b>AE BP</b>	TPR CLT	No	No	Vocabulary cue cards
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Week 12 reflection:

**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？

This week we're mostly still teaching them about phonics, but we also tried to talk to them, asking what they've learned at school and then helped them review the vocabulary they've covered in school class.

**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. As I mentioned in the previous reflections, one of the students, Jasmine, has a hard time memorizing phonics and her level of English acquisition is far behind from the other two students. We found that she may difficulty distinguishing sounds so that's why she couldn't tell the differences of the sounds of the letters.

2. Angel, who has the best English proficiency in this class, is sometimes apparently bored because she 's already knew what we taught in class. We're thinking maybe we should move on to teaching things that are more difficult, but we will still keep on teaching phonics because it is the base of everything in English.

**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？

The tutoring has become more and more challenging for us and I've learned to brainstorm some better ways with my partners to solve the problems we've encountered. I think it is great to see the process and progress of the children's learning English.

**Tutor Plan –FJU W y**

Materials	Guo-Tai 3rd graders textbook		Date	105/12/06		
	Review & Introduce		Grade	3 graders		
Planner	Jason (Writer), Emily Chao (Writer/ideas/props/attendance), Lyndon (Writer/activity ideas/props/contact person), Deven (Recorder)		G-T Students	Gina, Angel, Jasmine		
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	60 minutes (1 sessions)		Props/ Tools	Listed below		
	Time	Procedure	Major Method/techniques	Vocabulary covered	4 strands: Language/meaning focused; input/output	Props/Tools
Review	10 mins	<b>I. <u>Review school materials</u></b> (What's this/that? That/This _____.)	TPR	This That	Speaking Listening Reading	No

Tutoring	30 mins	<b>Lesson</b> <b>I. <u>Phonics Clock (short vowels)</u></b> The tutors will spin the clock hand (pen) and the students will have to read out the set of phonics combination they are get. <b>II. <u>Introduce long vowel (a e)</u></b> Teacher will introduce long vowels and repeatedly practice with them.	TPR ALM	no	Speaking Listening Reading	Alphabet clock Whiteboard
Wrap up	20 mins	Combine school material review and vowels.	TPR	This That	Speaking Listening Reading	No

Week 13 lesson plan:

Week 13 reflection:

**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？

Mostly we taught them about colors this week, and we found that except Jasmine, Angel and Gina are already quite familiar with some of the colors.

**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

Through the activities and teaching we can see their personalities. Angel is very so brilliant that she knows when to be lazy. She has her own thoughts and is very independent, and so she also seems to know that we tutors are students but not “real” teachers. She started to be not willing to listen to us sometimes and it’s a big challenge for us.

**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？

The different levels and different personal traits of the students make it hard for us to teach them in one class. Through this, we can see the importance of the use of Multiple

Intelligence and other teaching methods that could prevent the high-level students from feeling bored in class.

Week 14 lesson plan:

Material			Date	105/12/13		
s			Grade	_3 <sup>rd</sup> _ graders		
Planner	Jason (Writer/ideas), Emily Chao (Writer/ideas/props/attendance), Lyndon (Writer/activity ideas/props/contact person), Deven (ideas/Recorder)		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/Tools
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 (bubble: tutee's creativity)
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	<b>Lesson</b> → 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.” → Long vowels a-e	TPR MI	Pen Marker Ruler Eraser Pencil Book Bubble And This That	Input: listening , Output: Dancing, singing, using words	Laptop
Wrap up	10 mins	Watch video: “Easy Dialogue” <a href="https://www.youtube.com/watch?v=8irSFvoyLHQ">https://www.youtube.com/watch?v=8irSFvoyLHQ</a>	None		Input: listening	Laptop

### Week 14 reflection:

**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？

This week, we tried to implement various teaching methods in our lesson, including TPR, CLT and MI, hoping that the students could experience more creative ways of learning English.

**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 found that Jasmine is really making progress and she sometimes even became the one who concentrates in class. She starts to get familiar with the phonics and sounds, which makes us really happy.

2. The students had a blast when we ask them to look for the objects we asked them to find and they went pretty crazy. I think this is one of the most successful games we’ve created.

3. They seemed very shy when we asked them to dance with the music PPAP, and we found that Angel, who is more mature than any other students, always think that the class is

boring. She's in 3rd grade but I think she'd have no problem in 5th-grade class.

**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？

Through this week's class, I really think that learning a second language requires motivations, and they should be fun enough to make oneself willing to learn. I deeply feel that teacher is a tiring occupation and I admire those who are able to make every class interesting and fun. Way to go!

Week 15 lesson plan:

### Tutor Plan –FJU W y

Material s			Date	105/12/20		
	Review & Introduce		Grade	3 graders		
Planner	Jason (Writer/ideas), Emily Chao (Writer/ideas/props/attendance), Lyndon (Writer/activity ideas/props/contact person), Deven (ideas/Recorder)		G-T Students	Angel, Gina, Jasmine		
Major Goals	Students will be able to understand how to use article, be more familiar with the long vowels ee 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/Tools
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 cards

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	Worksheets
Tutoring	30 mins	<b>Lesson</b> <b>I. Long vowel a-e enhancement</b> The tutors will give a-e worksheets and help the tutees fill out the blanks. <b>II. Colors</b> 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	Worksheets Color papers
Wrap up	5 mins	Sing a sing: "I can Sing a Rainbow." <a href="https://www.youtube.com/watch?v=nRTdq0VsLGQ">https://www.youtube.com/watch?v=nRTdq0VsLGQ</a>	MI	Rainbow and Red Blue Yellow Green Pink Purple Orange Sing listen With Can	Listening, Singing	Laptop

### Week 15 reflection:

**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？

Mostly we taught them about colors this week, and we found that except Jasmine, Angel and Gina are already quite familiar with some of the colors.

**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

Through the activities and teaching we can see their personalities. Angel is very so brilliant that she knows when to be lazy. She has her own thoughts and is very independent,



and so she also seems to know that we tutors are students but not “real” teachers. She started to be not willing to listen to us sometimes and it’s a big challenge for us.

**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？

The different levels and different personal traits of the students make it hard for us to teach them in one class. Through this, we can see the importance of the use of Multiple Intelligence and other teaching methods that could prevent the high-level students from feeling bored in class.

Week 16 lesson plan:

Materials	Guo-Tai _3 <sup>rd</sup> _ graders Survey and Posttest		Date	105/12/27		
			Grade	<b>_3<sup>rd</sup>_ graders</b>		
Planner	Jason (Writer/ideas), Emily Chao (Writer/ideas/props/attendance), Lyndon (Writer/activity ideas/props/contact person), Deven (ideas/Recorder)		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	Listed below		
Activity	Time	Procedure	Major Method / techniques	Vocabulary covered	4 strands: Language/meaning focused; input/output	Props/ Tools

Review	20 min s	<b>Lesson</b> <b>I. Rainbow song</b> 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).	TPR	red yellow pink green purple orange blue rainbow	Speakin g Listenin g	Color papers
Test & Survey Time	30 min s	<b>I. Phonological test</b> <b>II. MSLO survey</b> 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.		No	No	Survey sheets
Gift exchange	10 min s	To encourage the students to keep learning, we'll give them some gifts in this final session as a wrap.				Gifts for the students

### Week 16 reflection:

**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？

This week is the last day of our service learning, and our main goal for this week was to help them do the post-test and also the motivation and attitude survey. We also prepared some gifts for all of the tutees as a wrap and farewell of the last class.

**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

The tutees were a little but fussy on that day, and they didn't really want to have English class because they seemed very uninterested in our activities, especially the post-test part. Two of them even did the survey randomly and not honestly and even though we had made them seated, they were not willing to finish the test at all. However, we still got to review

some of the things taught last week, and finally gave them their gifts as a farewell.

**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？

I feel that the service learning is definitely a great opportunity for us to really know what children need when they're learning English because I think teaching is not just about giving knowledge to students but about understanding them and giving them what's suitable for them. For example, I learned to teach in different ways in the face of students who have different interests/ or intelligence, and I think being able to apply teaching methods we learned in class like Multiple intelligence and TPR to real classroom is a huge improvement I got in this course and the service learning as well. Honestly, I felt frustrated for many times during the teaching process, but I 'm glad that I survived and was able to help the tutees.

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

Lesson Plan 1

Material s	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 Student s	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

### 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 strand s: Langu age/ mean ing focuse d; input/ output	Props/ Tools
Warm up	15 min s	Review the recyclable items from the previous session.	Total Physical Response	Newspap ers Food Boxes Books Plastics Cans Glasses Food Wrappers Batteries Light blubs Styrofoa m Aluminu m Metal	Langu age: vocab ulary review	Compu ter
Class Session	40 min s	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	Newspap ers Food Boxes Books Plastics Cans Glasses Food Wrappers Batteries Light blubs Styrofoa m Aluminu m Metal	Input: listenin g Output: speakin g	Recycl able items

Lecture	15 min s	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	Alternati ve vote	Input: listenin g & reading	Compu ter
Wrap up	20 min s	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: listenin g Output: speakin g	Comput er Guitar

### English Club Observation

I observed Guo-Tai English Club on 12/28. Ivy and Allison taught the children on that day and Iris stood by as an assistant. I asked the teachers about the level of English of those kids and Iris told me that they range from 3rd grader to 6th grader. The classroom is nice and clean, where a huge blackboard is set at the front and the floor is wooden so that students can take off their shoes and be comfortable while learning. When observing, I found that having a blackboard in classroom really helps teachers catch students' attention, for everything written on the board would seem to be highlighted. That day, Ivy wrote some sentence structures on the board (I am \_\_\_\_\_. I have \_\_\_\_\_ and \_\_\_\_\_. I like to eat \_\_\_\_\_.), and she was asking the students to fill in the blanks with the vocabulary they learned from the previous weeks. They told me that they want the kids to do a play, where each of them would pretend to be one of the animals, describe their appearances, and tell everyone what kind of fruit they like to eat by using the sentence structures. I think this is indeed a smart way of engaging students in a fun learning environment. In the latter section of the class, the kids were rehearsing, and it seemed that they're enjoying it when there's music in the background. Lastly, when the students are performing, some of them (especially those who are in 3rd and 4th grade) had a

hard time remembering the sentences and words, but it was obvious a fun for them. I appreciate this opportunity to observe the club and it's great to see and to learn how the teachers arrange the class sections and activities.

### **Results, Findings, and Discussions**

#### 1. Learning and Strategies for Learning Questionnaire (MSLQ)

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.

Table 1. Motivation Survey Pre & Post Tests Results

	(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
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(Scale from 0-5, the higher score they get, the better motivation & attitudes they have)

## 2. Phonemic Awareness Assessment

It is clear the they have big progress after weeks of learning (See Table 2). In the beginning, they can not even distinguish different alphabets. They didn't know how to pronounce those words. They cannot finished 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.

Table 2. Phonemic Awareness Assessment, Pretest & Posttest

	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
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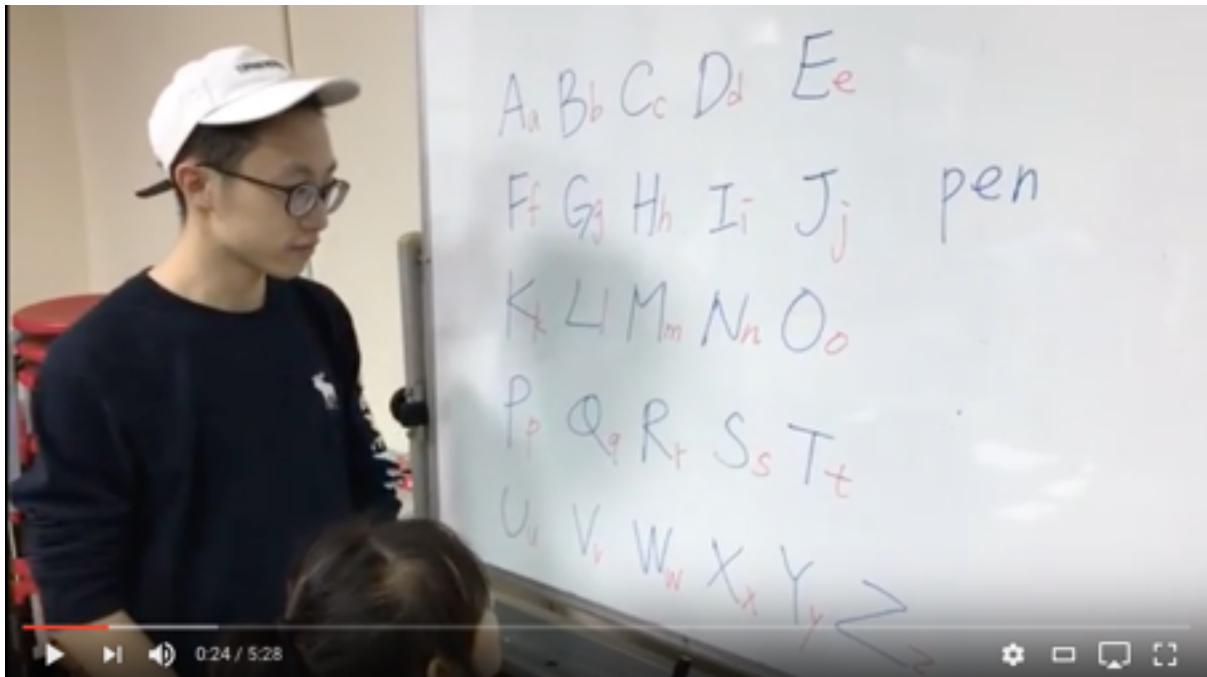
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## **Appendixes**

### **Teaching: Phonics Practice with Audio-Lingual Method**

In this tutoring session, I was teaching one of our students about phonics. I came up with a game that could help her with reviewing and remembering the sounds of different letters and phonics. I wrote down all the letters in both upper case and lower case, and then I asked the student to pronounce one of the letters and phonics when I pointed to it. Moreover, I also gave her chances to ask me to pronounce letters, so as to make her feel participated in the practice and also help her gain confidence since she could also be like a tutor who asks students questions in this activity. I think this practice was successful because the student seemed really into doing this with me and it did help her review the sounds of the letters.

However, this activity can be further improved if I could make this into a game, in which the student can get points whenever she spelled a letter correctly.



<https://www.youtube.com/watch?v=3RxiYVNLBVE&t=55s>

Eco-friendly Song Lyrics (Adapted from Ed Sheeran's "Photograph")

*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*

*(repeat)*

### English Club Observation Photos

