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Advantages of Communicative Approach with TBLT in Taiwanese
Elementary School's English Teaching

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Research Paper

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Advantages of Communicative Approach with TBLT in Taiwanese Elementary

School's English Teaching:

A Case Study of an English Club at Guo-Tai Elementary School

Although communicative and task-based teaching approach separately has been proved to help students cultivate their interest in English, not yet a study of the combined two used in Taiwan is conducted. Hence, this paper aims to study and prove that the combined can also help students improve their interest, and furthermore, make them produce new vocabulary they learn in communicating to solve tasks. In the three cases of this paper, both effects are proved. Furthermore, I found out that the amount of words is the dominance for students to apply words with these approaches.

In Taiwan, English is considered one of the most important and competitive subjects. In order to make students have more competitive edge, almost every elementary school in Taiwan starts to have English class from first grade even though the government stipulates that English is to be officially introduced in third grade (Chang). In elementary school teaching, many different teaching methods and approaches are used in order to improve students' English as a whole, including communicative language teaching (CLT), task-based teaching approach and multiple intelligences (MI). However, do all these methods benefit students in learning English?

Only when appropriate methods are adopted effectively will they help students' learning. Nevertheless, many scholars have reported some problems in these teaching approaches. Some elementary school teachers, for instance, question the feasibility of adopting interactive teaching methods because they simply don't have time to finish their teaching if they were to use these methods. As a result, the New Taipei City Educational Bureau designed a project to allow students to take English courses or clubs outside of their class time and in some lively ways.

As a college student, I participated in the Lively English Education project, first as a teacher of English experimental courses and then an English club teacher. The transformation from experimental courses to English clubs was intended to allow parents and children to choose whether they want to join or not since the experimental course required every student to participate in it. All these courses are held in Guo-Tai elementary school with the support of Fu-Jen University because of the geographic convenience and good cooperative relationship between the two units. In this club, there are two other student-teachers: Alyson Wang, who has served as a teacher for Lively English Education project as long as I have, and Ivy Liu, who participates in this project this semester (Spring, 2016). Both of them are English majors in Fu-Jen English Department as well. Judging from Alyson's and my experience, we separated the club into two classes for the first period. Students are divided according to their English ability, and we reunite the two groups together in the second period. Liu is responsible for the class of lower level students, and Wang for the higher-level group. I am responsible for the whole class in the second period. Both Wang and I used a

combination of teaching approaches, namely task-based and communicative approaches, instead of adopting only one particular teaching method, which Liu does by applying only total physical response (TPR) teaching method. These two approaches Wang and I use, we believe, are consistent with each other and can make learning English a lively experience, because to communicate well in real-life situations, students need to utilize their multiple intelligences (MI)¹ while performing tasks individually or in groups. Our intention, therefore, is to use CLT as the main approach, and TBLT and MI as a way to apply and help reach the goal of CLT.

In our point of view, elementary students in Taiwan need to foster their ability to produce English whether in lower levels such as sounds or words, or higher levels like a sentence or simple conversation. Although research reports have proved that task-based approach, communicative approach or multiple intelligences, each taken separately, has helped elementary students in learning English (Akbari; Arnold; Sung; Chen), so far no studies have been conducted on the effects of their combination in Taiwan. This research, therefore, studies how a combination of the above-mentioned approaches enhances students' interest in English and allows them to accomplish the task with the new words they learn. Based on those studies that show the effectiveness of each approach separately, we hypothesized that in lessons utilizing these two teaching approaches, students will develop more interest and can produce new vocabulary to accomplish the task.

The studies done on CLT show predominantly positive results in student learning

¹ There are basically seven types of intelligences that are normally recognized by all people. (Larsen-Freeman 169, 170; see more explanation from Gardner in footnote 2).

outcome and teacher belief, though it still encounters a few problems in practice. Three studies have been done on the use of this approach in elementary school English teaching, and all reported positive outcomes (Sung, Lin and Chiou). Sung in her action research has proved that the approach is workable for fourth graders, while Lin explained how it works for third-graders. Chiou also proved that elementary school teachers view this approach quite positively. While all the three studies show how students in CLT improved their English abilities, especially in listening and speaking, and increased their interest in English learning, they also discussed some problems this approach encountered. For one thing, lacking flexibility in curriculum design may lead to lack of time for communication. Secondly, the gaps in student abilities pose another problem in their communication. Furthermore, some English teachers' insufficient abilities in English language or knowledge and experience in teaching also make it difficult to have CLT applied to elementary school English teaching on all levels (Chang). In other words, to practice CLT, teachers need to know more about how to do it with students who have different abilities and why. Moreover, they need to be well supported by the school authorities in curriculum design and their own language improvement. In order to reach these goals, we adopted another approach to help execute CLT, which is task-based teaching approach/task-based language teaching (TBLT)².

² Different goals are set for students to complete in task-based teaching approach. Multiple intelligences, as a result, can be combined with TBLT. Multiple intelligences (MI), are the ideas proposed by Howard Gardner in his book, *Frames of Mind: The Theory of Multiple Intelligences*. This theory divides intelligences into 8 types: musical—rhythmic, visual—spatial, verbal—linguistic, logical—mathematical, bodily—kinesthetic, interpersonal, intrapersonal and naturalistic, which have the potential to be separated into and ruled by different parts of brain.

Similarly, TBLT has produced promising results in terms of students' learning outcome in different aspects, but not without a few problems in its teaching features. According to Larsen-Freeman, task-based teaching approach is different from communicative approach since TBLT does not have students practice certain language patterns. Instead, the linguistic patterns students use in task-based approach is not fixed. The results of studies on TBLT present its success in improving elementary students' motivation in learning English (Shih-Yu Huang), four skills (listening, speaking, reading and writing) in general (Tseng), speaking (Yi-Ting Huang; Peng; Chen), etc. Despite the promising outcomes, there are some problems in this approach. Shih-Yu Huang points out in his case that the problems of task-based teaching lies in students' English ability gap and their different degrees of cooperativeness.

In our cases, making students able to communicate is our final goal. We designed the lessons and focused on the use of vocabulary such as fruits, animals, and body parts, etc. Basically, we had the class for two periods each week. Alyson and Ivy taught different classes separately in the first period. During this time, I was the TA for these two classes. Alyson used the same approach as I did, but Ivy used a different approach called TPR. As a result, her class was not part of this study of the combined CLT and TBLT approaches. In the second period, the students of two classes formed a one bigger class, where I used a more general theme for all students to review what

With multiple intelligences as the setting of the class goal, researches suggest that MI is helpful for students to learn English better, and become more confident about themselves (Pei-Ying Lee; Ai-Pu Wu). MI can be used to boost interest and confidence in those who have difficulties learning English (Hsiao; Annie Lin). Yet, this does not mean that MI directly connects with language competence; only some of the intelligences are related significantly while some has no relation such as musical intelligences (Akbari).

they had learnt in the first period, or learn something more. For example, I taught them to act out an angry bird to their classmates without making voice for them to guess what the emotion and animal were with vocabulary they have been taught for the past one to three weeks.

Since I was involved in the teaching, this research was an action research with case study of three students. They were a male third grader who was interested in learning English but with comparatively low performance (student A), a female fourth grader whose both interest and performance were in the mid level (student B) and one female sixth grader with high motivation and very good English proficiency (student C). The latter two were in Wang's class (the higher level class), and the first one was in Liu's class in the first section. In each class with the two approaches, they applied the words they learnt in the class to complete the tasks. Almost all students enjoyed this way of learning English for they would have fun while realizing their own improvement in English. Their production of words were recorded in order to make improvement on each class and to find out how much they applied their new vocabulary that they learnt in the past one to two weeks and on that day to the tasks they performed. Their interest in English was tested for two or three times within the research time, depending on whether they were in this club or not last semester. Two of the three subjects were in this club last semester.

In this study, I focus on students' production of their new words and students' interest in both linguistic and cultural aspects of English. For the interest study of this club, Alyson and I took some of the research' questionnaire as a reference to design

our interview questions. The interviews were mostly conducted in Chinese in order to have more accurate and precise responses from students, but there was English translation of the questions in the appendix. After the interviews, we discussed and assessed students' interest based on their responses and the rubrics we made. Besides, I interviewed them mostly in Chinese about how they felt and thought about the course on that day, and teachers reflected upon students' performances by keeping word record and students' worksheets. These responses were collected from both 2015 fall semester and throughout March and to mid April; note that in fall semester, Alyson and I apply CLT and TBLT during both periods. The results of fall semester in 2015 were mostly positive. Those who had less motivation to learn English reported that they had more interest in learning English and participating in class activities, while those with high motivation before joining this club said that the improvement was little, but they enjoyed the class activities as well.

Different from the study time of students' interest, I studied students' new word usage in spring semester, and I did so by studying both video recording of class activities and their worksheets. The total number of the collected words used in communication is compared to the total new vocabulary taught on that day. After that, I examine some possible reasons for the variations of the results between the three subjects.

In studying students' vocabulary usage in communication, the three subjects' average vocabulary used in both communicating and performing tasks percentage was 59.3%, but variations were showed in different cases and different days. Since student

B and C took the same class for both periods, while student A only had the two-combined approach for the second period, student B and C's results together would be discussed and then student A's. Note that since there was no new vocabulary taught on the first day, all subjects' numbers on 3/2 represented the amount of the total words they used on that day for the introduction activity. The words they used on this day was a reference to see if they used more words when they were allowed to express themselves freely on the topic more familiar to them (self-introduction).

Taught by CLT and TBLT, students successfully completed each task (see table 1), and were able to apply certain percentage of words in tasks. Nevertheless, the results showed some differences on different days and students' use of new vocabulary. The outcomes of student B and C's new word use percentage were similar and both fluctuated between 75% and 40% for the duration of this study (see fig. 1). Among all the numbers taught in one period, both students' percentages reached their highest level on 3/9, when the least amount of new words were taught (14 words), and lowest on 4/13, when the most new words were taught than those taught on the rest of the three days' (24). Similarly, student A also reached his highest percentage of vocabulary use when there were the least new words taught (15 words), and its lowest when there were the most new vocabulary (29 words). On the latter day, his percentage of producing new vocabulary dropped by 35 percent. Note that on the day that student B and C had lower new vocabulary taught, student A had no record of new words both taught and used. This was because the second period on those days was used to conduct interest test. As a result, student A had no class in the second

period.

I examined reasons for their effectiveness in production of the new vocabulary, and found no similarities between those classes in their material type and task traits except for the exclusion of the review and amount of the new words taught. For those classes with the most effective word use, the materials included different categories: fruits, direction and festival, and had varied tasks such as individual worksheet completion, board games, group worksheet completion and activities. However, the similarities they shared were that they all had around 15 words for one period, and there was no review on those days. Consequently, if each period had around 15 new words, two would have to contain around 30 words to meet the most effective learning outcomes, which was not the case with the other days that have two periods. Therefore, when there were around 15 new words taught in a period (50 minutes), students can apply the most of the vocabulary in class (see 3/9 in fig. 1, 3/16 and 3/23 in fig. 2). To conclude, the amount of words taught was the most essential reason for the effectiveness of new words students produced in these cases.

The determinant and reasons for the least effective vocabulary use were close to those of the most effective one. None of the days with the least percentage of new word use (see 3/14 in fig. 1 and 4/6 in fig. 2) had a tendency of individual/group work or a fixed type of material. Instead, the similarity was that the dominant seemed to be the amount of words taught. All of the numbers in one period on these days exceeded or equaled to 24. This number went beyond the most effective amount by almost 10 words for a 50-minute class. This explained why students could not learn or apply

them in such a short time.

Table 1

Student A, B and C's Background Information and General Observation Outcomes

Student	Interest	English level	Goal accomplished	Word used	Descriptive results
A	Reduced	Not so good	Yes Win * 1	Higher percentage	He is eager to answer questions and win the tasks in class, and he will help others to complete the tasks. He wins the first prize once when there was a group work task.
B	Grew	Average	Yes	Similar percentage	She usually tries hard to speak in English and to win the game, but she did not win the first third places during the research time.
C	Grew	Good	Yes Win * 2	Similar percentage	Usually win the games in individual work, and is willing and able to answer most questions in class with ease. She also helps others to complete tasks after she finishes her work.

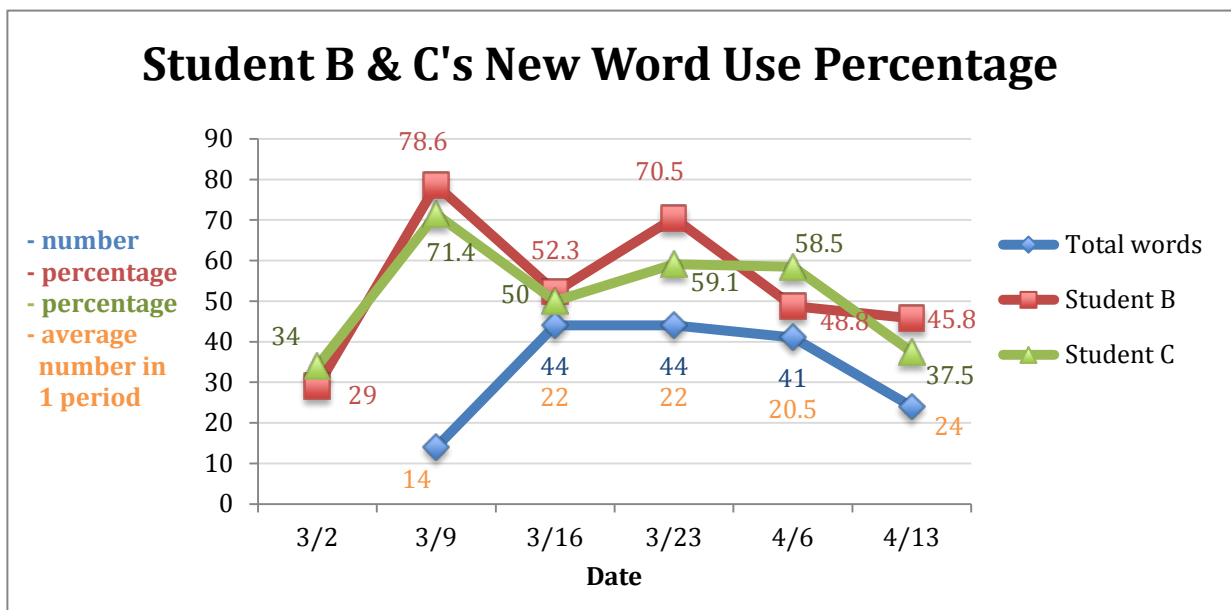


Fig. 1. Student B & C's New Word Use Percentage

a. The vertical axis represents the percentage of students' new word use compared to total new words of that day except for the first day. The numbers of the first day represent the number of words they used. The blue line represents the total number of words taught [not percentage].

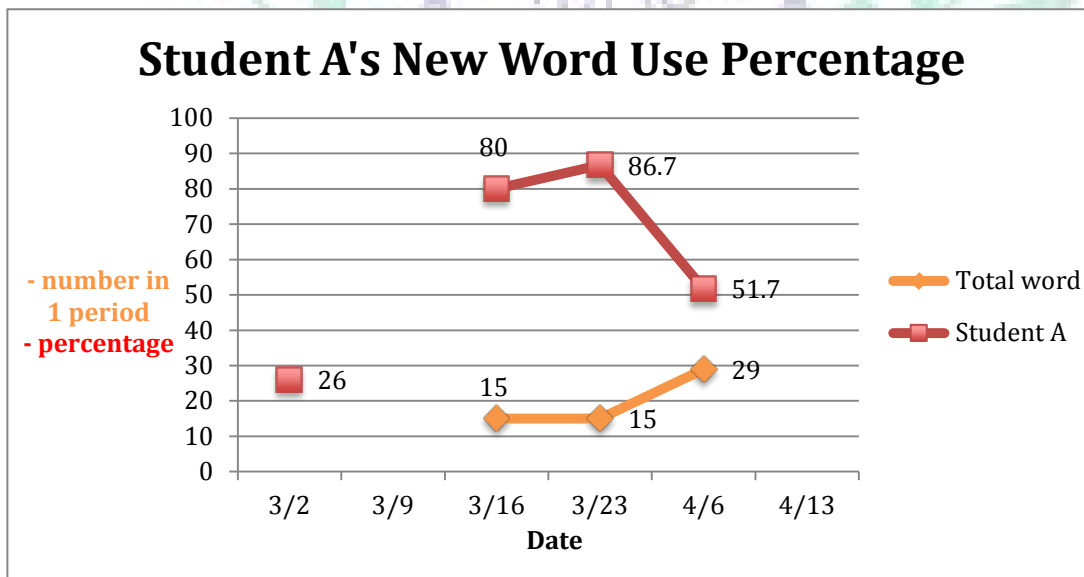


Fig. 2. Student A's New Word Use Percentage

a. The vertical axis represents the percentage of his new word use compared to

total new words of that day except for the first day. The number of the first day represents the number of words he used. The blue line represents the total amount of words taught [not percentage].

When it comes to student interest, besides demonstrating varying degrees of vocabulary usage in communication, the three students also showed differently an increase or decrease of interest. Like the previous result, student B and C had similar outcomes in interest, yet student A has a different result (see fig. 3). Both B and C demonstrated a gradual increase of interest; though the motivation grows, C stays in the highest level of interest, but B changes the level from “interested” to “highly interested” in English. In these three cases, C stays in the same level, B moves to a higher level, and A decreases two levels, from “interested” to “not so interested” in English. His numbers slide each time with a decline of 5.

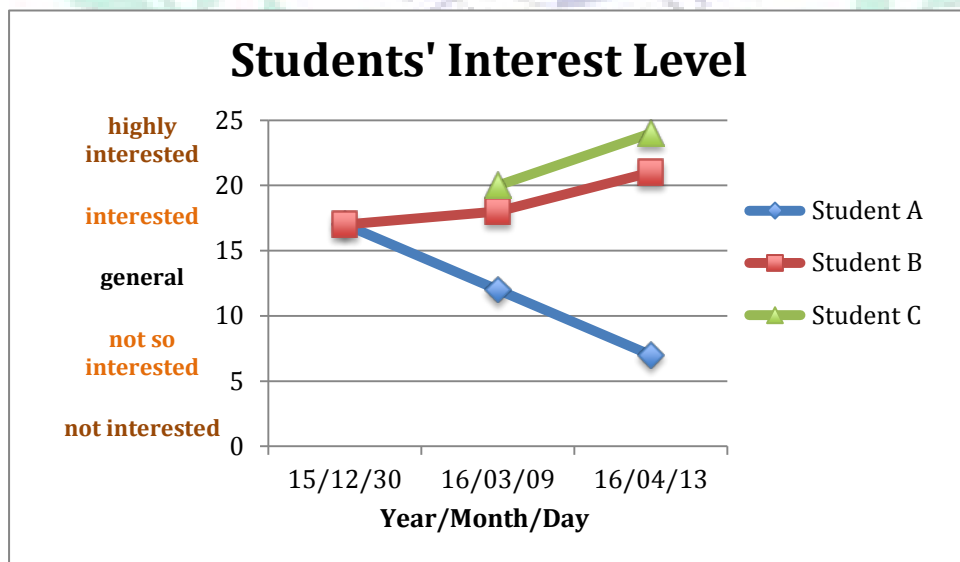


Fig. 3. Students' Interest Level

a. The vertical axis shows how much they are interested in English. The full score is 25.

In the hypothesis, students' interest in English in its linguistic and cultural aspect should grow, and it has been proved in the cases of student B and C, but not that of student A's. This, nevertheless, could show the effectiveness of the combination of the two approaches. Student A was interested in English at the end of last semester. That is the time after he received these combined approaches for 10 weeks in this club. In this semester, he was taught by another teaching method (TPR), and only had the class taking the two approaches for one period. Under this condition and being aware of the differences between TPR and the two-combined approach, he reflected the results in this interest test. Other factor might be the teacher's own reflection or attitude. That is, I, as the researcher and interviewer who has more faith in the two-combined approach, may unconsciously convey more confidence in the combination of CLT and TBLT during my teaching or interview. Nevertheless, it may be the reason that TPR does not suit this particular student, or the differences and changes in between two classes led him to feel unfair that the higher-level class had the games he preferred.

As he reported in the interest interview last semester, he disliked acting in front of others and practicing sentences. Because he needed to act in the first class, and there was more practice of sentences in the second class, along with the reduction of other activities featuring CLT and TBLT, these altogether probably are the reasons for his decline in interest in English. For example, teacher Liu would call a student's name and said phrases such as "set the table" or "sweep the floor," then, students would need to perform the action. The group work activity in this class asked two

groups to stand in separate lines, and each individual came to stage to point to the color said by teacher on the projection screen. As in Wang's class, which was the higher-level class, more activities made students to sit in a circle, and everyone competed in tasks that had them speak the vocabulary and throw cards to win the first prize. As in my class, students were usually required to be in groups to complete some requests like treasure hunting, painting pictures, etc.

For student B and C, they demonstrated a growth in their interest in English though they were already interested in it before. Student B was in this club last semester; as she continued to have the combination of CLT and TBLT, her interest raised. Although being already interested in English, student C still had increased her interest in English after having participated in this club for six weeks. Therefore, these results reflected on the studies regarding CLT and TBLT, the combination of both, did have a relevant and positive effect in the two cases.

Besides the success in increasing students' interest and their new vocabulary production, there were some moments that almost all students showed highly motivation in both participating in tasks and learning English. In the classes that students learnt the song of Halloween and Little Star, they went to the teachers to ask us to teach them the parts they did not know. They also wanted to sing the song in groups or individually for many times to the teachers even they were only asked to sing once in groups. In the next class, some students told me that they went home and taught their siblings to sing the song and sang it to their parents. In the class introducing Christmas, students also gathered around teacher during the break to say

the paintings of the decoration on the black board. On this day, the class aimed to teach students to learn the related words and keep notes in the first section, and then made a Christmas tree hat in the second period. Another time was the class for treasure hunting. Students were divided into two groups to give directions to one chosen student who covered his or her eyes to find treasures. They were so excited about this activity and they were able to remember the directions taught on that day clearly in the next class. All these show that materials related to songs or holiday may be good choices to integrate with different MI to teach students English.

In conclusion, the way the subjects reflected to the two combined approaches proves that students will have more interest in English after receiving the approach, and they can apply the most words in the tasks with around 15 new words taught in each section in 50 minutes. However, a success of these three cases can solely represent the situation and effects of the combination of the two approaches in this club because of the time and resource limitation. This research time is in fact quite short that only lasts near one and a half months, 6 classes in total, and it only studies three cases. If time and resources allow, further studies based on this research of the teaching approaches combination can take place to have a more concrete analysis on the amount of word used, the category of the materials and the types of task. Then, researchers can analyze and see the possibility of adopting the approaches to more clubs and classes in Taiwan.

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Appendixes

Appendix A- Lesson Plan

Week	Procedure	Tools
0302 1 st week	<p style="text-align: center;">1st session 13:30-14:20 (50 min.)</p> <p>(15) Self-introduction (T)/Class Rules</p> <ul style="list-style-type: none"> *All English (only description or explanation are introduced in both English and Chinese) *raise hands to ask questions *don't be naughty/no scream *respect others <p>(10) Course Description/Punch Card</p> <ul style="list-style-type: none"> *board games-Alyson *various games (TPR)-Ivy *punch card: Ss can get points when behaving well <p>(25) Game: "Musical Chair"</p> <ul style="list-style-type: none"> *Ss make the chairs in a circle *T plays the music *Ss go round the circle→when the music stops→Ss find a seat *The one who doesn't have a seat has to introduce himself or herself 	*punch card
	<p style="text-align: center;">2nd session 14:30-15:20</p> <p>(15) Self-introduction (S)</p> <ul style="list-style-type: none"> *review Ss' names <p>(15) Worksheet: "All About Me"</p> <ul style="list-style-type: none"> *Ss write down all about them <p>(20) English Learning Motivation Questionnaire</p> <ul style="list-style-type: none"> *T will know better about their English motivation 	*worksheet: All About Me * English Learning Motivation Questionnaire

<p>0309 2nd week</p>	<p style="text-align: center;">1st session 13:30-14:20</p> <p>(5) Self-introduction Group A: Andy, Jimmy, Gary, Apple, Una, Nora *Group B: Janice, Emma, Candy, Ben, Vincent, Bella</p> <p>(15) Vocabulary Test A1 (15) Vocabulary Teaching *fruit: apple, banana, guava, orange, grapes, peach, lemon, watermelon, tomato, cherry, kiwi, papaya, strawberry (14) *use flashcards to show them fruit pictures *pronunciation goes before spelling</p> <p>(15) Game: Joker *Each student has two cards (with 4 different fruit pictures on each card) *Students take turns choosing one card from the one sitting beside *As one student has the two same fruit pictures in their hands, he or she can throw their cards out and win the game</p>	<p>*fruit cards</p>
	<p style="text-align: center;">2nd session 14:30-15:20</p> <p>(15) Game: Spoon *Each student has two cards (with 4 different fruit pictures on each card) *Teacher says one fruit first, and students try to match the two same fruit pictures on the cards in their hands *Students are allowed to throw out one card to exchange cards with other students *As one student has the two same fruit pictures in their hands, he or she can throw their card out and win the game</p> <p>(5) Punch Card 1st (+2): Bella 2nd (+2): Ben, Candy 4th (+1): Emma, Vincent 6th (+1): Janice</p> <p>(30) Teacher Iris English Interest Interview, others stay in the classroom to watch the film <i>Merlin</i></p>	<p>*fruit cards *cardboards</p>

	(14)	
0316 3 rd week	<p style="text-align: center;">1st session 13:30-14:20</p> <p>(15) Vocabulary Review: Fruit *fruit: apple, banana, guava, orange, grapes, peach, lemon, watermelon, tomato, cherry, kiwi, papaya, strawberry (14)</p> <p>(15) Vocabulary Teaching: Body Parts *body parts: eye, nose, mouth, ear, teeth, lip, hair, leg, toe, nail, feet, hand, knee, head, arm (15)</p> <p>(20) Game Design: Dobble *Each student has all the vocabulary cards *say and repeat the vocabulary *paste the vocabulary cards on the cupboards</p>	<p>*fruit cards</p> <p>*body part cards</p> <p>*cupboards</p> <p>*glues</p>
	<p style="text-align: center;">2nd session 14:30-15:20</p> <p>Teacher Iris</p> <p>(18) Holiday/Festival Teaching *holiday/festival: New Year, Valentine's Day, Christmas, Halloween, Moon Festival (Dragon Boat Festival) (9) *sentence: Happy (Holiday Name) (1)</p> <ol style="list-style-type: none"> 1. Ask them what day is 3/14? (Valentine's Day) 2. Ask them what festival do they know? 3. Write down the dates and ask students come to the stage to match them. <p>(10) Sentence Teaching (by sentence on the worksheet)</p> <ol style="list-style-type: none"> 4. Ask them the question "what's your favorite holiday?" (3) → tell them to answer "My favorite holiday is _____." (2) 5. What do you say on that day? → Happy _____. <p>(9) Worksheet Completion (finish and decorate the worksheet)</p> <ol style="list-style-type: none"> 6. What's your friend's favorite holiday? (students need to find their classmates to ask the question, and then ask that person to sign 	

	<p>his/her name)</p> <p>(3) Punch Card</p> <p>(44)</p>	
0323 4 th week	<p>1st session 13:30-14:20</p> <p>(10) Vocabulary Test X1</p> <p>(10) Vocabulary Review: Fruit & Body Parts</p> <p>*fruit: apple, banana, guava, orange, grapes, peach, lemon, watermelon, tomato, cherry, kiwi, papaya, strawberry (14)</p> <p>*body parts: eye, nose, mouth, ear, teeth, lip, hair, leg, toe, nail, feet, hand, knee, head, arm (15)</p> <p>(30) Game: Dobble</p> <p>Game 1: The towering inferno</p> <p>Game 2: The well</p> <p>Game 3: The hot potato</p>	<p>*fruit cards</p> <p>*body part cards</p> <p>*cupboards</p>
	<p>2nd session 14:30-15:20</p> <p>Teacher Iris</p> <p>(9) Questions</p> <p>1. Teacher mentions/explains and brings out the question “How can I get to (place or someone’s name) ?” (5)</p> <p>2. Ask them the places they know.</p> <p>*their answers: park, school, supermarket, bookstore (4)</p> <p>(8) Direction</p> <p>* direction: turn left, turn right, go down, (stop) (6)</p> <p>3. How to answer? Explain left and right, and ask them to raise their left/right hands for times.</p> <p>4. Tell them the three directions: turn left/right and go down.</p> <p>(13) First practice</p> <p>5. Look at the map on the blackboard that has all the shops/store they mentioned. Teacher asks “How can I get to _____?” Students raise their hands to answer.</p>	

	<p>6. Teacher gives an destination (e.g. a student’s name), and become a robot to listen to students’ command to move to that student</p> <p>(18) Second practice</p> <p>7. Group students into two groups, one with six, and the other with five members.</p> <p>8. Explain the game rules:</p> <p>a. They have to find as much circle cards as possible by choosing one member to be the blind one, and others give direction instruction.</p> <p>b. Only the blind one can touch and pick the small circle paper. Others cannot touch both the blind one and small circles.</p> <p>c. They can only speak English during the process. If any of the members speak Chinese, they have to stop moving and speaking for 5 seconds.</p> <p>d. Each round lasts for 3 minutes. They will play 3 rounds in total (the remaining time is for grade calculation [ask students to count their cards’ numbers] and preparation [time to choose the blind one, and for teachers to hide the cards]).</p> <p>(2) Punch Card</p> <p>1st(+3): Ben 2nd(+2): Bella</p> <p>3rd(+1): Emma 4th(+1): Vincent</p> <p>5th(+1): Candy 6th(+1): Janice</p> <p>(44)</p>	
<p>0406 5th week</p>	<p style="text-align: center;">1st session 13:30-14:20</p> <p>(10) Vocabulary Test A2</p> <p>(20) Vocabulary Teaching: Animals</p> <p>horse, rabbit, duck, monkey, tiger, bear, deer, wolf, sheep, zebra, panda, hippo (12)</p> <p>(20) Game: Pictomania</p> <p>-blank paper, pencils, emotion cards, number cards</p> <p>-Each student receives pieces of paper and a pencil</p>	<p>*animal flashcards</p> <p>*drawing paper</p> <p>*pencils</p> <p>*number cards</p>

- 6 emotion cards with numbers will be shown to students in every round
- Students need to choose one number and draw the corresponding picture
- At the same time students have to guess what others draw and put the correct number cards in front of other players
- The more other players guess correctly what one draws, the more points one gets. The more cards one correctly guesses what other draws, the more points one has.

2nd session 14:30-15:20

Teacher Iris

(10) Review

*Review: Teacher asks them if they remember. If they answer, they can get points.

How can I get to _____? (what are the places?) (5)

Direction: turn left/right, go down, stop (6)

Places: bookstore, school, supermarket, park (4)

(18) Transportation

*transportation

1. Teacher asks where is the place they go to from Monday to Friday? (The answer should be school.)
2. Introduce the sentence and ask them what kinds of transportation they have.

Question: How do you go to school? (3)

Sentence: I go (He/She goes) to school by _____/on foot. (6)

Transportation: bike, scooter, car, bus, MRT (5)

(20) Worksheet Completion

3. Draw their schools for 5 minutes.
4. They practice the question and answer again with teachers.
5. They write down how they get to school and ask two people the questions, write down their responses and ask them to sign their names. The fastest to finish get the most points.

	<p>(2) Punch Card</p> <p>1st(+3): Bella 2nd (+2): Emma</p> <p>3rd(+1): Janice, Candy 4th (+1):</p> <p>5th (+1): Ben 6th(+1):</p> <p>(41)</p>	
<p>0413 6th week</p>	<p style="text-align: center;">1st session 13:30-14:20</p> <p>(10) Vocabulary Test B1</p> <p>(5) Vocabulary Review: Animals horse, rabbit, duck, monkey, tiger, bear, deer, wolf, sheep, zebra, panda, hippo (12)</p> <p>(10) Game: Pictomania: Animals</p> <p>(15) Vocabulary Teaching: Emotion glad, mad, crazy, sad, brave, sleepy, bored, lucky, nervous, afraid, proud, confused (12)</p> <p>(10) Game: Pictomania: Emotion</p>	<p>*emotion flashcards</p> <p>*drawing paper</p> <p>*pencils</p> <p>*number cards</p>
	<p style="text-align: center;">2nd session 14:30-15:20</p> <p>Teacher Iris</p> <p>Interest Interview</p> <p>Two students are interviewed at the same time. Others watch the film <i>Merlin S1E2</i>.</p> <p>(24)</p>	

Appendix B- Interview questions I (30 Dec. 2015)

1. 你叫什麼名字？現在幾年級？What's your name? What grade are you in?
2. 你印象最深刻，最喜歡的課是什麼？What is your favorite or most impressive class?
3. 你從那堂課學到了哪些？What did you learn from those classes?
4. 你對課堂上的歌唱活動有什麼想法？How do you think about the class' singing activity?
5. 你從那堂課學到了哪些？What did you learn from those classes?
6. 你對課堂上的演戲活動有什麼想法？How do you think about the performing time in class?
7. 你從那堂課學到了哪些？What did you learn from those classes?
8. 你對課堂上的團體活動有什麼想法？What did you think of the group activities in class?
9. 你從那堂課學到了哪些？What did you learn from those classes?
10. 你對課堂中手作活動有什麼想法？What do you think of the craft activities in class?
11. 你從那堂課學到了哪些？What did you learn from those classes?
12. 演戲，唱歌，團隊合作，和手作活動中，最喜歡到最不喜歡的是哪些？
Performing, singing,
13. 你上這個課之前喜歡英文嗎？Did you like English before joining this club?
14. 你以前有參加過補習班嗎？Did you join any English language school?
15. 你覺得上完這個社團後有更喜歡英文嗎？Do you enjoy English more after this club?
16. 你覺得課堂上的分組對活動的進行有幫助嗎？Do you think the grouping in class helps you participate more in class?
17. 你比較喜歡自己還是分組進行活動？Do you prefer to do the activities individually or corporately?
18. 整體來說，社團的課程設計你還喜歡嗎？Overall, do you like the lesson we have?

Appendix II- Interview questions II (on 09 Mar. 2016)

1. 你叫什麼名字？現在幾年級？ What's your name? What grade are you in?
2. 你有在外面補習嗎？ Do you any language school?
3. 你喜歡英文嗎？ Do you like English?
4. 如果要你聽一段簡單的英文像是 Hi, how are you? 你會想聽嗎？ Would you like to listen to a short English passage such as “Hi, how are you”?
5. 如果要你說一段簡單的英文，你會想要練習嗎？ Would you like to practice speaking a passage of English or having conversation like the one mentioned?
6. 如果要你讀一段簡單的英文，你會想要練習嗎？ Would you like to practice reading a passage of English like the one mentioned?
7. 如果要你寫一段簡單的英文，你會想要練習嗎？ Would you like to practice writing a passage of English like the one mentioned?



Appendix IV- Interview questions III (on 13 April 2016)

1. 你叫什麼名字？What's your name?
2. 你喜歡英文嗎？一到五分覺得自己是幾分？一分代表你很討厭英文，五分代表你很愛英文。Do you like English? From 1 to 5, how would you grade yourself in terms of how much you like English? 1 means you hate English; 5 means you love English.
3. 如果要你聽一段簡單的英文像是 Hi, how are you? 你會想聽嗎？Would you like to listen to a short English passage such as “Hi, how are you”?
4. 如果要你說一段簡單的英文，你會想要練習嗎？ Would you like to practice speaking a passage of English or having conversation like the one mentioned?
5. 如果要你讀一段簡單的英文，你會想要練習嗎？Would you like to practice reading a passage of English like the one mentioned?
6. 如果要你寫一段簡單的英文，你會想要練習嗎？Would you like to practice writing a passage of English like the one mentioned?
7. 覺得上了這堂課後有沒有比較喜歡英文？ Do you enjoy English more after joining this club?



Appendix V-Interest assessment and result form

Interest assessment form

Area/favor level	1 negative No	2 Not really want to	3 so-so	4 Probably yes, acceptable	5 positive Yes
Listening					
Speaking					
Reading					
Writing					
Like					
Student condition: School year, in/not in language school					

Student A

-30 Dec. 2015

Area/favor level	1 negative	2	3	4	5 positive
Listening					V
Speaking					V
Reading	V				
Writing	V				
Like					V
3 rd grader, in a language school only during his first grade year					

-9 March 2016

Area/favor level	1 negative	2	3	4	5 positive
Listening			V		
Speaking			V		
Reading	V				
Writing	V				
Like				V	
3 rd grader, in a language school only in his first grade					

-13 April 2016

Area/favor level	1 negative	2	3	4	5 positive
Listening	V				
Speaking	V				
Reading	V				
Writing	V				
Like			V		
3 rd grader, in a language school only in his first grade					

Student B

-30 December 2015

Area/favor level	1 negative	2	3	4	5 positive
Listening					V
Speaking					V
Reading	V				
Writing	V				
Like					V
4 th grader, in a language school					

-9 March 2016

Area/favor level	1 negative	2	3	4	5 positive
Listening	V				
Speaking		V			
Reading					V
Writing					V
Like					V
4 th grader, in a language school					

-13 April 2016

Area/favor level	1 negative	2	3	4	5 positive
Listening					V
Speaking					V
Reading	V				
Writing					V
Like					V
4 th grader, in a language school					

Student C

9 March

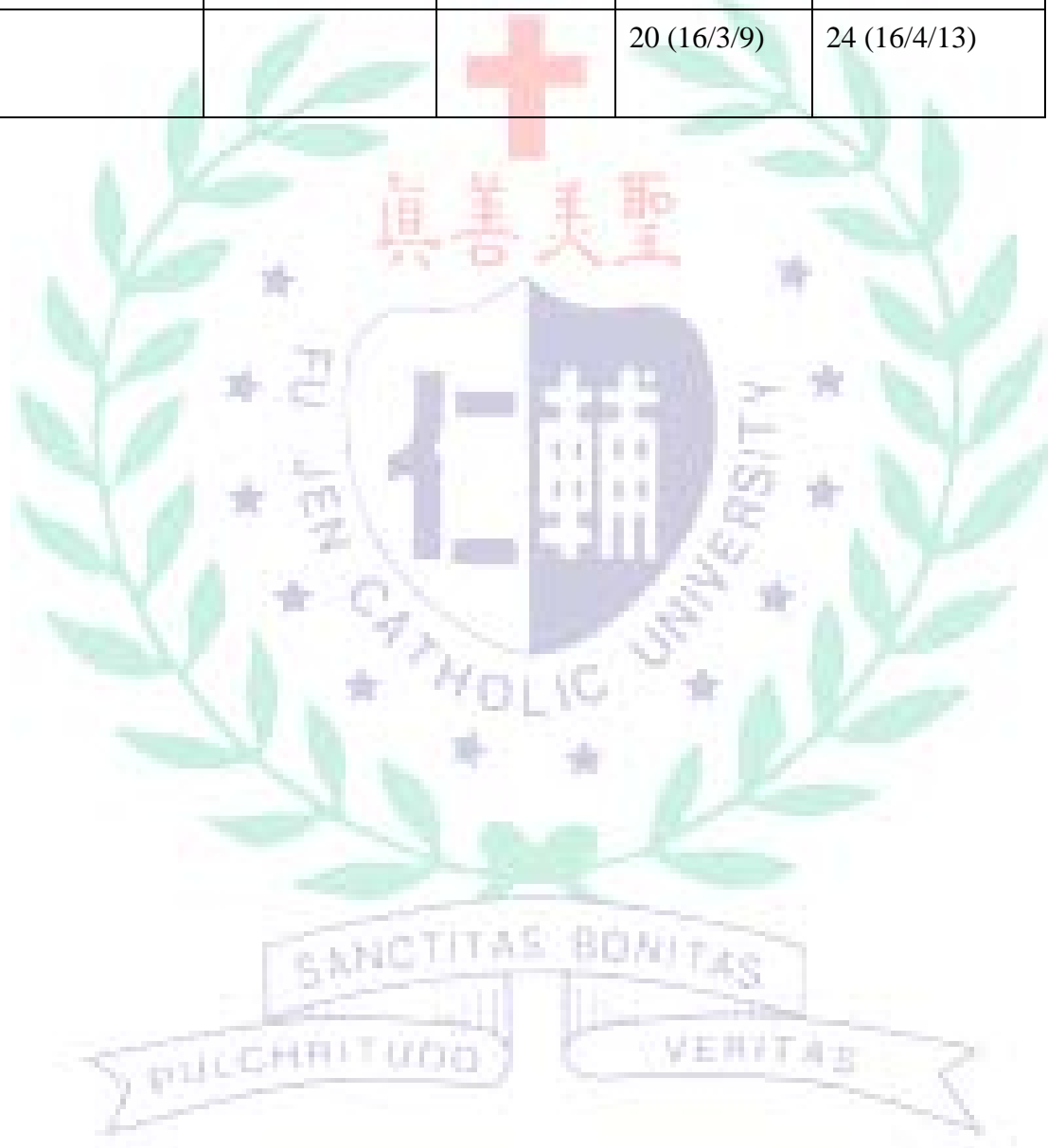
Area/favor level	1 negative	2	3	4	5 positive
Listening				V	
Speaking					V
Reading				V	
Writing				V	
Like			V		
6 ^{ed} grader, in a language school					

13 April

Area/favor level	1 negative	2	3	4	5 positive
Listening				V	
Speaking					V
Reading					V
Writing					V
Like				V	
6 ^{ed} grader, in a language school					

Result

Student /result	5 not interested at all	6-10 not so interested	11-15 so-so	16-20 interested	21-25 highly interested
A		7 (16/4/13)	12 (16/3/9)	17(15/12/30)	
B				17(15/12/30) 18(16/3/9)	21 (16/4/13)
C				20 (16/3/9)	24 (16/4/13)



Appendix VI- Students' vocabulary record

Student A

Date	New vocabulary used in task	W%	T: Y/N
3/2	(Introduction class) Hello, my, name, is, I, like, nice, to, meet, you, yes, no, thank, win, middle, blue, cola, candy, park, lady, February, science, books, countryside, math, fish	26	Y
3/9	X (interest test)	X	X
3/16	Christmas, happy, favorite, holiday, what's, your, holiday, is, valentine's, moon, festival, my	12/15 80%	Y
3/23	Left, right, turn, go, down, up, stop, how, can, I, get, to, park	13/15 86.7%	Y Win (2 nd section)
4/6	How, do, you, go, to, school, I, on, foot, she, goes, by, MRT, go, down	15/29 51.7%	Y
4/13	X (interest test)	X	X

W%: the new words used/total new words

T: Y/N: whether the task is completed or not, Y: yes, N: no

Student B

Date	Vocabulary used	W%	T: Y/N
3/2	(Introduction class) Hello, my, name, is, I, like, nice, to, meet, you, yes, no, thank, win, dog, the, box, trolls, oldest, home, let, it, go, December, story, book, English, rice, purple, soccer, basketball	29	Y
3/9	Fruit, orange, guava, strawberry, watermelon, banana, papaya, grapes, tomato, cherry, lemon *interest test	11/14 78.6%	Y
3/16	What's, your, favorite, holiday, Valentine's, day, happy,	23/44	Y

	Halloween, moon, festival, Christmas, pineapple, banana, apple, papaya, orange, leg, nose, ear, head, teeth, lip, foot	52.3%	
3/23	Left, right, turn, go, down, up, stop, ear, eye, strawberry, pineapple, foot, nose, mango, papaya, angry, eye, eyes, scissors, lemon, ruler, rabbit, bored, apple, deer, teeth, lip, guava, banana, tomato, mango	31/44 70.5%	Y
4/6	How, do, you, go, to, school, I, by, scooter, she, goes, turn, right, wolf, zebra, horse, tiger, rabbit, bear, monkey	20/41 48.8%	Y
4/13	Horse, sheep, hippo, panda, rabbit, sleepy, happy, scared, deer, bear, duck	11/24 45.8%	Y

W%: the new words used/total new words

T: Y/N: whether the task is completed or not, Y: yes, N: no

Student C

Date	Vocabulary used	W%	T: Y/N
3/2	(Introduction class) Hello, my, name, is, I, like, nice, to, meet, you, yes, no, thank, win, dogs, home, one, am, youngest, pink, read, books, and, listen, music, love, more, three, years, May, month, six, day, Japan	34	Y
3/9	Orange, guava, strawberry, watermelon, banana, papaya, grapes, tomato, cherry, lemon	10/14 71.4%	Y Win
3/16	What's, your, favorite, holiday, Christmas, merry, Halloween, Valentine's, happy, moon, festival, pineapple, mango, legs, eyes, nose, mouth, ear, fingers, hand, head, arm	22/44 50%	Y
3/23	Turn, left, right, go, down, left, stop, mouth, watermelon, cherry, teeth, nose, angry, eye, scissors, lemon, ruler, rabbit, bored, ear, apple, deer, pineapple, peach, guava, tomato	26/44 59.1%	Y Win (1 st section)
4/6	How, do, you, go, to, school, I, by, scooter, she, goes,	24/41	Y

	bike, MRT, wolf, zebra, horse, tiger, rabbit, bear, sheep, panda, monkeys, hippo, deer	58.5%	
4/13	Horse, sheep, hippo, panda, rabbit, sleepy, happy, scared, deer	9/24 37.5%	Y

W%: the new words used/total new words

T: Y/N: whether the task is completed or not, Y: yes, N: no

Comparison

Student/ % Dates	A	B	C
3/2	26	29	34
3/9	X	78.6	71.4
3/16	80	52.3	50
3/23	86.7	70.5	59.1
4/6	51.7	48.8	58.5
4/13	X	45.8	37.5