

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

8 January 2017

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Background and Purposes

Elementary schools in Taiwan now have been implementing English classes much earlier than it has been before. For instance, in the early 00s in Taipei, students did not have English classes until second grade. However, almost all elementary schools offer English classes starting from first grade now. People 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 Taiwan. However, 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 seems like the school does not pay much attention to updating or renewing it either. In addition, 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 be 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

Multiple Intelligence Method focuses on students' 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 just listening. 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 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 demonstrated it with the sentence pattern “This is a/an...” Later, tutors would 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 would let them dance with the song. In this process, tutors let tutees put different words together. It may develop their logical intelligence. When they watched the music video, they would use their visual sense. Also, they used body intelligence when they were dancing and the musical intelligence when they were singing. They may also use verbal intelligence when they creating sentence. This activity is a way to that draw different intelligences.

Service Description

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 midterm 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.

Preparation Time: Class Reflections (Week 2-6)

Week 2

To be honest, I held little expectation for this course. I took this class simply because I need to fulfill LOD. However, after the course introduction, I actually look forward to taking this course. First, I am considering teaching Mandarin as my part time job in the future, so I think this course will be very helpful since the professor mentioned the course applies to any kind of language teaching. Second, it reminds me of the volunteer spirit that I had when I was participating Sapling (小樹苗). I guess my mindset for senior year is that it's time for me to look for something practical, yet I somehow ignore the more important thing that a better life is not defined by how much money one person can earn. I'm really glad that I got reminded of this point and I really look forward to taking this course.

Week 3

It is really interesting to know TPR and how it can be applied to English teaching. During this week's classes, we discussed about it's important to give command for TPR, so I think being good teachers means they have to be firm but not strict, because I think being too strict will hurt students' feelings. However, they have to have principles and they have to be firm so that they can command. or give directions to the students.

Week 4

We learnt about grammar translation this week. It is interesting to know it is one of the oldest teaching method of language teaching. I think it definitely helps me better understand the method by knowing the historical background of the method. For example, I can understand why grammar translation focuses on writing and reading after knowing that it is invented around Renaissance that people tended to learn literature from Latin and Greece.

Week 5

We learnt about Audio Lingual method this week. I like how it focus on the practical function of language learning. That is, it focuses on daily conversation and focus on communication. I think it can be a good teaching method if I am going to teach Mandarin. However, so far, I figure out that all methods seem to focus on a lot of practice and repetition. It is just their terms are different. For example, I think the slot substitution in ALM sounds just like fill in the blank in Grammar Translation and also reinforcement in TPR. I would like to know their difference in further steps.

Week 6

From today's students' presentation we learn about multiple intelligence and some teaching methods. I really like this method because it values one's diversity, and therefore I think the teaching can be very diversified. For example, one of the students demonstrate storytelling, and it is so interesting to know that a simple story telling can teach can focus on children's different intelligences. For example, if we ask students to role play, it focuses on kinesthetic, and if we ask them to retell the story, we can enhance their creativity

Actual Teaching: Lesson Plans and Reflections

Week 7

Materials	Guo-Tai _3 rd _ graders Survey and Protest ____	Date	105/10/25 Week 7
		Grade	_3 rd _ graders
Planner	Jason (Major writer) Emily Chao (props/attendance) Lyndon (props/contact person) Deven (Recorder)	G-T Students	Angela Tina Jaslene

Major Goals	Students will be able to 1. Know their tutors 2. How to greet and introduce themselves 3. Learn how to use he/she/you.					
Time	30 minutes (1 session)	Props/ Tools				
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props / Tools
Warm up	15 mins	-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 à behave well for the whole class 1 sticker	TPR/ALM (single -slot substitution)	Hello Name Jason Emily Lyndon Deven	Language focused: input (listening) and output (speaking)	Name tags Sticker collector
Review	no	no	no	no	no	no
Tutoring	15 mins	<u>Lesson</u> I. <u>Survey: one tutor to one tutee</u> II. <u>Pre-test: one tutor to one tutee</u>	no	No	no	Survey sheets Pre-test sheet

Service Learning Reflections

The 1st Visit - Time - week 7 -

學號 student No. 402110348 班級 Class Senior 姓名 Name Jason Huang

服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, 25/10/2016

課程名稱 Course Title : Introduction to TESL

服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 3th graders

1、 What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？

1. This was the first time we met our tutees, Angel and Gina. One tutee is absent and we are not sure if she will join us later on.
2. This was also the first time I worked with Emily, Lyndon, and Deven as tutors.
3. The class is different from the regular class because we only focus on two students and the first time is more about getting to know the tutees and the environment.

2、 So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？

Problems encountered this week – Problem solutions

1. I found it difficult to communicate with my tutees. When we first met each other, I tried to just chat with them as friendly as possible, but the tutees didn't respond to me properly. They even didn't want to tell me their names. Instead, **they really liked to make jokes not relevant to the class**, and even when the class started, it was still a little difficult to manage the tutees. It took some time for the tutees to be willing to answer the questions we asked.
2. One of the **tutees cried** when she took the pretest. I was really shocked and I could sense that the test was too hard to her. I had to keep encouraging her so that she could finish the test. Later on, I asked her why did she cry, and then she just answered, "I really don't know". I think maybe **my tutee may find it difficult to deal with her stress and maybe express her feelings**.
3. The table was a little too big that it created a sense of distance between the tutors and tutees, so I think we have to discuss the classroom arrangement later on.
4. There was no school bell to remind us of break time, so a watch is needed.

5. The tutees seemed to be a little **unmotivated** even though we told them they could receive gift through collecting stickers.

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

1. I just found out our tutees need a lot of help because we know that they come from special background. I think we have to change a lot of our lesson plan. **What we teach need to be very simple**. Also, we need more games to interest the tutees to make them participate.

2. I think despite English, we can also give our tutees a lot of caring. We have to come up with a way to let them get close to us. I think it can make their learning a lot better.

About Silent Way:

I think Silent Way sounds a little bit like TPR. The teacher both gives commands. However, Silent Way focuses more on student role. I think it is a good way to test student whether they can really utilize and be familiar with what they learned. For example, the teacher just points at something and expects students to answer, so the students must understand and know what they have learnt beforehand so that they will be able to answer teacher's silent questions.

Week 10

Materials	Guo-Tai ___ graders textbook_____	Date	105/11/15
	Review & Introduce	Grade	3 graders
Planner	Jason	G-T Students	Angela, Jaslene, Tina
Major Goals	Students will be able to 1. Be more familiar with the phonics with corresponding alphabets		

Time	60 minutes (1 session)	Props/ Tools				
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Review	10 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	40 mins	<p><u>Lesson</u></p> <p>I. <u>Phonics chant</u> (Alphabet sounds) 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>II. <u>Activity –Phonics monopoly</u> 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</p>	ALM TPR		Speaking Listening Reading	Phonics monopoly worksheet Dice Candies

		them suggestions and teach them new vocabulary.				
Wrap up	10 mins	Use phonics to review tutors' name.	ALM TPR			

Service Learning Reflections

The 2nd Visit - Time week 10-

學號 student No. 402110348 班級 Class Senior 姓名 Name Jason Huang

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, 15/11/2016

課程名稱 Course Title : Introduction to TESL

服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 3th graders

1、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？

1. This is the second time for service learning. We had a new student who didn't show up the first time.
2. This time we review class rules, everyone's name, and practice phonics. We also gave the new student pre-test but didn't finish it.
3. Students are more responsive and concentrated this time.
4. A teacher from Guo-Tai came during our teaching and asked if we had new students. She asked if one of the students still didn't respond to us.

2、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？

Problems encountered this week – Problem solutions

1. We found out there were difference among students' language level, and two were too active when having phonics activity that we couldn't tell if the new student could really follow. Therefore, when I was leading the phonics activity (pointing at the alphabet and students pronounced the phonics and the letter/ just pronounce the phonics sound and let

students erase the correspond letter written on whiteboard), I called on each student to let only one student answer one at the time. That's when I found out the new student couldn't really catch up with the others.

2. Two students' performance improved a lot than last time. I think they felt closer to us so that they were more willing to interact with us. Good sign!
3. We didn't finish pre-test for the new student, but we found out she is relatively more responsive. She can easily understand the instruction, while her English proficiency falls behind. I kind of found out she can be very good at things she is familiar with (e.g. her English name, number), but she is not familiar with phonics, even writing the correspond alphabet. So I think later on we need to come up with the teaching of how to fill the gap between students' language ability, while in the way that I don't want to make the student feels left out.
4. Students were all very concentrated when we were playing phonics monopoly. This proves that more games can get them attention and they indeed get more familiar with phonics. We can conduct a lot more games in our following teaching.

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

1. I was worried about our students, but I felt really relieved after seeing them become so responsive this time. I think gaining trust and building connection with the students is a key to language teaching, because students will be willing to express themselves only when they feel comfortable and confident, so I think it's teacher's job to give students those good feelings.

2. Also, I think it is important to notice students' responses when doing activity so that we can find out if they can really follow. We need to give them time to demonstrate what they learn. That is, if students cannot answer immediately, give them some time to think. Don't just give them hint by saying the first word to let them repeat what you said only. When students answer by only repeating what you said, it doesn't mean they really understand. They just repeat what you say without really understand.

Week 11

Materials	Guo-Tai _3 rd _ graders Survey and Protest ___	Date	105/Month/Date
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		Grade	_3 rd _ graders			
Planner	Jason, Emily Chao, Lyndon, Deven	G-T Students				
Major Goals	Students will be able to 1. Identify all the alphabets and phonics in given vocabulary 2. Able to spell words with given phonics					
Time	60 minutes (1 session)	Props/ Tools				
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	15 mins	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	15 mins	I. <u>Activity –Phonics monopoly</u> 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		Speaking Listening Reading	Coloured phonics monopoly worksheet Dice Candies
Tutoring	30 mins	<u>Lesson</u> I. <u>Identify phonics in given vocabulary</u> 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. II. <u>Spell words with given phonics</u> Tutors will read a vocabulary and tutees will have to pick up alphabet cue cards according to it. They	TPR	No	no	Vocabulary cue cards

		will also have to read aloud the phonics of the alphabets they pick up.				
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Service Learning Reflections

The 4th Visit - Time week 11

學號 student No. 402110348 班級 Class Senior 姓名 Name Jason Huang

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, 29/11/2016

課程名稱 Course Title : Introduction to TESL

服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 3th graders

1、 What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？

1. This is the third time of our teaching, we would like to try new activity, which is chatting with them and teach them some vocabulary from our conversation. We think that the words they learnt would be more related to them so that they can memorize them better.

2、 .So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？

Problems encountered this week – Problem solutions

1. We realized one of the tutees really have a lower language level than the other two, so I separated her and gave her my **individual attention**. At that time I was struggling if I need to do that because I really didn't want her to feel left alone. However, I still made my decision because she could barely follow the class. Luckily, the tutee had **a positive learning attitude** that she didn't feel left alone and I think she improved a little when I gave her my individual attention, so I think individual attention may work better for her.
2. The tutees were **not very talkative** when we tried to chat with them, but we still taught some vocabulary from the conversation. We would like to see if they could still remember next time.

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

1. I will give the tutee individual attention if it's necessary in the future. We would like to reduce her language gap with the other two tutees in this semester.

Week 12

Materials	Guo-Tai _3 rd _ graders		Date	105/11/29 Week 12		
			Grade	_3 rd _ graders		
Planner	Jason, Emily Chao, Lyndon, Deven		G-T Students	Angeal, Jaslene, Tina		
Major Goals	Students will be able to 1. Identify all the alphabets and phonics in given vocabulary (writing)					
Time	60 minutes (2 session)		Props/ Tools			
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	10 mins	<ol style="list-style-type: none"> Review the vocabulary we learned last week (bubble, ruler, book, marker. . .) 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	<u>Lesson</u> I. <u>Card match game</u> Alphabet cards will be flipped to the back, and the students will have to try to match two cards with the same background color.	TPR	No	Writing Speaking Listening Reading	Bingo sheet

		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.				
Tutoring	30 mins	II. <u>Activity –Phonics Bingo</u> 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	TPR CLT	No	No	Vocabulary cue cards

Service Learning Reflections

The 4th Visit - Time week 12-

學號 student No. 402110348 班級 Class Senior 姓名 Name Jason Huang

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, 29/11/2016

課程名稱 Course Title : Introduction to TESL

服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 3th graders

1、 What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？

1. This is the fourth time we went to Guo-Tai.
2. We basically wanted to try if learning something random but from their life will be a good idea, so we chatted with them and taught them some vocabulary from their conversation.
3. We reviewed the alphabet and phonics, and this time we tested them on writing with Bingo.

2、 .So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？

Problems encountered this week – Problem solutions

1. This is the first time we tested on their writing. Two of the tutees are doing well, but one of them needs more practice. However, one tutee is not very familiar with alphabet. She cannot even recognize some of the letters and may pronounce the wrong phonics (pronounce “h” sound when seeing the letter “s”)
2. Tutees may pronounce the wrong phonics when they were playing Bingo. That means they are still not 100 percent familiar with the letters, tutors had to correct them so that the game can go on.
3. The alphabet matching game seems to bore them a little bit. Maybe we need to come up with other activities.

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

1. The class went well today, and I liked how we focused on different area (writing) today. I think in the future, we have to consider to focus on writing more, as we mainly focused on reading, listening, and speaking so far.

Week 13

<u>Materials</u>	<u>Guo-Tai 3 graders textbook</u>		<u>Date</u>	<u>105/12/06 Week 13</u>		
	<u>Review & Introduce</u>		<u>Grade</u>	<u>3 graders</u>		
<u>Planners</u>	<u>Jason, Emily Chao, Lyndon, Deven</u>		<u>G-T Students</u>	<u>Angela, Tina, Jaslene</u>		
<u>Major Goals</u>	<u>Students will be able to</u> <u>1. Able to spell words with given phonics</u> <u>2. Help them reviewing school materials (What's this/that? That/This _____.)</u>					
<u>Time</u>	<u>30 minutes (1 session)</u>	<u>Props/ Tools</u>				
<u>Activity</u>	<u>Time</u>	<u>Procedure</u>		<u>Major Method/ techniques</u>	<u>Vocabulary covered</u>	<u>4 strands: Language/ meaning focused: input/ output</u>
						<u>Props/ Tools</u>

<u>Review</u>	<u>10 mins</u>	I. <u>Review school materials (What's this/that? That/This _____.)</u>	<u>TPR</u>	<u>This That</u>	<u>Speaking Listening Reading</u>	<u>No</u>
<u>Tutoring</u>	<u>30 mins</u>	Lesson I. Phonics Clock (short vowels) The tutors will spin the clock hand (pen) and the students will have to read out the set of phonics combination they are get. II. Introduce long vowel (a e) Teacher will introduce long vowels and repeatedly practice with them.	TPR ALM	no	Speaking Listening Reading	Alphabet clock Whiteboard
<u>Wrap up</u>	<u>20 mins</u>	Combine school material review and vowels.	TPR	This That	Speaking Listening Reading	No

Service Learning Reflections

The 5th Visit - Time week 13-

學號 student No. 402110348 **班級 Class** Senior **姓名 Name** Jason Huang

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, 6/12/2016

課程名稱 Course Title : Introduction to TESL

服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 3th graders

1、 What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？

- This is the fifth time we do service learning. This time we start to teach them grammar like (This is a _____.) And two of the tutees catch up very soon, but one is still fall behind. We also practice long vowel ee/ea to them.
- This time I didn't lead the teaching a lot of teaching.
- I separated the tutee who always cannot catch up and helped her practice alphabet order in terms of phonics and letters recognition with writing and reading. (Not in lesson plan).

2、.So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？

Problems encountered this week – Problem solutions

1. This is the first time that the lesson plan was written 2 weeks ago (We used to write it weekly). I felt like we weren't familiar with the lesson plan. Also, the lesson plan that we wrote two weeks ago didn't work well, so this week's lesson was like a mess. I felt sorry for the tutees because we lacked preparation this time. I talked with other tutors about this and we agreed that even though we turned in two lessons plans every two-week, we still need to discuss every week before the class.
2. The alphabet clock that we made was not effective as we expected, so we gave up using it right away by giving them five minutes break earlier. During those 5 minutes, we discussed what we were going to teach in the next session right away. We decided to separate tutees, and I took charge of the tutees whose language level is the lowest.
3. I found out the tutee is really not familiar with the alphabet. I first just told her to write all of the alphabets in order and she didn't know how to write some of the letters (For letters R and T, I have to demonstrate how to write it to her) and didn't know the correct order (missing N between M and O, and after O she always messed up with the order) and misunderstand some letters (Q and O, V and U, the sound of B and P). After I writing letters in order, I asked her to write down the letter I said, and I emphasized the ones she was not familiar with. And then we did the memory flipped alphabet cards activity again and again.

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

1. Although this week's class is a mess, I learnt how to deal with emergency this time. We came up with plan B within 5 minutes and it worked.
2. I also learnt about team negotiation. After the class, I told my teammates that I was not satisfied with our performance. I told them we should be more teacher-like instead of big brother or sister-like. I am glad that I

can share my thoughts to my member, and they knew that I meant no offense just that I think we can do better.

3. The tutee needs more practice with alphabet order. The goal for her will be very familiar with the alphabet after this semester. It's not really difficult but I find it that I really need to have a lot of patience with that.
4. Teachers need full preparation. Students can tell if you are unprepared.

Week 14

<u>Materials</u>		<u>Date</u>	<u>105/12/13</u>			
		<u>Grade</u>	<u>3rd graders</u>			
<u>Planner</u>	<u>Jason, Emily Chao, Lyndon, Deven</u>		<u>G-T Students</u>	<u>Angeal, Tina, Jaslene</u>		
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	60 minutes (1 session)		Props/ Tools	Pen, Marker,, Ruler ,Pencil ,Book ,Worksheets ,Laptop		
Activity	Time	Procedure	Major Method/ techniques	Vocabul ary 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 1. The tutors will give out the worksheets about how to use article. Review long vowel ee/ea 2. The tutors will give out the worksheets about long vowel ee (only do part I &II)	CLT GT		Input :listening Output: Writing	Worksheet s (article/ ee&ea)
Tutoring	25 mins	Lesson 1. 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.” 2. 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” https://www.youtube.com/watch?v=8irSFvoyLHQ	None		Input: listening	Laptop

Service Learning Reflections

The 6th Visit - Time week 14

學號 student No. 402110348 班級 Class Senior 姓名 Name Jason Huang

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, 13/12/2016

課程名稱 Course Title : Introduction to TESL

服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 3th graders

1、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？

1. This is the sixth time we visited the children, and this is the first time that we did activity outside the classroom.
2. We used a lot of TPR activities, and for TPR, I mean tutees really had to move a lot (they had to RUN)! And to our satisfaction, it went really well.
3. Two of my partners took the lead this time.

2、.So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？

Problems encountered this week – Problem solutions

1. I really like the TPR activity that we did for this class. The activity was that we prepared the real items of the vocabulary we had learnt (pen, pencil, ruler . . .etc.) and hid them somewhere on the campus, and then we gave our command such as “I want a pen”, and then tutees would have to find the item and returned it to the tutors while they also practiced the sentence: This is a/an _____. The activity just went really well and effective. The tutees seemed to enjoy themselves a lot, and most importantly, we also enjoyed a lot as tutors. Seeing those tutees learning happily just gave me a big sense of achievement, and that’s what I am always looking for when teaching children. I am really glad that we achieved this goal and I will never forget this simple yet happy moment.
2. I tried to test the tutees with the highest language level on her reading comprehension when she finished the practice while other tutees hadn’t finished. This is the first time that we let the tutees to read a short article and try to let them grasp what the article was about. The tutees could catch up the reading pretty well while she practiced the long vowel ee, because the article is composed by a lot of words with long vowel ee.
3. We also used song to teach today, but surprisingly, the tutees didn’t like it that much. They were too shy to sing along with the tutors, but overall it went well, but I was just kind of surprised that the tutees would be that shy.

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

1. I really like today's class. I think TPR is one of the teaching methodologies that both tutors and tutees will enjoy, as long as the activity is fun, so I think I will consider to use more effective games in my future teaching.
2. I learnt how to separate my workload to my teammate, as in today's class, they took the lead of teaching, and I think it is good for all of us because all of us can learn how to take control of a class and also learn how to assist.

Week 15

Materials			Date	105/12/20		
	Review & Introduce		Grade	3 graders		
Planner	Jason, Emily Chao, Lyndon, Deven		G-T Students	Angel, Gina, Jasmine		
Major Goals	Students will be able to understand how to use article, be more familiar with the long 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	Worksh eets
Tutoring	30 mins	<u>Lesson</u> I. <u>Long vowel a-e enhancement</u> The tutors will give a-e worksheets and help the tutees fill out the blanks. II. <u>Colors</u> Use color papers to teach the tutees about different colors. Then the tutors	CLT, Silent Way	Red Blue Yellow Green Brown Black White	Speaking Listening Writing	Worksh eets Color papers

		will silently point to a color paper and the tutees will have to say the name of the color.		Grey Pink Purple Orange		
Wrap up	5 mins	Sing a sing: "I can Sing a Rainbow." https://www.youtube.com/watch?v=nRTdq0VsLGQ	MI	Rainbow and Red Blue Yellow Green Pink Purple Orange Sing listen With Can	Listening, Singing	Laptop

Service Learning Reflections

The 7th Visit - Time week 15

學號 student No. 402110348 班級 Class Senior 姓名 Name Jason Huang

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, 20/12/2016

課程名稱 Course Title : Introduction to TESL

服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 3th graders

1、 What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？

1. This is the seventh time we visited the children, and we introduced new things (long vowel a_e and color) to them.
2. This time we also tried to use more activities to run the class, and it went pretty well as well.

2、 .So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？

Problems encountered this week – Problem solutions

1. I think the tutees can get the concept of long vowels as we have taught them ee, oo, and a_e. I think they are better at separate and distinguish the sound.

2. The tutees knew the color already but not 100 percent familiar, so we helped them to get more familiar with color paper and the rainbow song.

3. Since we only had three tutees, when we were doing activity about rainbow song (everyone held a color paper and had to jump up when we sing the color, and then everyone had to jumped up when we sing the word rainbow), the tutors had to join the tutees, and I think it is quite interesting because in this way, the relationship between tutors and tutees seems to become closer.

It's not just teacher giving command and students following. It's more like we were friends and we were playing games together while the tutees can still learn something from it, but because all of the tutors had to play the game so we didn't record the part. We will try to record it next time.

Also, at first, same as last week, the tutees were shy about singing, but they became more willing to sing when they had to jump with the color they got.

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

1. Today's class went well also. I enjoyed singing the rainbow song with the tutees and the tutors.

2. It gives me a great sense of achievement seeing the tutees seem to build up the concept of long vowel. I think drilling really works for teaching phonics, especially long vowel. Also, through learning long vowel, tutees will also be able to learn how to separate sounds at the same time in terms of gaining phonological awareness.

Week 16

Materials	Guo-Tai _3 rd _ graders —	Date	105/12/28
		Grade	_3 rd _ graders
Planner	Jason, Emily Chao, Lyndon, Deven	G-T Students	Angela, Jaslene, Tina
Major Goals	Students will be able to 1. Identify all the alphabets and phonics in given vocabulary (writing)		

	2. Sing the rainbw song 3. Be more familiar with long vowel a_e					
Time	60 minutes (2 sessions)	Props/ Tools				
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Review	20 mins	<u>Lesson</u> <u>I. Rainbow song</u> 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	Speaking Listening	Color papers
Test & Survey Time	30 mins	I. <u>Phonological test</u> II. <u>MSLQ survey</u> 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 mins	To encourage the students to keep learning, we'll give them some gifts in this final session as a wrap.				Gifts for the students

Service Learning Reflections
The 8th Visit - Time week 16
學號 student No. 402110348 班級 Class Senior 姓名 Name Jason Huang
服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, 27/12/2016

課程名稱 Course Title : Introduction to TESL

服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 3th graders

1、 What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？

1. This is the last time of our tutoring, so we basically just wanted to review the long vowels, rainbow songs, conduct the post test survey, and give them gifts to say goodbye to them.
2. Around 6 tutees from Thursday class came, and we didn't know about this beforehand, so it was kind of chaotic at the beginning that we tried to contact the professor and their responsible tutors to confirm what exactly was going on.
3. A new third grader joined us for a while before his responsible tutor came.

2、 .So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？

Problems encountered this week – Problem solutions

1. It was really chaotic to see the classroom was filled with the tutees who we have never met before and were supposed to be in Thursday class. At first, we didn't know what to do at all. We discussed with the other group to see if we can take care of the tutees. However, since most of the tutees were sixth graders and we were going to conduct the post survey and post test to our tutees, we thought what we were supposed to do did not apply to those tutees. Therefore, we contacted the professor and the responsible tutors, while there was no solution for it. Eventually, we discussed with the tutees and then asked them to self study, which they agreed. Then, their responsible tutors came to take care of them.
2. The marker was missing, so we changed the order of our lesson plan that we let the tutees to sing the rainbow song first. Then, we found a marker in a box so that we reviewed the long vowel.
3. We didn't know what to do with the new third grader when we were doing the post test. However, he showed his willingness to take the test. We let them take the test anyway and somehow one of the tutees felt more willing to take the test as she thought someone was competing with her.

4. One of the tutees didn't want to take the post test at all. She even wrote the answers before I said the questions, so I almost got angry and told the tutee she didn't have to do the test if she didn't want to. However, the situation became really awkward that I could tell the tutee could feel my anger. Therefore, I asked another tutor for help. The way we solved this problem is by negotiating with her that if she completed one part of the post test, we would play one round of hanging man with her, and it worked. She answered the questions not randomly and actually performed really well. However, the process went pretty slow that we were almost running out of time and the tutee seemed to lose her interest after, so another tutor came and firmly told her to take the test by telling her there are going to be a lot of things that she would not want to do in the future, and then the tutee finished the test eventually. I think we thought her a life lesson at the same time.

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

1. I learnt that a class is not just about the lesson now. If there's really an urgent situation that stop the class going on, we really need to contact people outside the classroom and find the responsible person to take care of it.
2. I also learnt to asking for help from my partners when we did our posttest. I learnt that if the tutees show no interests in our teaching or what we did, we didn't have to follow their wishes. Instead of forcing them to do what we ask them to do, we can always think of another ways to let them complete the task.
3. In brief, the final class let me learn how to be spontaneous and let me know that we have to always be prepared to come up with back up plan in teaching.

Creative Lesson Plans (Before the Flood)

Materials	Video clips from "Before the Flood"	Due Date	2016/12/8
		Age	19-20
Planner	Eling Liu Jason Huang	Target Students	University freshmen students (Non-English majors)

	Emily Chao Lyndon Tseng Deven Chang Sharon Teng					
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	Total Physical Response	Newspapers Food boxes Books Plastics Cans Glasses Food wrappers	Meaning focused Input: listening	Daily life objects Recyclable objects

		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.		Batteries Light bulbs Styrofoam Aluminum Metal		
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

Materials	Video clips from “Before the Flood”		Due Date	2016/12/8		
			Age	19-20		
Planner	Eling Liu Jason Huang Emily Chao Lyndon Tseng Deven Chang 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.	TPR	Newspapers Food Boxes Books Plastics	Language: vocabulary review	Computer

				Cans 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 Work (Song Adaptation for Before the Flood)

This song is adapted from "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 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

Teaching Observation (English Club)

I went to observe the English club on December 28, from 2:30 to 3:20. Firstly, compared to my own tutor session at Guo-Tai, the English club's environment of classroom is cozier than mine. The classroom is specially designed for English learning. For instance, there are a lot of English posters posted on the walls, and the curtains are also served as English posters. Therefore, I think students indeed can pay more attention to teachers when they speak English because the environment creates a pleasant atmosphere for learning English, and I think it is nice for Guo-Tai that there is a classroom specially designed for English learning. Second, the teacher would always give instructions in English followed by Chinese explanation. However, I was kind of skeptical about whether it is necessary because I thought students may only pay attention to the Chinese explanation. However, I think the teacher still did a great job by doing that because at least she let the students be exposed to English more, and I remember one of the important elements for second language acquisition is about exposure, and the abundance of exposure allows children to 'acquire' second language. Therefore, it is good that the teacher tried her best to create an environment that allows students to be exposed to English, and I think that is something I can learn from and conduct in my future teacher. In addition, basically, what the teacher and students did in the class was practicing a play and performed it at the end of the class. Through the play, the students would be able to learn animals, their features, and fruits. I think it is a good activity because it is kinaesthetic that allows students to learn English in different way. Also, in the end of the class, the teacher played the song "What Does the Fox Say", which is related to the play, and it is nice to see all the students enjoyed the play that they danced with the music in the end. In brief, I think English Club can have positive impacts on students because students are put to abundance of exposure of English, which helps with their second language

acquisition, in a way of the classroom atmosphere, the teacher's effort to use as much English as she could, and kinaesthetic activity.

Results, Findings, and Discussions: Pre/Post Survey Data Analysis

From the results of pre and post motivation survey results (See Table 1), even though we can see that the tutees 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 thus weren't really paying attention to the survey. We tried to have them seated, but two of the three tutees tended to randomly and not honestly do the survey, as we noticed that they were whispering each other about which answer they had to put during the survey. However, judging from their in class performances, we can tell that they enjoyed some of our lessons (esp. when TPR is embedded) and do not really have such negative attitudes as the survey shows.

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

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

Results, Findings, and Discussions: Pre/Post Tests Data Analysis

From the result of the pre test (see Table 2), we could tell the tutees may have difficulties learning English, as we can tell they did not gain a comprehensive phonological awareness, especially they were not able to pronounce words that does not make sense, which means they did not have an ability to combine different sounds of the consonants together. However, from the post test, we can see the tutees made a huge progresses in all four aspects. We assume that the tutees made such progress because we focused on phonics a lot throughout the semester. Also, we think the drilling of long vowel helps a lot since the repeated substitution gives the tutees phonological awareness that they are able to combine, separate, and distinguish different sounds under the rule of phonics.

	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

Table 2. Phonics Awareness Pre/Post Tests Result

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

It is clear that they have big progress after weeks of learning. In the beginning, the tutees couldn't even identify certain alphabets or distinguish the corresponding phonics. It is kind of surprising for us to notice that they couldn't finished the pretest on their own. We had

to give them hints so that they could understand the question. Moreover, it is worse that most of the questions were answered by guessing.

However, after 8 times tutoring, we indeed see great progresses among our tutees . Angela is outstanding. She handled all of the knowledge we taught. She could memorize those pronunciations very well. Tina's performance is medium among the three tutees. She could memorize them but it took more time. Jaslene could not master all of knowledge we taught throughout the project. However, she has a positive attitude in learning English, and she is more familiar with identifying alphabets now, which we think it's best for her to let her catch up with her academic performance. For the post test, they could understand the question very well and finish the test by themselves. Although the accuracy is not high enough, it is higher than the pretest.

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[_1.doc](#)

Appendix: Teaching Videos and Obervation Photo

1. Jason_Tutee_Session_11.22_ https://www.youtube.com/watch?v=aqB15_6uIso

I gave the tutee individual attention when I found out she cannot identify all of the alphabets and the corresponding phonics correctly. I tested her understanding and enhance her memory on alphabets when playing the game with her.



2. Jason_Tutee_Sesson_12.20_ <https://www.youtube.com/watch?v=H0h9GACCeFk>

In this clip, we can find out the tutees are forming the habit of the sound of a_e and gaining phonological awareness when I keep changing the consonants. We can also see the tutees start to form a habit of combining different sounds together through the process.



3. Photos of the Class Observation

