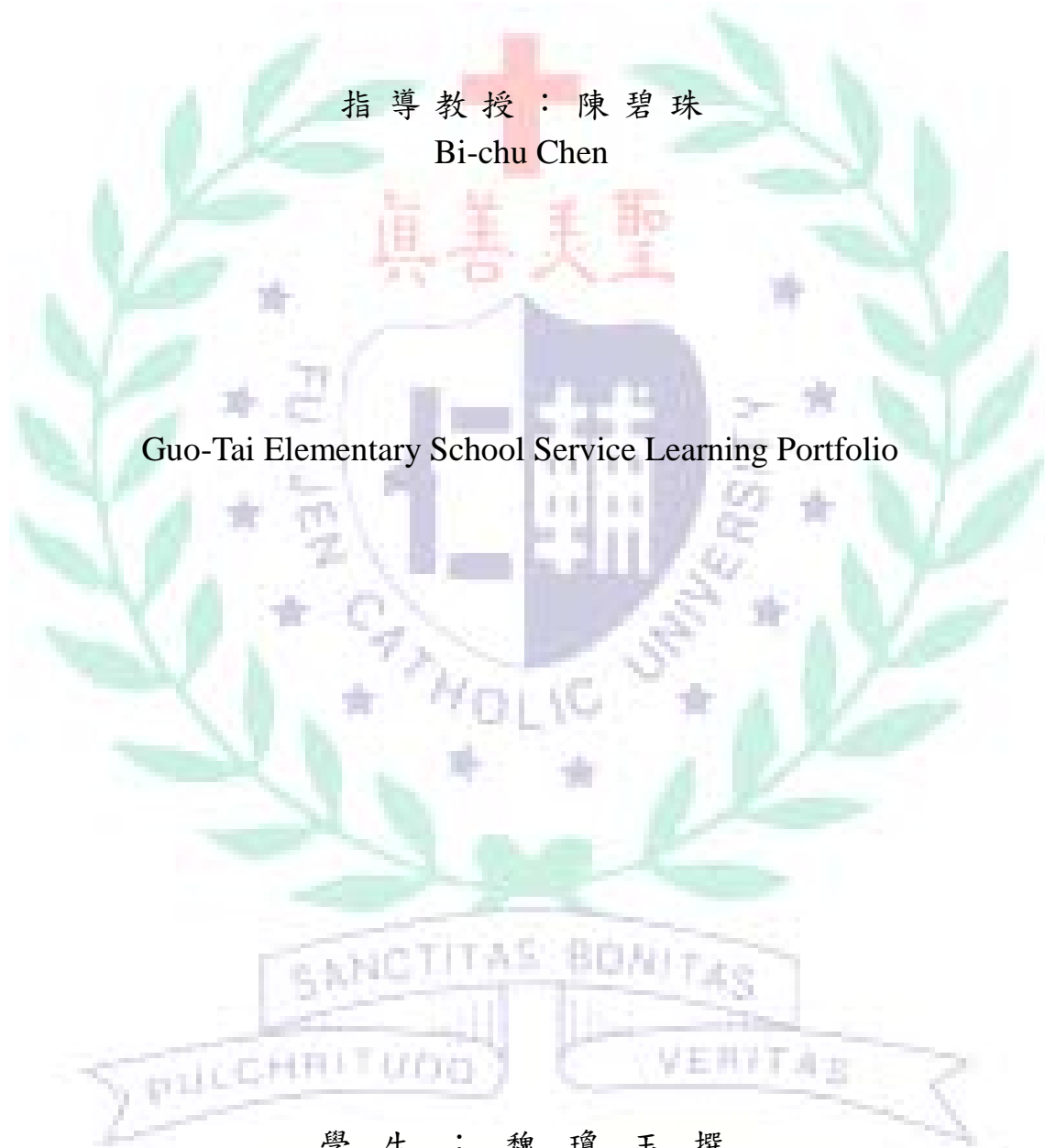


天主教輔仁大學英國語文學系學士班畢業成果  
ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY  
GRADUATION PROJECT 2017

指導教授：陳碧珠  
Bi-chu Chen

真善美聖

Guo-Tai Elementary School Service Learning Portfolio



學生：魏瓊玉撰  
Joanne Qiong Yu Wei



**Joanne Wei**

**402110453**

**Introduction to TEFL**

**Guo-Tai Elementary School Service Learning Portfolio**

**105/10/27~105/12/29**

## Outline

### I. Introduction

#### A. Background Information

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

#### B. Literature Review

1. Audio-Lingual Method
2. Commutative Language Teaching
3. Grammar- Translation Method
4. Total Physical Responses
5. Multiple intelligences

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

#### A. Introduction

#### B. Lesson Plans/ Reflection at Guo-Tai Elementary School

#### C. Creative Lesson Plan: Before the flood

### III. Results, Findings, and Discussions

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

Data Analysis and Students' Progress Analysis

B. Phonemic Awareness Assessment

Data Analysis and Students' Progress Analysis

IV. References

V. Appendixes

A. Video links

B. Photos

# Introduction

---

## ■ Background Information

In order to improve the English learning situation in Taiwan, the Ministry of Education implemented English proficiency tests to maintain students basic English ability (Wu, 2011). Thus, students tried hard to get good grades to prove their learning efficiency and became test machines and this has become a recognized phenomenon since then. According to professor Wu that the former mayor of New Taipei City thought that the primary study in English is to learn to write and speak (2011). Every elementary school in New Taipei City then added approximately three different types of English courses in total making the fifth and sixth graders having longer school hours than the junior high school students in Taiwan (2011).

Under the fast development of cities and urbanization, the learning environment between cities and countries differs greatly creating huge gaps in between. Students in the cities receive higher quality of education with abundant resources in contrast with students from the rural areas. Responding to this phenomenon, schools, clubs, other service or volunteering groups rise up and involve in service learning to the elementary schools in rural areas. Students from the English department in Fu Jen University take part in service learning in Guo-Tai elementary school to tutor the kids English for the after school program and provide them with free teaching materials. However, this cooperation between the two schools not only serves as providing Guo-Tai students with free teaching assistance but also serves as a mean for students from Fu Jen English department to learn and carry out community service. Students from Fu Jen pass down the knowledge they have to the students in Guo-Tai while at the same time gain real life experience in teaching. In addition, this service learning program provides a space for students to learn to contribute to the society starting with contributing to the community near them.

## ■ Literature Review

### 1. Audio-Lingual Method

The Audio-Lingual Method is also called Michigan Method because Charles Fries of the University Michigan developed this method from the structural linguistics. This teaching method is an oral-based approach, and its target is to make learners use the grammatical sentence patterns through conditioning. As a result, learners can speak the second language naturally.

### 2. Communicative Language Teaching

Communicative Language Teaching (CLT) is a theory that aims to make communicative competence the goal of language teaching. According to the teaching approach, the students are asked to make statements about how they think and feel about the predictions and they believe so. For the teachers, they would ignore the students' verbal error in order to let them get more practices. Besides, the teacher may present some part of the lesson before the students interact a great deal with one another.

CLT pays more attention on fluency rather than accuracy. By using activities such as role-play, storytelling, problem-solving tasks, and other authentic materials, CLT are based on student-centered and the conversation is set on a real situation of a social context. It emphasizes the meaning above the sentences; that is, social conversation is the most important goal, regardless of other function in the target language. In the Audio-Lingual Method, teachers can introduce the dialogue and initiate a chain drill which means that the dialogue will go continuously by students. Moreover, teachers should prevent students from making errors, and those errors should be corrected immediately. As for students' native language, they are allowed to use it during the class.

### 3. Grammar-Translation Method

Grammar–translation, also called Classical Method, originated from the practice of teaching Latin. The main goal of Grammar-translation is enabling students to read and appreciate foreign literature. Therefore, grammar-translation is a method of teaching foreign languages with the cultures and the rules nowadays.

In class, students are given the grammatical rules first and learn it

deductively. After students understand the rules, they would be asked to apply the rules on other exercises, such as translating sentences or words between the target language and the native language. As well, the teacher would ask students to read the foreign literature or article then summarize it by speaking target language. If the answer is incorrect, teacher would give the right answer right away so as to make students learn from mistakes and memorize the right way of using grammar in target language.

4. Total Physical Responses

Aside from the three approaches (Natural Approach, Comprehension Approach, and Lexical Approach) of learning a second language, the fourth method, Total Physical Response aims to teach the target language in a less stressful way. The students follow instructions of the instructor in the target language and respond through actions. Usually the teacher gives commands of a sequence of actions in the target language and asks the students to respond through their actions.

The goal of Total Physical Response is to have students reduce the stress of learning a second language and enjoy the experience of communication in another language. The teacher is the director of all student behavior, and the students are the imitator the nonverbal behavior. Native language is rarely used during the method. Meaning is made clear through body movements. Also, the teachers would tolerate the students' language errors, for the fine details of the language should be postponed until students have become somewhat proficient.

5. Multiple intelligences

Howard Gardner, the Harvard professor who originally proposed the theory, says that there are multiple types of human intelligence, each representing different ways of processing information. There are eight types of multiple intelligences, including verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence, naturalistic intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence. We use the theory of multiple intelligences in the teaching.

# Service Learning Lesson plan & Reflection

Location: Guo-Tai Elementary School

Duration: 2016/10/27~2016/12/29, every Thursday from 4:20 pm~5:40 pm

Tutors: Anna Huang, Autumn Tsai, Doris Chen, Emily Pai, Joanne Wei, Joyce Chang

Tutees: Students in Guo-Tai Elementary School, 3 third graders and 1 fourth grader

Reflection before service learning:

Date	Reflection
Week 1 09/15	Day off
Week 2 09/22	In this course, I hope I can find my enthusiasm in teaching and strong my belief of being a teacher. I expect to learn how to teach and design the course. As BC said, "Teaching is easy, but designing is very difficult." I can't agree it anymore. However, after the first class, I felt kind of nervous and thought it was more challenging than I expected. Hope I can learn much in this course.
Week 3 09/29	Topic: Total Physical Responses (TPR) This week I learned about the TPR. I think it focus on students' experience of learning languages because it is important to care about students' feeling when they are learning. Feel less stress, learn more easily. If we just teach students with textbooks, it will be too boring for students to learn and absorb. Also, a good teacher should be passionate and patience, and a good teacher should try hard to find the most appropriate and suitable teaching method.
Week 4 10/06	Topic: Grammar–translation (GT) The main goal of GT is enabling students to read and appreciate foreign literature. Also it can be called Classical Method, used most nowadays. Students can learn target languages deductively with the rule. However, because it is conventional, I think the kind of method is a little bit boring which cannot catch student's attention. My primary school experience came into my mind



		when I reading this method. Actually, I think it is not so suitable for elementary students' learning. Therefore, I think I will try hard to avoid of using this method on service learning.
Week 5	10/13	<p>Topic: Audio Language Method (ALM)</p> <p>This class we watch the teaching movie about learning pronunciation then I finally know that why linguistic so important and why we have to learn. However, though linguistic is important, it is hard for me to remember the place or the way we use in our oral cavity when we are speaking. Also, the teaching practice we do in the end of the class is interesting. As a teacher, we should concern student's comprehension to the questions, or they may not understand what teacher ask. So, we also have to explain patiently for them in order to not make them afraid of answering.</p>
Week 6	10/20	<p>Topic: Multiple Intelligence (MI)</p> <p>Multiple Intelligence is our presentation topic today. After studying this chapter, I agree that every student have their own personalities and certain ability on learning process, including logical, visual, or verbal method. If teacher concern about students different abilities in learning, he/she can use the most appropriate way to teach students. Also, by doing so, students may learn better and feel more confident on learning English.</p>
Week 7	10/27	<p>Topic: Silent Way</p> <p>Language acquisition has to be considered a product of rule formation. I had learned aboriginal languages in silent way. Teachers use lots of blocks, and every single one represents a word. Teacher will tell us what the blocks mean at first. As she pointed a block, we had to speak what meaning the block was. At last, she use blocks form a sentence then we can speak that sentence. In this way, we learned the grammar with no words by forming a rule in our minds. Thus, I think it will be a better way to learn a new language.</p>
Week 8	11/3	<p>Topic: Desuggestopedia</p> <p>In this method, teacher will try to desuggest students' mental barriers on learning by using cheerful way on teaching and making them more relaxing. For example, teacher can play classical music or ask students read dialogue with certain manner, such as angry or delightful manner. Also, we can</p>

	<p>decorate the teaching environments like making the classroom or props more colorful. Besides, putting grammar information or vocabulary poster on surroundings will be helpful to students learn languages unconsciously. I think it is really a good method because it concern student's feelings on learning and their efficiency of absorbing.</p>
--	--

## Tutor Plan –FJU W 7

Materials	Guo-Tai 3 <sup>rd</sup> & 4 <sup>th</sup> graders textbook Hello Kids!		Date	105/10/27		
	Introduce		Grade	3 <sup>rd</sup> & 4 <sup>th</sup> <b>graders</b>		
Planner	Autumn, Anna, Doris, Emily, Joyce, Joanne		G-T Students	301 邱靖潔、蔡丞傑 401 陳政揚		
Major Goals	Students will be able to 1. know each other and teachers and class regulation 2. practice phonics					
Time	60 minutes		Props/ Tools	Survey and graphics		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	15 mins	Introducing the lesson, establishing disciplines, and writing survey				Survey *3
Ice-breaking	15 mins	[Game 1-Introduction game] 1. Students and teachers form a circle 2. Each one has to repeat the name or names of their previous people before introducing themselves. e.g. 大家好大家好 她是 Anna, 她是 Emily, 我是 Joyce. [Game 2-Who Is the leader?] 1. Students and teachers form a circle 2. Teachers will guide the students 3. One person is the leader, and others have to imitate the leader's actions. 4. There will be another person who will guess who the leader is.				
Tutoring	20 mins	Basic phonics teaching -teachers guide the students through all the pronunciation -the students have to repeat again and again -the lesson would be wrapped up in a game to check whether the students get the information or not	Grammar Translation	phonics from a~z	language input and output	Graphic*2

Wrap up	10 mins	-Small review -Tutor ask if they have any questions -Talk about the activity				
---------	------------	--	--	--	--	--

## Tutor Plans & Reflections FJU W7

<b>Service Learning Reflections</b>	<b>The <u>1st</u> Visit - Time - week <u>7</u></b>
<b>學號 student No.</b> <u>402110453</u> <b>班級 Class</b> <u>英文四</u> <b>姓名 Name</b> <u>魏瓊玉 Joanne Wei</u>	
<b>服務日期時間 Date and Time of Service</b> : 4:20pm ~5:30pm, <u>10/27/2016</u> (m/d/y)	
<b>課程名稱 Course Title</b> : Introduction to TESL	
<b>服務機構與年級 Organization and Grade for SL</b> : Guo-Tai elementary school- 3 <sup>rd</sup> & 4 <sup>th</sup> graders	
<b>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？</b> <ol style="list-style-type: none"><li>1. Meet our tutees first time. We introduce ourselves and play ice-breaking game.</li><li>2. Evaluate their learning attitude and English ability by taking pre-survey and pretest.</li></ol>	
<b>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？</b> <b>Problems encountered this week – Problem solutions</b> <ol style="list-style-type: none"><li>1. When we entered the classroom, we found there was no one. Actually, the children hide themselves in advanced. We spend much time to find them out and ask them stay calm. Indeed, the children were energetic and out of control but still adorable.</li><li>2. There is a little boy resisted learning English. He said he was forced by his parents to join this after school program. He does not like English, while he is good at the subject.</li><li>3. The other cute boy was interesting in English and diligent on writing his homework.</li><li>4. Another tutee was a little girl. She did not like learning English and was a low-achiever. However, she was excited to see us and focused on our lesson much. Such a hard working student!</li></ol>	
<b>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？</b> <ol style="list-style-type: none"><li>1. I think I have to be more outgoing and active to get along with the tutees.</li><li>2. Maybe we have to attempt to enhance their interesting on learning English at future class.</li></ol>	

## Tutor Plan –FJU W 10

Materials	Guo-Tai 3 <sup>rd</sup> graders textbook Hello kids! 1		Date	105/11/17		
	Guo-Tai 4 <sup>th</sup> graders textbook Hello kids! 3					
	Review Lesson 3 & 4		Grade	3 <sup>rd</sup> & 4 <sup>th</sup> graders		
Planner	Emily, Autumn, Joyce		G-T Students	301 邱靖潔、蔡丞傑 302 廖翊任 401 陳政揚		
Major Goals	To preview the text before their English classes and to make them feel that learning English is fun.					
Time	60 minutes (2 sessions)		Props/ Tools	Poster, flash card		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language / meaning focused; input/ output	Props/ Tools
Warm up	10mins	<p>“Open the door, come in.” “Good morning~ good morning.” “This is for you~ Thank you.” “Bye~ See you Later”</p> <p>The teachers repeat the dialogues several times and ask the students to do the movements which the dialogue contains. The practice helps the students understand the basic meanings of daily greetings.</p>	ALM	Open Door This Come In	Meaning Input	whiteboard
Review	20mins	<p>Before heading to the review section, the teacher should note the distance difference of this and that, gender difference of addressing he/she, and the usage of the preposition in.</p> <p>In this section: Firstly, the teachers ask students, “What’s this/that?” and “where is she/he” with</p>	ALM	Book Eraser Marker Pencil Ruler  Park Supermarket Bookstore	Language Output	Objects that students have in their pencil boxes. Flashcards: Park Supermarket

		<p>body gestures, then answer the questions themselves. The students should repeat what the teachers had said, reviewing the vocabulary in the text book.</p> <p>Focus:</p> <ol style="list-style-type: none"> <li>1. Distance of the words this/ that</li> <li>2. understand the meaning of the word “what” and “where”</li> <li>3. vocabulary review</li> </ol> <p>Then, the teachers should review the sentence patterns and help them make sentences with the sentences.</p> <p>Focus:</p> <ol style="list-style-type: none"> <li>1. what’s this/that?~ This/That is a _____.</li> <li>2. Where is he/she?~he/she is in _____.</li> </ol> <p><b>Game Review</b></p> <p>The teachers throw balls to the students and ask the students questions of “what is this/that?” as well as “where is he/she?”</p>		Home School		Bookstore Home School
Tutoring	20mins	For the first five minutes, teachers will lead the students to review the text and vocabulary they had learned in the last 20 minutes. Then, for the next ten minutes, have the students themselves memorize the vocabulary. The last five minutes, teachers will hold a short and easy vocabulary quiz just to see if they had absorbed the material.				piece of paper Pencil Eraser
Wrap up	10mins	The teacher gives students a piece of paper to write down what they learned today.	multiple intelligence		Language	piece of paper

## Tutor Plan –FJU W 11

Materials	Guo-Tai 3 <sup>rd</sup> graders textbook Hello kids! 1		Date	105/11/24		
	Guo-Tai 4 <sup>th</sup> graders textbook Hello kids! 3		Grade	3 <sup>rd</sup> & 4 <sup>th</sup> <b>graders</b>		
Planner	Anna, Doris, Joanne		G-T Students	301 邱靖潔、蔡丞傑 302 廖翊任 401 陳政揚		
Major Goals	Students will be able to speak out the vocabulary, to make a sentence, and even to have a short communication with others.					
Time	60 minutes (2 sessions)		Props/Tools	flashcards, ball, white board, markers, laptop, papers		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language / meaning focused; input/ output	Props/ Tools
Warm up	10mins	Teachers show the flashcards and ask students to guess. Review the vocabulary they learned last week.	Silent way	book/eraser pencil/ruler marker bookstore park supermarket home/school	meaning input	flashcards
Review	20mins	Review the sentences patterns - to check if they understand the sentence patterns and help them make sentences  1. What's this/that? Teacher points at a object and asks students "What's this?" or "What's that?". (The objects pointed at are the vocabulary they have learned in class.) Then students have to answer like "This is ..." or "That is...".	Desuggestopedia	book/eraser pencil/ruler marker bookstore park supermarket home/school	Language output	flashcards ball



		<p>EX: Teacher: What's this? (point at a pencil) Student: This is a pencil.</p> <p>2. Where is he/she? Teacher uses flashcards to help students make a sentence. Teacher shows a place flashcard to students and asks "Where is he?" Students have to answer like "He is in ..."</p> <p>EX: Teacher: Where is he? Students: He is in a bookstore.</p> <p><u>GAME:</u> Play the ball: first of all, the teacher will ask one student "What is this?" (point the flashcards) and throw the ball to the first student. Then, the first student should answer the question, ask the question, and throw the ball to the next person.</p>				
Tutoring	20mins	<p><b><u>Lesson</u></b></p> <p><b><u>I. Phonics</u></b></p> <p>1. Pronounce the letters (<b>K L M N O</b>) repeatedly to review</p> <p>2. Know the difference between two similar phonics like <b>P &amp; B</b> EX: Pig vs. Big, Pat vs. Bat, Pan vs. Ban</p> <p><b><u>II. Conversation</u></b></p> <p>Students practice the sentence patterns in pair. Teachers will help students if they do not know what to say.</p> <p><b><u>III. Song time</u></b></p>	multiple intelligence	K, L, M, N, O, P, B book/eraser pencil/ruler marker	Language input and output	white board markers laptop

		<p>Teacher plays a short video to review what we learn today. Students have to sing with the song.</p> <p><a href="https://www.youtube.com/watch?v=mTisVqSrff0">https://www.youtube.com/watch?v=mTisVqSrff0</a></p> <p>Change the lyrics by using the vocabulary which are taught in the class</p>				
Wrap up	10mins	The teacher gives students a piece of paper to write down what they learned today.	multiple intelligence		language	piece of paper

## Tutor Plans & Reflections FJU w10-11

<b>Service Learning Reflections</b>	<b>The <u>2<sup>nd</sup>-3<sup>rd</sup></u> Visit - Time – week <u>10-11</u></b>
<b>學 號 student No.</b> <u>402110453</u> <b>班級 Class</b> <u>英文四</u> <b>姓 名 Name</b> <u>魏瓊玉 Joanne Wei</u>	
<b>服務日期時間 Date and Time of Service</b> : 4:20pm ~5:30pm, <u>11/17/2016 &amp; 11/24/2016 (m/d/y)</u>	
<b>課程名稱 Course Title</b> : Introduction to TESL	
<b>服務機構與年級 Organization and Grade for SL</b> : Guo-Tai elementary school- 6 <sup>th</sup> graders	
<b>3、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？</b>	
<ol style="list-style-type: none"><li>1. In Week 10, I was not major teacher but supporter this time. I just took photos and record anything in class. Sometimes I will help teachers to attract children's attention on lecture. Though I had experience of teaching children in club, sometimes I would confuse how to attract children's attention on class.</li><li>2. In week 11, I was teacher responsible for reviewing and teaching new vocabularies. I found that they all remembered what we taught last week. It is probably because our lessons match the school's schedule. Anyway, I was so glad that they have absorbed what they learned and all of them could answer the questions correctly.</li></ol>	
<b>4、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？</b>	
<b>Problems encountered this week – Problem solutions</b>	
<ol style="list-style-type: none"><li>1. In week 10, I learned much from teammates' teaching approach that how to attract student's attention and how to be strong on asking them to focus on the lesson.</li><li>2. In week 11, when I was teaching a grammar pattern, I changed the words in pattern unintentionally then I found that it was too hard for students to answer or comprehensive. I think I have to consider student's feeling and their comprehension or they may feel frustrated when they cannot answer correctly. Also, I found that it is useful for students to use ALM. We asked them say the same pattern and practice repeatedly. By doing so, they can memorize the words and pattern quickly.</li></ol>	
<b>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？</b>	
<ol style="list-style-type: none"><li>1. In week 10, I think I am too shy because I didn't familiar with the children. Next time I have to be more opened to students. Also, this time I learned that we have to consider more on students' feeling and their comprehension.</li><li>2. In week 11, next time, I think I have to think deeply what I am going to teach. I know our students are very smart and diligent, but I should not teach more over their levels. I hope they can get the sense of achievement on learning English through my teaching but not fear to learn languages.</li></ol>	

## Tutor Plan –FJU W 12

Materials	Guo-Tai 3rd graders textbook Hello kids! 1 Guo-Tai 4th graders textbook Hello kids! 3		Date	105/ 12/1		
	Song, paper ball, whiteboard, marker		Grade	3th &4th graders		
Planner	Emily, Autumn, Joyce		G-T Students	301 邱靖潔、蔡丞傑 302 廖翊任 401 陳政揚		
Major Goals	Students will be able to 1. use present progressive to describe what they are doing 2. use correct present progressive verbs 3. learn some vocabulary about fruits					
Time	60 minutes (2 sessions)		Props/ Tools	White board, laptop		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	10 mins	Ask the kids whether they remember last week’s lesson or not? If they do, have them write few sentences on the board. If they don’t, recall their memory. “ Where is she?” “She is in the supermarket.” Then, ask them some vocabularies on places, like park, school.		Where Supermark et park school	output	white board
Tutoring	25 mins	Lesson <b>I.</b> What are you doing? I am ____. cook, eat, sing, shop, study I am eating ____. sg. / pl. apple, banana, lemon, pear, tomato <b>II.</b> “What are you doing” Let’s chant.	TPR/ ALM/ Desuggestopedia	cook, eat, sing, shop, study, apple, banana, lemon, pear, tomato	input/ output	White board, laptop

[https://www.youtube.com/watch?v=Ja0xp2j\\_JhM](https://www.youtube.com/watch?v=Ja0xp2j_JhM)

III. Vocabulary

Game time  
We will use 九宮格 as the game plate with a paper ball. The students will throw the ball and answer the question by the grid they hit.

1	2	3
4	5	6
7	8	9

1. What are you doing? (cook, eat, sing, shop, study)
2. Where is she? (Supermarket, park, school)
3. What are you eating? (apple, banana, lemon, pear, tomato)
4. Can you open the door? (TPR)
5. 請別人進們怎麼說? (come in) 出去怎麼說? (go out)
6. What is that? (pen, ruler, marker, eraser, pencil, book,)
7. What are you doing? (cook, eat, sing, shop, study)
8. What are you eating? (apple, banana, lemon, pear, tomato)
9. What is this? (pen, ruler, marker, eraser, pencil, book,)

desuggestopedia / ALM

All

input/  
output

white board

Wrap up

15 mins

### Tutor Plan –FJU W 13

Materials	Guo-Tai 3 <sup>rd</sup> graders textbook Hello kids! 1		Date	105/12/08		
	Guo-Tai 4 <sup>th</sup> graders textbook Hello kids! 3		Grade	3 <sup>rd</sup> & 4 <sup>th</sup> <b>graders</b>		
Planner	Anna, Doris, Joanne		G-T Students	301 邱靖潔、蔡丞傑 302 廖翊任 401 陳政揚		
Major Goals	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Review and speak out the vocabulary they learned last week</li> <li>2. Make a sentence and have a short communication with others</li> <li>3. Learn new vocabulary about color in advanced to preview the next lesson</li> </ol>					
Time	60 minutes (2 sessions)		Props/ Tools	white board, markers, laptop, paper, color pens, magnets, flashcards		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up (Joanne)	15mins	<p>Review the vocabulary they learned last week.</p> <ol style="list-style-type: none"> <li>1. Drawing Teacher will give every single student a vocabulary to draw which is different from each other. After finishing drawing, teacher will check the answers and invite students share what they draw to everyone.</li> <li>2. Speaking Teacher put the pictures on the whiteboard. Then teacher will point at a picture and ask children to speak out for reviewing.</li> <li>3. Game Teacher put the flashcards and students'</li> </ol>		flower/kite tree/bee/sta r cooking eating/singi ng shopping studying	meaning input	paper color pens white board flashcards magnets

		drawing on the table. When teacher say a vocabulary and count to 3, students have to find and pat on that flashcard or picture				
Review (Doris)	20mins	<p>Review the sentences patterns - to check if they understand the sentence patterns and help them make sentences</p> <p>1. Is this/that a bee? Teacher draws the bee on the whiteboard and asks students “Is this a bee?” or “Is that a bee?”. (The objects pointed at are the vocabulary they have learned in class.) Then students have to answer like “Yes, it is.” or ”No, it isn’t.” EX: Teacher: Is this a tree? (draw a tree on white board) Student: Yes, it is.</p> <p>2. What are you doing? -Teacher divides students into two groups. In the group, one student needs to act and rest of them have to guess that what he/she is doing now. -The role play helps students review the sentence pattern and hope they can use in their daily lives.</p>	Desuggestopedia	flower/kite tree/bee/star cooking eating/singing shopping studying	Language output	white board markers
Tutoring (Anna)	20mins	<p><b><u>Lesson</u></b> <b><u>I. Song time</u></b> Teacher plays a short video to review what we learn today. Students have to sing with the song. <a href="https://www.youtube.com/watch?v=Ja0xp2j_JhM">https://www.youtube.com/watch?v=Ja0xp2j_JhM</a> Change the lyrics by using the</p>	multiple intelligence	red, yellow, green, white, black	Language input and output	white board markers laptop

		<p>vocabulary which are taught in the class</p> <p><b><u>II. Preview</u></b></p> <p>Teachers will play a game to preview the vocabulary. The game is that if the teacher say “I want something red.”, students need to find the red thing and give it to the teacher.</p>				
Wrap up (Joanne)	5mins	The teacher gives students a piece of paper to write down what they learned today.	multiple intelligence		language	piece of paper



## Tutor Plans & Reflections FJU W 12-13

Service Learning Reflections

The 4<sup>th</sup>-5<sup>th</sup> Visit - Time - week 12-13

學號 student No. 402110453 班級 Class 英文四 姓名 Name 魏瓊玉 Joanne Wei

服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, 12/01/2016 & 12/08/2016 (m/d/y)

課程名稱 Course Title : Introduction to TESL

服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6<sup>th</sup> 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. Week 12. This time I was a supporter to record the course or take photos. Sometimes I helped the teacher to attract children's attention on course. When I was focusing on the lecture, suddenly I noticed some children outside the class were looking at us. I went there and greeted to them. They were two boys who were second grade and fourth grade respectively, attending the after class next to us, coming during their break time. I just chatted with them a little bit and asked their favorite subject or hobbies. At our break time, I even played with them for a while joyfully which made me so relaxing and happily.
2. Week 13. This time I was responsible for the class opening, and I found that they are familiar with the vocabularies we taught last week. Also, they could recognize the vocabularies well and match it with pictures. However, they mostly didn't do well on pronunciation, so I focused on their speaking and strengthened it.

### 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. Week 12. I think that it was okay to talk with them. No matter if I know them or if they join our program, I think I have to concern everyone who surrounding me. During the two boy's next break time, they dashed to our classroom outside and called me. They wanted to show their talent or blow the flute for me. I just asked them wait and came to them after our class ended. I felt warm in my heart.
2. Week 13. This class demonstrated that children like drawing or something else except only lecture. After teaching, we took a quiz by drawing. I assigned everyone a different vocabulary to draw in English. However, all of them do it well, and their pictures were creative and interesting. Then I use their pictures as flashcards to help them review the vocabularies and memorize. At last, we use the flashcards to play a game, and they enjoyed it very much.

### 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. It always will not be bad if you concern someone actively. Also, it is not hard to get together or satisfy children. We played quietly and did the same actions repeatedly, while they were not tired for this but played happily. What they want is more concern on them, and I think I was fortunate to meet the children and make friends with them.

2. Just lecturing will not help students learn languages well. We have to draw their attention on learning and helped them to build up their confidence or sense of achievement on learning languages, like drawing or sinning which are involved in multiple intelligence method. Also I learned that teachers have to concern students actively no matter whether they are our students.

## Tutor Plan –FJU W 14

Materials	Guo-Tai 3 <sup>rd</sup> graders textbook Hello kids! 1		Date	105/12/15		
	Guo-Tai 4 <sup>th</sup> graders textbook Hello kids! 3		Grade	3rd & 4th graders		
Planner	Anna, Doris, Joanne		G-T Students	301 邱靖潔、蔡丞傑 302 廖翊任 401 陳政揚		
Major Goals	Students will review the color and learn new vocabularies in easy ways like drawing, playing game, and singing.					
Time	60 minutes (2 sessions)		Props/ Tools	white board, markers, laptop, paper, color pens, magnets, flashcards, UNO		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up (Doris)	20mins	<p>Review the vocabulary they learned last week and teach the grammar.</p> <p>1. Review Teacher will draw the vocabulary they learned last week on the white board. Then teacher will ask each of them to answer.</p> <p>2. Grammar Teacher will teach the grammar "What color is it?" The students have to answer according to the teacher's instruction.</p> <p>3. Game Teacher will give students papers to draw. They have to draw at least two items (such as red tree or yellow kite) After drawing, the students need to switch their papers and they have to</p>	multiple intelligence	flower/kite tree/bee/star red/ yellow green/white black	meaning input	paper color pens white board flashcards magnets

		write the correct sentence (like “It is a yellow kite”) The teacher will pay attention to their pronunciation at the same time.				
Review (Joanne)	20mins	<p>Play UNO</p> <p>- to help students review and memorize the colors with easy way.</p> <p>1. Review the colors with UNO</p> <p>-The teacher will show cards randomly and students have to raise hands fast to answer what color it is.</p> <p>-It is not only reviewing the colors but letting children familiar with the cards style firstly.</p> <p>2. Play UNO!!</p> <p>-Explain the rules</p> <p>1. Every student gets five cards in hands.</p> <p>2. The teacher plays a card first, and then the student next to teacher has to play the card which color is same as teacher’s.</p> <p>Ex: The teacher plays a red card, and then following people have to play a red card too.</p> <p>3. If the person has no certain card, he/she can play different color, but the number on the card has to be consistent to the last one. Then following people have to play cards with the new color.</p> <p>Ex: A student play a red 7, but next student has no any read card but blue 7. Then the student can play blue 7 because the number is same though the color is different. And</p>	Content-Based Instruction	red/ yellow green/white black/ blue	Language/ meaning output	UNO

		<p>the main color is change. The following people have to play blue cards.</p> <p>4. If anyone changes the color, the person has to say what color it is.</p> <p>5. If someone cannot play any card which means that he/she has no consistent color or number, the one has to answer teacher's question to skip without any punishment.</p> <p>6. The questions will help children review the previous class.</p> <p>7. If anyone left the last card in hands, the one has to shout "UNO", or he/she has to draw two more cards.</p> <p>8. The game will be over if someone has no any card in hands, and he/she is the winner.</p>				
Tutoring (Anna)	20mins	<p><b><u>Lesson-Christmas</u></b></p> <p><b><u>I. Song time</u></b></p> <p>Teacher plays two short videos about Christmas. Students have to sing with the songs.</p> <p><a href="https://www.youtube.com/watch?v=zKsNAeYIsAk">https://www.youtube.com/watch?v=zKsNAeYIsAk</a></p> <p><a href="https://www.youtube.com/watch?v=sP3HKl25maM">https://www.youtube.com/watch?v=sP3HKl25maM</a></p> <p><b><u>II. Vocabulary about Christmas</u></b></p> <p>Teachers will introduce six vocabularies which is related to Christmas.</p>	multiple intelligence	Christmas tree, Snowman, Reindeer, Bell, Gift, Santa Claus	Language input and output	white board markers laptop

### Tutor Plan –FJU W 15

Materials	Guo-Tai 3rd graders textbook Hello kids! 1		Date	105/ 12/22		
	Guo-Tai 4th graders textbook Hello kids! 3					
	Review		Grade	3th &4th graders		
Planner	Emily, Autumn, Joyce		G-T Students	301 邱靖潔、蔡丞傑 302 廖翊任 401 陳政揚		
Major Goals	Students will be able to 1. Review the previous lessons					
Time	60 minutes (2 sessions)		Props/ Tools	whiteboard, test paper, PPT, computer		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	10mins	<b>Quick review</b> about the lessons we had taught them in this semester.	x	x	output	whiteboard
Tutoring	30mins	<p><b><u>I. Lesson</u></b></p> <p>According to week 12, we had taught them “What are you doing” and some fruits’ vocabulary. Base on this sentence pattern and words, we will practice →</p> <p>Q: What are you eating? A: I’m eating _____ (Fruit’s name).</p> <p>Q: What are you doing? A: I’m _____.</p> <p>Q: What is this/ that? A: This/that is a _____.</p> <p>(TPR)</p> <p>Open the door. Come in./ Go out.</p> <p><b><u>II. Review Game Section</u></b></p> <p>Blustery Game.</p> <p>The one who does not have a seat should answer the question which the</p>	ALM	cook, eat, sing, shop, study// apple, banana, lemon, pear, tomato	input and output	whiteboard PPT computer

		<p>teacher asks.</p> <ol style="list-style-type: none"> <li>1. What are you doing? (cook, eat, sing, shop, study)</li> <li>2. Where is she? (Supermarket, park, school)</li> <li>3. What are you eating? (apple, banana, lemon, pear, tomato)</li> <li>4. Can you open the door? (TPR)</li> <li>5. 請別人進門怎麼說? (come in) 出去怎麼說? (go out)</li> <li>6. What is that/ this? (pen, ruler, marker, eraser, pencil, book)</li> <li>7. Is this/that a pen (ruler, marker, eraser, pencil, book)?</li> <li>8. What color is it? (red, green, black, white, yellow)</li> <li>9. Is that yellow (red, green, black, white)? (Yes, it is/No it isn't.)</li> </ol>				
Wrap up	20mins	Quiz for the review and ask students what they learned in this semester.	MI			test paper

## Tutor Plans & Reflections FJU W14-15

<b>Service Learning Reflections</b>	<b>The <u>6<sup>th</sup>-7<sup>th</sup></u> Visit - Time - week <u>14-15</u></b>
<b>學 號 student No.</b> <u>402110453</u> <b>班級 Class</b> <u>英文四</u> <b>姓 名 Name</b> <u>魏瓊玉 Joanne Wei</u>	
<b>服務日期時間 Date and Time of Service</b> : 4:20pm ~5:30pm, <u>12/15/2016 &amp; 12/22/2016 (m/d/y)</u>	
<b>課程名稱 Course Title</b> : Introduction to TESL	
<b>服務機構與年級 Organization and Grade for SL</b> : Guo-Tai elementary school- 6 <sup>th</sup> graders	
<b>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？</b>	
<p>1. This time I taught children the color and number through playing UNO. I found that they were familiar with the UNO and interested in it. When a kid wanted to change the color, I asked the kid to say what color you want in English. Then it inspired them to speak out and helped them to memorize. If they said wrong, I asked them to try again until they were correct then we can continue our game. Besides, if their answer were correct, I would focus more on their pronunciation. Sometimes children helped each other to answer the question in order to keep going.</p>	
<b>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？</b>	
<p><b>Problems encountered this week – Problem solutions</b></p> <p>1. In the process, I found that they paid more attention on my lecture and explanation on the rules when they knew they could play UNO latter. And UNO indeed attracted children and enhanced their interests on learning English. Also, I played with them and had fun also, enjoyed such a delightful moment with the children.</p>	
<b>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？</b>	
<p>1. I had heard that teaching English with assistance of board game is helpful and efficient. And I realized it in this experience. As we know, we have to use different and novel ways to teach English, but sometimes we still give lecture more. We have to be brave and confident that board game does help children's learning. Every board game has their own features, so we can apply the board game in our teaching for improving children's development in different fields. We can cultivate children's different potential like Multiple Intelligence Method by using certain board game.</p>	

**Week 15: absent for senior play**



## Tutor Plan –FJU W 16

Materials	Guo-Tai 3 <sup>rd</sup> graders textbook Hello kids! 1		Date	105/12/29		
	Guo-Tai 4 <sup>th</sup> graders textbook Hello kids! 3		Grade	3rd & 4th graders		
Planner	Anna, Doris, Joanne		G-T Students	301 邱靖潔、蔡丞傑 302 廖翊任 (換至 12/27 班級) 401 陳政揚		
Major Goals	Students will review what learned in this semester, and the class will be ended with a small farewell party.					
Time	60 minutes (2 sessions)		Props/ Tools	Post-test paper, snacks, drinks, and UNO		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5mins	Tell children that it is our last class this semester.				
Review	20mins	<p>Review the vocabulary and grammar patterns they learned in this semester.</p> <p><b><u>Blustery Game</u></b></p> <p>The one who does not have a seat should answer the question which the teacher asks.</p> <p>10. What is that/ this? (ruler/ marker/eraser/pencil/book)</p> <p>11. Is this/that a flower? (kite/ tree/bee/star)</p> <p>12. What color is it? (red/green/ black/white/yellow)</p> <p>13. Is that yellow (red, green, black, white)? (Yes, it is/No it isn't.)</p> <p>14. What are you doing? I am ... (cooking/eating/singing/ shopping/studying)</p> <p>15. Where is she? She is at/in... (Supermarket/park/school/hom</p>	multiple intelligence TPR	-flower/kite tree/bee/star  -red/yellow /green/white /black  -ruler/ marker/eraser/pencil/book  -cooking/ eating/singing/shopping /studying -supermarket  /park/school /home/book	meaning input Language output	

		<p>e, bookstore)</p> <p>16. What are you eating? I am eating ... (apple/banana/lemon/pear/tomato)</p> <p>17. Can you open/close the door? (TPR)</p> <p>18. 請別人進門/出去怎麼說? (come in/ go out)</p>		<p>store</p> <p>-apple/ banana/lem on/pear/tom ato</p> <p>-come in/ go out</p>		
Tutoring	15mins	<p>Post-test</p> <p>-Assisting children to do the post-test to know their improvement and their reflection</p>				Post-test paper
Wrap up	20mins	<p><b><u>Farewell party</u></b></p> <p>-Inviting students to share their reflection after attending the program</p> <p>1. Do you remember what you have learned?</p> <p>2. What is the most interesting part in this program?</p> <p>3. What is the most boring part in this program?</p> <p>4. Do you enjoy the class and learning? Do you expect to come to the class every week?</p> <p>5. Do you like learning English more after you join the program?</p> <p>-Teachers share our own reflection and encourage students' learning and appreciate their efforts</p> <p>-Playing UNO together or instructing their homework</p>	multiple intelligence			Snacks Drinks UNO

## Tutor Plans & Reflections FJU W16

<b>Service Learning Reflections</b>	<b>The <u>8<sup>th</sup></u> - Time - week <u>16</u></b>
<b>學 號 student No.</b> <u>402110453</u> <b>班級 Class</b> <u>英文四</u> <b>姓 名 Name</b> <u>魏瓊玉 Joanne Wei</u>	
<b>服務日期時間 Date and Time of Service</b> : 4:20pm ~5:30pm, <u>12/2/2016</u> (m/d/y)	
<b>課程名稱 Course Title</b> : Introduction to TESL	
<b>服務機構與年級 Organization and Grade for SL</b> : Guo-Tai elementary school- 6 <sup>th</sup> graders	
<b>3、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？</b>	
<ol style="list-style-type: none"><li>1. Students were expecting our coming because this was our last time to meet each other.</li><li>2. We reviewed the vocabularies we have learned in past two months.</li><li>3. Then the tutees took the post-survey and post-test</li><li>4. The class ended up with the happy farewell party and touching hug.</li></ol>	
<b>4、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？</b>	
<b>Problems encountered this week – Problem solutions</b>	
<ol style="list-style-type: none"><li>1. I found that they memorized the vocabularies well that our review secession was fluent.</li><li>2. It was so touching that they all remember what they learned.</li><li>3. One of a tutee told us that she was happy to join this class. It is obvious because she always waiting for us coming and welcome us happily.</li></ol>	
<b>4、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？</b>	
<ol style="list-style-type: none"><li>1. I think the tutoring secession is my happiest time in a week because we had lots of fun together.</li><li>2. I learned much from this experience about how to revise our lesson plan and care about students' feeling.</li></ol>	

# Creative Lesson Plan – Before the Flood

## Tutor Plan 1– Before the flood

Materials	National Geographic Film--Before the flood		Date	105/ 12/15		
Instructor	Emily, Autumn, Joyce		Students	college students		
Major Goals	<p>Students will be able to understand</p> <ol style="list-style-type: none"> <li>1. the cause and effect of the food, including all kinds of animal meats, and the environment and how our eating habits damage our mother nature</li> <li>2. the meaning of “carbon footprint”</li> <li>3. the harm of eating dairy products</li> <li>4. how can we do to protect the earth</li> </ol>					
Time	60 minutes	Props/ Tools	computer, PPT			
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	8 mins	<p>Introduction of carbon footprint</p> <ol style="list-style-type: none"> <li>1. What carbon footprint is.</li> </ol> <p>How to calculate carbon footprint?</p> <ol style="list-style-type: none"> <li>1. The teacher forms a group of four students and asks them to discuss their daily diet.</li> <li>2. The teacher asks the students to share what they eat and how eco-friendly their diet is according to the diet.</li> </ol>	X	Carbon footprint	Meaning focused	PPT Computer
Tutoring	45 mins	<p><b><u>Activity One--Carbon footprint</u></b></p> <p>Introduction of footprint</p> <p>Teacher will introduce the footprint briefly</p> <ul style="list-style-type: none"> <li>- Calculate your footprint</li> </ul> <p>Teacher asks students to</p>	MI TBT CLT Desuggestope dia	X	Input Output	PPT Computer

		<p>calculate the approximate carbon emission they make everyday according to the reference</p> <ul style="list-style-type: none"> <li>- Reduce footprint</li> </ul> <p>Teacher will asks students to reduce their carbon footprint below Taiwan's average. Then students will be asked to share how they reduce the footprint and their reflection.</p> <p><b><u>Activity Two--The harm of dairy products</u></b></p> <ul style="list-style-type: none"> <li>- introduce different kinds of dairy products that originate from cow milk</li> <li>- explain the influence of the dairy products and hoe it harm our human body as well as the nature (chain effect)</li> <li>- story prediction time</li> </ul> <p>the teacher will ask the student to describe what she sees from the picture and what she thinks about it, or share her personal experience</p> <p><b><u>Activity Three--Back to the past</u></b></p> <ul style="list-style-type: none"> <li>- Purpose: to inform them of the significance in reducing the consumption of beef</li> <li>- Character: Spoiled adolescent (about high school or college), future spoiled adolescent, mom Joyce and Autumn</li> </ul> <p>(Joyce sitting on a chair asking for beef for every meal)</p>				
--	--	--	--	--	--	--

		<p>Joyce: I said, I want beef. I want beef for my every meal, my breakfast, my lunch, my afternoon tea and my dinner.</p> <p>Mom: here you are sweet heart,(pause) but you see sweetie, you shouldn't eat so much meat. It's not good for the environment...</p> <p>Joyce: excuse me? Do I look like I care?</p> <p>(Mom signs, Joyce keeps eating beef, future Joyce appeared)</p> <p>Future Joyce: I am the future you. By far you have eaten over fifty pounds of beef, and because that you eat beef every meal and never ever ever listen to the other people, the streams are polluted, the air is grey, and the weather is either freezing or killing hot. There are no more charms of the oceans and the plains and the meadows in springtime...</p> <p>Joyce doesn't believe it, keeping eating beef. (50years later)</p> <p>Joyce: oh no, look what happened, where are the trees..., the world is terrible, I wish I had not eaten so much beef in the past... (back to the past)</p>				
Wrap up	7 mins	Conclusion. Tell everyone that they can make a difference. Promote Hope Market (農學市集).	x	x	x	x

## Tutor Plan 2 — Before the flood

Materials	National Geographic Film--Before the flood		Date	105/12/15		
Planner	Anna, Doris, Joanne		Students	College students		
Major Goals	<p>Students will</p> <ol style="list-style-type: none"> <li>1. learn what carbon footprint is</li> <li>2. know the effect of excessive carbon footprint</li> <li>3. learn how to calculate carbon footprint</li> <li>4. change their diet habit and their choice in daily lives</li> </ol>					
Time	60 minutes (2 sessions)	Props/ Tools	Video, computer, paper, color pens			
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	10mins	<p>-Group division: five students in a group</p> <p>-What is my breakfast?</p> <p>Teacher asks five students to share what they ate for their breakfast this morning and asks them to discuss whose breakfast is the most eco-friendly.</p>			Output	
Tutoring I	15mins	<p>-Introduction of Carbon Footprint</p> <p>Definition: The total amount of greenhouse gases produced to directly and indirectly support human activities, usually expressed in equivalent tons of carbon dioxide (CO<sub>2</sub>).</p> <p>-A short video about carbon footprint  <a href="https://www.youtube.com/watch?v=AGRlo87oAUg">https://www.youtube.com/watch?v=AGRlo87oAUg</a></p> <p>-How to calculate carbon footprint  <a href="https://ecolife.epa.gov.tw/Cooler/check/Co2_Countup.aspx">https://ecolife.epa.gov.tw/Cooler/check/Co2_Countup.aspx</a></p>			meaning focused, input	Video Computer

Tutoring II	15mins	<p>-Draw your breakfast carbon footprint</p> <p>Ask students to choose one of their favorite breakfasts. Then, they need to draw the process of their breakfast carbon footprint.</p> <p>After drawing, they can share their paintings and compare with each other to see whose breakfast is more friendly to the earth.</p>	MI TBL		meaning focused, output	paper color pens
Wrap up	20mins	<p>Reflection</p> <p>-Teacher asks students to discuss how to reduce the carbon footprint in their groups.</p> <p>-After 10 minutes, every group shares their discussion and their reflection after they learned what carbon footprint is.</p> <p>-Teachers can imply students if they need help.</p> <p>How to reduce carbon footprint?</p> <ol style="list-style-type: none"> <li>1. Eat more vegetable, less meat</li> <li>2. Take mass transportation</li> <li>3. Buy local and organic food</li> <li>4. Reduce energy &amp; water use</li> <li>5. Recycle</li> </ol>	MI-Interpersonal & Intrapersonal CLT		meaning focused, output	



# Results, Findings, and Discussions

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

### Analysis

From the comparison of pre and post motivation survey results (See Table 1), it can be found that the tutees (third and fourth graders) made improvement from the pretest (2.63) to the posttest (3.2) (from disagree to neutral). This means the group became more active in participating English related activities.

Regarding internal motivation, it shows that the internal motivation of the subjects declines from the pretest (3.06) to the posttest (2.82). Obviously, the tutoring sessions did not help them improve internal motivation.

Similarly, in self-efficacy, the improvement of group average is not significant that from the pretest (2.92) to the posttest (3). Actually, if we analyze the individual data, we can find that the tutees did become more confident on learning English. They become more active and positive on learning English.

However, regarding to Learning Attitude, it demonstrates that the tutees' attitude toward learning English has improved much from the pretest (3.06) to the posttest (3.55). This means that the tutoring session did helpful and efficient on enhancing tutees' learning attitude. Form the individual data; we know that even though they may not know how to learn English efficiently, they believe they can improve as long as they try hard.

Table 1. Motivation Survey Pre & Post Tests Results

	(主動參與層面) active participation	(內在動機層面) internal motivation	(自我效能層面) self-efficacy	(學習態度層面) Learning Attitude
Group Average Pre-test	2.63	3.06	2.92	3.06
Group Average Post-test	3.2	2.82	3	3.55

## B. Phonemic Awareness Assessment

### Analysis

Regarding phonemic awareness, please see Table 2 for the results of the 1<sup>st</sup> category: differentiation, comprehension and production of the 1st phoneme in a word. The full score of this category for the third and fourth graders' group is 48 points, and the average score is 16 points. Our tutees, two 3<sup>rd</sup> graders and one 4<sup>th</sup> grader, made progress insignificantly from the pretest to the posttest, from average scores 14.3 points to 15 points.

However, in 2<sup>nd</sup> category, Differentiation, Comprehension and Production of the last phoneme in a word, tutees made no progress but decline from average points 14.3 to 12.3 points. Moreover, in 3<sup>rd</sup> category, Segmenting & Blending--Comprehension and Production of each phoneme in a word, the average is identical between pretest and posttest. The full score in this category is 15 points, and the average score is 5 points. This means that tutees did not improve much on this category through tutoring secession.

### Discussion

For our tutoring session, actually we focus on the vocabulary and sentence pattern more than their hearing and pronunciation at beginning. However, when we tried to strengthen their pronunciation, it became tough task to 3<sup>rd</sup> and 4<sup>th</sup> graders which may frustrate them. Hence, we put many efforts on revising our teaching technique which will not frustrated them but enhance their interesting.

Table 2. Differentiation, comprehension and production of the 1st phoneme in a word

	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
Group Average-Pretest	14.3	14.3	4
Group Average-Posttest	15	12.3	4

# Reference

---

## ■ English Reference

Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford:

Oxford University Press, 2000. Print.

“Multiple Intelligences: What Does the Research Say?” George Lucas Educational

Foundation. 8 Mar 2013. Web. 7 Jan 2017.

Wu, Tzu-Ying. "Learning English in Taiwan's elementary schools. *Journal of*

*Futures Studies*” 16.2 (2011): 35-46.

## ■ Chinese References

陳錦芬 Chinfen, Chen。探討電腦英語教學課程提升臺北市國小中低年級低成就學童的字母認讀與音韻覺識能力之效能。臺北市教育局研究專案報告。2009。

許儷齡 & 蘇淑英 Hsu, Li-ling & Hsu-in Su (2008)。聲韻覺識融入字母拼讀教學 (Phonemic Awareness Makes Phonics Teaching Work)。高雄市正興國民小學。2008。

[http://procet.eng.ntnu.edu.tw/pluginfile.php/160/mod\\_page/content/.../e - phonics\\_1.doc](http://procet.eng.ntnu.edu.tw/pluginfile.php/160/mod_page/content/.../e - phonics_1.doc)

# Appendixes

---

## A. Video links

### 1. Joanne's Tutoring Seession - 12/08

<https://www.youtube.com/watch?v=5vHNLzbd0A0>

This time, I taught the vocabularies which are very simple, such as flower, star, tree, bee, kite, and so on. To begin with, I gave them pictures and taught how to speak, and wrote the vocabulary on the whiteboard to assist. At last, I left the vocabulary only to make sure if they all knew the meaning. They learned well and felt boring soon like what I expected; therefore, after making sure they all remembered the vocabularies, I made them take a quiz by drawing. The tutees had to draw what they heard. For example, if I say “flower” to one of them, the tutee have to draw a flower. As a result, they all enjoyed the “quiz”, spending much time on drawing and ignoring the time limited. Even a little girl insisted drawing three big flowers, and one of a boy drew a park even though his appointed item was merely a kite. Before the class ended, we reviewed the vocabularies again by their own paintings, functioned as flashcards.

I found that the method did enhance students' interesting and enjoyed the learning. Though the vocabularies are simple, I hope they can find that learning English can be so relaxing and funny. If students can learn English in easy way, they may love the course and make progress on the subjects. Most importantly, I think it is important to help children build up their confidence and achievement, so they may be appraised and appreciated or appreciate each other. However, for my performance, I think I need to be more active, energetic, and confident.



B. Photos

◆ Week 7 (10/27) -- Our first meet!!

	
Introduction time-What your name?	Taking pre-test & pre-survey
	
Assisting children taking the test if they have problems	

◆ Week 10 (11/17) – The 2<sup>nd</sup> visit

	
Tutoring-Lesson: What is it? Using the real items to teach vocabulary (ALM)	Tutoring- Open the door! Students opened the door when teacher asked them to do. (TPR)

◆ Week 11 (11/24) – The 3<sup>rd</sup> visit



Tutoring: Teaching the vocabulary with pictures and songs. Memorizing the vocabulary by singing repeatedly (MI)



Tutoring: Teaching the sentence pattern and helped them to make sentence (Desuggestopedia)

◆ Week 12 (12/01) – The 4<sup>th</sup> visit



Game:

Students threw a paper ball to the numbers, and the student has to answer the question corresponding with the numbers. And repeated the answer after the teacher to help them memorize.

(Desuggestopedia/ ALM)

◆ Week 13 (12/08) – The 5<sup>th</sup> visit



Tutoring:



Warm up-asking students to draw the vocabulary

Teaching sentence pattern and helped them to make sentence (Desuggestopedia)




Quiz:

Students had to draw what they hear in target language. (MI)

	
<p>Quiz: Students took the quiz by drawing. (MI)</p>	<p>Students' paintings functioned as flashcards to review and play the game</p>

◆ Week 14 (12/15) – The 6<sup>th</sup> visit

	
<p>Tutoring: After teaching the color, students reviewed the color by playing UNO. They had to say the color before they played a card. (CBT)</p>	<p>Tutoring: Students learned the Christmas vocabulary by singing a Christmas song. (MI)</p>

◆ Week 16 (12/29) – The 7<sup>th</sup> visit, final visit

	
<p>Taking post-test and post-survey</p>	<p>Farewell party—Time to say goodbye.</p>