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ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY  
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Remedial English-Learning Project at Guo-Tai Elementary School



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Introduction to TEFL

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## Remedial project in Guo-Tai Elementary School

### Introduction

In order to let students have some experiences on teaching in real class, the course “Introduction to TEFL” requires students to teach in remedial project in Guo Tai Elementary school. Students in Guo-Tai Elementary School will stay after school to finish their homework. Thus, students in this class will use this time to teach the students from third grades to six grades English forty minutes per week and there will be six weeks in total.

### Students' background

There are three students in our class who are two boys and one girl, and all of them are fourth grades. Following are their personalities and their behaviors in class:

1. Angel is the only girl in the class. She is active and talkative who likes to interact with teachers during the class. However, her English ability is the lowest among the three students.
2. Michael is a naughty boy in the class, but he is willing to answer the questions we ask. His English level is higher than Angel, and sometimes he will help Angel when she is not able to answer the question.
3. Ron is a shy boy. He refused to answer any of our questions at first, even when we ask his name, he just stared at us and kept quiet. However, as time went by, we find out that his English ability is the highest among the three students.

### Lesson plan

#### **1. Introduction**

At the beginning, our lesson focused on alphabet and phonics because we found out

that it was difficult for them to connect alphabet with phonics correctly. Later, because of the up-coming Halloween at that time, we designed some activities which were associated with the holiday. Moreover, we use picture book to teach them some animals' vocabulary.

## 2. Weekly lesson plan

Week 1	<ol style="list-style-type: none"> <li>Using flash cards to review alphabet A to Z and see if students are familiar with them. Using flash cards to review phonics of alphabet A to Z and see if students are familiar with them.</li> <li>Combine letters and Phonics. Teachers start to write down some easy words and ask students to pronounce them.</li> </ol>
Week 2	<ol style="list-style-type: none"> <li>Reviewing alphabet and phonics with purple book.</li> <li>Using flash cards to review alphabet (and phonics) A to Z and see if students are familiar with them.</li> <li>Flashcard activity: teacher will disarrange the order of alphabet flashcards and let the student to organize those flashcards in alphabetical order.</li> </ol>

In the first two week, we aimed to let them get more familiar with alphabet and phonics, we designed different activities to make them practice recognizing alphabet and connecting the phonics with the alphabet. Moreover, we taught them the concept of short vowel to let them have more clear idea about how alphabet and sound connect with each other.

Week 3	<ol style="list-style-type: none"> <li>Introduce what is short vowel and ask them to pronounce some words, and reviewing with purple book.</li> <li>Using purple books to review short vowels.</li> </ol>
Week 4	<ol style="list-style-type: none"> <li>Halloween activity: letting students listen to the song "Knock Knock,</li> </ol>

	<p>Trick or Treat?” and teaching them the vocabulary in the lyric.</p> <p>2. Letting students practice singing the song “Knock Knock, Trick or Treat?”</p>
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For the next two week, we make them more familiar with short vowel through the practice of purple book. For the up-coming Halloween at that time, we let them watch the video of the song related to Halloween on YouTube, and we taught them the important vocabulary like witch, cowboy and monster...etc. Also, we ask them to practice singing the song.

Week 5	<p>1. Reviewing the song “Knock Knock, Trick or Treat?” and doing the worksheet.</p> <p>2. Reading the storybook “The Wheel on the Bus”.</p>
Week 6	<p>1. Reviewing the vocabulary of animals in the storybook.</p> <p>2. Doing the worksheet which is related to the storybook.</p>

For the last two week, aside from the follow-up activity of the Halloween, we used storybook in our teaching. We read the story for them and teach them some animals’ vocabulary in the storybook. We also designed a worksheet for them to practice writing the words and know the meanings of the words.

### Reflection

I was really excited when I firstly knew that teaching the students in Guo Tai Elementary School was part of this course. At the beginning of this semester, I just finished the service learning project “Sapling” at Nantou which was also a project that teaching students English in Chang Fu Elementary School. Therefore, I was glad that I still had chances to teach during the semester.

However, after knowing that we only had forty minutes once a week and there were only six weeks in total, my partners and I started to worry that the time was

not enough for us to teach them something really useful. In any case, we decided to begin with the basic alphabet and test them if they could recognize all of them.

There were three fourth grader students which are one girl and two boys in our class. After finishing the first class, we knew that they could recognize most of the alphabet; however, they were very confused about the alphabet with similar shapes like n and m, v and w or p and q. What is worse, they had difficulty connect the alphabet with the phonics. We were really surprised that it would be difficult for fourth graders to connect the alphabet and phonics together. Also, we found out that they really had low intention to participate in class. This really made us frustrated at the first time since no matter what we did, they looked bored and kept saying that they didn't want to take the class all the time.

For the first two classes, we prepared some exercise and activity which were related to alphabet and phonics to let them be familiar with them. In order to attract their attention and make them participated more in the class, we decided to let them watch video on YouTube and teach them to sing songs. They enjoyed watching the video very much; nevertheless, when it came to asking them to sing the song, they kept refusing to sing and started to argue with us. From the first class, their behaviors indicated that they were forced to take the course and they didn't want to participate at all. However, as the teachers, we knew that we could not compromise or give up the teaching. For the next class, we decided to read a picture book for them and design worksheet which was related to the picture book. However, they still didn't pay attention. They kept interrupting me when I was reading the picture book. Also they kept telling the wrong answer in purpose when I ask them to repeat the words.

For the entire six weeks, I thought we really made effort to change what we wanted to teach according to their reaction in class. For example, we tried to slow our pace when we found that one of them was not able to understand what we were

teaching. Moreover, we tried our best to involve them in the class, and they seemed more and more engaged as time went by. However, they really didn't have high intention to participate in the project, and it would make our teaching meaningless to them. Although it was not a pleasure experience to teach them, I still hope that they could learn something through these six weeks.

