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Introduction to TEFL

Guo-Tai Elementary School Service Learning Portfolio

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I. Introduction

A. Background and Purposes

In Taiwan, students spend more than 10 years learning English, but very few of them consider their learning processes as enjoyable and effective. Many Taiwanese students suffer from learning gaps and lack of motivation. Fu-Jen Catholic University has been working with Guo-Tai Elementary School for years in order to provide a supportive learning environment for English tutors and tutees. The main purposes of this English teaching program are to increase students' motivation and assist low achievers to succeed in their English learning with low affective filter. Besides, English majors can apply various teaching approaches and appropriate research methods to evaluate students' progress and their own teaching outcomes.

B. Literature Review

1. CBI

Content-based Instruction is built on the principles of communicative language teaching and the previous experiences of the learners. Students are more motivated because they are given specific learning goals, which are challenging yet practical, manageable, and clear. The main purpose of this teaching method is to let students use the language to acquire information. Instructors tend to help learners understand authentic texts through the use of visuals, realia, repeating, and by giving a lot of examples. Besides, instructors correct students' errors by giving them the correct form or allowing students to self-correct. All four skills, including reading, listening, speaking, and writing are integrated in authentic contexts.

2. ALM

The Audio-Lingual Method (ALM) is an oral-based approach. It drills the students in the use of grammatical sentence patterns. The purpose of ALM is to help students to acquire the sentence pattern of the target language through shaping and reinforcement (e.g., repetition). In class, the teacher will first introduce either single or multiple slot substitution drill as a model. The students are expected to memorize the drills and accurately acquire language skills in four aspects: listening, speaking, reading and writing after several and different ways of practice. In this method, teacher serves as an authority, directing and controlling the language behavior of students.

3. GT

Grammar-translation, also known as classical method, is an early-developed and highly-applied pedagogy that requires emphasis on reading, writing, vocabulary, and grammar of the target language for training and comprehend the literature written in the target language. The teacher is the authority of the classroom who basically instruct most of the time while students are the one who practice the orders. During the class, the teacher would translate the target language into the first language for students, and then explain the grammar rules if needed. Students would have to practice what they've learned deductively in repetition to form further memorization. The teacher might need to correct students' mistakes in this process. Notice that interaction usually happens from teacher to students yet rarely does among students.

4. TBLT

Task Based Teaching Method's (TBLT) goal is to facilitate language learning

by engaging students in tasks with clear outcomes, with tasks that students might encounter in their daily lives. Teachers act as the task chooser, student performance observer, and the facilitator. Students are expected to complete the given tasks through communications and teamwork. Teachers would not interfere during students' task completing process but correct their error afterwards in the final phase when their outcomes are being evaluated. Close communications between students are the focus of this TBLT. There is no explicit role for native language in TBLT, and language is used for the purpose of communicating and "doing."

5. Multiple Intelligence

MI theory basically divides human's intelligence into eight categories: verbal-linguistic, logical-mathematical, musical, spatial, kinesthetic, interpersonal, intrapersonal, and naturalist. In the past, most of teaching methods focused on students' mathematical and linguistic competence. However, MI puts more emphasis on enhancing student's diverse competence in different areas or fields and not just focus on linguistic and mathematical areas. Besides, by designing various activities for students, students can use their strengths to improve their weaknesses and thus make progress in these 8 intelligence.

5. CLT

Communicative Language Teaching (CLT) is a teaching method mostly focusing on improving students' linguistic competence. The classroom practices of CLT is usually more flexible than the other teaching methods', for the different teachers' understandings of the principles can be widely differed. However, the basic characteristics of CLT teaching are similar: Teachers, as facilitators of

communication, create situations that promote students, as major communicators, to communicate with each other in mostly the target language. The language activities in CLT often have three features in common, information gap, choice, and feedback (Johnson and Morrow, 1981), such as scramble sentence, picture strip story, role-play and other language games that in which students need to speak up, asking for and providing information to each other to finish their tasks, while teachers correct students' errors in the accuracy-based activities after they finish what they are requested to do in fluency-based activities. However, because the G-T tutees in our class are low-achievers, therefore, in the CLT activities during our service learning, students are allowed to speak in their first language (L1), and teachers often act as co-communicator when they have trouble communicating with each other in L1 or maintain their attention on the language activities.

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

Since 27th December 2016, we had been to Guo-Tai Elementary School 8 times until 28th December 2016. On Thursday, we had 9 tutors and 6 tutees. Our class section started from 4:20 p.m. to 5:40 p.m. In each class, we arranged 2 instructors to teach in the group course section and used one-on-one tutoring to help each tutee review what they just learnt in the previous section. Instead of following the contents of their text books, we designed our topics and course contents according to their levels.

A. SL Lesson Plans/ Reflection

Tutor Plan –FJU W 7

Materials	Guo-Tai 5 th graders textbook Dino On the Go		Date	105/10/27		
	Introduce Lesson 1		Grade	5 th graders		
Planner	Sofia Zheng, Joy Liu, Lillian Wu, Sharon, Eling		G-T Students	陳安琪 劉興隆 林芯儀		
Major Goals	Students will be able to 1. Get familiar with each other and the tutoring crew 2. Review important vocabularies and phrases (pronunciation & spelling) 3. Review how to ask & answer about weather, time, locations, directions					
Time	60 minutes (2 sessions)		Props/ Tools	flash card, worksheet, map, scoreboard		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	20 min	-Self-intro (both teachers and students) -Classroom management (rules) -Survey	ALM		input and output	Scoreboard
Break	5 min	-Have a 3min break and calm them down if needed				
Pre-test 1	12 min	-Phonemic pre-test I. A→C→E→I(II. CD)	ALM		input	
Pre-test 2 (back-up plan for Pre-test)	8 min	-If survey's result turns out really bad: Communicating: Qs about survey answer -Easy phonemic pre-test I.A→C	Learning strategy training		output	pre-test sheet student v. *3 pre-test teacher v.
	6 min				input	
Tutoring 1	10 min	<u>Lesson Review 1</u> <u>I.</u> Word bank p.37 -Vocabularies (includ. Phonics teaching) -Spelling Game <u>II.</u> Text Study p.35-36 -Vocabularies in pic. -Text Reading -T&F reading question	1. GT		input	Map
	10 min		<u>II.</u> 1. GT, TPR			
Tutoring 2		Lesson Phonics Study 1			input,	workshe

(Back-up for Tutoring 1)	10 min 10 min	I. Phonics study -Starter-U2 Phonemics in vocabularies -Phonics game II. Vocabularies (includ. Phonics teaching) -Vocabularies in pic. p.35 -Vocabularies in Word bank p.37 -Spelling Game (shorter v.)	Learning strategy training	Vocabularies from Starter to Unit Two	output	et
Wrap up	3 min	-Review & Communicating	ALM		input and output	Flashcards

Tutor Plan –FJU W 10

Materials	A-Z alphabets		Date		105/11/17		
	Phonics Vowels		Grade		5 th graders		
Planner	<u>Joy, Eling,</u> <u>Sharon, Lillian</u>		G-T Students		陳安琪, 劉興隆, 林芯儀, 戴碩亨		
Major Goals	Students will be able to 1. Get familiar with each other and the tutoring crew 2. Enhance students’ ability on the basic alphabets and phonetics						
Time	min utes (2 sessi ons)	Props/ Tools					
Activity	Time	Procedure		Major Meth od/ techni ques	Vocab ulary covere d	4 strand s: Langu age/ meani ng focuse d; input/ output	Props/ Tools
Warm up 15 min		I. Self-intro (both teachers and students) -Students will be given their own name tags (to be put on their desks in front of their seats)		N/A	N/A	N/A	9+4 name cards, 4 copies of survey sheets, stamps

		<p>II. Classroom management (rules)</p> <ol style="list-style-type: none"> 1. The stamp cards will not be collected after class. Students should learn to be responsible for bringing it to class every week. (They have to learn to be responsible for themselves) 2. Stamps will be available only when students answer the questions given by the teachers in class. Stamps should be given on the stamp card by the teachers! 3. Stamps can be deducted when students refuse to pay attention in class (Answering the wrong answers won't lead to stamp deduction) <p>III. Survey</p> <ol style="list-style-type: none"> 1. Students will follow the teachers responsible for the survey section separately. 				
Pre-test 1 15 min		<p>-Phonetic pre-test</p> <p>I. One-on-one Tutoring Explain questions to students in each section</p> <p>2. Write down how many questions they answer correctly</p>	GM	N/A	output / Individual work	4 copies of pre-test sheets
Tutoring 1 15		<p><u>ABC Pronunciation Review</u></p> <p><u>I. A-Z</u></p> <ol style="list-style-type: none"> 1. Use simple vocabularies for 	ALM		Langu age / input	Alphabet song/cellphone (for music)/ audio

		<p>the teaching of the alphabets.</p> <p>2. ex, a is for apple, b is for ball(teaching props can replaced by drawings)</p> <p>II. Phonetics study</p> <p>Short vowel/ bat, plant, glass, mat, fat, sad, bag</p> <p>Short vowel/ bed, egg, red, left, leg, desk, vest, parent, rest</p> <p>Short vowel/ rabbit, six, lip, kid, sit, kiss</p> <p>Short vowel/ box, comic, God</p> <p>Short vowel/ rug, tub, cup, bus</p> <p><u>In-class activity:</u> students will be assigned identities of one of the five vowels, and when teacher pronounces, for example, “rug” the “u” student has to sit down.</p>	ALM		input	blackboard
Break 3		<p>-Have a 3 mins break and calm them down if needed</p> <p>-Music can be used if needed</p>	N/A			
Tutoring 2 10		<p>I. <u>2:1 Tutoring</u></p> <p>1. two teachers in charge of one student</p> <p>2. review on the content of the first tutoring section.</p> <p>II. <u>Practice (If there's enough time)</u></p> <p>3. Students will be divided into 2 groups</p> <p>4. Students should guess the correct alphabet</p>	ALM	N/A	input	
			ALM	N/A	output	

		according to what the teachers is articulating 5. Around 10 questions will be given in total 6. The teacher onstage will be in charge of score recording, and the teachers beside will be responsible for giving stamps				
Wrap up 2		Review the song taught in the first tutoring section			output	N/A

Tutor Plan –FJU W 11

Materials		Date	105/11/24			
		Grade	5 th graders			
Planner	Joy,Eling,Sha ron, Lillian, Ben	G-T Students				
Major Goals	Students will be able to 1.					
Time	minutes (2 sessions)	Props/ Tools				
Activity	Time	Procedure	Major Method / techniques	Vocabul ary covered	4 strands: Language / meaning focused; input output	Props/ Tools
Warm-up	2 mins	<u>Class management</u> Make sure the students sit in the front and name card placed properly for the convenience of the later tutoring	N/A	N/A		
Pre-test	15 mins	<u>Individual pre-test</u> Finish the rest of the pretest. Joy: Ron Sofia: Janice			Input	Worksheets

		<p>Graham: Kitty Sharon: Henry Jessica: Angel Eliane: Michael As for Michael who got the test done, he will ...</p> <p>Details needed</p>				
Tutoring 1	11 mins per session (total 22)	<p><u>Session 1</u> 1. Use the 4th grade textbook Lesson 3 Conversation and the Practice(partB).</p> <p>2. Teach number from 1 to 19 3. Teach simple vocabulary about foods and drinks from the conversation.</p> <p><u>Session 2</u> CLT: 1. Scrambled sentences -Students have to figure out the correct order of the sentences. -The order of the sentences: 1. May I help you? 2. Yes, please. 3. I want three sandwiches. 5. Is that all? 6. Yes, that's all. 7. Three Sandwiches. Here you are. 8. Thank you.</p> <p>2. Role-Play -Give students an opportunity to practice communicating in</p>	CLT GM	One to nineteen/ apple pie/ham burger/h ot dog/sand wish/tea/ cola/coo kie	Input	Pictures/ Handouts/ Sentence cards/

		<p>different social roles</p> <ul style="list-style-type: none"> -Students have to say the sentences they just learned from session 1. -Roles: 1 vendor/ 3-5 customers -Each customer will be assigned to buy certain amount of foods or drinks. 				
	3 mins		N/A			
Tutoring 2	18 mins	<p><u>Individual tutoring</u></p> <p>Review contents of Tutoring 1: sentence and vocabularies</p> <p>Joy: Ron Sofia: Janice Graham: Kitty Sharon: Henry Jessica: Angel Eliane: Michael</p>			Output	Papers

		(Angel's tutor will have to focus more on phonics)				
Wrap up						

Tutor Plan –FJU W 12

Materials	Phonics Consonants		Date	105/12/01		
	Birthday party holding and basic Wh-question		Grade	5 th graders		
Planner	Lillian Wu, Jessica Kuo, Joy Liu, Eling, sofia, Graham		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	Students will be able to 1. Identify and pronounce consonants 2. Pronounce combinations of consonants and vowels in words 3. Learn the basic words for birthday party 4. Learn the expressions about dates and months 5. Learn to ask the Wh-question like “When is your birthday?” and learn how to answer. 6. Review the way to buy things in stores.					
Time	60 minutes (2 sessions)		Props/ Tools			
Activity	Time	Procedure	Major Method / techniques	Vocabulary covered	4 strand s: Language/ meaning focused; input/output	Props / Tools
Pre-test	10 mins	<u>Individual pre-test</u> Finish every tutee’s pretest as we can as possible, for those who has already got the pretest done, tutors assigned can decide whether do the review of last week’s tutoring or their school textbooks. Joy: Ron Sofia: Janice Graham: Kitty Sharon: Henry Jessica: Angel Eliane: Michael			Input	Work sheet
Tutoring 1	15	I. Phonics: Consonants(a half)		balloon		-

	mins	<p>Use simple vocabulary that are related to participating a party. Try to help children review the pronunciations of consonants. ex, b is for balloon, c is for cake(some words are made in cards and will be used in the activity later)</p> <p>II. In-class activity: Students will be assigned to identify some of the consonants while they play the game of monopoly.</p>	<p>I. ALM</p> <p>II. ALM-Repetition Drill</p>	<p>cake (candle) dance food gift hat juice kid lemon money number sing</p>	<p>Input</p> <p>output</p>	<p>vowels and consonants clock - monopoly game -prop (balloon, cake, candle, hat, gift, juice)</p>
Tutoring 2	15 mins	<p>Role play Review lesson on W11 about buying things. This time they are going to have real experience of buying things from their tutors for the birthday's party. Q: May I help you? A: Yes, please. Q: I want three XXX. A: Is that all? Q: Yes, that's all. Q: Three Sandwiches. Here you are. A: Thank you. These sentences are for reference. Teachers do not need to follow the text-book dialogue. During this practice, tutors try to lead students to say correct sentences.</p>	CLT			<p>Product 1.cake 2.candle 3.hat 4.juice 5.balloon 6.gift</p>
Break	3 mins	3mins break		809		
Tutoring 3	15 mins	<p><u>I. Teach dates & months</u> Ask questions like: What date is it today? When is your birthday?</p> <p><u>II. Activity</u> 1. Ask tutors and classmates their birthday and repeat it to me afterward. example:</p>	<p>I. ALM</p> <p>II. CLT</p>			

		T: When is Jessica's birthday? S: Her birthday is on XXXX (review the pronouns if needed)				
Activity	2 mins	<u>wrap up</u> <u>review vocabulary that have been taught today.</u>				

Tutor Plan –FJU W 13

Materials	Phonics Consonants		Date	105/12/08		
	Housework & Time Management		Grade	5 th graders		
Planner	Sofia, Graham, Lillian, Jessica		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	Students will be able to 1. Identify and pronounce consonants 2. Pronounce combinations of consonants and vowels in words 3. Review the expressions about dates and months 4. Learn the basic phrases about everyday chores 5. Express and explain simple house-cleaning schedules					
Time	60 minutes (2 sessions)		Props/ Tools			
Activity	Time	Procedure		Major Method/ techniques	Vocabulary covered	4 strands : Language/ meaning focused; input/output
Warm up	10 min	<u>I. -Review dates & month</u> Ask questions like: What date is it today? When is your birthday? <u>II. -Intro to Tutoring 1</u> 1.Vocabulary: Chinese New Year (date?), Winter vacation 2.Topics: When is Winter vacation? Winter vacation plan? Help parents clean the house?				Name cards
Tutoring 1	15	I-Phonics: Consonants		I. ALM	pipe	Input -

	min	<p>Use vocabulary that are related to daily chores or things to help students learn the pronunciation of last half consonants.</p> <p><u>II-In-class activity:</u></p> <p>Dice game. Students would be divided into two groups, and the representative would throw the dice and find the flash word card according to the number. Once they find it out, they need to read out loud and demonstrate the pronunciation to their group members.</p>	II. ALM - repetition on drill	quilt room spoon trash vase window box yard zip		vowels and flash cards -dice and flash cards
Break	5 min	3min break and calm them down				
Tutoring 2	18 min	<p><u>I. -Time Review</u></p> <p>1. x o'clock 2. a.m. p.m. 3. read the random time e.g. 12:45 twelve forty-five</p> <p><u>II. -Schedule explain</u></p> <p>1. Explain the following activity : How to use the timetable -fill the timetable with the words & phrases just learnt and explain them to their tutors</p> <p>2. Sentence patterns: -Q: What will you do at st.? A: I will do sth. at st. -Q: What are you going to do in the morning/afternoon/ evening? A: I am going to do sth. at st./in the morning/ afternoon/ evening -briefly intro 3rd person sentence patterns</p>				
Tutoring 3	12 min	<p><u>Individual Tutoring</u></p> <p>1. guide your tutee to fill out the timetable (review the words and phrases at the same time) 2. finished the timetable and ask questions about it let your tutee explain it to you (review the sentence patterns at the same time) 3. if have time after finishing the two activities above: -ask your tutor about the other students' schedules (use 3rd person) Or -ask your tutor about Sofia's schedule on the blackboard (use 3rd</p>				6 or more (for backup) blank timetables

		person)				
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Tutor Plan –FJU W 14

Materials	Month, Ordinal numbers, Seasons and Festival		Date	105/12/15			
			Grade	5 th graders			
Planner	Joy, Sharon, Eling, Graham, Elaine, Jessica		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨			
Major Goals	Students will be able to 1. Identify vocabs of month, ordinal numbers, seasons and festivals 2. Know how to tell others their birthday 3. Review the vocabs taught before						
Time	60 minutes (2 sessions)		Props/ Tools	Whiteboard Sd cards Tapes Flashcards			
Activity	Time	Procedure		Major Method / techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/output	Props/ Tools
Tutoring 1	20	<u>I. Date&Month</u> <u>1. List down every tutee’s birthday</u> <u>2. Teach “Ordinal Numbers”</u> First, the teacher applies sd cards in the teaching and makes sure every student speak out. Then teacher will ask the students to read out ordinal numbers by themselves in a short review. <u>3. Teach “Month”</u> Teacher takes out flash cards printed with number one to twelve and review the ordinal numbers again. Then introduce the month to students. In a short review, with the help of flashcard, students repeat the twelve months. <u>4. Ask every tutee to speak up the date of their birthday</u>		ALM TPR The Silent Way MI	<u>Month</u> January-December <u>Ordinal number</u> first, second, third...to thirtieth	Input Output	Whiteboard Sd cards and tapes Flashcards

		<p>First, the teacher will read out every student's birthday and make sure each of them know how to pronounce their own birthday. Then, the students have to speak up by themselves</p> <p><u>II. Activity</u></p> <p><u>Play odd/ even game</u></p> <p>Students are asked to stand in a line in the beginning. The right side is for odd number; the left side is for even number. Students have to react to the words teacher says to choose which side they have to go to in one second.</p>				
Break	3					
Tutoring 2	20	<p><u>I. Season Festival</u></p> <p><u>Seasons:</u></p> <p><u>1. Teach them the name of the 4 seasons</u></p> <p><u>2. Guide the students to make connections to come up with some vocabularies related to the four seasons.</u></p> <p>Students are expected to provide vocabularies learned before.</p> <p><u>3. New vocabularies will be introduced according to the characteristics of the four seasons.</u></p> <p><u>4. Simple practices on seasons will be done</u> by asking the students to place the flashcards that belongs to the same category (season) together.</p> <p>(there will be magnets on the flashcards so it can be stick onto the whiteboard.)</p> <p><u>Festivals:</u></p> <p><u>1. Festivals that we celebrate in Taiwan are introduced with the dates</u> (which was taught in the past two weeks and this week).</p> <p>Flashcards will be prepared with graphics of the festivals on one side</p>	ALM MI TPR	<p>Spring Summer Fall Winter (warm, hot, cool, cold, jacket..etc)</p> <p>Chinese New Year Valentine's Day Children's Day Tomb Sweeping Day Dragon Boat Festival Mother's Day Father's Day Moon Festival Teacher's Day Christmas</p>	Input Output	<p>Whiteboard</p> <p>Flashcards with vocabularies and graphics</p>

		and the vocabularies on the another. <u>2.Students are expected to be able to learn the festival names and mention them upon seeing the graphics.</u>				
Break	5					
Tutoring 3	12	<p><u>Individual Tutoring</u></p> <p>1.Students will be asked to pick a season or a festival taught in the previous section as their topic.</p> <p>2.After deciding the topic, students will be asked to draw whatever they know about the season/festival according to their acknowledgment and what was taught in the previous section.</p> <p>3.After drawing, students will be requested to describe and say what they were drawing and what content/vocabularies they had learned from the last section to their individual tutors.</p> <p>(Stamps can be given by teachers when the students work hard on the given tasks).</p> <p>Ron-Lillian Angel-Jessica Kitty-Ben Mike-Elaine Janice-Sofia Henry-Eling</p>	ALM MI		Input Output	White papers

Tutor Plan –FJU W 15

Materials	Direction, Christmas song	Date	105/12/22
		Grade	5 th graders
Planner	Joy, Sharon, Eling, Graham, Elaine, Jessica, Ben	G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨
Major Goals	Students will be able to 1. ask for direction 2. learn the vocabulary related to Christmas		

	3. song a Christmas song					
Time	60 minutes (2 sessions)	Props/ Tools	Flashcards, worksheets,			
Activity	Time	Procedure	Major Method/ techniques	Vocabulary/ Phrases covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Tutoring 1	20	<p><u>I. Asking for direction</u></p> <p><u>A. Introduction to Conversation</u></p> <p>A: Could you tell me how to get to XXX(Location), please? B: Yes, of course. _____ (Directions) A: Are there any landmarks on the way? B: _____ (Landmarks) A: Which side of the street is it on? B: You'll see it on your right/left.</p> <p><u>B. Introduction to Vocabulary</u></p> <p>The instructor will use flashcards to teach students vocabulary and phrases first, and then put the landmarks on the map. The instructor will ask students to apply vocabulary and phrases which they just learned. They have to give correct instructions (directions) to arrive the destination.</p>	1.GT 2.ALM 3.Content-based Instruction	-go straight -cross -direction -on the right -on the left -turn right - turn left -location -Landmarks: -Laundry store -Book store -Post office -Hospital -Department store -Pharmacy	input	Flashcards a big map pictures magnet stickers
Break	5		N/A			
Tutoring 2	15	<p><u>II. Map Game</u></p> <p><u>III. Christmas Song</u></p> <p>The instructor will first teach the lyrics and the vocabulary related to Christmas in the lyrics. Then, the instructor will teach the students how to sing this song. With the music and song teaching, it creates a comfortable atmosphere and environment for students to learn and interact with the instructor</p>	Multiple Intelligence	North Pole Santa Claus Reindeer Presents Christmas tree Fireplace Bell Wish	input output	big map instrument song

Break	5		N/A			
Tutoring 3	15	<u>Individual Tutoring</u> The instructor will give the students a blank map(worksheet). And each tutor can put the landmarks in the map and ask students to write down the route from one place to another place based on the location on the map. And, tutors can also encourage students to write down the landmarks they may pass before they arrive the destination. Individual Tutoring: Ron-Lillian Angel-Eling Kitty-Graham Mike-Ben Janice-Sofia Henry-Sharon	Direct Method		output	worksheet landmark picture map

Tutor Plan –FJU W 16

Materials	Wrap up(review)		Date	105/12/29		
	Time for farewell		Grade	5 th graders		
Planner	Elaine, Jessica Kao, Joy Liu, Graham		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	Students will be able to Review some of the course content through the past seven weeks(important vocabularies and phrases-months, dates, locations and directions).					
Time	60 minutes (4 sessions)		Props/ Tools			
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused	Props/ Tools

					; input/ output	
Post-test	30 mins	<u>Individual post-test</u> Finish every tutee's post-test as soon as we can; as for those who has already done the post-test, tutors who are assigned can decide whether do the review of last week's tutoring or their school textbooks. Joy: Ron Sofia: Janice Graham: Angel Sharon: Henry Ben: Kitty Lillian: Michael			Input	Worksheet
Break	5 mins	5 mins				
Tutoring(wrap up the courses from the previous weeks)	25 mins	<u>I. Review dates & months</u> Teacher takes out flash cards printed with January to December and ordinal numbers from 21 to 29. Put them on the black board and read out December 29 th . Then, ask students to point out the flash cards of December and 29 th . Then introduce the month to students. In a short review, with	1.TPR 2.GT 3.Content-based Instruction	<u>I.</u> Month January to December Ordinal number twentieth to twenty-ninth <u>II.</u> New York, USA,	Input Output	<u>I.</u> Flash cards(January to December; twentieth to twenty ninth) <u>II.</u> A printed map

		<p>the help of flashcard, students repeat the twelve months.</p> <p><u>II. Review word banks in textbook</u></p> <p>Teachers put a map on the black board and then say the location they are going to go. Afterwards, ask students to point out the location on the map(on the black board).</p> <p><u>III. Review asking for direction</u></p> <p>Ask all students to follow the directions(For example, ask all students to stand up and turn left, right or go straight.</p>		<p>London, UK, Taipei, ROC</p> <p><u>II.</u> Turn right. Turn left. Go straight.</p>		
Time to say goodbye(A mini farewell party)	5 mins	Children can change points to gifts and give children each a small cupcake(after teachers repeat the vocabulary cup and cake).	ALM		Input	Six small cupcakes

	<p>Name: Sofia Zheng Student No.:403110046</p>	<p>Difficulty</p> <p>type I</p> <p>met this</p> <p>week</p>
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	TESL biweekly Reflections before SL (continue building on this document & Submit them using Google link) Note: The week in purple & Orange, submit individual refl.; the week in Blue (Wed 1pm . on Tron) submit Group lesson plan	P or A	1,2,3
W2	<p>The most confusing part to me is how to use this form exactly.</p> <p>Maybe with an example/sample, it will be more clear. It's an inspiring and helpful advice that we can enhance the voice projection with abdominal breathing exercise, and I wonder how to spell this practice/exercise's name? 'coka'? I am looking forward to the service learning and hope mine can be scheduled on Wednesday afternoons, if there's any choice I can make. I don't really plan to be a full-time teacher when it comes to future career, but I think this course will prepare me better if I want to take some tutoring cases as a temporary job after my graduation.</p>	P	3
W3	<p>Today I realized I actually forgot A LOT of the linguistics I just learnt last semester. Fortunately, I might be able to review and gather myself together by checking the teaching materials.</p> <p>However, Tron constantly goes down, which is pretty annoying. I checked the google drive but it seems that not all materials on tron were in there.</p>	P	1
W4	<p>The hamburger film is actually fun. I was having problem catching all the quotes and cited theories mentioned by the professor tho. I think it is for my vocabulary in academic learning is poor. Whenever the professor use multiple academic words in one description, I got lost. Previewing the chp. more carefully</p>	P	1,3

	might help to resolve this problem.		
W5	<p>I got very confused whenever there is an assignment announced. Usually, tons of questions were raised up in my head when some of the requirements was announced. I tend to wait and see whether they would be elaborated. And then there came more requirements or the former requirement did get elaborated but some details of them were changed when later they are mentioned again. Ex. The grouping about the lessons plan this time: I thought we should pair-up and finish a plan as a duo task. And then I heard that we can finish it in our presentation group which contains six people, therefore each group should submit two plans and so on and so forth. Anyway we kinda figure it out at last. Maybe it is just me being too paranoid.</p>	P 3	
W6	<p>Among all the activities fit the 8 types of intelligence, I feel best with the ones fit visual/spatial & logical/mathematical intelligences in my college study life. I like learning efficiently and logically. The lessons are usually full of concepts and theories. With all the visual aids presented in charts, forms and pictures, I can understand and absorb them more quickly. However, I always felt frustrated when working in big group. Whenever I encountered a course that interpersonal intelligence is highly valued in its evaluating standards, I feel depressed often time.</p>	P 5	

W7	How to apply silent way in tutoring class: When teaching phonics and vocabularies, try to indicate the sounds to students by shaping the mouth to pronounce silently. In this way, children can remember the correct pronunciation by themselves, instead of mechanically repeating after the tutor. Also, when teaching new sentence structures, especially those frequently used in daily communication, the tutor can use props and tools to simulate the situation, and encourage the students to interact with each other.	P	3
W6	Desuggestopedia are frequently used in cream schools and elementary schools for the required learning atmosphere in these places are usually more casual and relaxing. If one would like to build their own language school, even just holding a small tutoring class, he/she should take the principle of desuggestopedia into consideration.	A	5
W7	FJU Midterm W; Off this week		
W8	Our group was presenting CLT in class today. We rehearsed for twice before the class started to make sure everyone knows every part of our presentation. When presenting in class, my fluency still needed to be improved, but I managed to include all the content should be covered in my part. And all of our group members did a great job in leading their own sections and supporting each other. It feels extremely good to see all the teamwork paid off. Our GT group work better than last time, but	P	5

	there is still a lack of coordination.		
W9	I was confused by the definition of unfocused/focused tasks at first, because based on the group report and what the book says in the upper half part of "Focused Tasks" section, if a task in which the students must communicate in certain grammar structure. I thought it refers to certain sentence patterns or strict grammar rules, but later on after hearing Prof. BC's instruction and look at that part more carefully, I realized that a simpler way to find out what kind of task one is is to check whether it focuses on a specific and meaningful goal. The group did a great job in reviewing the principles behind TBLT and general processes of three steps (pre-task, in task, post-task).	P 2	
W10	We restate and classroom management today in G-T's tutoring class. The individual tutoring works out great, though some of the students require a lot of stamp marks to motivate them to finish their tasks.	P 5	
W11	We applied CLT on our G-T teaching today, by carrying out an easy sentence scramble game and role-play. In class, it is a little bit hard to distribute the different characters to each student, because sometimes a lot of them want a same character. We don't have time for them to take turns to do a same character, so we just try to persuade them to find the interesting part of the role she/he has been assigned to. However, they do enjoying the buy-sell role	P 5	

	play. We could try to do more in the future.		
W12	We taught the students about dates and how to ask and reply one's birthday in this week. My tutee, Jane was quite unfamiliar with this part, so I tried to write a note including all the names of months and the birthday of her and mine. I told her we will review those content next week to motivate her to review the note on her own. When asked after the individual tutoring section, she was able to pronounce the month of my birthday accurately. I was extremely touched about that.	P	5
W13	It's my turn to teach in the general tutoring section today. I couldn't finish teaching the sentence grammar in the plan, because we spent too much time on studying how say a specific time. So I just let the individual tutor help me to finish that part.	P	5
W14	I had a fever therefore didn't attend the SL.	A	5
W15	The topic we taught this week is Christmas. We expected students to be interested in the course, especially when we include song and a lot of pictures in the teaching. However, the students were distracted by the stamp marks issue, for them think it's unfair and suspicious that some of them got some many marks.	P	5
W16	We tried to resolve the issue last week by give all of them the same amount of rewards and gifts. They didn't seem satisfied about that, but when we were about to leave they show great	P	5

	compassion and affection to our group.		
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B. GT English Club Observation

Service Learning Reflections	The Visit - Time - week 13 (FJU week no.)
學 號 student No. <u>403110046</u> 班級 Class <u>英文三</u> 姓 名 Name <u>Sofia Zheng</u> 服務日期時間 Date and Time of Service : 1:30pm~2:30 <u>12/7/2016</u> 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- English Club 3 rd -6 th grade	
G refl. submission Copy from here --	
The <u>1st & 2nd</u> Visit to <u>5th</u> Graders – Time - week <u>13</u> (FJU week no.- Day of the week)	
Date and Time of Service : 1:30pm ~2:30pm <u>12/7/2016</u> , TTL SL hours: <u>1</u>	
<p>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？</p> <p>1. We observed one class in GT English Club.</p> <p>2. <u>Desuggestopedia</u>: Different from normal classroom, the E-club classroom has wood floor. We have to take off our shoes before entering the class. The students can randomly sit on the floor. <u>The environment</u> and the <u>colorful</u> setting around the classroom makes the atmosphere more <u>relaxing and casual</u>. There were <u>pictures hanging on the walls</u> with <u>everyday life vocabulary</u> on them. Also the words were categorized by the places, such as, airport and restaurant, in which they can be used.</p>	
<p>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？</p> <p><u>Problems encountered this week – Problem solutions</u></p> <p>1. There were more students sitting on the left side, and the students sat on the right side seems not as concentrating as those on the left. → Try to arrange the seats as equal amount of students sitting in both sides.</p> <p>2. <u>Information-gap task/focused tasks</u>: When teaching the words about weather, the teacher had seven students representing seven days in a week and each one holding a weather card to do “<u>weather forecast</u>”. It’s nowhere close to authentic forecasts for the students are only required to repeatedly use <u>one simple sentence pattern (multiple-slot substitution drill)</u>. So it was like <u>a mix of TBLT & ALM</u>. When the students on the stage were practicing their <u>output skill</u>, the rest of the students’ <u>receptive skills</u>, especially listening skill were being trained as well, for the “anchors” are told to quickly covered their word cards after finishing casting.</p> <p>3. In the spelling game, they have the students stand in two lines. The first student and the last student in each line are both assigned jobs. Also, the students take turns to be the first one and last one. In that way, the keep every student participating in the activity. However, it turned into a chaotic scene when the student who is on writing duty made</p>	

mistakes. All the students were shouting and running around to correct him/her. May be the teachers can make some rules before the spelling game begin and keep the students in order in game.

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 teacher let the observers introduce themselves firstly. → better spend some time talk about it than keep the students wondering and distracted, even when they are curious about something irrelevant with the lesson.

2. Putting a group activity that requires students to stand up and move after finish reviewing the vocabulary is a good way to keep their active and fresh. The students were allowed to sit/crouch on the floor, so I assume they do it follow the desuggestopedia manners, rather than TPR. Some of them even stay half-lying on the floor, when it's not their turn to answer. I don't know whether it was an uncontrollable situation, or the teachers simply felt fine with that.

3. Cooperative learning: I asked how the teachers manage to teach so many students from different grades. They told me that they usually have big class first for general teaching, such as, vocabulary and warm up activity, and then separate them into different groups for further study activities requiring more communication and competition, like board games. The students with higher levels are put in the same group, and so are the other students. In my service learning, we do individual tutoring to deal with the differences between students' levels. Maybe we can try as some other small group activities sometime.

4. Misc. (miscellaneous)



Note: Underline your key phrases.

C. Creative Lesson Plan (Behind the flood)

Tutor Plan –1 (presented)

Materials	Before the Flood		Date	105/12/8		
	Global Warming--Before the Flood (before it is too late)		Grade	5 th graders		
Planner	Lillian, Joy, Graham, Jessica, Sofia, Elaine, Ben		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	Students will be able to 					

		<p>simple and direct answers, try to ask more “why” or do they agree with each other</p> <p>3. What do you think will happen if we don’t try to deal with climate change?</p> <p>-let students draw the pictures of their guesses/ imaginary futures</p> <p>*remind them to draw bigger-easy to demonstrate for later section</p>				
break	5 min	3min break and calm them down				
Vocabulary about climate change	10min	<p><u>Learning words about climate change with the pictures drawn by students</u></p> <p>-try to identify and tell the environment problems/ different kinds of pollutions in students’ pics</p>	CLT,ALM, TBLT		input and output	blackboard and computer (show pictures if students have problem imagine/ understand what is on the others’ pics)
Game	19 min	<p><u>Improvisation Performance Game</u></p> <p>-The students are divided into 3 groups, 2 students as a pair (count from 1-3, two call the same number become partner)</p> <p>-Draw lots, each group choose 2 word cards</p> <p>-give student 3-5 minutes to discuss how to perform</p> <p>-use 3-5 minutes let three groups perform and the others guess what words are the presenting group try to demonstrate</p> <p>-After the students guess out all the words,the teacher should try to let them assemble logic sentences describing the effects of climate change</p> <ol style="list-style-type: none"> 1. Polar bear stands on floating ice. 2. Extreme hot and cold weather cause forest fires frequently. 3. Warm sea water creates 	PTR, CLT	extreme hot and cold weather, forest fires, polar bear, floating ice, strong typhoons, war		

		strong typhoons.		m sea water		
	5 mins	review the content of the film, their plan and the vocabulary.	ALM			

Work division:

plan outline: Lillian & Sofia

providing ideas: Film & music appreciation + discussion: Elaine

Game form: Lillian Jessica Joy Sofia

Word cards design: Graham, Jessica, Joy, Lillian, Sofia

Word cards prepare: Joy

class presentation: PPT & teacher: Sofia

Students: Ben, Graham, Elaine, Eling, Jessica, Joy, Lillian, Sharron

III. Results, Findings, and Discussions

A. **Data Analysis** (Use Google EXCEL spreadsheets data)

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	3.18	3.58	2.8	3.01
Group Average Post-Test	4.43	3.4	3.5	3.27

Note: N= 6 (This means the no. of the subjects is 5 if you write 5.)

Table 2. Average Scores of Learning Attitude Questions

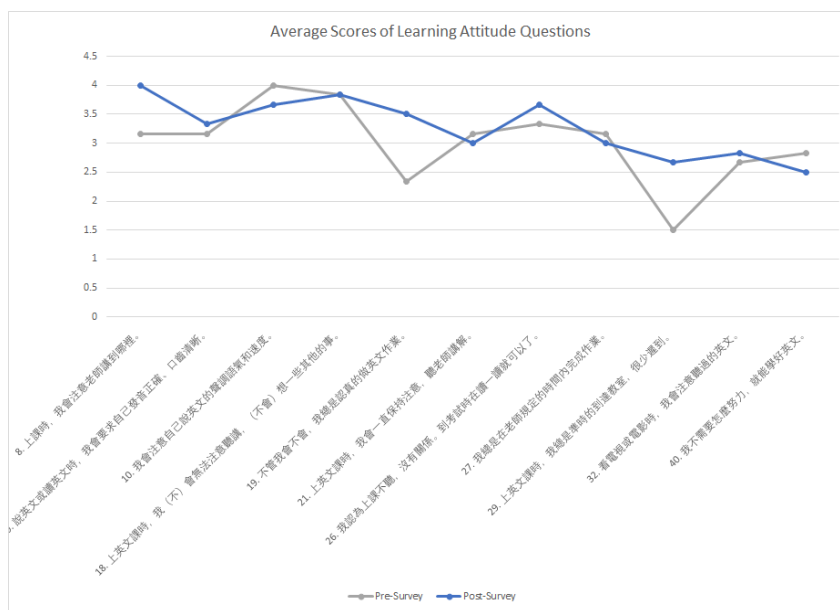


Table 3. Phonemic Awareness Assessment Results

	1 st category: Differentiation, Comprehension and Production of the first phoneme in a word	2 nd category: Differentiation, Comprehension and Production of the last phoneme in a word	3 rd category: Segmenting & Blending-- Comprehension and Production of each phoneme in a word	4 th category: Nonsense Word Decoding/Spelling
Group Average- Pretest	63.10%	52.38%	56.6%	15.56%
Group Average- Posttest	78.57%	60.12%	85%	31.12%

Note: N= 4 (This means the no. of the subjects is 5 if you write 5.)

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

1. Pre-Survey and Post-Survey

a. Internal motivation

Comparing pre and post survey on internal motivation, it shows that those students' internal motivation remained similar. It is because the time is too short and changing a person's motivation takes time. However, we did get several oral feedbacks from them. They told us that they loved our English course; therefore, although the statistic does not show the improvement, we believe that we at least let them love English a little bit more.

b. Active Participation

According to the data we got from the pre and post survey, this aspect has raised by 1.25 percent. Though the internal motivation did not improve through these days, there are other aspects that worked and stimulated the students' active participations. Stimulations such as stamps given when students work hard in class, competition between classmates, preference toward specific teachers and so on, are the aspects that can be considered as the aspects that improved the students' learning motivations.

c. Self-efficacy

Based on the data of pre and post survey, we can find that the point has notable increase. The questions in self-efficacy are mainly created to reflect students' state of mind towards learning English. Whether students feel frustrated and whether they feel a sense of achievement in learning English can show their attitude and thoughts after taking our courses. The result is positive and convey the message that the students feel more confident in learning English.

d. Learning Attitude

According to Table 1, the average scores increase 8% from pre-survey to post-survey, which seems to be an increase that is too small to prove the students' improvement. However, when the average scores of each questions related to Learning Attitude from pre-survey is compared to that from post-survey, there is a dramatic increase in the scores of the questions (Q8,Q29) about evaluating the learning attitude in class (Table 2). Our teaching group's effort on proceeding interesting learning activities while maintaining the classroom discipline has been paid off. Through the whole process of service learning, our group worked on proving a point to our tutees that Learning English can be fun not only in games but also in the class, because we want to improve their learning attitude in their future English learning in a general way,

instead of only loving the fun games in our class. Thus, we usually have a group member on standby, preparing to walk to any specific student, to sit with him/her, to remind him/her, when the student loses his/her attention on the course for an unacceptable amount of time; And always require them to come back in class in time after a break.

2. Pre- test and Post-test

Regarding phonemic awareness, please see Table 3 for the results of the phonemic awareness assessment results. The full per cent of the 1st category for the 5 graders' group is 100, and the average per cent is 63.10. Four 5th graders in our group made progress (showed improvement) from the pretest to the posttest, from average 63.10% to 78.57%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

Regarding phonemic awareness, please see Table 3 for the results of the phonemic awareness assessment results. The full per cent of the 2nd category for the 5 graders' group is 100, and the average per cent is 52.38. Four 5th graders in our group made progress (showed improvement) from the pretest to the posttest, from average 52.38% to 60.12%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

Regarding phonemic awareness, please see Table 3 for the results of the phonemic awareness assessment results. The full per cent of the 3rd category for the 5 graders' group is 100, and the average per cent is 56.6. Four 5th graders in our group made progress (showed improvement) from the pretest to the posttest, from average 56.6% to 85%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

Regarding phonemic awareness, please see Table 3 for the results of the phonemic awareness assessment results. The full per cent of the 4th category for the 5 graders' group is 100, and the average per cent is 15.56. Four 5th graders in our group made progress (showed improvement) from the pretest to the posttest, from average 15.56% to 31.12%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

IV. Appendixes (arrange links and photos chronologically/Week 1, Week 2,.....) and provide captions/notes to your films and photos.

A. Video links (provide YouTube links and screen shots of videos)

film link 1- individual G-T SL	film link 2- individual G-T SL	film link- Methodology Presentation	"Requirement for Learning Outcome Demonstration film link
https://youtu.be/t86IqqcKWcl	https://www.youtube.com/watch?v=hyW3hkJNCwY&feature=youtu.be	https://www.youtube.com/watch?v=662FyUvaCyM	https://www.youtube.com/watch?v=ZeVPJrrUI_o&feature=youtu.be

1. Film link 1:

Date of teaching: December 8th (08/12/2016)

In this video I was trying to teach them how to help them review expressions about time & 7 days in a week by teaching them how to read information from a timetable.

The timetable was like this:

<https://docs.google.com/document/d/1nYbe6wzbc7F1p6tgNgpC9nlT-2u2jdjdPCgqO3dgKaM/edit>

Each of them had a copy of it. They are latter required to fill out a similar one of their own, with the help of their individual tutor.

2. Film link 2:

Date of teaching: December 15th (15/12/2016)

In the last day of our SL, I watched my tutee doing her post-survey. She was quite excited about the rewards that we promised, so she tended to finish the survey as quick as possible. Clearly, she just wrote down her answer with her first instinct. I think that makes the results of her survey more reliable, because in that way, she wouldn't concern too much about my feelings or other irrelevant factors.

3. Film link- Methodology Presentation:

Date of Presenting: November 17th (17/11/2016)

I was in charge of introducing the outline of our presentation and some basic concepts about CLT. I volunteered to do this two parts, because most of the other parts of the presentation including demonstrating a certain language activity by performing as a teacher to interact with the other group members who performed as students, but I was not confident about my interaction skills, as Prof. BC pointed out later, I usually have too much seriousness in my presentation performance. However, as I proceed the SL and gained more experience of communicating with students, I gradually

improved a bit on my interpersonal skills as a teacher, so in the “Before the Flood” presentation in Week 13, I tried the role of teacher.

4. "Requirement for Learning Outcome Demonstration film link

Date of Presenting: January 5th (05/01/2017)

This is the final presentation about the GT SL. In the video, I presented my reflection on the teaching activity I had done in Week 13 (Film link 1), and thoughts about the “stamp marks system” that our group designed to motivate the students in GT. Before the recorded part, I presented my analysis on the results of “Learning Attitudes” in both pre-survey and post-survey, however, I didn’t go through the details in that part, for the time limit. A more detailed analysis was recorded above (III.B.1.d)

B. Photos – ditto

Album link:

<https://drive.google.com/drive/folders/0B3cFRW8BrfCvNm9mWEpCSDVpRms>

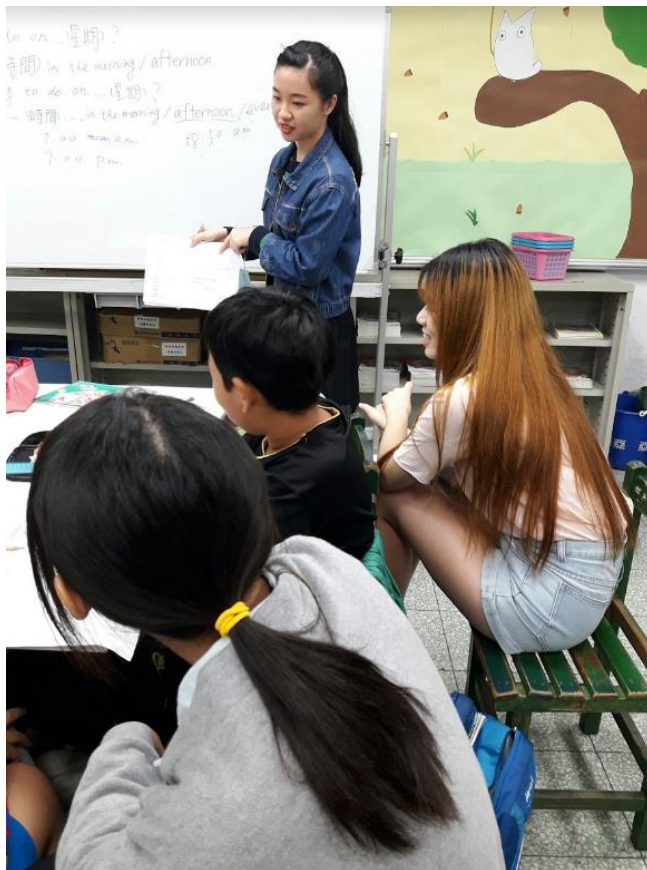
1. individual tutor w Janice 2016f-1117



2. individual tutor w Janice 2016f-1208



3. TEFL Thu. GT timetable teaching GT 2016f-1208 (1-4)







4. group members and birthday teaching prop GT 2016f-1208

