

天主教輔仁大學英國語文學系學士班畢業成果  
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**Introduction to TEFL Guo-Tai Elementary School Service  
Learning Portfolio**

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**Introduction to TEFL**

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

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## Outline

### I. Introduction

#### A. Background Information

Briefly describe the current English learning situation in Taiwan and in our district –Hsin Chuan. Moreover, why children at Guo-Tai require our assistance.

##### 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.

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

##### CBI - Eling

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.

### 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.

### GT - Graham

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.

#### TBLT - Sharon

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 it is used for the purpose of communicating and "doing."

#### Multiple Intelligence - Ben

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.

#### CLT-Sofia

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, **Lesson plans** ,and Reflections (Methodology)

Since 27<sup>th</sup> December 2016, we had been to Guo-Tai Elementary School 8 times until 28<sup>th</sup> 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. Lesson Plans/ Reflection (Arrange lesson plans and reflections phonologically)

### **Reflection Week 2**

This course needs lots of energy. I knew the basic rules of this course. We learned abdominal breathing. We need to do the service learning in 國泰 elementary school.

### **Reflection Week 3**

We learned about TPR and knew the relation between approach and methods. I learned about the ten question: the interaction between teacher and students, the assessment...etc. We discussed the traits of a good teacher. We talked about phonetics.

### **Reflection Week 4**

In this week, the professor reviewed the concept of TPR and further explained what TPR is. Also, she talked about another new term: Behaviorism. Behaviorism is related to stimulus, responses, and strengthening. Last, the professor gave a summary about TPR. TPR can express and teach meanings to the students via action. Also, it is beneficial to reduce students' anxiety of learning language.

### **Reflection Week 5**

In this week, the professor gave the lecture about Grammar Translation Method. It focuses on learning to translate and writing practice. Besides, the professor talked about the concept of Inductive and Deductive approach. Deductive here means the process of learning from a small fact to complete conclusion. I was very interested in this part because I had never known it before. After knowing these teaching method and approach, I believe they will benefit me in my future tutoring.

## Reflection Week 6

In this week, a group gave a presentation about MI(Multiple Intelligence). MI teaching method includes many different aspects, such as musical, spatial, kinesthetic...and so on. They really did a great job and helped me get insight about MI. And, MI can actually be applied in many different situation and it is flexible to suit in different levels of students. When I knew this teaching method, I found that I could use this in my tutoring because I have the talent about music. Perhaps, I am able to apply musical part of MI in my teaching and thus make students be more interested in learning English.

### Tutor Plan –FJU W 7

|             |  |  |                             |  |   |                 |
|-------------|--|--|-----------------------------|--|---|-----------------|
| Materials   | Guo-Tai 5 <sup>th</sup> graders textbook Dino On the Go  |  | Date                        | 105/10/27                              |   |                 |
|             | Introduce Lesson 1   |  | Grade                       | 5 <sup>th</sup> <b>graders</b>         |   |                 |
| 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<br>1. Get familiar with each other and the tutoring crew<br>2. Review important vocabularies and phrases (pronunciation & spelling)<br>3. Review how to ask & answer about weather, time, locations, directions |  |                             |  |   |                 |
| Time        | 60 minutes (2 sessions)  |  | Props/<br>Tools             | flash card, worksheet, map, scoreboard |   |                 |
| Activity    | Time   | Procedure  | Major Method/<br>techniques | Vocabulary covered                     | 4 strands: Language/<br>meaning focused; input/<br>output | Props/<br>Tools |
| Warm up     | 20 min   | -Self-intro (both teachers and students)<br>-Classroom management (rules)<br>-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<br>I. A → C → E → I (II. CD)   | ALM                                |   | input               |   |
| Pre-test 2<br>(back-up plan for Pre-test)  | 8 min<br><br>6 min   | -If survey's result turns out really bad:<br>Communicating: Qs about survey answer<br><br>-Easy phonemic pre-test<br>I.A → C  | Learning strategy training         |   | output<br><br>input | pre-test sheet student v. *3<br>pre-test teacher v. |
| Tutoring 1                                 | 10 min<br><br>10 min | <b><u>Lesson Review 1</u></b><br><b>I.</b> Word bank p.37<br>-Vocabularies (includ. Phonics teaching)<br>-Spelling Game<br><b>II.</b> Text Study p.35-36<br>-Vocabularies in pic.<br>-Text Reading<br>-T&F reading question   | 1. GT<br><br><b>II.</b> 1. GT, TPR | <b>II.</b> New York, USA, London, UK, Taipei, ROC | input               | Map   |
| <b>Tutoring 2 (Back-up for Tutoring 1)</b> | 10 min<br><br>10 min | <b><u>Lesson Phonics Study 1</u></b><br><b>I.</b> Phonics study<br>-Starter-U2 Phonemics in vocabularies<br>-Phonics game<br><b>II.</b> Vocabularies (includ. Phonics teaching)<br>-Vocabularies in pic. p.35<br>-Vocabularies in Word bank p.37<br>-Spelling Game (shorter v.) | Learning strategy training         | Vocabularies from Starter to Unit Two             | input, output       | worksheet   |
| Wrap up                                    | 3 min                | -Review & Communicating   | ALM                                |   | input and output    | Flashcards  |

## Reflection Week 7

This is the first week of service learning and I was very nervous. We have to teach four 5th grader students in class. In the class, we first introduced ourselves and asked their names. After knowing each other, we began our pre-test about phonemic in order to know their levels in English. In this class, Graham, Elaine, and I were responsible for teaching the whole class. We used their textbook p.35 and p.36 to teach them. The topic is about weather and how to describe the feelings toward different kinds of weather, such as cool, hot, and so on. And, I was in charge of the interactive question which can be a review of the paragraph that other teachers have taught. However, we did not control our time well. As a result, we did not have enough time to cover all the

things we wanted to teach at last.

### Tutor Plan –FJU W 10

|                   |  |   |  |                               |   |  |
|-------------------|--|---|--|-------------------------------|---|--|
| Materials         | A-Z alphabets  |   | Date                                   |                               | 105/11/17   |  |
|                   | Phonics Vowels   |   | Grade                                  |                               | 5 <sup>th</sup> <b>graders</b>  |  |
| Planner           | <u>Joy, Eling, 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<br>1. Get familiar with each other and the tutoring crew<br>2. Enhance students’ ability on the basic alphabets and phonetics |   |  |                               |   |  |
| Time              | min<br>utes<br>(2<br>sessi<br>ons)   | Props/ Tools  |  |                               |   |  |
| Activity          | Time   | Procedure   | Major<br>Meth<br>od/<br>techni<br>ques | Vocab<br>ulary<br>covere<br>d | 4<br>strand<br>s:<br>Langu<br>age/<br>mean<br>ing<br>focuse<br>d;<br>input/<br>output | Props/ Tools   |
| Warm up<br>15 min |  | <b>I. Self-intro (both teachers and students)</b><br>-Students will be given their own name tags (to be put on their desks in front of their seats)<br><br><b>II. Classroom management (rules)</b><br>1. The stamp cards will not be collected after class. Students should learn to be | N/A                                    | N/A                           | N/A   | 9+4 name cards,<br>4 copies of survey sheets, stamps |



|                  |  |   |     |     |        |  |
|------------------|--|---|-----|-----|--------|--|
|                  |  | <b>II. Phonetics study</b><br><b>Short vowel/</b><br>bat, plant, glass, mat,<br>fat, sad, bag<br><b>Short vowel/</b><br>bed, egg, red, left, leg,<br>desk, vest, parent, rest<br><b>Short vowel/</b><br>rabbit, six, lip, kid, sit,<br>kiss<br><b>Short vowel/</b><br>box, comic, God<br><b>Short vowel/</b><br>rug, tub, cup, bus<br><b><u>In-class activity:</u></b> students<br>will be assigned identities<br>of one of the five vowels,<br>and when teacher<br>pronounces, for example,<br>“rug” the “u” student has to<br>sit down. | TPR |     | output |  |
| Break<br>3       |  | -Have a 3 mins break and<br>calm them down if needed<br>-Music can be used if<br>needed   | N/A |     |        |  |
| Tutoring 2<br>10 |  | <b>I. <u>2:1 Tutoring</u></b><br>1. two teachers in<br>charge of one<br>student<br>2. review on the<br>content of the<br>first tutoring<br>section.<br><br><b>II. <u>Practice (If there's<br/> enough time)</u></b><br>3. Students will be<br>divided into 2 groups<br>4. Students should<br>guess the correct<br>alphabet according to<br>what the teachers is<br>articulating<br>5. Around 10   | ALM | N/A | input  |  |
|                  |  |   | ALM | N/A | output |  |

|              |  |  |  |  |        |     |
|--------------|--|--|--|--|--------|-----|
|              |  | questions will be given in total<br>6. The teacher onstage will be in charge of score recording, and the teachers beside will be responsible for giving stamps |  |  |        |     |
| Wrap up<br>2 |  | Review the song taught in the first tutoring section   |  |  | output | N/A |

### Reflection Week 10

In this week, we first introduced ourselves again and told the students our class rules. The reason why we did it again was because that the first class was like a chaos and we ran out our time on calming the students. So, we put emphasis on establishing our class regulations. Besides, we gave them their name tags which were also a place for collecting stamps. We wanted to teach them to be responsible for their own things. And, we did another pre-test and recorded their answers. For the teaching, this week's topic was alphabets. Lillian used simple vocabularies to teach them alphabets. During the class, I found that student Ronne sometimes was not willing to give response to teachers. For this, our tutor, Joy, came to Ronne and tried to understand his situation. I think this action comes immediately and on time. To sum up, the main goals of the first two weeks were to build the relationship between students and us and also make sure our class rules were on the track.

**Tutor Plan –FJU W 11**

|             |                                  |  |                           |                    |   |              |
|-------------|----------------------------------|--|---------------------------|--------------------|---|--------------|
| Materials   |                                  | Date   | 105/11/24                 |                    |   |              |
|             |                                  | Grade  | 5 <sup>th</sup> graders   |                    |   |              |
| Planner     | Joy, Eling, Sharon, Lillian, Ben | G-T Students   |                           |                    |   |              |
| Major Goals | Students will be able to<br>1.   |  |                           |                    |   |              |
| Time        | minutes<br>(2 sessions)          | Props/ Tools   |                           |                    |   |              |
| Activity    | Time                             | Procedure  | Major Method / techniques | Vocabulary covered | 4 strands: Language / meaning focused; input output | Props/ Tools |
| Warm-up     | 2 mins                           | <b><u>Class management</u></b><br>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                          | <b><u>Individual pre-test</u></b><br>Finish the rest of the pretest.<br>Joy: Ron<br>Sofia: Janice<br>Graham: Kitty<br>Sharon: Henry<br>Jessica: Angel<br>Eliane: Michael |                           |                    | Input   | Worksheets   |

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

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

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

### Reflection Week 11

In this week, I was in charge of tutoring session 1. I taught the whole class number 1 to 19 and the conversion in their textbook. The topic was about buying things. I also taught them some simple vocabularies related to foods and drinks. But, It seemed that I could not manage the class well. Students were very active but a little bit restless. And, I failed to establish my authority in class. Also, I found that there were some problems in my teaching materials. It seemed too easy to them so they looked bored when I was teaching. However, I personally thought that although they had learned it before, they might still make some mistakes in pronunciation and spelling. As a result, I believed that it was needed to teach them again and make sure that they really understand.

### Tutor Plan –FJU W 12

|             |   |           |              |                                |                     |                              |
|-------------|---|-----------|--------------|--------------------------------|---------------------|------------------------------|
| Materials   | Phonics Consonants  |           | Date         | 105/12/01                      |                     |                              |
|             | Birthday party holding and basic Wh-question  |           | Grade        | 5 <sup>th</sup> <b>graders</b> |                     |                              |
| 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<br>1. Identify and pronounce consonants<br>2. Pronounce combinations of consonants and vowels in words<br>3. Learn the basic words for birthday party<br>4. Learn the expressions about dates and months<br>5. Learn to ask the Wh-question like “When is your birthday?” and learn how to answer.<br>6. Review the way to buy things in stores. |           |              |                                |                     |                              |
| Time        | 60 minutes (2 sessions)   |           | Props/ Tools |                                |                     |                              |
| Activity    | Time  | Procedure |              | Major Method / techniq         | Vocabular y covered | 4 strand s: Langu<br>/ Props |

|            |         |   | ues  |  | age/<br>mean<br>ing<br>focuse<br>d;<br>input/<br>output | Tools   |
|------------|---------|---|--|--|---|---|
| Pre-test   | 10 mins | <p><b><u>Individual pre-test</u></b><br/>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.<br/>Joy: Ron<br/>Sofia: Janice<br/>Graham: Kitty<br/>Sharon: Henry<br/>Jessica: Angel<br/>Eliane: Michael</p>  |  |  | Input   | Work sheet  |
| Tutoring 1 | 15 mins | <p><b><u>I. Phonics: Consonants(a half)</u></b><br/>Use simple vocabulary that are related to participating a party. Try to help children review the pronunciations of consonants.<br/>ex, b is for balloon, c is for cake(some words are made in cards and will be used in the activity later)<br/><b><u>II. In-class activity:</u></b> 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-Repetiti on Drill</p> | balloon<br>cake (candle)<br>dance<br>food<br>gift<br>hat<br>juice<br>kid<br>lemon<br>money<br>number<br>sing | <p>Input</p> <p>output</p>                              | <p>- vowel s and conso nants clock</p> <p>- mono poly game</p> <p>-prop (ballo on, cake, candl e, hat, gift, juice)</p> |
| Tutoring 2 | 15 mins | <p><b><u>Role play</u></b><br/>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.<br/>Q: May I help you?<br/>A: Yes, please.<br/>Q: I want three XXX.<br/>A: Is that all?</p>  | CLT  |  |   | <p>Produ ct</p> <p>1.cak e</p> <p>2.can dle</p> <p>3.hat</p> <p>4.juic e</p> <p>5.ball</p>                              |



|             |   |  |  |   |  |   |
|-------------|---|--|--|---|--|---|
| Materials   | Phonics Consonants  |  | Date                                       | 105/12/08   |  |   |
|             | Housework & Time Management   |  | Grade                                      | 5 <sup>th</sup> <b>graders</b>  |  |   |
| 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<br>1. Identify and pronounce consonants<br>2. Pronounce combinations of consonants and vowels in words<br>3. Review the expressions about dates and months<br>4. Learn the basic phrases about everyday chores<br>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 :<br>Language/ meaning focused; input/output | Props / Tools   |
| Warm up     | 10 min  | <b><u>I. -Review dates &amp; month</u></b><br>Ask questions like:<br>What date is it today?<br>When is your birthday?<br><b><u>II. -Intro to Tutoring 1</u></b><br>1.Vocabulary:<br>Chinese New Year (date?), Winter vacation<br>2.Topics:<br>When is Winter vacation?<br>Winter vacation plan?<br>Help parents clean the house?   |  |   |  | Name cards  |
| Tutoring 1  | 15 min  | <b><u>I-Phonics: Consonants</u></b><br>Use vocabulary that are related to daily chores or things to help students learn the pronunciation of last half consonants.<br><b><u>II-In-class activity:</u></b><br>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 | I. ALM<br>II. ALM<br>- repetition on drill | pipe<br>quilt<br>room<br>spoon<br>trash<br>vase<br>window<br>box<br>yard<br>zip | Input  | - vowels and flash cards<br><br><br><br><br><br><br><br><br><br>-dice and flash cards |

|            |        |  |  |  |  |   |
|------------|--------|--|--|--|--|---|
|            |        | and demonstrate the pronunciation to their group members.  |  |  |  |   |
| Break      | 5 min  | 3min break and calm them down  |  |  |  |   |
| Tutoring 2 | 18 min | <b><u>I. -Time Review</u></b><br>1. x o'clock<br>2. a.m. p.m.<br>3. read the random time<br>e.g. 12:45 twelve forty-five<br><b><u>II. -Schedule explain</u></b><br>1. Explain the following activity<br>: How to use the timetable<br>-fill the timetable with the words & phrases just learnt and explain them to their tutors<br>2. Sentence patterns:<br>-Q: What will you do at st.?<br>A: I will do sth. at st.<br>-Q: What are you going to do in the morning/afternoon/ evening?<br>A: I am going to do sth. at st./in the morning/ afternoon/ evening<br>-briefly intro 3 <sup>rd</sup> person sentence patterns |  |  |  |   |
| Tutoring 3 | 12 min | <b><u>Individual Tutoring</u></b><br>1. guide your tutee to fill out the timetable (review the words and phrases at the same time)<br>2. finished the timetable and ask questions about it let your tutee explain it to you<br>(review the sentence patterns at the same time)<br>3. if have time after finishing the two activities above:<br>-ask your tutor about the other students' schedules (use 3 <sup>rd</sup> person)<br>Or -ask your tutor about Sofia's schedule on the blackboard (use 3 <sup>rd</sup> person)  |  |  |  | 6 or more (for backu p) blank timet ables |

### Reflection Week 13

In this week, Graham taught the students about consonants and Sofia taught them how to make a schedule for a week. And, I was in charge of time keeper and observer. I think the flash card can be used in many different kinds of teaching and it is very useful. And, I found that students were more willing to respond to teachers' question. Besides, some students started taking notes in the class. It showed that they paid more

attention to the class and felt more secure.

### Tutor Plan –FJU W 14

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

|            |    |  |                  |   |                 |  |
|------------|----|--|------------------|---|-----------------|--|
|            |    | <p>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><b><u>II. Activity</u></b></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><b><u>I. Season Festival</u></b></p> <p><b><u>Seasons:</u></b></p> <p>1.<u>Teach them the name of the 4 seasons</u></p> <p>2.<u>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>3.<u>New vocabularies will be introduced according to the characteristics of the four seasons.</u></p> <p>4.<u>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><b><u>Festivals:</u></b></p> <p>1.<u>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 and the vocabularies on the another.</p> | ALM<br>MI<br>TPR | <p>Spring<br/>Summer<br/>Fall<br/>Winter<br/>(warm, hot, cool, cold, jacket..etc)</p> <p>Chinese New Year<br/>Valentine's Day<br/>Children's Day<br/>Tomb<br/>Sweeping Day<br/>Dragon Boat Festival<br/>Mother's Day<br/>Father's Day<br/>Moon Festival<br/>Teacher's Day<br/>Christmas</p> | Input<br>Output | <p>Whiteboard</p> <p>Flashcards with vocabularies and graphics</p> |

|            |    |   |           |  |                 |                 |
|------------|----|---|-----------|--|-----------------|-----------------|
|            |    | 2. <u>Students are expected to be able to learn the festival names and mention them upon seeing the graphics.</u>   |           |  |                 |                 |
| Break      | 5  |   |           |  |                 |                 |
| Tutoring 3 | 12 | <b><u>Individual Tutoring</u></b><br>1. Students will be asked to pick a season or a festival taught in the previous section as their topic.<br>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.<br>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.<br>(Stamps can be given by teachers when the students work hard on the given tasks).<br><br>Ron-Lillian<br>Angel-Jessica<br>Kitty-Ben<br>Mike-Elaine<br>Janice-Sofia<br>Henry-Eling | ALM<br>MI |  | Input<br>Output | White<br>papers |

### Reflection Week 14

In this week, our tutors taught students Dates, Month, seasons, and festival. Also, they included “ordinal number” and the vocabularies related to four seasons in their teaching. In the class, I found that students paid more attention the teachers and they also took notes. Besides, they were willing to give response to teacher and did not get loud in class. I was in charge of individual tutoring this week. In individual tutoring, we wanted to encourage the students to draw some pictures which relate to four seasons. Also, we wanted them to try to use the vocabularies we had taught to express the feelings towards season.

### Tutor Plan –FJU W 15

|             |  |  |  |   |   |  |
|-------------|--|--|--|---|---|--|
| Materials   | Direction, Christmas song  |  | Date   | 105/12/22   |   |  |
|             |  |  | Grade  | 5 <sup>th</sup> 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<br>1. ask for direction<br>2. learn the vocabulary related to Christmas<br>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   | <b><u>I. Asking for direction</u></b><br><br><b><u>A. Introduction to Conversation</u></b><br><br>A: Could you tell me how to get to XXX(Location), please?<br>B: Yes, of course.<br>_____ (Directions)<br>A: Are there any landmarks on the way?<br>B: _____ (Landmarks)<br>A: Which side of the street is it on?<br>B: You'll see it on your right/left.<br><br><b><u>B. Introduction to Vocabulary</u></b><br>The instructor will use flashcards to teach studetns vocabulry and phrases first, and then put the landmarks on the map. The instrutor will ask students to apply vocabulary and phrases which they just lerned. They have to give correct instructions (directions) to arrive the destination. | 1.GT<br>2.ALM<br>3.Content-based Instruction | -go straight<br>-cross<br>-direction<br>-on the right<br>-on the left<br>-turn right<br>- turn left<br>-location<br><br>-Landmarks:<br>-Laundry store<br>-Book store<br>-Post office<br>-Hospital<br>-Department store<br>-Pharmacy | input   | Flashcards<br>a big map<br>pictures<br>magnet stickers |

|            |    |   |                       |  |                 |  |
|------------|----|---|-----------------------|--|-----------------|--|
|            |    |   |                       |  |                 |  |
| Break      | 5  |   | N/A                   |  |                 |  |
| Tutoring 2 | 15 | <b><u>II. Map Game</u></b><br><b><u>III. Christmas Song</u></b><br>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   | Multiple Intelligence | North Pole<br>Santa Claus<br>Reindeer<br>Presents<br>Christmas tree<br>Fireplace<br>Bell<br>Wish | input<br>output | big<br>map<br>instrument<br>song               |
| Break      | 5  |   | N/A                   |  |                 |  |
| Tutoring 3 | 15 | <b><u>Individual Tutoring</u></b><br>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.<br>Individual Tutoring:<br>Ron-Lillian<br>Angel-Eling<br>Kitty-Graham<br>Mike-Ben<br>Janice-Sofia<br>Henry-Sharon | Direct Method         |  | output          | worksh<br>et<br>landma<br>rk<br>picture<br>map |

### Reflection Week 15

In this week, I was responsible for the second tutoring section. And, we had a few students joined us from other class. So, it was a challenge for of all us to manage the class well. However, these new students were very polite and quiet when we were teaching. In the class, I taught them how to sing “Santa Claus Is Coming to Town”. It was because that Christmas was coming. As a result, I wanted to teach Christmas song and hoped that the students would feel more interested in my teaching. Also, I taught them some vocabularies which relates to Christmas on the whiteboard. I was happy that some students gave me response and kept quiet during the class. At first, they might be a little bit shy to open their mouth and sing the song. But, after some

practice, they were willing to sing with us. For this, I felt a sense of achievement after the class. It was a great experience.

### Tutor Plan –FJU W 16

|             |   |  |                          |                         |   |              |
|-------------|---|--|--------------------------|-------------------------|---|--------------|
| Materials   | Wrap up(review)   |  | Date                     | 105/12/29               |   |              |
|             | Time for farewell   |  | Grade                    | 5 <sup>th</sup> 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<br><br>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 | Vocabul ary covered     | 4 strand s: Langu age/ meani ng focuse d; input/ output | Props/ Tools |
| Post-test   | 30 mins   | <u><b>Individual post-test</b></u><br>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 |                          |                         | Input   | Worksheet    |

|   |         |  |   |  |              |  |
|---|---------|--|---|--|--------------|--|
|   |         | <p>decide whether do the review of last week's tutoring or their school textbooks.</p> <p>Joy: Ron<br/>Sofia: Janice<br/>Graham: Angel<br/>Sharon: Henry<br/>Ben: Kitty<br/>Lillian: Michael</p>   |   |  |              |  |
| Break   | 5 mins  | 5 mins   |   |  |              |  |
| Tutoring(wrap up the courses from the previous weeks) | 25 mins | <p><b><u>I. Review dates &amp; months</u></b></p> <p>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<sup>th</sup>. Then, ask students to point out the flash cards of December and 29<sup>th</sup>.</p> <p>Then introduce the month to students. In a short review, with the help of flashcard, students repeat the twelve months.</p> <p><b><u>II. Review word banks in textbook</u></b></p> <p>Teachers put a map on the black board and then say the</p> | <p>1.TPR<br/>2.GT<br/>3.Content-based Instruction</p> | <p><u>I.</u><br/>Month<br/>January to December</p> <p>Ordinal number twentieth to twenty-ninth</p> <p><u>II.</u><br/><br/>New York, USA, London, UK, Taipei, ROC</p> <p><u>II.</u><br/>Turn right.<br/>Turn left.<br/>Go straight.</p> | Input Output | <p><u>I.</u><br/>Flash cards(January to December; twentieth to twenty ninth)</p> <p><u>II.</u><br/>A printed map</p> |

|   |        |  |     |  |       |                    |
|---|--------|--|-----|--|-------|--------------------|
|   |        | <p>location they are going to go. Afterwards, ask students to point out the location on the map(on the black board).</p> <p><b><u>III. Review asking for direction</u></b></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> |     |  |       |                    |
| 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 |

### Reflection Week 16

This week was the last week of our service learning. After a short tutoring, we began to help them do our post survey and post test. By doing the test and analyzing the results, we can know their learning condition and their attitude towards our teaching. There was a thing surprising me. I helped Kelly do her pre and post test and I found that she made a obvious progress in the test. Also, she became more patient in doing the test. I still remembered that the first time when I helped her do the test. She was reluctant and had less patience staying in the class and finishing the test. She really had a big improvement. Besides, before the end of the class, they wrote “謝謝老師” on the whiteboard. And, one student gave every teacher a hug. It was very sweet and we were very happy and touched by their act.

### B. Creative Lesson Plan (Behind the flood)

## II. Results, Findings, and Discussions

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

#### a. Pre-Survey and Post-Survey

##### **1. 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.

##### **2. 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.

##### **3. 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.

#### **4. 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. 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.

##### **b. Pre- test and Post-test**

Regarding phonemic awareness, please see Table 2 for the results of the phonemic awareness assessment results. The full per cent of the 1<sup>st</sup> 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 2 for the results of the phonemic awareness assessment results. The full per cent of the 2<sup>nd</sup> 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 2 for the results of the phonemic awareness assessment results. The full per cent of the 3<sup>rd</sup> 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 2 for the results of the phonemic awareness assessment results. The full per cent of the 4<sup>th</sup> 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.]

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

**Table 1. Motivation Survey Pre & Post Tests Results**

|                              | (主動參與層面)<br>active participation | (內在動機層面)<br>internal<br>motivation | (自我效能層面)<br>self-efficacy | (學習態度層面)<br>Learning<br>Attitude |
|------------------------------|----------------------------------|------------------------------------|---------------------------|----------------------------------|
| Group<br>Average<br>Pre-test | 3.18                             | 3.58                               | 2.8                       | 3.01                             |
| Group                        | 4.43                             | 3.4                                | 3.5                       | 3.27                             |

|           |  |  |  |  |
|-----------|--|--|--|--|
| Average   |  |  |  |  |
| Post-Test |  |  |  |  |

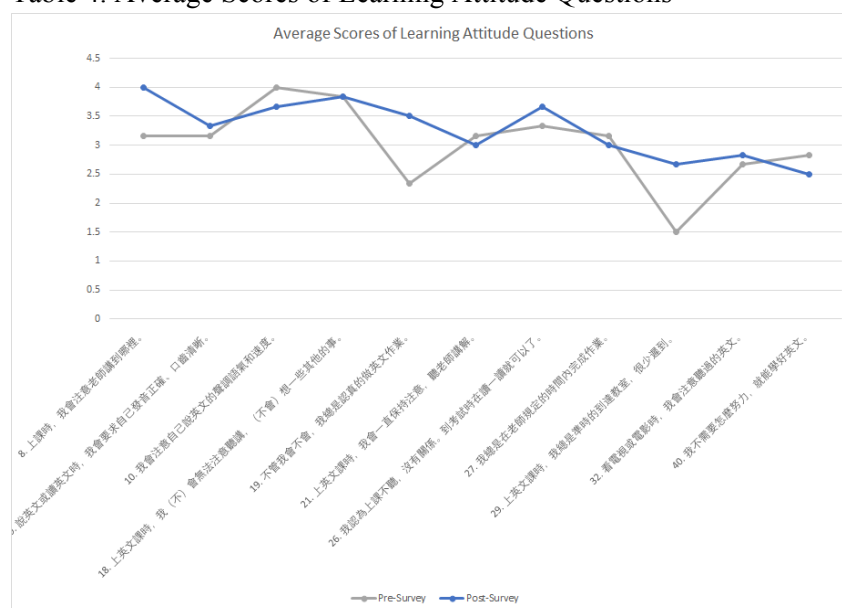
Note: N= 6 (This means the no. of the subjects is 5 if you write 5.)

Table 2. Phonemic Awareness Assessment Results

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

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

Table 4. Average Scores of Learning Attitude Questions



III. 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)

1. Choose short clips (no more than 10 mins per clip) that worth discussions. E.g. your own teaching, tutoring: Evaluate your own performance and explain what can be improved, error corrections, how you care about student feelings, conflicts or confrontations worth of discussions, etc. Basically, those clips should be related to the 10 TESL questions in our textbooks and also affective filters, classroom management, etc.

- Teaching Video Link:

<https://youtu.be/eR0FwcXvxSg>

In this clip, I used musical in MI to teach student. I brought my guitar to the class and prepared lyrics for the students. During the class, I first demonstrated how to sing “Santa Claus Is Coming to Town”. Then, I started explaining the meaning of the lyrics and chose some vocabularies in the lyrics to teach them. I used whiteboard to teach the vocabularies. At last, we practiced the song and sing it together. With Multiple Intelligence, I applied the “musical” part in my teaching. Musical intelligence basically means to make students be more sensitive to rhythms, sounds, and music. The reason why I choose this method is because that I think the activity will make students be more interested in my teaching and also this activity will bring more interaction between teacher and students.

- Final Presentation Video Link:

<https://youtu.be/BHzcZeIN7IE>

B. Photos – ditto



