

天主教輔仁大學英國語文學系學士班畢業成果
ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY
GRADUATION PROJECT 2018

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真善美聖

**Introduction to TEFL Guo-Tai Elementary School Service
Learning Portfolio**

學生：黃 滄 撰

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Student ID: 403110292

Introduction to TEFL

Guo-Tai Elementary School Service Learning Portfolio

Date: 2017/1/8

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.

1.

B. Literature Review

a. Explain background info and techniques and skills for teaching methods you learned and adopted.

1. According to what we taught in class and what you have used for G-T lesson plans and tutoring,

add some methods and summaries into the portfolio, creating sub-categories (methods,

techniques). Also, add one paragraph about service learning theories or studies

2. Grammar- Translation Method

3. Total Physical Responses etc.

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

A. Describe who, where, when, duration, and tutor/teamwork (SL at Guo-Tai)

B. Lesson Plans/ Reflection (Arrange lesson plans and reflections phonologically)

C. Creative Lesson Plan (Before the flood)

III. Results, Findings, and Discussions

A. Data Analysis (Use Google EXCEL spreadsheets data)

a. Pre-Survey and Post-Survey

b. Pre- test and Post-test

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

IV. References (MLA)

English References

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

Oxford University Press, 2000. Print.

Wu, T. Y. (2011). Learning English in Taiwan's elementary schools. *Journal of Futures Studies*, 16(2),

35-46.

Chinese References

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

許儷齡 & 蘇淑英 Hsu, Li-ling & Hsu-in Su (2008)。聲韻覺識融入字母拼讀教學

(Phonemic Awareness Makes Phonics Teaching Work). 高雄市正興國民小學。2008。

http://procet.eng.ntnu.edu.tw/pluginfile.php/160/mod_page/content/.../e_-_phonics_1.doc

V. 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.

e.g. Video links (provide YouTube links and screen shots of videos) 1'30 -2.30 mins

1. [Eunice Tutee Session 12-06 https://www.youtube.com/watch?v=kDLjvnhYa5I](https://www.youtube.com/watch?v=kDLjvnhYa5I)

[I taught 5 phonetic symbols and I ran into ... problems. I solved the problems by doing blah.](#)



B. Photos – ditto-

I. Introduction

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

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

1. Grammar-Translation Method (Joanne)

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

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

2. Total Physical Response (Autumn)

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

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

language errors, for the fine details of the language should be postponed until students have become somewhat proficient.

3. Communicative Language Teaching

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

CLT pays more attention on fluency rather than accuracy. By using activities such as role-play, storytelling, problem-solving tasks, and other authentic materials, CLT are based on student-centered and the conversation is set on a real situation of a social context. It emphasizes the meaning above the sentences; that is, social conversation is the most important goal, regardless of other function in the target language.

4. Multiple intelligences

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

interpersonal intelligence, and intrapersonal intelligence. We use the theory of multiple intelligences in the teaching.

5. Audio-Lingual Method

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

In the Audio-Lingual Method, teachers can introduce the dialogue and initiate a chain drill which means that the dialogue will go continuously by students. Moreover, teachers should prevent students from making errors, and those errors should be corrected immediately. As for students' native language, they are allowed to use it during the class.

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

There are six members in the group, who are Autumn, Doris, Emily, Joanne, Joyce and me. As for the students, there are three boys and one girl in our class. Only one boy is the fourth grade student; others are third grade students. We will go to Guo-Tai Elementary School after attending the class. Therefore, we will teach students at 4:20-5:40. Because we have too many members in one group, we will divide into two small groups to teach the students biweekly. If the group does not teach in that week, the members will have to maintain the order of the class and take some photos or video clips.

Reflections before going to Guo-Tai:

W2: After BC's introduction to this class, I am very happy that I choose this course. The reason is that I want to be a teacher in the future. Although there are a lot of tasks, I will try my best doing well. I hope that I can learn a lot in this course.

W3: Today I learned TPR. TPR focuses on listening and speaking. BC also mentioned some key words, such as goals, roles, interaction, etc. In addition, I think what makes a good teacher is knowing how to care about students. The reason is that some students really need teacher's attention.

W4: Today I learned a little bit about the grammar-translation method. This skill can help students to read foreign language literature. In addition, we also did the activity about the worksheet. We need to pronounce clearly to make sure that the students know what we talk about.

W5: In this class, I reviewed G-T and learned ALM. ALM is the audio-lingual method. BC also mentioned the inductive and deductive with the drawing. I still remembered that I could not clearly tell these two before.

It is good to have a picture about the deductive and inductive.

W6: In today's class, BC told us that we are going to teach in Guo-Tai next week. BC taught us some class management in the class. If there are children with ADHD, we should not try to control them. In addition, we have to do an activity for children because they cannot focus such a long time. We can give students stamps or points to make them want to engage the lesson.

Tutor Plans & Reflections FJU W7

Service Learning Reflections	The 1 Visit - Time – week 7 (FJU week no.)
學 號 student No. 403110292 班級 Class: Eng Depart. 姓名 Name: Anna 黃滄	
服務日期時間 Date and Time of Service: 4:20pm ~5:40pm, 10/27/2016 (m/d/y)	
課程名稱 Course Title: Introduction to TESL	
服務機構與年級 Organization and Grade for SL: Guo-Tai elementary school- 3-4 th graders	
G refl. submission Copy from here --	
The 1 Visit to 3-4 Graders - Time - week 7 (FJU week no.)	
Date and Time of Service: 4:20pm ~5:40pm, 10/27/2016 (m/d/y), TTL SL hours: 1	
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？	
<ol style="list-style-type: none">1. We had two pre-test in the first class.2. I helped students when they could not understand the questions.3.	
2、 So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？	
Problems encountered this week – Problem solutions	
<ol style="list-style-type: none">1. There are three students, one girl and two boys.2. The girl's English is not better than two boys. As a result, we have to focus on the girl's learning.	
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？	
<ol style="list-style-type: none">1. I think we do not start teaching in the first week in Guo-Tai.2.	
4. Misc. (miscellaneous)	
<ol style="list-style-type: none">1. BC asked what kind of method we learned in the silent way. I think it was the sound-color chart.	

Note: Underline your key phrases.

Tutor Plan –FJU W 7

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

Wrap up	10 mins	-Small review -Tutor ask if they have any questions -Talk about the activity				
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Tutor Plans & Reflections FJU W10-11

Service Learning Reflections	The 2&3 Visit - Time – week 10-11 (FJU week no.)
學 號 student No. 403110292 班級 Class: Eng Depart. 姓 名 Name: Anna 黃滄	
服務日期時間 Date and Time of Service: 4:20pm ~5:40pm, 11/17/2016 & 11/24/2016 (m/d/y)	
課程名稱 Course Title: Introduction to TESL	
服務機構與年級 Organization and Grade for SL: Guo-Tai elementary school- 3-4th graders	
G refl. submission Copy from here --	
The 2&3 Visit to 3-4 Graders - Time - week 10-11 (FJU week no.- Day of the week)	
Date and Time of Service: 4:20pm ~5:40pm, 11/17/2016 & 11/24/2016 (m/d/y), TTL SL hours: 2	
3、 What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？ 與在課堂中有甚麼不一樣？	
<ol style="list-style-type: none">1. I was in charge of taking photos and maintaining the order during the class in week 10, and I taught in week 11.2. There is one more third grade kid, and I think he is not very bad at English but a little bit naughty.3. A boy James hates having English class, but his English is better than other students.4. Another boy Roy works very hard because he takes note during the class.	
4、 So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？	
Problems encountered this week – Problem solutions	
<ol style="list-style-type: none">1. I think the problem I encountered in week 10 and 11 is that James did not want to attend the class at first. He would stay under the desk.2. We have to communicate with him, and try to convince him to join the class. As a result, I told him that we were not going to learn a lot of vocabulary. We would play the game during the class.3. Deven is a little bit naughty, but he learns very fast. As a result, I think we should makes him feel English is interesting so that he would not do other things during the class.	
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？	
<ol style="list-style-type: none">1. I consider that I have to be more patient. I work in the English cram school, and I am in charge of elementary students. I find that their levels are different.2. We should repeat the sentence and vocabulary again and again, and make different activities to make sure that they are learning well.3. Students in Guo-Tai are not in high level, so I need to be more patient. In addition, I need to try to get closer to them because I think they will be more willing to learn English if they consider us as their friends.	
4. Misc. (miscellaneous)	

Note: Underline your key phrases.

Tutor Plan –FJU W 10

Materials	Guo-Tai 3 rd graders textbook Hello kids! 1		Date	105/11/17		
	Guo-Tai 4 th graders textbook Hello kids! 3					
	Review Lesson 3 & 4		Grade	3 rd & 4 th graders		
Planner	Emily, Autumn, Joyce		G-T Students	301 邱靖潔、蔡丞傑 302 廖翊任 401 陳政揚		
Major Goals	To preview the text before their English classes and to make them feel that learning English is fun.					
Time	60 minutes (2 sessions)	Props/ Tools	Poster, flash card			
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	10mins	<p>“Open the door, come in.” “Good morning~good morning.” “This is for you~Thank you.” “Bye~ See you Later”</p> <p>The teachers repeat the dialogues several times and ask the students to do the movements which the dialogue contains. The practice helps the students understand the basic meanings of daily greetings.</p>	ALM	Open Door This Come In	Meaning Input	whiteboard
Review	20mins	Before heading to the review section, the teacher should note the distance difference of this and that, gender difference of addressing he/she, and the usage of the preposition in.	ALM	Book Eraser Marker Pencil Ruler	Language Output	Objects that students have in their pencil boxes. Flashcards: Park

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

		vocabulary quiz just to see if they had absorbed the material.				
Wrap up	10mins	The teacher gives students a piece of paper to write down what they learned today.	multiple intelligence		Language	piece of paper

Tutor Plan –FJU W 11

Materials	Guo-Tai 3 rd graders textbook Hello kids! 1		Date	105/11/24		
	Guo-Tai 4 th graders textbook Hello kids! 3					
	Review Lesson 3 & 4		Grade	3 rd & 4 th graders		
Planner	Anna, Doris, Joanne		G-T Students	301 邱靖潔、蔡丞傑 302 廖翊任 401 陳政揚		
Major Goals	Students will be able to speak out the vocabulary, to make a sentence, and even to have a short communication with others.					
Time	60 minutes (2 sessions)	Props/ Tools		flashcards, ball, white board, markers, laptop, papers		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language / meaning focused; input/output	Props/ Tools
Warm up	10mins	Teachers show the flashcards and ask students to guess. Review the vocabulary they learned last week.	Silent way	book/eraser pencil/ruler marker bookstore park supermarket home/school	meaning input	flashcards
Review	20mins	Review the sentences patterns - to check if they understand the sentence patterns and help them make sentences	Desuggestopedia	book/eraser pencil/ruler	Language output	flashcards ball

		<p>1. What's this/that?</p> <p>Teacher points at a object and asks students "What's this?" or "What's that?". (The objects pointed at are the vocabulary they have learned in class.)</p> <p>Then students have to answer like "This is ..." or "That is...".</p> <p>EX:</p> <p>Teacher: What's this? (point at a pencil)</p> <p>Student: This is a pencil.</p> <p>2. Where is he/she?</p> <p>Teacher uses flashcards to help students make a sentence.</p> <p>Teacher shows a place flashcard to students and asks "Where is he?"</p> <p>Students have to answer like "He is in ..."</p> <p>EX:</p> <p>Teacher: Where is he?</p> <p>Students: He is in a bookstore.</p> <p><u>GAME:</u></p> <p>play the ball: first of all, the teacher will ask one student "What is this?" (point the flashcards) and throw the ball to the first student. Then, the first student should answer the question, ask the question, and throw the ball to the next person.</p>		<p>marker</p> <p>bookstore</p> <p>park</p> <p>supermarket</p> <p>et</p> <p>home/school</p>		
Tutoring	20mins	<p><u>Lesson</u></p> <p><u>I. Phonics</u></p> <p>1. Pronounce the letters (K L M N O) repeatedly to review</p> <p>2. Know the difference between two similar phonics like P & B</p> <p>EX: Pig vs. Big, Pat vs. Bat, Pan vs. Ban</p> <p><u>II. Conversation</u></p>	multiple intelligence	<p>K, L, M, N, O, P, B</p> <p>book/eraser</p> <p>pencil/ruler</p> <p>marker</p>	<p>Languag</p> <p>e</p> <p>input</p> <p>and</p> <p>output</p>	<p>white</p> <p>board</p> <p>markers</p> <p>laptop</p>

		<p>Students practice the sentence patterns in pair. Teachers will help students if they do not know what to say.</p> <p>III. Song time</p> <p>Teacher plays a short video to review what we learn today. Students have to sing with the song.</p> <p>https://www.youtube.com/watch?v=mTisVqSrfF0</p> <p>Change the lyrics by using the vocabulary which are taught in the class</p>				
Wrap up	10mins	The teacher gives students a piece of paper to write down what they learned today.	multiple intelligence		language	piece of paper

Tutor Plans & Reflections FJU W12-13

Service Learning Reflections	The 4&5 Visit - Time – week 12 - 13 (FJU week no.)
學 號 student No. 403110292 班級 Class: Eng Depart. 姓名 Name: Anna 黃滄	
服務日期時間 Date and Time of Service: 4:20pm ~5:40pm, 12/1/2016 & 12/8/2016 (m/d/y)	
課程名稱 Course Title: Introduction to TESL	
服務機構與年級 Organization and Grade for SL: Guo-Tai elementary school- 3-4 th graders	
G refl. submission Copy from here --	
The 4&5 Visit to 3-4 Graders - Time - week 12 - 13 (FJU week no.)	
Date and Time of Service: 4:20pm ~5:40pm, 12/1/2016 & 12/8/2016 (m/d/y), TTL SL hours: 2	
5、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？	
<ol style="list-style-type: none">1. I was in charge of taking photos and maintaining the order during the class in week 12, and I taught in week 13.2. I find that James is more willing to join the class than before. In addition, he looks much happier than the first time we met him.3. I teach the students about some colors, and play the game. I say I want something white, and they need to find the white thing for me.4. Deven hit James head today, and I told him that he needed to say sorry to him.	
6、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？	
Problems encountered this week – Problem solutions	
<ol style="list-style-type: none">1. Those students are very kind because when they get some cookies, they will share it with us.2. Sometimes I think it is a little bit hard to make them sit well when we arrive at the classroom.3. I think students care about the scores too much. Sometimes I do not know whether it is good or not.	
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？	
<ol style="list-style-type: none">1. I think I have to be more authoritative because sometimes I find that students are difficult to control.2. In addition, I need to be louder.	
4. Misc. (miscellaneous)	

Note: Underline your key phrases.

Tutor Plan –FJU W 12

Materials	Guo-Tai 3rd graders textbook Hello kids! 1		Date	105/ 12/1		
	Guo-Tai 4th graders textbook Hello kids! 3					
	Song, paper ball, whiteboard, marker		Grade	3th &4th graders		
Planner	Emily, Autumn, Joyce		G-T Students	301 邱靖潔、蔡丞傑 302 廖翊任 401 陳政揚		
Major Goals	<p>Students will be able to</p> <ol style="list-style-type: none"> 1. use present progressive to describe what they are doing 2. use correct present progressive verbs 3. learn some vocabulary about fruits 					
Time	60 minutes (2 sessions)		Props/ Tools	White board, laptop		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands : Language/ meaning focused; input/output	Props/ Tools
Warm up	10 mins	Ask the kids whether they remember last week's lesson or not? If they do, have them write few sentences on the board. If they don't, recall their memory. "Where is she?" "She is in the supermarket." Then, ask them some vocabularies on places, like park, school.	X	Where Supermarket park school	output	white board
Tutoring	25 mins	Lesson I. What are you doing? I am ____. cook, eat, sing, shop, study	TPR/ ALM/ Desuggestopedia	cook, eat, sing, shop, study,	input/ output	White board, laptop

		<p>I am eating ____.</p> <p>sg. / pl. apple, banana, lemon, pear, tomato</p> <p>II.</p> <p>“What are you doing” Let’s chant.</p> <p>https://www.youtube.com/watch?v=Ja0xp2j_JhM</p> <p>III. Vocabulary</p>		apple, banana, lemon, pear, tomato											
Wrap up	15 mins	<p>Game time</p> <p>We will use 九宮格 as the game plate with a paper ball. The students will throw the ball and answer the question by the grid they hit.</p> <table border="1" data-bbox="354 981 689 1263"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> </tr> </table> <ol style="list-style-type: none"> 1. What are you doing? (cook, eat, sing, shop, study) 2. Where is she? (Supermarket, park, school) 3. What are you eating? (apple, banana, lemon, pear, tomato) 4. Can you open the door? (TPR) 5. 請別人進們怎麼說? (come in) 出去怎麼說? (go out) 6. What is that? (pen, ruler, marker, eraser, pencil, book,) 7. What are you doing? (cook, eat, sing, shop, study) 8. What are you eating? (apple, banana, lemon, pear, tomato) 	1	2	3	4	5	6	7	8	9	desuggested ia/ ALM	All	input/ output	white board
1	2	3													
4	5	6													
7	8	9													

		9. What is this? (pen, ruler, marker, eraser, pencil, book,)				
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Tutor Plan –FJU W 13

Materials	Guo-Tai 3 rd graders textbook Hello kids! 1		Date	105/12/08		
	Guo-Tai 4 th graders textbook Hello kids! 3		Grade	3 rd & 4 th graders		
Planner	Anna, Doris, Joanne		G-T Students	301 邱靖潔、蔡丞傑 302 廖翊任 401 陳政揚		
Major Goals	Students will be able to 1. Review and speak out the vocabulary they learned last week 2. Make a sentence and have a short communication with others 3. Learn new vocabulary about color in advanced to preview the next lesson					
Time	60 minutes (2 sessions)		Props/ Tools	white board, markers, laptop, paper, color pens, magnets, flashcards		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused ; input/ output	Props/ Tools
Warm up (Joanne)	15mins	Review the vocabulary they learned last week. 1. Drawing Teacher will give every single student a vocabulary to draw which is different from each other. After finishing drawing, teacher will check the answers and invite students share what they draw to everyone. 2. Speaking Teacher put the pictures on the whiteboard. Then teacher will point at a picture and ask children		flower/kite tree/bee/star cooking eating/singing shopping studying	meaning input	paper color pens white board flashcards magnets

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

		<p>Students have to sing with the song. https://www.youtube.com/watch?v=Ja0xp2j_JhM</p> <p>Change the lyrics by using the vocabulary which are taught in the class</p> <p><u>II. Preview</u></p> <p>Teachers will play a game to preview the vocabulary. The game is that if the teacher say “I want something red.”, students need to find the red thing and give it to the teacher.</p>		black	output	
Wrap up (Joanne)	5mins	The teacher gives students a piece of paper to write down what they learned today.	multiple intelligence		language	piece of paper

Tutor Plans & Reflections FJU W14

Service Learning Reflections	The 6 Visit - Time - week 14 (FJU week no.)
學號 student No. 403110292 班級 Class: Eng Depart. 姓名 Name: Anna 黃滄	
服務日期時間 Date and Time of Service: 4:20pm ~5:40pm, 12/15/2016 (m/d/y)	
課程名稱 Course Title: Introduction to TESL	
服務機構與年級 Organization and Grade for SL: Guo-Tai elementary school- 3-4 th graders	
G refl. submission Copy from here --	
The 6 Visit to 3-4 Graders - Time - week 14 (FJU week no.)	
Date and Time of Service: 4:20pm ~5:40pm, 12/15/2016 (m/d/y), TTL SL hours: 1	
7、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？	
<ol style="list-style-type: none">1. I teach the students about Christmas vocabulary and songs.2. I think the class was a little bit uncontrolled last week.3. Deven and Roy like to play the toys in the classroom, so I have to ask them to listen to me.4. As a result, the time is limited.	
8、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？	
Problems encountered this week – Problem solutions	
<ol style="list-style-type: none">1. I think I need to learn about how to manage a class well.2. In addition, I also have to communicate with students.	
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？	
<ol style="list-style-type: none">1. I still love teaching although it is tiring for me.	
4. Misc. (miscellaneous)	

Note: Underline your key phrases.

Tutor Plan –FJU W 14

Materials	Guo-Tai 3 rd graders textbook Hello kids! 1		Date	105/12/15		
	Guo-Tai 4 th graders textbook Hello kids! 3					
	Review lesson 5		Grade	3rd & 4th graders		
Planner	Anna, Doris, Joanne		G-T Students	301 302 401		
Major Goals	Students will review the color and learn new vocabularies in easy ways like drawing, playing game, and singing.					
Time	60 minutes (2 sessions)		Props/ Tools	white board, markers, laptop, paper, color pens, magnets, flashcards, UNO		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up (Doris)	20mins	<p>Review the vocabulary they learned last week and teach the grammar.</p> <p>1. Review Teacher will draw the vocabulary they learned last week on the white board. Then teacher will ask each of them to answer.</p> <p>2. Grammar Teacher will teach the grammar "What color is it?" The students have to answer according to the teacher's instruction.</p> <p>3. Game Teacher will give students papers to draw. They have to draw at least two items (such as red tree or yellow kite) After drawing,</p>	multiple intelligence	flower/kite tree/bee/s tar red/ yellow green/wh ite black	meaning input	paper color pens white board flashcards magnets

		the students need to switch their papers and they have to write the correct sentence (like “It is a yellow kite”) The teacher will pay attention to their pronunciation at the same time.				
Review (Joanne)	20mins	<p>Play UNO</p> <p>- to help students review and memorize the colors with easy way.</p> <p>1. Review the colors with UNO</p> <p>-The teacher will show cards randomly and students have to raise hands fast to answer what color it is.</p> <p>-It is not only reviewing the colors but letting children familiar with the cards style firstly.</p> <p>2. Play UNO!!</p> <p>-Explain the rules</p> <p>1. Every student gets five cards in hands.</p> <p>2. The teacher plays a card first, and then the student next to teacher has to play the card which color is same as teacher’s.</p> <p>Ex: The teacher plays a red card, and then following people have to play a red card too.</p> <p>3. If the person has no certain card, he/she can play different color, but the number on the card has to be consistent to the last one. Then following people have to play cards with the new color.</p> <p>Ex: A student play a red 7, but next student has no any read card but blue 7. Then the student can play blue 7 because the number is same though the color is different. And the main color is change. The following people have to play blue cards.</p> <p>4. If anyone changes the color, the person has to say what color it is.</p> <p>5. If someone cannot play any card which</p>	Content-Based Instruction	red/ yellow green/white black/ blue	Language/ meaning output	UNO

		<p>means that he/she has no consistent color or number, the one has to answer teacher's question to skip without any punishment.</p> <p>6. The questions will help children review the previous class.</p> <p>7. If anyone left the last card in hands, the one has to shout "UNO", or he/she has to draw two more cards.</p> <p>8. The game will be over if someone has no any card in hands, and he/she is the winner.</p>				
Tutoring (Anna)	20mins	<p><u>Lesson-Christmas</u></p> <p><u>I. Song time</u> Teacher plays two short videos about Christmas. Students have to sing with the songs. https://www.youtube.com/watch?v=zKsNAeYIsAk https://www.youtube.com/watch?v=sP3HKl25maM</p> <p><u>II. Vocabulary about Christmas</u> Teachers will introduce six vocabularies which is related to Christmas.</p>	multiple intelligence	Christmas tree, Snowman, Reindeer, Bell, Gift, Santa Claus	Language input and output	white board markers laptop

Tutor Plan –FJU W 15

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

		<p>(TPR) Open the door. Come in./ Go out.</p> <p><u>II. Review Game Section</u> Blustery Game. The one who does not have a seat should answer the question which the teacher asks.</p> <ol style="list-style-type: none"> 1. What are you doing? (cook, eat, sing, shop, study) 2. Where is she? (Supermarket, park, school) 3. What are you eating? (apple, banana, lemon, pear, tomato) 4. Can you open the door? (TPR) 5. (come in) (go out) 6. What is that/ this? (pen, ruler, marker, eraser, pencil, book) 7. Is this/that a pen (ruler, marker, eraser, pencil, book)? 8. What color is it? (red, green, black, white, yellow) 9. Is that yellow (red, green, black, white)? (Yes, it is/No it isn't.) 				
Wrap up	20mins	Quiz for the review and ask students what they learned in this semester.	MI			test paper

Reflections FJU W15 Observation

Service Learning Reflections	Observation - Time - week 15 (FJU week no.)
學 號 student No. 403110292 班級 Class: Eng Depart. 姓名 Name: Anna 黃滄	
服務日期時間 Date and Time of Service: 1:30pm ~3:30pm, 12/21/2016 & xx/xx/2016 (m/d/y)	
課程名稱 Course Title: Introduction to TESL	
服務機構與年級 Organization and Grade for SL: Guo-Tai elementary school- 6 th graders	
G refl. submission Copy from here --	
Observation - Time - week 15 (FJU week no.)	
Date and Time of Service: 1:30pm ~3:30pm, 12/21/2016 (m/d/y), TTL SL hours: _____	
9、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？	
5. I observed the English Club on 12/21.	
6. There are more students in one class.	
10、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？	
Problems encountered this week – Problem solutions	
3. I think speaking English is very important because it can help students be explored in the environment. If students cannot understand what I say, I can translate into Chinese after English.	
4. Maybe I can use the game when I teach the vocabulary. The students can do the role-play when they are assigned to different animals.	
5. In this observation, I think designing the interesting game for children to learn English is very important, especially for those students whose levels are not high. They really need interesting game to make them remember what teachers teach in the class.	
3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？	
1. I need to speak more English when I am teaching English.	
2. I have to learn how to make a good class management.	
4. Misc. (miscellaneous)	

Note: Underline your key phrases.

Tutor Plans & Reflections FJU W16

Service Learning Reflections	The 7 Visit - Time - week 16 (FJU week no.)
學 號 student No. 403110292 班級 Class: Eng Depart. 姓名 Name: Anna 黃滄	
服務日期時間 Date and Time of Service: 4:20pm ~5:40pm, 12/29/2016 (m/d/y)	
課程名稱 Course Title: Introduction to TESL	
服務機構與年級 Organization and Grade for SL: Guo-Tai elementary school- 3-4 th graders	
G refl. submission Copy from here --	
The 7 Visit to 3-4 Graders - Time - week 14 (FJU week no.)	
Date and Time of Service: 4:20pm ~5:40pm, 12/29/2016 (m/d/y), TTL SL hours: 1	
11、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？	
7. We have the review part, post-test, and farewell party in the last class.	
12、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？	
Problems encountered this week – Problem solutions	
6. Students are not very concentrated at last because they want to eat cookies and play.	
3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？	
1. I still love teaching although it is tiring for me.	
2. I feel a little bit sad because this is the last time teaching them. I really hope that they can learn English well in the future.	
4. Misc. (miscellaneous)	

Note: Underline your key phrases.

Tutor Plan –FJU W 16

Materials	Guo-Tai 3 rd graders textbook Hello kids! 1		Date	105/12/29		
	Guo-Tai 4 th graders textbook Hello kids! 3					
	Review		Grade	3rd & 4th graders		
Planner	Anna, Doris, Joanne		G-T Students	301	邱靖潔、蔡丞傑	
				302	廖翊任 (換至 12/27 班級)	
				401	陳政揚	
Major Goals	Students will review what learned in this semester, and the class will be ended with a small farewell party.					
Time	60 minutes (2 sessions)		Props/ Tools	Post-test paper, snacks, drinks, and UNO		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands : Language/ meaning focused; input/output	Props / Tools
Warm up	5mins	Tell children that it is our last class this semester.				
Review	20mins	Review the vocabulary and grammar patterns they learned in this semester. Blustery Game The one who does not have a seat should answer the question which the teacher asks. 10. What is that/ this? (ruler/ marker/eraser/pencil/book) 11. Is this/that a flower? (kite/	multiple intelligence TPR	-flower/kite tree/bee/star -red/yellow /green/white/black -ruler/ marker/eraser/pencil/book	meaning input Language output	

		<p>tree/bee/star)</p> <p>12. What color is it? (red/green/black/white/yellow)</p> <p>13. Is that yellow (red, green, black, white)? (Yes, it is/No it isn't.)</p> <p>14. What are you doing? I am ...(cooking/eating/singing/shopping/studying)</p> <p>15. Where is she? She is at/in... (Supermarket/park/school/home, bookstore)</p> <p>16. What are you eating? I am eating ...(apple/banana/lemon/pear/tomato)</p> <p>17. Can you open/close the door? (TPR)</p> <p>18. 請別人進門/出去怎麼說? (come in/ go out)</p>		<p>-cooking/ eating/singing/shopping/studying</p> <p>-supermarket /park/school/home/bookstore</p> <p>-apple/ banana/lemon/pear/tomato</p> <p>-come in/ go out</p>		
Tutoring	15mins	<p>Post-test</p> <p>-Assisting children to do the post-test to know their improvement and their reflection</p>				Post-test paper
Wrap up	20mins	<p><u>Farewell party</u></p> <p>-Inviting students to share their reflection after attending the program</p> <p>1. Do you remember what you have learned?</p> <p>2. What is the most interesting part in this program?</p> <p>3. What is the most boring part in this program?</p> <p>4. Do you enjoy the class and learning? Do you expect to come to the class every week?</p> <p>5. Do you like learning English more after you join the program?</p> <p>-Teachers share our own reflection and encourage students' learning and appreciate their efforts</p>	multiple intelligence			Snacks Drinks UNO

		-Playing UNO together or instructing their homework				
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Tutor Plan 1– Before the flood

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

footprint briefly

- Calculate your footprint
Teacher asks students to calculate the approximate carbon emission they make everyday according to the reference
- Reduce footprint
Teacher will asks students to reduce their carbon footprint below Taiwan's average. Then students will be asked to share how they reduce the footprint and their reflection.

Activity Two--The harm of dairy products

- introduce different kinds of dairy products that originate from cow milk
- explain the influence of the dairy products and hoe it harm our human body as well as the nature (chain effect)
- story prediction time
the teacher will ask the student to describe what she sees from the picture and what she thinks about it, or share her personal experience

Activity Three--Back to the past

- Purpose: to inform them of the significance in reducing the consumption of beef
- Character: Spoiled adolescent (about high school or college), future spoiled adolescent, mom Joyce and Autumn

(Joyce sitting on a chair asking for beef for every meal)

Joyce: I said, I want beef. I want beef for my every meal, my breakfast, my lunch, my afternoon tea and my dinner.

Mom: here you are sweet heart,(pause) but you see sweetie, you shouldn't eat so much meat. It's not good for the environment...

Joyce: excuse me? Do I look like I care?

(Mom signs , Joyce keeps eating beef, future Joyce appeared)

Future Joyce: I am the future you. By far you have eaten over fifty pounds of beef, and because that you eat beef every meal and never ever ever listen to the other people, the streams are polluted, the air is grey, and the weather is either freezing or killing hot. There are no more charms of the

		<p>oceans and the plains and the meadows in springtime...</p> <p>Joyce doesn't believe it, keeping eating beef. (50years later)</p> <p>Joyce: oh no, look what happened, where are the trees..., the world is terrible, I wish I had not eaten so much beef in the past... (back to the past)</p>				
Wrap up	7 mins	<p>Conclusion. Tell everyone that they can make a difference. Promote Hope Market (農學市集).</p>	x	x	x	x

Tutor Plan 2 — Before the flood

Materi als	National Geographic Film--Before the flood		Date	105/12/15		
Planne r	Anna, Doris, Joanne		Students	College students		
Major Goals	Students will 1. learn what carbon footprint is 2. know the effect of excessive carbon footprint 3. learn how to calculate carbon footprint 4. change their diet habit and their choice in daily lives					
Time	60 minutes (2 sessions)	Props/ Tools	Video, computer, paper, color pens			
Activit y	Time	Procedure	Major Method/ techniques	Vocabul ary covered	4 strands: Langua ge/ meanin g focused ; input/ output	Props/ Tools
Warm up	10mi ns	-Group division: five students in a group -What is my breakfast? Teacher asks five students to share what they ate for their breakfast this morning and asks them to discuss whose breakfast is the most eco-friendly.	X	X	Output	X
Tutori ng I	15mi ns	-Introduction of Carbon Footprint Definition: The total amount of greenhouse gases produced to directly and indirectly support human activities, usually expressed in equivalent tons of carbon dioxide (CO2). -A short video about carbon footprint https://www.youtube.com/watch?v=AGRlo87oAUG -How to calculate carbon footprint	X	X	meanin g focused , input	Video Compu ter

		https://ecolife.epa.gov.tw/Cooler/check/Co2_Countup.aspx				
Tutoring II	15mins	<p>-Draw your breakfast carbon footprint</p> <p>Ask students to choose one of their favorite breakfasts. Then, they need to draw the process of their breakfast carbon footprint. After drawing, they can share their paintings and compare with each other to see whose breakfast is more friendly to the earth.</p>	MI TBL	X	meaning focused, output	paper color pens
Wrap up	20mins	<p>Reflection</p> <p>-Teacher asks students to discuss how to reduce the carbon footprint in their groups.</p> <p>-After 10 minutes, every group shares their discussion and their reflection after they learned what carbon footprint is.</p> <p>-Teachers can imply students if they need help.</p> <p>How to reduce carbon footprint?</p> <ol style="list-style-type: none"> 1. Eat more vegetable, less meat 2. Take mass transportation 3. Buy local and organic food 4. Reduce energy & water use 5. Recycle 	MI-Interpersonal & Intrapersonal CLT	X	meaning focused, output	X

III. Results, Findings, and Discussions

Pre-test

	1 首音	2 尾音	3	
James	14	16	4	34/37
Roy	16	16	5	37/37
Jess	13	11	3	27/37
	43/48	43/48	12/15	
	14.3	14.3	4	

Post-test

	1	2	3	
James	15	13	4	32/37
Roy	16	14	4	34/37
Jess	14	10	4	28/37
	45/48	37/48	12/15	
	15	12.3	4	

	1 st Phoneme	Last Phoneme	Comprehension
Average pre-test	14.3	14.3	4
Average post-test	15	12.3	4

Pre-survey & post-survey

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

In students' post-tests, they do not improve actually. I consider that there are three reasons. First of all, teachers helped students explain the questions in the pre-test more than in the post-test. In the pre-test, we thought that students could not understand what those questions mean. Therefore, we spent more time explaining questions. In addition, students did not pay full attention on the post-test because they want to eat

cookies and have farewell party as soon as possible. Last but not least, I consider that the time is too short for us to teach them. We only have two months; as a consequence, we think that it is a little bit difficult to make them improve in such a short time.

IV. References (MLA)

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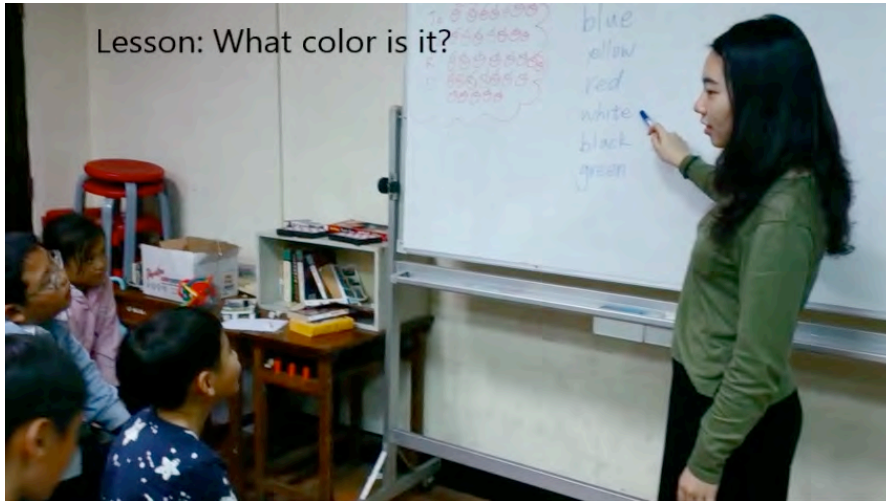
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V. Appendixes

Video:

<https://www.youtube.com/watch?v=2IxKnLvUtOo>



In this video clip, I teach the students about the colors, such as blue, yellow, red, white, black, and green. First of all, I teach them how to pronounce the vocabulary and also tell them about the meanings. Secondly, I ask them to pronounce the vocabulary and give the meaning when I randomly point one color. In the next section, we play a game in order to review the vocabulary which they learn in the class. The game is that if the teacher says, “I want something RED (colors)”, the students need to find the red thing and give it to the teacher. The student who is the fastest can get one point.

I consider that I need to be more powerful and confident when I am teaching. In addition, sometimes I do not have the authority; as a result, it is a little bit difficult for me to maintain the order of the class. Moreover, I have to speak more English so that the students can have the opportunity to learn more during this one hour. I really like children, and I also want to be a teacher in the future. As a consequence, I really need to improve these disadvantages and be much better.

As for the service learning in Guo-Tai, I feel that students like to learn English when they are familiar

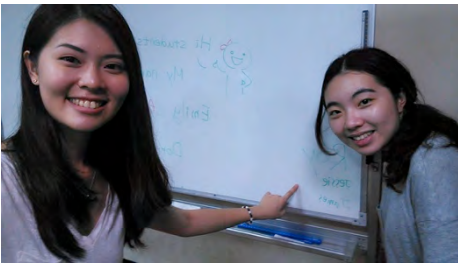
with my team members and me. I still remembered that when we went to Guo-Tai in the first time, one boy did not want to learn English because he hated it. However, after two to three weeks, he was more willing to learn, and he was very active responding to the teachers. Although BC said that he is a slow learner, I consider that he is smarter than I think. In addition, there is one girl who is also very active. When we played games, I found out that she cared too much about the points. She really wanted to win, but as teachers, we had to be fair with other students. We could not always ask same person to answer our questions. Therefore, we tried to communicate with the girl, and she could understand what we said. But she still needs time to change.

Although there are too many tasks in this course, I still learn a lot from it. I know I really want to be a teacher in the future, and I find out that I need to improve many things to be a better teacher. In addition, I really have a good time with my group members during the class and the service learning. We know how to cooperate and help with each other. All in all, I really learn many things in this course.

Photos:



2016.10.27 Pre-test



2016.10.27 After the class



2016.11.24 Teaching vocabulary and sentence pattern



2016.12.29 Farewell party