

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

指導教授：陳碧珠老師

Dr. Bi-chu Chen

真善美聖

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

SANCTITAS BONITAS

PULCHRITUDO

VERITAS

學生：吳婉寧 撰

Lillian Wan-Lin Wu

**Lillian Wu**

**403110307**

**Introduction to TEFL**

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

**2017.1.6**

## 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

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

Among all the teaching method, I like Communicative Language Teaching (CLT) the most because I think language is for using not for testing; therefore, I decided to mainly use this method in my teaching. Furthermore, I also used the audio-lingual method (ALM) to do the repetition drill and single-slot substitution in order to let them be familiar with the sentence structure. The theme for the course was birthday party. I told students that we were going to hold a birthday party. First, the students had to buy things for the party. In this section, I use CLT and ALM to teach. I reviewed the dialogue for buying things that we had taught last week and the items (balloons, cake, birthday hat, juice, gift, and candle) that they needed to buy for the party. After reviewing, they went to buy those things from their tutors. This is a game of role-play, each tutors sold one item, and during this part, children can only use English to buy things, but those tutors could lead them to speak in a correct way if they made a big mistake. In this aspect, I provide a situation for them to

practice speaking, and I did not involve into the process only if students need assistance. The tutor would be the one who communicated with them; therefore, if the student spoke a weird sentence, the communication could not continue; therefore, it was also a way of testing the effectiveness. From the role-play, I found that students were more motivated because they felt like they were learning something useful from the textbook. Also I, as a teacher gave them an opportunity to express individually by having them share what they bought. Overall, the communicative language aims to make communicative competence the goal of language teaching. After the shopping, I reviewed all the items by asking a question “what did you buy for the birthday party?” and they replied “I bought \_\_\_\_\_ for the birthday party.” I think learning starts from copying so I wrote the sentence for them to fill in the blank. I asked students individually in the classroom; therefore, they at least replied for one time, but some of the students would practice with others; therefore, they would practice more than one time.

The second part I taught them how to say their birthday, asked others' birthday and planned a birthday party. The sentence I started from “what date is today?” and the reply was “today is \_\_\_\_\_.” After teaching them all the months and dates by drilling and reciting (ALM), I asked them to ask their tutors in order to deepen their impression, practiced their speaking and gave them a chance to walk around in the classroom. After finishing this task, I asked them “what date is today?” and they replied correctly that was December 1st. I asked one of a students who was responsible for asking Ben's birthday since his birthday was on that day. At the end, we sang a birthday song, ate chocolate cakes and reviewed all the items they had bought. We ended like a party by eating, celebration and photo-taking.

### **1. The Communicative Language Teaching (CLT)**

CLT requires communicative competence — knowing when and how to say what to whom. The teacher will use authentic material to teach in order to make the connection in daily life. The teacher is like a facilitator in class; thus, he or she will not involve into the activity. The teacher will not correct errors from students simultaneously, instead, he or she will note it down and correct it afterward. Wisely use of the students' native language is permitted in CLT. However, target language should be used most of the time. There are many games or techniques in this method, such as scramble sentences, picture strip story, language games and role-play.

## **2. Task-based Language Teaching (TBLT)**

TBLT is also focusing on communicative approach which means that the language they learn can be use in the daily life. This method emphasizes on the language used in the process. The role of a teacher is a facilitator who provides different tasks for students to accomplish. And the student's role is to communicate with their peers to complete a task. Students are motivated by doing tasks that prepare them for the real world. Furthermore, the teacher will correct the error afterward.

## **3. The Audio-Lingual Method (ALM)**

ALM is an oral-based approach. This method drills students in the use of grammatical sentences patterns. The teacher will read and text and the students will repeat after the teacher. The students have to listen carefully and attempt to mimic the teacher model as accurately as possible. The way of repetition drill can be many types. When it comes to dialogue, the teacher can choose some people to be the role A and some be the role B to do the conversation. The advance part is "substitution drill" which is like what I used in my teaching. The students will repeat a sentence from the dialogue and replace a word or phrase in the sentence with the words or phrase the teacher gives them. As in my teaching, I provide a sentence "I bought \_\_\_\_\_ for the birthday party." The students have to fill in the blank by the product that tutors give it to them. The teacher in this teaching method is like an orchestra leader because his or her work is to direct and control the language behavior of his or her students. And the teacher is also responsible for the providing her students a good model for imitation. The techniques involve in this method are dialogue memorization, backward build-up drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, and so on.

## **4. CBI**

Content-based Instruction is built on the principles of communicative language teaching and the previous experiences of the learners. Students are more motivated because they are given specific learning goals, which are challenging yet practical, manageable, and clear. The main purpose of this teaching method is to let students use the language to acquire information. Instructors tend to help learners understand authentic texts through the use of visuals, 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.

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

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

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.

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

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

<b>1</b>	11	12	13	14	15	16	17	<p><b>This course connects learning and practicing. We will have to go to 國泰 elementary school for real teaching. I am quite excited about this course because I love children and I also have some experience on teaching them. Moreover, this the other reason for choosing this course is because the teacher is BC who is my favorite one in the department. Last but not least, I hope that I can use this course for the graduation.</b></p> <p>Q1. What do you know about TPR? A. 1. TPR stands for total Physical Response. Its method is trying to teach students through movement. Moreover, teachers try not to use students' first language, instead, using the second language to give command. 2. Not to correct the students' trifling mistakes at the time he or she uses it. Teachers should wait until the students' second language ability is advanced then</p>
<b>2</b>	18	19	20	21	22	23	24	
<b>3</b>	25	26	27	28	29	30	1	

focus on details.

3. Do not force students to speak to teacher by second language. They will speak at the time they are well prepared. Or, this might make them anxious about learning the second language.

Q2. One demo activity using TPR.

A1.

The teacher: Put all your stuff in your school bag.  
(Do the movement)

Students: (follow what the teacher has just said and her movement)

The teacher: Go to the hallway if you are done.  
(Goes to the hallway with a bag on her shoulder)

Students: (Picking up their bag and going to the hallway.)

The teacher: say good bye to your classmates and wave your hands.

Students: Good bye. (And waving their hands).

Q3. What a good teacher should have?

1. Personality:

I think a good teacher should absolutely have patient. This feature may impact whether students enjoy this class or not. For instance, if a teacher always lose his or her temper in class and easily to get mad when students ask her explain it again. It is hard to reach high quality on learning in an anxious atmosphere.

Secondly, I think is passion. A good teacher needs to have passion on both teaching and learning. After teaching for several times, a teacher will get tired and bored. Therefore, if a teacher seen teacher merely as a job, then he/she may not feel happy on teaching.

This feeling will lead to laziness on teaching, furthermore, this will impact on students. If a teacher not willing to teach, students may unwilling to learn.

This bad situation might also lead to a larger influence.

								2. Teaching A good teacher will make his or her lecture concrete and easy to understand by using examples, her/ his experience or case study. Plus, a good teacher is also able to make her or his lecture flexible, not just stick to the text book or syllable. Making some changes based on different students or classes are essential; moreover, this adjustment will lead to a better and effective learning.
4	2	3	4	5	6	7	8	This week BC review the TPR method and let us do the phonics test which I think it is not really easy. At the second and third section, BC taught us the GT method which emphasize on reading and writing more than listening and speaking. Moreover, this method can use first language to teach, which is totally different with the method we had taught last week.
5	9	10	11	12	13	14	15	This week BC covered three types of teaching method: grammar-translation method (GT), direct method, and audio-lingual method(ALM). I finally realized that there are reasons for these method. For instance, the reason for ALM is WWII. During the war, people did not have time focus on literature; moreover, spies need to speak like a native speaker; therefore, GT was not efficient at that time. The course of today is like a wrap up of previous lessons and today's.
6	16	17	18	19	20	21	22	We listened to the first group presentation on chapter 13 about "learning strategy training, cooperative learning and multiple intelligence." I love the presentation because they combined the theories and real teaching which made the whole presentation full of laughter. BC told us to remember a famous scholar called Howard Gardner, who came up with the "multiple intelligence." We have our final teaching group set up, and we are going to teach fifth grade.



Tutor Plans & Reflections FJU W7and 10

Service Learning Reflections <b>The &amp; Visit - Time - week 7 and 10</b>
學號 student No.403110307 班級 Class <u>英文三</u> 姓名 Name <u>吳婉寧</u> 服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, <u>10/27/2016 &amp; 11/17/2016 (m/d/y)</u> 課程名稱 Course Title : Introduction to TESL 服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school-5 <sup>th</sup> graders
G refl. submission Copy from here -- <b>The &amp; Visit to 5 Graders - Time - week -</b> (FJU week no.- Day of the week) Date and Time of Service : 4:20pm ~5:20pm, <u>10/27/2016 &amp; 11/17/2016 (m/d/y)</u> , TTL SL hours: <u>          </u>
1、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？ <b>W7</b> 1. My job this week is doing the opening and wrap up. In the opening, I not only introduction us to those children, but also let them to introduce themselves to us. Second, Jessica and I lead them to do the survey step by step. 2. Our students are the fifth grade students. They are very cute and being obedience in class. 3. Before class, BC keeps reminding us about how special they are. Luckily, we didn't have that kind of students in class, so our lesson might be fluent. <b>W10</b> 1. I am the main teacher this time. Frim the previous of understanding, our group found out that students were still unclear about the 26 letter and phonic; therefore, I used phonic song as a warm up activity, and also let them be familiar with phonic. I also drew each words that appeared in the song, which will be easier for both me and students because pictures will help them remember better. And after practice phonic for two times, I did some game about phonic. 2. I taught six 5 <sup>th</sup> grade students. 3. I made a rule, that is, when teacher sat attention, students have to say one two and then pay attention to us. This rule is quite effective.

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**

**W7**

1. During the service learning I find out that how important the time management is. Although we have so much to teach them, we still need to be on schedule. We skip several parts of our previous lesson plan this time because of the insufficient time. Therefore, we come up with a solution, we are going to let a person to do the time management and remind us when time is up.

2. One of them is unfamiliar with letter A to Z; therefore, we decide to adjust our lesson plan in order to fit their English ability. Their textbooks are still too hard for them. We plan to let them have a more concrete base, so we are going to reschedule a lesson plan for them.

**W10**

1. Patient. At the beginning, I thought their English ability will be very bad and will be very impolite or annoy; however, they are really cute, yet, English ability is not that bad. They just need some time to think about it.

2. Giving request. Since they are all kids, giving them your order will be easier for both students and teachers. For instance, the teacher wants them to repeat after him or her, then the teacher should not say “can you repeat after me?” instead, the teacher should say, “please repeat after me.” If the teacher is too polite, students will tend to ignore the teacher.

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？

**W7**

1. Not really feel too much about the first tutoring.

2. I might use it on my part time job. For instance, being more patient and trying to understand their background.

**W10**

1. Being more patient and love children more.

2. I will be more patient to children since everyone is different; therefore, they should be treat in different way, but it comes out from love not hate. Learning this thing can use it in anyway in my life.

#### 4. Misc. (miscellaneous)

We presentation about CLT which is Communicative Language Teaching. This method is for the one who have higher level of English, because it has to be used in target language. I really like this method because I learn German in that way and I feel that I feel really joyful when I know how to use this foreign language. During German class, we play card games, scramble sentences and practice a lot of target language. This method make my German progress a lot.

#### Tutor Plan –FJU W 7

Materials	Guo-Tai 5 <sup>th</sup> graders textbook	Date	105/10/27			
	Dino On the Go	Grade	5 <sup>th</sup> graders			
Planner	Introduce Lesson 1	G-T Students	陳安琪 劉興隆 林芯儀			
	Sofia Zheng, Joy Liu, Lillian Wu, Sharon, Eling					
Major Goals	Students will be able to					
	<ol style="list-style-type: none"> <li>1. Get familiar with each other and the tutoring crew</li> <li>2. Review important vocabularies and phrases (pronunciation &amp; spelling)</li> <li>3. Review how to ask &amp; answer about weather, time, locations, directions</li> </ol>					
Time	60 minutes (2 sessions)	Props/ Tools	flash card, worksheet, map, scoreboard			
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning	Props/ Tools

					focused; input/ output	
Warm up	20 min	-Self-intro (both teachers and students) -Classroom management (rules) -Survey	ALM		input and output	Scoreboard
Break	5 min	-Have a 3min break and calm them down if needed				
Pre-test 1	12 min	-Phonemic pre-test I. A→C→E→I( II. CD)	ALM		input	
Pre-test 2 (back-up plan for Pre-test )	8 min 6 min	-If survey's result turns out really bad: Communicatin g: Qs about survey answer  -Easy phonemic pre-test I.A→C	Learning strategy training		output  input	pre-test sheet student v. *3 pre-test teacher v.
Tutoring 1	10 min 10 min	<b><u>Lesson Review 1</u></b> <b><u>I.</u></b> Word bank p.37 -Vocabularies (includ. Phonics	1. GT  <b><u>II.</u></b> 1. GT, TPR	<b><u>II.</u></b> New York, USA,	input	Map

		teaching -Spelling Game <u>II.</u> Text Study p.35-36 -Vocabularies in pic. -Text Reading -T&F reading question		London, UK, Taipei, ROC		
<b>Tutoring 2 (Back-up for Tutoring 1)</b>	10 min  10 min	<u>Lesson</u> <u>Phonics</u> <u>Study 1</u> I. Phonics study -Starter-U2 Phonemics in vocabularies -Phonics game <u>II.</u> Vocabularies (includ. Phonics teaching -Vocabularies in pic. p.35 -Vocabularies in Word bank p.37 -Spelling Game (shorter v.)	Learning strategy training	Vocabularies from Starter to Unit Two	input, output	worksheets
Wrap up	3 min	-Review & Communicating	ALM		input and output	Flashcards

**Tutor Plan –FJU W 10**

Materials	A-Z alphabets	Date	105/11/17			
	Phonics Vowels	Grade	5 <sup>th</sup> graders			
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 1. Get familiar with each other and the tutoring crew 2. Enhance students' ability on the basic alphabets and phonetics					
Time	minutes (2 sessions)	Props/ Tools				
Activity	Time	Procedure	Major Method / techniques	Vocabulary covered	4 strands: Language/ meaning focused ; input/output	Props/ Tools
Warm up 15 min		<b>I. Self-intro (both teachers and students)</b> -Students will be given their own name tags (to be put on their desks in front of their seats)  <b>II. Classroom management (rules)</b> 1. The stamp cards will not be collected	N/A	N/A	N/A	9+4 name cards, 4 copies of survey sheets, stamps

		<p>after class. Students should learn to be responsible for bringing it to class every week. (They have to learn to be responsible for themselves)</p> <p>2. Stamps will be available only when students answer the questions given by the teachers in class. Stamps should be given on the stamp card by the teachers!</p> <p>3. Stamps can be deducted when students refuse to pay attention in class (Answering</p>				
--	--	--	--	--	--	--

		<p>the wrong answers won't lead to stamp deduction)</p> <p><b>III. Survey</b></p> <p>1. Students will follow the teachers responsible for the survey section separately.</p>				
Pre-test 1 15 min		<p><b>-Phonetic pre-test</b></p> <p>I. One-on-one Tutoring Explain questions to students in each section</p> <p>2. Write down how many questions they answer correctly</p>	GM	N/A	output/ Individual work	4 copies of pre-test sheets
Tutoring 1 15		<p><b><u>ABC Pronunciation Review</u></b></p> <p><b><u>I. A-Z</u></b></p> <p>1. Use simple vocabularies for the teaching of the alphabets. ex, a is for apple, b is for ball(teachi</p>	ALM  ALM		Language / input  input	Alphabet song/cellphone (for music)/ audio  blackboard



		<p>ng props can replaced by drawings)</p> <p><b>II. Phonetics study</b></p> <p><b>Short vowel/</b> bat, plant, glass, mat, fat, sad, bag</p> <p><b>Short vowel/</b> bed, egg, red, left, leg, desk, vest, parent, rest</p> <p><b>Short vowel/</b> rabbit, six, lip, kid, sit, kiss</p> <p><b>Short vowel/</b> box, comic, God</p> <p><b>Short vowel/</b> rug, tub, cup, bus</p> <p><b><u>In-class activity:</u></b> students will be assigned identities of one of the five vowels, and when teacher pronounces, for example, “rug” the “u” student has to sit down.</p>	TPR		output	
Break 3		<p>-Have a 3 mins break and calm them down if needed</p> <p>-Music can be</p>	N/A			

		used if needed			
Tutoring 210		<p><b>I. <u>2:1 Tutoring</u></b></p> <ol style="list-style-type: none"> <li>1. two teachers in charge of one student</li> <li>2. review on the content of the first tutoring section.</li> </ol> <p><b>II. <u>Practice (If there's enough time)</u></b></p> <ol style="list-style-type: none"> <li>3. Students will be divided into 2 groups</li> <li>4. Students should guess the correct alphabet according to what the teachers is articulating</li> <li>5. Around 10 questions will be given in total</li> <li>6. The teacher onstage will be in charge of score recording, and the teachers beside will be responsible for giving stamps</li> </ol>	ALM	N/A	input
			ALM	N/A	output

Wrap up 2		Review the song taught in the first tutoring section			output	N/A
-----------------	--	--	--	--	--------	-----

**Tutor Plans & Reflections FJU W11**

Service Learning Reflections **The \_\_\_\_\_ & \_\_\_\_\_ Visit - Time – week11 (FJU week no.)**

學號 student No.403110307 班級 Class \_\_\_\_\_ 姓名 Name Lillian

服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, **11 /24 /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<sup>th</sup> graders

G refl. submission Copy from here --

**The \_\_\_\_\_ & \_\_\_\_\_ Visit to \_\_\_\_\_ Graders - Time – week11 (FJU week no.- Day of the week)**

Date and Time of Service : 4:20pm ~5:20pm, **11/24/2016** TTL SL hours: \_\_\_\_\_

**1. What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？**

1. My duty today is timekeeper, observer and photographer. For the timekeeper, it is an important job because we always run out of time; thus, timekeeper has to tell teacher how many time left. Since I have loud voice and I am also good at accompany children; therefore, I am also an observer who observe children while teacher is giving lecture. For instance, when a child too noisy and influence the lecture, I will stand next to the child and try to persuade him to pay attention in class.

2. I actually interact with the whole class because one of observer's jobs is to understand every student; moreover, to understand their conditions. Therefore, I try to seize the time and talk to each of them.

3. I think when it comes to interaction, there will always have some different parts. First, classmate and those students are at different ages and different education level. When I talk to my classmates, I do not really need to talk in cute way or using words that sound more surprising, in high tone or easy. However, in some aspects, I think there is also so a similar part, that is, all need patient. Communication always need patient because speaker need to stand in the listener's shoes. Therefore, patient is needed when trying to understand him or her.

**2. So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？**

**Problems encountered this week – Problem solutions**

1. I do not really learn something, but I find out that they are very naïve. One of the students likes Ben very much, and I ask her whether I can tell Ben or

<p>not, she says NO. Then I keep on asking her can I tell the other teacher except Ben, she says Yes! Later on, during the class, I use this secret as an encouragement to ask her pay attention in class. This method do work today.</p> <p>2. They are hungry after the school class; therefore, they cannot fully pay attention on us. So, I am considering to give cookies or candies as a prize to encourage them.</p>
<p>3、<b>Now What-</b>我對於服務後有什麼改變(成長)? 未來我將如何運用所學?</p> <p>1. I love to stay with them because staying with them makes me feel more useful. They are not afraid of English and they like to stay with us. Therefore, that is the advantage of encouraging them to learn English with us. Moreover, we, as a tutor are also learning from teaching, especially phonic, some of us are not really familiar with phonic until we teach them.</p>
<p>4. Misc. (miscellaneous)</p> <p>1. This method is focus on “task solving.” Paying more effort on daily usage which is more useful in our daily life.</p>

**Tutor Plan –FJU W 11**

Materials		Date	105/11/24
		Grade	5 <sup>th</sup> graders
Planner	<u>Joy,Eling,S</u> <u>haron,</u> <u>Lillian, Ben</u>	G-T Students	
Major Goals	Students will be able to		

Time	minutes (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	<u><b>Class management</b></u> Make sure the students sit in the front and name card placed properly for the convenience of the later tutoring	N/A	N/A		
Pre-test	15 mins	<u><b>Individual pre-test</b></u> Finish the rest of the pretest. Joy: Ron Sofia: Janice Graham: Kitty Sharon:			Input	Worksheets

		<p>Henry Jessica: Angel Eliane: Michael As for Michael who got the test done, he will ...</p> <p><b>Details needed</b></p>				
Tutoring 1	11 mins per session (total 22)	<p><b><u>Session 1</u></b> 1. Use the 4th grade textbook Lesson 3 Conversation and the Practice(part B).</p> <p>2. Teach number from 1 to 19 3. Teach simple vocabulary about foods and drinks from the conversation.</p> <p><b><u>Session 2</u></b> CLT: 1. <b>Scrambled sentences</b> -Students have to</p>	CLT GM	One to nineteen/ apple pie/hamburger/hot dog/sandwich/tea/cola/cookie	Input	Pictures / Handouts/ Sentence cards/

		<p>figure out the correct order of the sentences.</p> <p>-The order of the sentences:</p> <ol style="list-style-type: none"><li>1. May I help you?</li><li>2. Yes, please.</li><li>3. I want three sandwiches.</li><li>5. Is that all?</li><li>6. Yes, that's all.</li><li>7. Three Sandwiches. Here you are.</li><li>8. Thank you.</li></ol> <p>2. <b>Role-Play</b></p> <p>-Give students an opportunity to practice communicating in different social roles</p> <p>-Students have to say the sentences they just learned from</p>				
--	--	---	--	--	--	--



		session 1. -Roles: 1 vendor/ 3-5 customers -Each customer will be assigned to buy certain amount of foods or drinks.				
	3 mins		N/A			

**Tutor Plans & Reflections FJU W12-13**

Service Learning Reflections	The <u>    </u> & <u>    </u> Visit - Time - week <u>12</u> - 13 (FJU week no.)
學號 student No. 403110307_	班級 Class <u>                    </u> 姓名 Name Lillian Wu
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm,	<u>12 /01 /2016 &amp; 12 /08/2016 (m/d/y)</u>
課程名稱 Course Title :	Introduction to TESL
服務機構與年級 Organization and Grade for SL :	Guo-Tai elementary school- 5 <sup>th</sup> graders
G refl. submission Copy from here --	
The <u>    </u> & <u>    </u> Visit to <u>    </u> Graders - Time - week <u>    </u> -	(FJU week no.- Day of the week)
Date and Time of Service : 4:20pm ~5:20pm,	<u>xx/xx/2016 &amp; xx/xx/2016 (m/d/y)</u> , TTL SL hours: <u>          </u>
<p>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？</p> <p>1. I am responsible for lecture teaching for this time. I use ALM to taught them month and date. I use repetition drill to teach them sentence structure and I used role-play to let them practice oral. They did as I expected. They really like role-play because they felt that what they learned are useful; moreover, it is also a chance for them to exercise since they have already sat for a while.</p>	
<p>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？</p> <p><b>Problems encountered this week – Problem solutions</b></p> <p>1. I am quite serious to them because they are very naughty; therefore, I give my rule to them. Soon after several times of reminding, they are nice and be quiet while I am talking. At first, we will choose to treat them politely; however, it is not really work, so I use my way to teach them.</p> <p>2. I lead them practice speaking because they have little chance to practice English speaking at school, so I give many opportunity to let them speak. And ask them to practice to speak complete sentence. This way of learning can not only enhance their communication skill but also practice their sentence making. Plus, the speaking practice not only talk to me but also talk to the other teachers in order to modify their error more specific and detail. And I will ask them one by one about their answer from the conversation with the other teacher. In this way, students will practice how to ask questions, reply to the question and give a short answer to the third person. To me, watching them paying attention on practicing speaking and enjoying in the activity are an interesting and happy things to me. Because to me, this way of learning is more effective than just sitting on chair and getting information from teachers.</p>	

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 have more experience on writing and scheduling the lesson plan. Since this plan is mainly done by me; therefore, I am fully clear mind on what am I going to do next. I combine the previous lesson with this time in order to let students to review and let them be more familiar with the content. I like to see them improve and this makes me really joyful.**

**2. In the future, I will use the same way to teach. Take this lesson plan for instance, the topic today is birthday party, and they learned how to buy things last time; therefore, this time I give them a task that is buying things for the birthday party. They have to buy thing from other teachers and use it in the party afterward.**

**Tutor Plan –FJU W 12**

Materials	Phonics Consonants	Date	105/12/01			
	Birthday party holding and basic Wh-question	Grade	5 <sup>th</sup> graders			
Planner	Lillian Wu, Jessica Kuo, Joy Liu, Eling, sofia, Graham	G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨			
Major Goals	Students will be able to 1. Identify and pronounce consonants 2. Pronounce combinations of consonants and vowels in words 3. Learn the basic words for birthday party 4. Learn the expressions about dates and months 5. Learn to ask the Wh-question like “When is your birthday?” and learn how to answer. 6. Review the way to buy things in stores.					
Time	60 minutes (2 sessions)	Props/ Tools				
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused;	Props/ Tools

					input/ output	
Pre-test	10 mins	<p><b><u>Individual pre-test</u></b></p> <p>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.</p> <p>Joy: Ron Sofia: Janice Graham: Kitty Sharon: Henry Jessica: Angel Eliane: Michael</p>			Input	Worksheet
Tutoring 1	15 mins	<p><b><u>I. Phonics:</u></b></p> <p><b><u>Consonants(a half)</u></b></p> <p>Use simple vocabulary that are related to participating a party. Try to help children review the pronunciations of consonants.</p> <p>ex, b is for balloon, c is for cake(some words are made in cards and will be used in the activity later)</p> <p><b><u>II. In-class activity:</u></b></p> <p>Students will be assigned to identify some of the consonants while they play the</p>	<p>I. ALM</p> <p>II. ALM- Repetition Drill</p>	<p>balloon cake (candle) dance food gift hat juice kid lemon money number sing</p>	<p>Input</p> <p>output</p>	<p>-vowels and consonants clock</p> <p>-monopoly game</p> <p>-prop (balloon, cake, candle, hat, gift, juice)</p>

		game of monopoly.				
Tutoring 2	15 mins	<p><b><u>Role play</u></b></p> <p>Review lesson on W11 about buying things.</p> <p>This time they are going to have real experience of buying things from their tutors for the birthday's party.</p> <p>Q: May I help you? A: Yes, please. Q: I want three XXX. A: Is that all? Q: Yes, that's all. Q: Three Sandwiches. Here you are. A: Thank you.</p> <p>These sentences are for reference. Teachers do not need to follow the text-book dialogue.</p> <p>During this practice, tutors try to lead students to say correct sentences.</p>	CLT			<p>Product</p> <p>1.cake 2.candle 3.hat 4.juice 5.balloon 6.gift</p>
Break	3 mins	3mins break				
Tutoring 3	15 mins	<p><b><u>I. Teach dates &amp; months</u></b></p> <p>Ask questions like: What date is it today? When is your birthday?</p> <p><b><u>II. Activity</u></b></p> <p>1. Ask tutors and classmates their birthday and repeat it to</p>	I. ALM  II. CLT			

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

### Tutor Plan –FJU W 13

Materials	Phonics Consonants	Date	105/12/08			
	Housework & Time Management	Grade	5 <sup>th</sup> graders			
Planner	Sofia, Graham, Lillian, Jessica	G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨			
Major Goals	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. Identify and pronounce consonants</li> <li>2. Pronounce combinations of consonants and vowels in words</li> <li>3. Review the expressions about dates and months</li> <li>4. Learn the basic phrases about everyday chores</li> <li>5. Express and explain simple house-cleaning schedules</li> </ol>					
Time	60 minutes (2 sessions)	Props/ Tools				
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused;	Props/ Tools

					input/ output	
Warm up	10 min	<p><b><u>I. -Review dates &amp; month</u></b></p> <p>Ask questions like: What date is it today? When is your birthday?</p> <p><b><u>II. -Intro to Tutoring 1</u></b></p> <p>1.Vocabulary: Chinese New Year (date?), Winter vacation</p> <p>2.Topics: When is Winter vacation? Winter vacation plan? Help parents clean the house?</p>				Name cards
Tutoring 1	15 min	<p><b><u>I-Phonics: Consonants</u></b></p> <p>Use vocabulary that are related to daily chores or things to help students learn the pronunciation of last half consonants.</p> <p><b><u>II-In-class activity:</u></b></p> <p>Dice game. Students would</p>	<p>I. ALM</p> <p>II. ALM</p> <p>-repetiti on on drill</p>	<p>pipe quilt room spoon trash vase window box yard zip</p>	Input	<p>-vowels and flash cards</p> <p>-dice and flash cards</p>

		<p>be divided into two groups, and the representative would throw the dice and find the flash word card according to the number. Once they find it out, they need to read out loud and demonstrate the pronunciation to their group members.</p>				
Break	5 min	3min break and calm them down				
Tutoring 2	18 min	<p><b><u>I. -Time Review</u></b></p> <ol style="list-style-type: none"> <li>1. x o'clock</li> <li>2. a.m. p.m.</li> <li>3. read the random time e.g. 12:45 twelve forty-five</li> </ol> <p><b><u>II. -Schedule explain</u></b></p> <ol style="list-style-type: none"> <li>1. Explain the following activity</li> </ol> <p>: How to use the timetable</p> <p>-fill the timetable with the words &amp; phrases just learnt and explain them to</p>				



		<p>their tutors</p> <p>2. Sentence patterns:</p> <p>-Q: What will you do at st.?</p> <p>A: I will do sth. at st.</p> <p>-Q: What are you going to do in the morning/afternoon/ evening?</p> <p>A: I am going to do sth. at st./in the morning/ afternoon/ evening</p> <p>-briefly intro 3<sup>rd</sup> person sentence patterns</p>				
Tutoring 3	12 min	<p><b><u>Individual Tutoring</u></b></p> <p>1. guide your tutee to fill out the timetable (review the words and phrases at the same time)</p> <p>2. finished the timetable and ask questions about it let your tutee explain it to you (review the sentence patterns at the same time)</p>				6 or more (for backup) blank timetables

		<p>3. if have time after finishing the two activities above:</p> <ul style="list-style-type: none"><li>-ask your tutor about the other students' schedules (use 3<sup>rd</sup> person)</li><li>Or -ask your tutor about Sofia's schedule on the blackboard (use 3<sup>rd</sup> person)</li></ul> <p>Ron: Joy</p>				
--	--	--	--	--	--	--

Service Learning Reflections <b>The &amp; Visit - Time - week14 - 15</b>
學號 student No. <u>403110307</u> 班級 Class <u>    </u> 姓名 Name <u>Lillian</u> 服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, <u>12/15/2016 &amp; 11/22 /2016</u> 課程名稱 Course Title : Introduction to TESL 服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 5 <sup>th</sup> graders
G refl. submission Copy from here -- <b>The &amp; Visit to <u>    </u> Graders - Time - week 14 - 15 (FJU week no.- Day of the week)</b> Date and Time of Service : 4:20pm ~5:20pm, <u>11/22/2016 &amp; 11/29/2016</u> (m/d/y), TTL SL hours: <u>    </u>
<b>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？</b> 1. My duty this time was a teacher assistant who led students to pay attention in class as well as individual tutoring when they could not follow the teacher.
<b>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？</b> <b>Problems encountered this week – Problem solutions</b> 1. I was really shock when I discovered that they were taking down the note since they had never done this before in class. However, they did what most people might do that was they kept asking same question since they could not do two things, writing and listening, at a time. Therefore, they kept repeating same question which was a waste of time and they did not really understand what we had taught. 2. From above, I think I should adjust this kind of behavior. Teaching them to understand the content first then take the note.
<b>3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？</b> 1. Again, being patient and kindness. One of our student called Ron, he always out of control; thus, we often need to spend more time on him in order to keep the class in good condition. So we need to be patient at first and act kindly to him or he will keep on shouting or making noises. 2. This situation will definitely happen in the future but the person might be your customers, your boss, and your neighbor whose mood is easy to be stirred. Therefore, being patient at him or her and try to use mild way to solve it.

**4. Misc. (miscellaneous)**

1.

**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 林芯儀 戴碩亨			
Major Goals	Students will be able to					
	1. Identify vocabs of month, ordinal numbers, seasons and festivals					
	2. Know how to tell others their birthday					
	3. Review the vocabs taught before					
Time	60 minutes (2 sessions)	Props/ Tools	Whiteboard Sd cards Tapes Flashcards			
Activity	Time	Procedure	Major Method / techniques	Vocabulary covered	4 strands: Language/ meaning focused ; input/output	Props/ Tools
Tutoring 1	20	<b><u>I. Date&amp;Month</u></b> <u>1. List down every tutee's birthday</u> <u>2. Teach "Ordinal Numbers"</u> First, the teacher	ALM TPR <b>The Silent Way</b> MI	<u>Month</u> January-December <u>Ordinal number</u> first, second, third...to thirtieth	Input Output	Whiteboard Sd cards and tapes Flashcards

	<p>applies sd cards in the teaching and makes sure every student speak out.</p> <p><b>Then teacher will ask the students to read out ordinal numbers by themselves in a short review.</b></p> <p><u>3. Teach “Month”</u></p> <p>Teacher takes out flash cards printed with number one to twelve and review the ordinal numbers again.</p> <p>Then introduce the month to students.</p> <p>In a short review, with the help of flashcard, students repeat the twelve months.</p> <p><u>4. Ask every tutee to speak up the date of their birthday</u></p> <p>First, the teacher</p>				
--	---	--	--	--	--

		<p>will read out every student's birthday and make sure each of them know how to pronounce their own birthday. Then, the students have to speak up by themselves</p> <p><b><u>II. Activity</u></b>  <u>Play odd/ even game</u>  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>  <u>Seasons:</u>  1.<u>Teach them the name of the 4 seasons</u>  2.<u>Guide the</u></p>	ALM MI TPR	Spring Summer Fall Winter (warm, hot, cool, cold, jacket..etc)	Input Output	Whiteboard  Flashcards with vocabularies and

	<p><u>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</u></p>		<p>Chinese New Year</p> <p>Valentine's Day</p> <p>Children's Day</p> <p>Tomb Sweeping Day</p> <p>Dragon Boat Festival</p> <p>Mother's Day</p> <p>Father's Day</p> <p>Moon Festival</p> <p>Teacher's Day</p> <p>Christmas</p>	<p>graphics</p>
--	---	--	--	-----------------

		<p><u>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> <p>2.<u>Students are expected to be able to learn the festival names and mention them upon seeing the graphics.</u></p>				
Break	5					
Tutoring 3	12	<p><b><u>Individual Tutoring</u></b></p> <p>1.Students will be asked to pick a season or a festival taught in the previous section as their topic.</p> <p>2.After deciding the topic, students will be asked to draw</p>	ALM MI		Input Output	White papers



		<p>whatever they know about the season/festival according to their acknowledgment and what was taught in the previous section.</p> <p>3. After drawing, students will be requested to describe and say what they were drawing and what content/vocabularies they had learned from the last section to their individual tutors.</p> <p>(Stamps can be given by teachers when the students work hard on the given tasks).</p> <p>Ron-Lillian  Angel-Jessica  Kitty-Ben  Mike-Elaine  Janice-Sofia  Henry-Eling</p>				
--	--	--	--	--	--	--

**Tutor Plan –FJU W 15**

Mater	Directio	Date	105/12/22
-------	----------	------	-----------

ials	n, Christm as song					
		Grade	5 <sup>th</sup> graders			
Plann er	Joy, Sharon, Eling, Graham , Elaine, Jessica, Ben	G-T Students	陳安琪 胡家寶 邱靖渝 劉興 隆 林芯儀 戴碩亨			
Major Goals	Students will be able to 1. ask for direction 2. learn the vocabulary related to Christmas 3. song a Christmas song					
Time	60 minute s (2 session s)	Props/ Tools	Flashcards, worksheets,			
Activ ity	Time	Procedure	Major Method/ techniques	Vocabulary/ Pharses covered	4 strand s: Langu age/ meani ng focuse d; input/ output	Props/ Tools
Tutor ing 1	20	<b><u>I. Asking for direction</u></b>  <b><u>A. Introduction to Conversation</u></b>	1.GT 2.ALM 3.Content-b ased Instruction	-go straight -cross -direction -on the right -on the left -turn right	input	Flashe cards a big map pictur es

		<p>A: Could you tell me how to get to XXX(Locatio n), please?  B: Yes, of course. _____  _____  (Directions)  A: Are there any landmarks on the way?  B: _____  ____ (Landmarks)  A: Which side of the street is it on?  B: You'll see it on your right/left.</p> <p style="text-align: center;"><b><u>B. Introduction to Vocabulary</u></b></p> <p>The instructor will use flashcards to teach student vocabulary and phrases first, and then put the landmarks on the map. The instructor will ask students to apply vocabulary and phrases which they just learned. They have to give correct instructions (directions) to arrive the destination.</p>		<ul style="list-style-type: none"> <li>- turn left</li> <li>-location</li> <li>-Landmarks:</li> <li>-Laundry store</li> <li>-Book store</li> <li>-Post office</li> <li>-Hospital</li> <li>-Department store</li> <li>-Pharmacy</li> </ul>		magnet stickers
--	--	---	--	---	--	-----------------

Break	5		N/A			
Tutoring 2	15	<p><b><u>II. Map Game</u></b></p> <p><b><u>III. Christmas Song</u></b></p> <p>The instructor will first teach the lyrics and the vocabulary related to Christmas in the lyrics. Then, the instructor will teach the students how to sing this song. With the music and song teaching, it creates a comfortable atmosphere and environment for students to learn and interact with the instructor</p>	Desuggestopedia	<p>North Pole</p> <p>Santa Claus</p> <p>Reindeer</p> <p>Presents</p> <p>Christmas tree</p> <p>Fireplace</p> <p>Bell</p> <p>Wish</p>	input output	big map instrument song
Break	5		N/A			
Tutoring 3	15	<p><b><u>Individual Tutoring</u></b></p> <p>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</p>	Direct Method		output	works heet landm ark pictur e map

		<p>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.</p> <p>Individual Tutoring:          Ron-Lillian          Angel-Eling          Kitty-Graham          Mike-Ben          Janice-Sofia          Henry-Sharon</p>				
--	--	--	--	--	--	--

**Tutor Plans & Reflections FJU W16**

Service Learning Reflections	<b>The ___ &amp; ___ Visit - Time - week 16 (FJU week no.)</b>
學號 student No. 403110307 班級 Class _____ 姓名 Name Lillian	
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm,	<b>12/29 /2016</b>
課程名稱 Course Title : Introduction to TESL	
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 <sup>th</sup> graders	
G refl. submission Copy from here --	
	<b>The ___ &amp; ___ Visit to 5th Graders - Time - week 16 (FJU week no.- Day of the week)</b>
Date and Time of Service : 4:20pm ~5:20pm,	<b>12/29/2016, TTL SL hours: 1hr</b>
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？	
	I was responsible for the post test and post survey. This time, students payed attention in both tests which was really surprising to me since they always argued about writing. After finishing the survey and test, we had a small reunion. We gave them snacks as a reward and took lots of photos as the ending of our course.
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？	
	<b>Problems encountered this week – Problem solutions</b>
	We used stamps as a reward to know how much attention they had payed in class. And we did not collect the paper, which was for stamps, back since we wanted to practice their responsibility; however, one person took advantage of that. She put lots of stamps on the paper; therefore, many students argued about the unfair stamp collection. Since I was a teacher, I need to be fair to everyone. Although I was sure that she cheat, I needed to have evidence. I am really regret right now since I just let it go because I did not know how to solve it properly. I kept thinking about the best solution because I thought it was serious. Although this was just a small case in her life, she might cheat again and again in her future if we did not modify her conduct. Moreover, this is a lot more important than English. The solution I came up with was like a warning. I will tell them how much I trust them; therefore, if they cheat, they will break the promise between us. It is acceptable to make mistake since you are still a child. And if you know that you are doing something unacceptable or wrong, please do not let it happen again because we care about you and do not want to see you fail.

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?

I should think more clearly. Take the case for instance, if I want to train them to be more responsible for themselves, I should give out the rule and my purpose more specific. For instance, tell them to be honest and my purpose is to practice them to be a responsible person. Moreover, I should tell them how important this characteristic is to a person. And if they successfully take their stamps paper to the class every day, I will give them a present as a reward.

4. Misc. (miscellaneous)

1.

**B. Creative Lesson Plan (Before the flood)**

**Tutor Plan –FJU W**

Materials	Before the Flood	Date	105/12/8
	Global Warming-- Before the Flood (before it is too late)	Grade	5 <sup>th</sup> graders
Planner	Lillian, Joy, Graham, Jessica, Sofia, Elaine, Ben	G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨
Major Goals	Students will be able to 1. Understand what is happening to our planet 2. Explore what can they do to save our environment 3. learning some vocabulary about climate change 4. Feeling responsible to protect our environment by fulfilling the plan they have made.		
Time	60 minutes (2	Props/ Tools	worksheet, computer, blackboard,

	sessions)					
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language / meaning focused; input / output	Props/ Tools
Warm up	2min	1.What is climate change? 2.What do you think about climate change?	CLT CBI		input and output	black board
Film & music appreciation	4 min	Film: <a href="https://www.youtube.com/watch?v=-zhQz5YEDcw">https://www.youtube.com/watch?v=-zhQz5YEDcw</a>	M-I (Visual & Music)		input	computer
discussion	15min	<b><u>Brainstorming:</u></b> 1.What do you see in the film? -pianist on iceberg -how does he looks like? (Emotion?) -the background? Where? What is happening? 2. What do you feel about the music? -emotion? -01:33 ice melting sound  *when the students give out	CLT, TBLT MI(Visual) CBI		input and output	papers colored pens



		<p>simple and direct answers, try to ask more “why” or do they agree with each other</p> <p>3. What do you think will happen if we don’t try to deal with climate change?</p> <p>-let students draw the pictures of their guesses/ imaginary futures</p> <p>*remind them to draw bigger-easy to demonstrate for later section</p>				
break	5 min	3min break and calm them down				
Vocabulary about climate change	10min	<p><u>Learning words about climate change with the pictures drawn by students</u></p> <p>-try to identify and tell the environment problems/ different kinds of pollutions in students’ pics</p>	CLT, ALM, TBLT		input and output	black board and computer (show pictures if students have problem imagine/ understand what is on the others’

						pics)
Game	19 min	<u>Improvisation Performance Game</u> -The students are divided into 3 groups, 2 students as a pair (count from 1-3, two call the same number become partner) -Draw lots, each group choose 2 word cards -give student 3-5 minutes to discuss how to perform -use 3-5 minutes let three groups perform and the others guess what words are the presenting group try to demonstrate -After the students guess out all the words,the teacher should try to let them assemble logic sentences describing the effects of climate change <ol style="list-style-type: none"> <li>1. Polar bear stands on floating ice.</li> <li>2. Extreme hot and cold weather cause forest fires frequently.</li> <li>3. Warm sea water creates strong typhoons.</li> </ol>	PTR, CLT	extreme hot and cold weather, forest fires, polar bear, floating ice, strong typhoons, warm sea water		
	5 mins	Review the content of the film, their plan and the vocabulary.	ALM			

## 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, and 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) active participation	(內在動機層面) internal motivation	(自我效能層面) self-efficacy	(學習態度層面) Learning Attitude
Group Average Pre-test	3.18	3.58	2.8	3.01

Group Average <b>Post-Test</b>	4.43	3.4	3.5	3.27
--------------------------------	------	-----	-----	------

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

Table 2. Phonemic Awareness Assessment Results

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

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

Table 3. 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)

### Clip

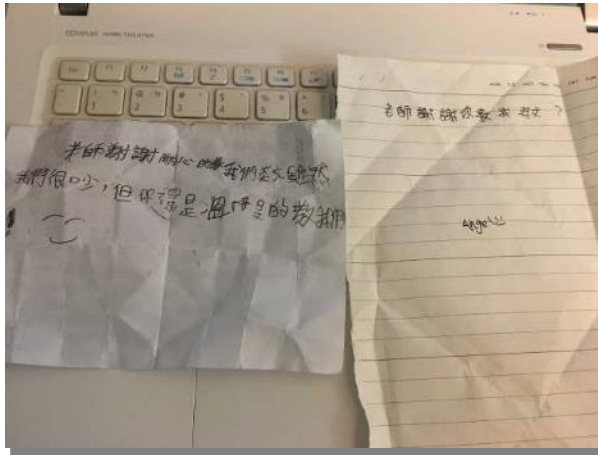
<https://www.youtube.com/watch?v=QKgRf2G9n8o>

The more interaction with them, the more involvement they will be in class. Therefore, I usually asked them questions and communicated with them. And I think they also like this way of teaching since they really pay attention in class and did what I want them to do. However, since their English were not good enough, I should only teach them one at a time. For instance, I should either teach 12 months or 31 dates. Moreover, according to their feedback, they thought it was complicated since they had not learned both month and date before and the changes on date is too hard, such as first second and third. Therefore, it will be better if I know their ability before I design the lesson plan.

1. Video link: <https://www.youtube.com/watch?v=QKgRf2G9n8o>



B. Photos – ditto-



These are letters that I got from those students



Individual tutor

The last day of class.  
“Learning English is not that bring.”  
Most of their feedback are so touching.





It is a group photo of all tutors. Without them, I won't have this wonderful memory;

Act like a teacher in class;  
Act like a friend after class.  
Being a principled person; thus, students will respect you.

## I. References (MLA)

### English Reference

Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press, 2000. Print.

### Chinese References

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

許儷齡 & 蘇淑英 Hsu, Li-ling & Hsu-in Su (2008)。 聲韻覺識融入字母拼讀教學 (Phonemic Awareness Makes Phonics Teaching Work). 高雄市正興國民小學。2008。 [http://procet.eng.ntnu.edu.tw/pluginfile.php/160/mod\\_page/content/.../e\\_phonics\\_1.doc](http://procet.eng.ntnu.edu.tw/pluginfile.php/160/mod_page/content/.../e_phonics_1.doc)