

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

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**Introduction to TEFL**

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

**Date: 8/1/2017**

Summary video for this portfolio

[https://www.youtube.com/watch?v=E3\\_eI2\\_fmak&feature=youtu.be](https://www.youtube.com/watch?v=E3_eI2_fmak&feature=youtu.be)

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# Background Information

English learning situation in Taiwan has been very prevalent. More and more Taiwanese people get to learn English in very early age, generally starting from kindergarten. Besides, it is very obvious that parents in Taiwan tend to encourage their children to learn English as early as possible. However, there are regional differences in different places in Taiwan. For this semester, we conduct our English teaching service learning at Guo-Tai elementary school, which is located in Hsin Chuang district. Based on our experience at Guo-Tai, we found out that the English learning situation is also prevalent here. For example, students at Guo-Tai learn English since first grade. Also, parents of the students encourage their children to learn English as well. Nevertheless, students at Guo-Tai need our assistance for some reasons. First, some of the students at Guo-Tai are low achievers; they have more difficulty in learning English than other students do. Second, some students at Guo Tai are from low income families and they probably cannot afford to pay extra money on learning English outside the school. For these two reasons, we think that Guo Tai students really need our help in learning English.

# Purposes of service learning

There are basically 3 purposes of conducting this service learning. First of all, we hope to assist elementary school students to learn English by reducing the learning gap between Guo Tai students and students from other schools. Also, since some of the students at Guo Tai elementary school are from low income families, we hope to provide them with a free English teaching assistance.

The second reason is that we think that it is very helpful and meaningful to conduct service learning at Guo-Tai for it provides us, English majors, a great opportunity to practice English teaching and tutoring. For example, we get to learn to prepare a lesson plan before teaching. Also, we learn to teach in a real situation. Hence, all of the skills we practice and use in our service learning are very helpful, which can certainly help us in our future career.

The third purpose is that as English majors, we get to carry out community service learning. We are very grateful that we have this great opportunity to do service learning in our society with what we have learned at English Department, which makes our learning in university even more valuable.

# Literature Review

In this course, Introduction to TEFL, we have learned several teaching methods. Each method has its own goals for the teachers who use it to achieve. As teachers in this service learning project, we have also integrated 6 methods into our lesson plans for Guo Tai elementary school, which are Grammar- Translation Method, Total Physical responses, Audio-Lingual Method, Communicative Language Teaching, Silent Way, and Multiple Intelligences. .

For the Grammar-Translation Method, we believe that by employing this teaching method, it will be easier for students to acquire the ability to translate their native language to their target one. For example, in a game called “Throw and Fall” in our week 12 tutor plan, we first introduce the vocabularies in both target language as well as their native language. We then ask students to pronounce and write down the vocabularies in English while we actually teach them in Mandarin. Thus, students get to learn vocabularies of the target language while giving their brains a very good mental exercise that helps to develop their minds. This is how Grammar-Translation Method works in teaching a language.

For Total Physical Response, we believe that meanings can be understood by tutees through actions but not only through translation. For example, we play a game called “Charade” with tutees in week 12 class. We give one of the tutees a command and he or she comes up on the stage, acting out the according animal for the other tutees to guess in English. By doing so, tutees will not directly know the animal’s name in English and learn in a passive way. Instead, they will actively learn how to pronounce the animals’ names in English through physical body movements and actions.

For Audio-Lingual Method, we apply one of the most famous techniques introduced in Audio-Lingual Method—repetition in our teaching. When we are teaching new vocabularies, we read out loud the words, and the tutees are required to repeat after us many times. For example, in week 11, we design a role play. One tutee will play the role of farmer, and the other tutee will play the role of buyer, applying two sentence patterns. A: How many horses (or other animals) are there? B: There are two horses. The role play contains repetition drill in the two sentence patterns. By repeating the drills, tutees can form habits to apply the sentences, which is one of the main goals of ALM.

For Communicative Language Teaching, we put a lot of emphasis on speaking the target language. By including CLT in our tutor plans, we try to offer more opportunities in our games to encourage students to think and speak. For example, in week 15, we design a role play game for tutees to learn how to order stuff. We teach them the vocabularies and sentence patterns and make sure that they know how to say it. Then, they are asked by the questions we have designed. They have to figure out how to answer us back on their own. The tutees have to speak on their own words. By doing so, students get to improve their speaking and organizing skills in the game by repeated speaking practice, which is the main goal of CLT.

For Silent Way, we believe that through silence and action, students are able to find the correct pronunciation by themselves. Besides, through corporation with each other, they are able to acquire the target language easier. For instance, when teaching the English of sports, we will imitate playing different sports, to let the students guess the English of these sports. Through the activity, tutees will be able to acquire the ability to teach students with action and movement, instead of using verbal way.



For Multiple Intelligences, we help the tutees develop their other strengths such as Visual ability, Musical ability, or Kinesthetic ability, etc. For example, in week 10, before starting our tutoring, we first play an ABC song and ask the tutees to sing this song with us twice. In week 12, we play a game named “Ball Throwing.” On the blackboard, we draw a 3\*3 grid with images of different ball games in each square. The tutees have to throw the paper ball first to hit one of the vocabularies and speak the vocabulary correctly. The first example is to let the tutees be familiar with the 26 letters not in a traditional way but through music—in a more interesting and relaxing way. The second example shows that we use images to help the tutees memorize vocabularies. In this case, the images are the trigger, and the tutees’ visual ability will be enhanced through this method. Both of these cases indicate that by using M-I, the tutees can learn English in a more creative way and also enhance their unique strengths which are not often taken in classes.

## Service Learning

We conduct our service learning as a group. The group members are Alston (403110357), Jessica (403110632), Tracy (403110606), Sandy (403110644), Zoe (403110436). We go to Guo Tai elementary school, which is located in Xinzhuang Dist., New Taipei City, Taiwan (R.O.C.). Our tutees they are Anna (4<sup>th</sup> graders), Jimmy (4<sup>th</sup> graders), Harry (5<sup>th</sup> graders), Ben (6<sup>th</sup> graders), Ivan (6<sup>th</sup> graders), Rocky (graders). We go there for service learning on Tuesdays since 25<sup>th</sup> October 2016 to 27<sup>th</sup> December 2016, 8 times in total. Every class lasts 80 minutes. Every one of the members makes equal contribution to preparing tutor plans and take turn making props, teaching, tutoring, filming, and other stuff.

# Lesson Plans—week7 to week 16

## Tutor Plan Week7

Materials	Guo-Tai <u>4-5<sup>th</sup></u> graders textbook <u>Hello kid 3 &amp; Dino 5</u>		Date	105/10/25		
	Introduce		Grade	4-5th <b>graders</b>		
Planner	Alston, Jessica, Tracy, Sandy, Zoe		G-T Students	蔡佳晏 王敬程 葉峰豪		
Major Goals	Students will be able to 1. Know their tutees 2. Learn some basic knowledge about phonetics					
Time	40 minutes (2 sessions)		Props/ Tools		Name card, clay, Youtube video, pretest, asurvey	
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5-10 mins	-Ice breaking game -introduce ourselves to students, and paste our name cards on the board, while a tutee pints to anyone of the other tutees, students have to rush to the board and hit the corresponding name card.	TPR	Each other’s name	Input	Name cards, clay
Review	0 mins	-	-	-	-	-

Tutoring	45 mins	<b><u>Lesson</u></b> <b><u>I. Pre-test</u></b>  <b><u>II. Survey</u></b>  <b><u>III. Flexible time(it depends, for phonetics youtube video, introducing ourselves, or getting familiar with students in order to know their interests and build a close connection with them)</u></b>	G-T ALM	Only cover the vocabs used in the pre-test	Output and input	Youtube video, pre-test paper, survey paper
Wrap up	5 mins	-repeat the warm up activity again to remind them of our names	TPR	Each other's name	Input	Name cards, clay

### **Group member**

- Alston 403110357
- Sandy 403110644
- Jessica 40311063
- Tracy 403110606
- Zoe 403110436

### **Work Division**

Starting from this week, every one of our group member will go to GuoTai right after our Tuesday CCIII class (probably arrive GuoTai 30-40 minutes earlier before the class starts and since we are all Junior students) for discussing the following week's tutor plan. Thus, our tutor plans will be well discussed in group and everyone will make equal contribution. Each one of us will take turn submitting our tutor plan.

## Tutor Plan Week10

Materials	Guo-Tai <u>3 graders textbook hello kids</u>		Date	105/11/15		
			Grade	<u>4th and 5th</u> <b>graders</b>		
Planner	All members in our group: Alston, Tracy, Zoe, Sandy, Jessica		G-T Students	王敬程, 蔡佳晏, 葉峰豪		
Major Goals	Students will be able to tell one to ten in English and differentiate the sound /t/ and /d/.					
Time	60 minutes (2 sessions)		Props/ Tools		Name card, number card, iPad, youtube video, Blackboard and chalks	
Activity	Time	Procedure	Major Method/ technique s	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	<div>- Name Game (Point at one of our group members and ask them what his/her name is.They have to hit the card and say the name out loud.)</div> <div>- ABC song (We will play them an ABC song and sing together with them twice.)</div>	<div>- ALM</div> <div>- MI</div>	Alston, Zoe, Sandy, Tracy, Jessica Alphabet: A-Z	Language focus input output	Name card, iPad and youtube <a href="https://www.youtube.com/watch?v=A7InEgfPGxc">https://www.youtube.com/watch?v=A7InEgfPGxc</a>
Review	0 mins	We haven't taught anything new, so there won't be any review.	—	—	—	—

Materials	Guo-Tai <u>3 graders textbook hello kids</u>		Date	105/11/15		
			Grade	<u>4th and 5th</u> <b>graders</b>		
Planner	All members in our group: Alston, Tracy, Zoe, Sandy, Jessica		G-T Students	王敬程, 蔡佳晏, 葉峰豪		
Major Goals	Students will be able to tell one to ten in English and differentiate the sound /t/ and /d/.					
Time	60 minutes (2 sessions)		Props/ Tools		Name card, number card, iPad, youtube video, Blackboard and chalks	
Teaching X and Y will teach 1-10 to the whole class	25 mins	<u><b>Lesson</b></u> - We will read the words out loud and they should repeat after us.  - Game: We will point at the number card(without english one on it), shape our mouth according to the number, and they should guess what word it is.		- ALM - Silent way - MI	Vocabulary:  One to Twenty,  Plus, Minus, Equal (Bonus: if time allowed)	meaning focus input and output  Number cards, sign cards
Tutoring A,B and C will tutor them one on one	25 mins	<u><b>Lesson</b></u> - Phonics: teach how to distinguish /t/ from /d/ - Ask them if there are any questions about their English study. - Give tutoring according to their needs individually.		- ALM	ten, table, tea  duck, dog, day	language focus input output  blackboard and chalks
Wrap up	5 mins	Sing the number song		- MI	one to twenty	input output  iPad and youtube <a href="https://www.youtube.com/watch?v=eojN2jlitk">https://www.youtube.com/watch?v=eojN2jlitk</a>

Work division:

All of our group members did equal contribution to our tutor plan since we had a meeting together. Each of us takes turn submitting it. In the teaching part, Jessica and Alston will take care of it while the other three will be responsible for recording, taking photos, helping them with the activity, and other stuff. In the tutoring part, Tracy, Zoe, and Sandy will take care of it while the other two will be responsible for recording, taking photos, helping them with the activity, and other stuff.

### **Tutor Plan Week11**

Materials	Guo-Tai <u>    graders textbook hello kids 3    </u>		Date	105/11/22		
			Grade	<u>    4th and 5th    </u> <b>graders</b>		
Planner	All members in our group: Alston, Tracy, Zoe, Sandy, Jessica		G-T Students	王敬程, 蔡佳晏, 葉峰豪		
Major Goals	Students will be able to learn some basic vocabularies and sentence patterns.					
Time	80 minutes (2 sessions)		Props/ Tools	Alphabet cards, blackboard, chalks, I-pad, Bluetooth speaker, laptop, number cards, paper, pen, word cross		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	Video about farm animals. After the video, we will ask them what they have <u>watched the video</u> , we will <u>ask</u> them if there are any other animals they know.	M-I	Horse, chicken, cow, duck, pig,	input	<a href="https://www.youtube.com/watch?v=RVJbKPW3Crs">https://www.youtube.com/watch?v=RVJbKPW3Crs</a> , i-pad
Review	5mins	<u>Review the numbers (1-10)</u> We will repeat the numbers we have	AL M	1-10	Input	Number cards

		learnt before.			and out put	
Teaching	35 mins	<p><u>Lesson</u></p> <p>I. <u>Vocabulary teaching</u></p> <p>First, we will teach them 5 animals' spelling one by one.</p> <p>Second, <u>play a small game using the alphabet cards</u>: we will randomly pick a name of the animals we will cover today, and ask them to find out the right alphabet cards and spell it correctly.</p> <p>II. <u>Sentence pattern</u></p> <p>A:How many horses (or other animals) are there?</p> <p>B:There are two horses.</p> <p>We will play role-play game in this section. One tutor will play the role of farmer, and the other tutor will play the role of buyer, demonstrating two sentences. A: How many horses (or other animals) are there?</p> <p>B: There are two horses. After that, we will have students take turn playing the two roles.</p>	Des ugg esto pedi a;  CLT , M-I	Horse, chicke n, cow, duck, pig, and numbe rs 1 to 10	Inp ut, out put , me ani ng- foc use d	Alphabet cards, i-pad, Bluetooth, speaker

Tutoring	30	<p>Lesson</p> <p>I) <u>Teach them how to distinguish /k/ from /g/. Repetition will be used.</u></p> <p>II) Ask them whether they need help with their <u>English homework.</u></p> <p>III) <u>Review</u> the spelling of the vocabulary that we have covered that day.</p>	AL M	Horse, chicken, cow, duck, pig, and numbers 1 to 10	Input, output, meaning-focused	Paper. Pen
Wrap up	5 mins	<p>Word Cross</p> <p><u>Play a small game.</u> We will give them a sheet of paper, on which there are scrambled alphabets. Students are asked to circle the animals' spelling among the scrambled alphabets.</p>	M-I	Horse, chicken, cow, duck, pig,	output	Word cross

#### Work division:

All of our group members did equal contribution to our tutor plan since we had a meeting together. Each of us takes turn submitting it. In the teaching part, Zoe and Sandy will take care of it while the other three will be responsible for recording, taking photos, helping them with the activity, and other stuff. In the tutoring part, Tracy, Jessica and Alston will take care of it while the other two will be responsible for recording, taking photos, helping them with the activity, and other stuff.



## Tutor Plan Week12

Materials	Guo-Tai graders textbook <u>Hello Kids 3</u>		Date	105/11/29		
			Grade	4, 5,6 <b>graders</b>		
Planner	All members in our group: Alston, Tracy, Zoe, Sandy, Jessica		G-T Students	蔡佳晏 劉柏勳 林志義 李亭岳 王敬程 葉峰豪		
Major Goals	Students will be able to learn vocabulary of sports, colors, and animals.					
Time	80 minutes (2 sessions)		Props/ Tools	Name cards, number cards, iPad, Youtube video, blackboard and chalks, paper balls, color pencils, alphabet cards, printed paper		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	Play color song, and ask the students what they saw in the video.	MI	pink, blue, green, yellow, black, white, red, purple	Input, meaning -focused	Ipad
Review	5 mins	Teachers imitate the animals’ sounds, and students guess what the animals teachers are imitating.	MI	horse, chicken, cow, pig, duck	Output, meaning -focused	Ipad
Teaching (for 6th grade)	25 mins	Teach the vocabulary one by one.  Play Game 1(Ball Throwing): The teachers draw a 3*3 grid on the blackboard, and draw the images of vocabulary in it. The teacher say a word, and the students throw paper balls to the answer on the grid.  Play Game 2(Charade): The students do the actions of certain sport, and the other students guess what the ball game is.	MI, TPR,G-T	basketball, baseball, soccer, tennis, dodgeball	input, output, meaning -focused	paper balls

Teaching (for 4,5th grades)	25 mins	<p>Teach the vocabulary one by one.</p> <p>Play Game (Draw and Guess): Randomly pick one student to draw an animal that we have learnt last week using one color pencil. And the other students will say out the color and the animal together.</p> <p>For example: student A draw a pig using pink color pencil, student B will say “it is a pink pig”.</p>	MI G-T	pink, blue, green, yellow, black, white red purple	meaning -focused, output	color pencils
Tutoring	40 mins	<p>For 4,5th graders:</p> <ol style="list-style-type: none"> <li>1) Teach something extended from what we have learnt (animals, numbers, colors)</li> <li>2) Teach phonic: /th/</li> </ol> <p>For 6th graders:</p> <ol style="list-style-type: none"> <li>1) Finish the rest of the pre-test.</li> <li>2) Review what we have learnt so far, combining all the vocals together.(numbers, animals, colors)</li> <li>3) Teach phonics: /th/</li> </ol>	G-T, MI	animals, numbers, colors that we have learnt	input, output	alphabet cards
Wrap up	5 mins	Word Cross game	MI	animals	output	printed paper

Work division:

All of our group members did equal contribution to our tutor plan since we had a meeting together. Each of us takes turn submitting it. In the teaching part, Zoe, Sandy, Tracy, and Jessica will take care of it while Alston will be responsible for recording, taking photos, helping them with the activity, and other stuff. In the tutoring part, every member of us will take care of it and take turns recording, taking photos, helping them with the activity, and other stuff.

## **Tutor Plan Week13**

Materials	Guo-Tai graders textbook <u>Hello Kids 3</u>		Date	105/12/6		
			Grade	4, 5,6 <b>graders</b>		
Planner	All members in our group: Alston, Tracy, Zoe, Sandy, Jessica		G-T Students	蔡佳晏   劉柏勳   林志義 李亭岳   王敬程   葉峰豪		
Major Goals	Students will be able to learn the sentence patterns and vocabulary, and use them to express their preference.					
Time	80 minutes (2 sessions)		Props/ Tools	alphabet cards, Ipad		
Activity	Time	Procedure	Major Method/ technique s	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	Play a video that introduces basic verbs.	MI	Eat, Drink, Run, Jump, Walk, Talk, Sing, Dance, play	input meaning -focused	Ipad
Review	5 mins	Teachers imitate playing sports, students guess.	Silent Way	Sports	output	

Teaching (for 6th grade)	25 mins	<p>Sentence patterns</p> <p>1) I want to ....</p> <p>2) I love to .....</p> <p>3) I don't like to....</p> <p>Role Play</p> <p>Teachers will establish a situation for students to act out.</p> <p>Teachers will ask: Amy, what are you going to do today?</p> <p>Student A: I want to...</p> <p>Teachers will ask: Amy, what do you love to do?</p> <p>Student B: I love to....</p> <p>Teachers: Do you like to ....?</p> <p>Student C: I don't like to....</p>	ALM MI	Eat, Drink, Run, Jump, Walk, Talk, Sing, Dance	input, output, language -focused	
Teaching (for 4,5th grades)	25 mins	<p>Teach them the basic verbs one by one.</p> <p>Charade: Teachers will switch the commands randomly, and students will follow.</p> <p>Students will also take turn going up on stage and give commands.</p>	G-T TPR	Eat, Drink, Run, Jump, Walk, Talk, Sing, Dance	input, output, meaning -focused	
Tutoring	40 mins	<p>For 6th graders: teach them phonics /n/ and /m/, and review those phonics we have learned.</p> <p>For 4,5th graders: teach them phonics /n/ and /m/, and review those phonics we have learned.</p>	G-T MI	Phonics	Input, output, language -focused	alphabet cards
Wrap up	5 mins	<p>Memory game:</p> <p>All the alphabet cards face down, and students will flip the card one at a time to find the right alphabets so that they can spell the words out.</p>	5 mins	Eat, Drink, Run, Jump, Walk, Talk, Sing, Dance	MI G-T	alphabet cards

Work division:

All of our group members did equal contribution to our tutor plan since we had a meeting together. Each of us takes turn submitting it. In the teaching part, Tracy, Jessica and Alston will take care of it while the other two will be responsible for recording, taking photos, helping them with the activity, and other stuff. In the tutoring part, Zoe and Sandy will take care of it while the other two will be responsible for recording, taking photos, helping them with the activity, and other stuff.

### **Tutor Plan Week14**

Materials	Guo-Tai <u>4-5<sup>th</sup></u> graders textbook <u>Hello kid</u> <u>3 &amp; Dino 5</u>		Date	105/12/13		
	Introduce		Grade	4,5,6th <b>graders</b>		
Planner	Alston, Jessica, Tracy, Sandy, Zoe		G-T Students	蔡佳晏      劉柏勳 林志義      李亭岳 王敬程      葉峰豪		
Major Goals	Students will be able to 3. Learn some vocabs about meats and fruits 4. Be aware of environmental issues					
Time	80 minutes		Props/ Tools	Character cards, Grid chart on the blackboard, Chalks, Small ball, Fruits’ pictures, world map, Alphabet card, phonic clock, pen, paper,, iPad		
Activity	Time	Procedure	Major Method/ technique s	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	-role play Tutors will play as customers, waiters, and waitress in a restaurant. The customer will order something like beef, pork, kiwi juice, or cherry cake. And the tutees will guess what topic we are going to teach.	MI	Beef, pork, kiwi juice, cherry cake	Input Output	Character cards

Teaching	20 mins	<p><b><u>Activity 1 – Throwing Balls (Meats)</u></b></p> <p><b><u>I.</u></b> Before introducing the vocabularies of meat, ask the students whether they know or have eaten any kind of meat. For example: beef, pork, chicken, lamb...etc. After asking them, we will show them the picture of different kinds of meat as well as their English vocabs.</p> <p><b><u>II.</u></b> Ask the students to play the Ball-throwing Game.</p> <p>First, we will draw 3*3 grid chart on the blackboard, after that we will place the pictures of different kinds of meat in each grid. Secondly, we will ask the students to throw the ball to the meat that they would like to eat. After they hit the ball, they have to spell the vocabs of the meat correctly in order to take the picture away. Lastly, the one who get the most pictures will win the game and get special gift.</p> <p><b><u>III.</u></b> After this activity, we will mention little about how eating meat might have something to do with methane and global warming.</p>	M-I  ALM  GT	Beef, Meat, Pork, Chicken, Lamb,	Input, output, Meaning-focused	Grid chart on the blackboard, Chalks, Small ball
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Teaching	20 mins	<p><b><u>Activity 2- Fruits and Map</u></b></p> <p><u>I.</u> Show students the world map and tell them the main places of origins of the fruits and also identify those fruits' names in English. Ask students to match the fruits' pictures to the place of origin. The one answer correctly the most will win the game and get special gift.</p> <p><u>II.</u> Talk about a story of the environmental pollution from transporting fruits from the place of origin to somewhere far away. Issue including: pesticide pollution, carbon footprints</p>	M-I CLT	Pear, Pineapple, Watermelon, Cherry, Kiwi	Language and meaning focused, input, output	Fruits' pictures, world map
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Tutoring	30 mins	<p><b><u>-Phonics</u></b></p> <p>Divide tutees into two groups—6<sup>th</sup> graders as one group, while 4<sup>th</sup> and 5<sup>th</sup> graders as one group</p> <p>6<sup>th</sup> graders—th, ay, ow, ch, sh</p> <p>4<sup>th</sup> and 5<sup>th</sup> graders—a, e, i, o, u</p> <p>(we will see the situation and decide whether to add or delete phonics)</p> <p>Review the vocabs we have taught today, and ask students which game they would like to play again to review the vocabs.</p>	MI, ALM	<p>6<sup>th</sup> graders—tha nk, three, say, pay, cow, now, cherry, chicken, she, sheep</p> <p>4<sup>th</sup> and 5<sup>th</sup> graders—ap ple, pig, cow, duck, red</p>	Input, output, language focused	Alphabet card, phonic clock, pen, paper
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Wrap up	5 mins	-Story time -Tell the tutees how meats and methane are related, and how they indirectly and negatively impact our environment.  -Tell the tutees how the transportation of fruits from one place to another will produce carbon footprints and then have some negative impact on environment.	No method	Fruits and meats that we have covered today (depends on the situation)	input	Use ipad to show some related pictures
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### Work Division

We, all the group members, had a meeting together and come up with this lesson plan. In this lesson plan, Alston, Zoe, Sandy, Tracy, and Jessica will be teaching according to the lesson plan as a whole class (We will see the situation and assign one person to be cameraman). In the tutoring part, Jessica and Tracy will be responsible for tutoring 6<sup>th</sup> graders while Alston and Sandy will be taking care of 4<sup>th</sup> and 5<sup>th</sup> graders (if needed, we will still make adjustment).

## Tutor Plan Week16

Materials	Guo-Tai <u>4-5<sup>th</sup></u> graders textbook <u>Hello kid 3 &amp; Dino 5</u>		Date	105/12/20		
	Introduce		Grade	4,5,6th <b>graders</b>		
Planner	Alston, Jessica, Tracy, Zoe, Sandy		G-T Students	蔡佳晏      劉柏勳 林志義      李亭岳 王敬程      葉峰豪		
Major Goals	Students will be able to 1. Learn some vocabs about seafood, fast food, snacks, and desserts. 2. Be aware of environmental issues					
Time	80 minutes		Props/ Tools	character cards (for the two role plays in wrap up and fast food part), Blackboard, picture cards, I Pad, Small ball ,Chalks, Alphabet card, phonic clock, pen, paper		
Activity	Time	Procedure	Major Method/ technique s	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	-role play Tutors will play as customers, waiters, and waitress in a restaurant. The customer will order something like fast food(burger), seafood(fish), snacks and desserts(cakes and candy). And the tutees will guess what topic we are going to teach.	MI	Burger, fish, cake, candy	Input	character cards

Teaching	15 mins	<p><b><u>Activity 1–Sea food</u></b></p> <p>I. We will play the Charade game. First, two of the tutors will demonstrate how the game works (use “bird” as an example). And then four of the tutees will take turns to be the performer to do the silent action (fish, shark, whale, and crab). At the same time the other two tutees will guess what word they are trying to express (the tutees can say in Chinese). The last word “coral” will be introduced through the story told later.</p> <p>II. After the game, we will teach the tutees how to pronounce and spell each of the vocabularies correctly in English (observing their mouths).</p> <p>III. About the story, first I will ask them “Have you ever watched a movie which is about fish and sea? (answer: finding Nimo)” And then I will say that “Do you know that the amount of fish is less and less?” This question would be the introduction of my story which is about overfishing of sharks, whales, and crabs. Besides, the unfair fishing way also affects the living environment of coral and the consequences (such as coral bleaching). Then I will teach the tutees the vocabulary of “coral.” (most of this part will be conducted in L1:Chinese, and this part would be more like a chatting instead of teaching)</p>	Silent-wa y MI ALM	Fish, shark, whale, crab, coral	Meaning-f ocused, input, output	Blackboard, picture cards
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Teaching	15 mins	<p><b><u>Activity 2-Fast food</u></b></p> <p>I. Learn the vocabulary and sentences</p> <p>A. Explain and teach them memorizing 5 words/phrases: French fries, fried chicken, coke, burger, and tell them to read after me by looking at the pictures of foods with the foods' name on it.</p> <p>B. Explain and teach them memorizing the 4 sentences: I want some French fries. I want a bottle of coke. I want a burger. I want fried chicken, and tell them to read after me by looking at the sentences which will be written on the blackboard.</p> <p>II. Role play</p> <p>A. Design a situation: the teacher play the role of server in McDonald's, putting on the cap, and ask the students: may I take your order?</p> <p>B. The students will play the roles of costumer, making order by using the sentences we just learn, and they can have the pictures with them. When they have ordered one thing, they give the picture to the server. If they complete the 4 sentences, they can have reward.</p> <p>III. Ask them do they know the consequences of eating too much fast food. And then tell them fast foods are fried with palm oil. If they eat too much palm oil, they will get cardiovascular diseases and become fat. Also, Malaysians and Indonesians are deforesting rainforests in order to plant palm trees, for palm oil worth lots of money. The disappearing of rainforest will cause many problems. For example, gorillas lost their homes and become extinctive.</p>	MI, ALM, CLT	French fries, fried chicken, coke, burger, for here, to go	language Input/output	Character cards
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Teaching	15 mins	<p><b><u>Activity 3– Parachute (Snacks)</u></b></p> <p><b>IV.</b> First, we will teach students to identify some snacks’ names in English.</p> <p><b>V.</b> Then, we will draw a big parachute with 5 rigid frames for each of the students on the blackboard. Afterwards, play music while passing around a ball among the students clockwise, and suddenly pause the music. The student holding the ball should answer what the snack that the teacher says as a question is called in English.</p> <p><b>VI.</b> If the student gets it right, his parachute will remain having 5 rigid frames. If he or she gets it wrong, his parachute will lose 1 rigid frame. When a student’s parachute have lost 5 rigid frames, his parachutist will fall from the sky and die, which means he lost the game. The one who still has the most rigid frames on his parachute will win the game and get special gift.</p> <p><b>VII.</b> After this activity, we will mention little about how eating meat might have something to do with palm oil, and how palm oil affects our lives in a way.</p>	M-I G-T	Potato chip, Candy, Cookies, Chocolate	Input, output, meaning-f ocused	I Pad Small ball Chalks Blackboard
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Tutoring	25 mins	<b><u>-Phonics</u></b> Divide tutees into two groups—6 <sup>th</sup> graders as one group, while 4 <sup>th</sup> and 5 <sup>th</sup> graders as one group 6 <sup>th</sup> graders—oo, in, un, um 4 <sup>th</sup> and 5 <sup>th</sup> graders—a_e, i_e, o_e (we will see the situation and decide whether to add or delete phonics) Review the vocabs we have taught today, and ask students which game they would like to play again to review the vocabs.		Moon, food, ink, king, umbrella, under  Cake, Make, Kite, like, more, joke		Alphabet card, phonic clock, pen, paper
Wrap up	5 mins	-Story Time - Tell the students how over-fishing will negatively impact and pollute ocean. -Tell the students how fast-food will negatively impact student's health (obesity). -Tell students how palm oil and snacks will negatively impact the earth.	No method	Fast food, seafood, snacks, and desserts that we have covered today	input	Use ipad to show some related pictures

### Work Division

We, all the group members, had a meeting together and come up with this lesson plan. In this lesson plan, Alston, Zoe, Tracy, and Jessica will be teaching according to the lesson plan as a whole class (We will see the situation and assign one person to be cameraman). In the tutoring part, Jessica and Tracy will be responsible for tutoring 6<sup>th</sup> graders while Alston and Zoe will be taking care of 4<sup>th</sup> and 5<sup>th</sup> graders (if needed, we will still make adjustment).

This week, Sandy will not go to 國泰 since she will have to help 系學會 to prepare for 理外民聖誕晚會.

### **Tutor Plan Week16**

Materials	Guo-Tai graders textbook <u>Hello Kids 3</u>		Date	105/12/27		
			Grade	4, 5,6 <b>graders</b>		
Planner	All members in our group: Alston, Tracy, Zoe, Sandy, Jessica		G-T Students	蔡佳晏 劉柏勳 林志義 李亭岳 王敬程 葉峰豪		
Major Goals	Students will be able to learn vocabularies related to Christmas.					
Time	80 minutes (2 sessions)		Props/ Tools	Ipad, pictures, blackboard, chalks, survey papers, gifts		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	Play a Christmas song and let them guess our theme today.	MI	-	Input, output	Ipad
Review	5 mins	Review colors that we will be using today.  We will ask students what colors they might use on Christmas.	CLT	Yellow, Green, Red, Blue, Black, White	Output, meaning -focused	-

Teaching (for 4 <sup>th</sup> , 5 <sup>th</sup> , 6th grade)	30 mins	<p>Teach students English vocabs first using relevant pictures.</p> <p>We will then split them up into 2 groups. Each group will have 3 students. They will line up. The teacher will show the last person in line a picture we have taught them. The last student will need to come up with the English word. Then, the last student will have to rush to tell the first person in line what word he/she has just seen. The first student will then need to write it down on the blackboard. And the first student goes to the end of the line, and the previous last student take his place to the next first person. Repeat.</p>	TPR,MI	Socks, Fireplace, Snow, Christmas tree, Santa Claus, Reindeer, Christmas Eve, Presents, Gifts, Turkeys	input, output, meaning -focused	Pictures, Ipad, blackboard, chalks
Tutoring	30 mins	Do the post-test individually (1 teacher on 1 student).	-	-	input, output	Survey paper
Wrap up	10 mins	Count the points they have gained and give out the gifts we have prepared for them.	-	-	-	Gifts

Work division:

All of our group members did equal contribution to our tutor plan since we had a meeting together. Each of us takes turn submitting it. In the teaching part, Zoe, Sandy, Tracy, Jessica, and Alston will take care of it and we will take turn recording, taking photos, and other stuff. In the tutoring part, every member of us will take care of it and take turns recording, taking photos, doing post-test.



# Reflections—Week 2 to Week 17

## Week 2

I have learnt a lot and received a lot of information today. At first, I was considering whether to drop this course or not. Eventually, I decided to stay here, for I have the experience of teaching English, which used to be my part-time job, for 2-3 years. Teachers might not necessarily be my occasion in the future but I still think it is always a good idea to learn more about my major. And I do think what I learn in this course will be helpful to me.

## Week 3

About TPR, I have learnt that it is a method under the big umbrella called "approach", which indicates that teachers give commands to students and students act it out to demonstrate their understanding without saying a word. Not only teachers, but also students give commands to teacher in order to retain their understanding. Some commands might be write down your name on the blackboard, or jump twice on the floor. Regarding how to define a good teacher, in my opinion, being a good teacher is not about how much knowledge the teachers have, but how much knowledge the teacher can get across to students' minds. Besides, a good teacher should always try to understand students' feelings, be tolerant of students' errors, and give compliment when students do something correctly.

## Week 4

This week, we have gone through TPR again as a overall review. And also, what defines a good teacher is again emphasized. Also, something to pay attention to when dealing with students in Guo Tai Elementary school are mentioned, which I think I would not have noticed if they had not been mentioned. Anyway, I really hope to see my students as soon as possible.

## Week 5

This week, we have covered a lot, including G-T, Direct, AL Method. I think we go through so many different methods in one week time, there are pros and cons. One of the pro is that it is better for us to find the similarities between them. For example, I found that in G-T method students are asked to find similarities between the translated language and target language. In ALM, students are given no rules and grammars but lots of examples, so that they can find the similarities between each example in which grammar is applied, and then figure the rules out by their own. This is my conclusion then: finding similarities is very helpful in learning.

## Week 6

This week, we have covered a lot of things that we have to be aware of in the real teaching setting. Next week, we are going to meet those children, also students for the very first time. Actually I am quite confident in speaking in public, so I am not afraid of teaching those kids. However, when i was informed that it is very possible that one of our students might have some kind of "problem", i became a bit nervous. Anyway, i will try my best.

## Week 7- service learning 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？

- a. For the very first time tutoring, we actually did not split our roles in detail. However, we did play some ice breaking games to let students know more about us, and let them feel released instead of making them feel stressed. Also, I keep mentioning to them that it is a tutoring activity, but not a “regular class”, hopefully they won’t feel like they still have to learn a lot after school.
- b. In the service learning, I met three students and I think there are all good. Luckily I got along with them quite well. Also, i met Mr. Fang. He is a nice person who always has smile on his face.
- c. The experience is totally different from in class one. In class, I am a student while I am a teacher over Guo Tai. This is the major difference.

### 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

- a. This time, I think I learned how to preside over a “ceremony”. Whenever students seem not responding, I have to say something to make the situation better. I think it is like I am presiding over a ceremony. I learned how to say something accordingly after others have said something so as to keep things moving on as scheduled.
- b. I think there is one thing that specially impressed me. One of the student, 王敬程, said to us that he did not say more than 5 sentences per day. Obviously, he did say more than just 5 sentences. He even murmured in my ear secretly that he have been collecting a lots of Yu-Gi-Oh cards 遊戲王卡. I feel very warm that students sometimes are willing to share something personal to me, it makes me feel like I am close and gracious to them.

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?

a. After the first time tutoring, I think I must have learned something and got something to pay attention next time. Especially regarding the skills for how to appropriate communicate with children as our students.

b. In the future weeks, I think our group now knows how to schedule our tutor plan more accurately and appropriately using the methods that fit the children's needs.

4、**In class reflection**

a. This week, after listening to the group presentation regarding the Silent Way Method. I feel very impressed that there is such a technique that collaborates colors with teaching in a literally silent way. However, I do not think I am capable of teaching someone using this method. I still think that I should teach in a way that my students like, so I will try it for the next tutor plan and see how it is going.

Week 10- service learning 2

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?

This week, I am responsible for the teaching part in the first half hour. We taught them one to ten in English using games as a whole class. The students are the same as those we met for the very first time, although there were supposed to be some more but we missed. It is different from what we are doing in class, we are students in class, but are teachers in G-T elementary school.

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**

I have learned a lot. This time, I am responsible for teaching part, so I had to turn up my volume so that everyone could hear me. However, since there was another group of them in the same class, I still had to control my voice. It means that I learned to volume up my voice to the extent that is loud enough to reach my students when small enough not to disturb other group's teaching. The most memorable thing this time would be the shame that we missed our new students! I was really sorry about that. There were supposed to be some more students joining us but there had been a miscommunication between our teacher and us, that was why for that. It means something to me, I am really afraid that students would feel sad for not being able to join us while they might have thought they would be able to do so.

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?

After this time, I think I will double confirm everything with my teacher and my students as well only if there are anything that I am not sure about and I believe that is what I will always remember and have to do in my future.

## Week 11- service learning 3

### 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？

This week, I am responsible for the tutoring part in the second half hour. I basically guide them to finish up the survey and pre-test that we haven't had chance to finished. This is the first time that we have 3 more 6<sup>th</sup> graders joining our class. They are not as shy as I have expected them to be, but they are also not active like I would have liked them to be. However, they were under control and things did not go too much beyond my expectation. One of them is very polite, one of them seems to have so much to talk in class, and one of them is aboriginal. Those are my first impressions of them.

### 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

This time, I learned how to better communicate with them using rising tones. I found that when they seem to fade out or do not want to listen to us, we can try to rise our tone, and they will feel like we are patient and nice, so they will probably listen to us again, though I am not sure whether it will work again and again. One thing I might not forget is that Jing-Cheng, a student used to keep quiet all the time, has become very talkative. He spoke up a lot and participated in our activities very actively. But he also lost attention few times. This means to me that I am glad to see student start accepting us as their teachers, and would like to have more interaction with us while it also means that they will no longer be so polite to us like they used to in the first place.

### 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？

After this week, I think I have grown up more a little bit since this is the third time we went there for tutoring. I think I have become much stronger than I have expected myself to be. I mean I can bear with the noise they make, the "cute" remark they make, etc. It will help me to better deal with things in a more patient way in the future.

## Week 12- service learning 4

### 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？

This time, I am responsible for teaching 6<sup>th</sup> graders (3 students). Since we found that there are actually ability difference between 6<sup>th</sup> graders and 4<sup>th</sup> – 5<sup>th</sup> graders, we decided to separate them during teaching. It is very different from the situation in class, this time Jessica and I used TPR a lot in teaching, which I think is really useful, helpful and enjoyable for male 6<sup>th</sup> graders. After the class, I did ask them if they liked this kind of teaching, their response are all positive.

### 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

This time, I learned that engaging students' abilities besides English in teaching is something interesting and important in teaching. For example, we have baseball players in our students, and we do involve baseball in our activity during teaching, so that students will feel interested and engaged. They will then be more motivated to learn and have connection with us. I think it is something meaningful to me that is worth attention.

### 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？

After this week, I think I have learned a lot about how to better communicate with students, especially children. I realized that teaching is not only giving information, but also listening what students want to say. In the future, I think it can be something useful in terms of my interpersonal skill.

## Week 13- service learning 5

### 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？

Last time one of our group member did not feel well, so she did not really teach those kids but only help with other stuff including taking photos and videos, preparing props, and etc. In order to balance our teaching time, this time we decided to give her take control of most of the teaching time, so this time I seldom teach but give advice and help with the process of activity. Students are still the same as before.

### 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

This time, I learned that using competition style in teaching is especially effective for children because they like to battle with each other, by having a competition, it motivates children to learn. One thing I am very surprised at is that Benson, one of the 6<sup>th</sup> graders students won the first prize in the activity today! He used to perform “indifferently”, but he did pretty well this time. I hope he can make progress continuously. To me, it means that every student has a chance to become better, teachers will never give up!

### 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？

After this week, I think I learned that there are different ways to motivate a student to learn. I think it means to me that in the future, I need to also see things from different perspective, and always believe that “there is always another way to solve a problem”.

## Week 14- service learning 6

### 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？

This week, I am in charge of all the filming because we think that I have taught a lot and collected enough video clips in the past few weeks. So, we decided to let other group members to do the teaching while students remain the same.

### 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

Since this is actually the very first week for me to take control of most part of the filming, I want to focus on talking about what I learned from holding a camera. Basically, I think I learned how to handle two things at a time, and how to film appropriately. For example, I have to follow the movement of the person I am filming without shaking my hands. It is not easy I thought. Also, when I was filming, students might do some wry faces to the camera. By that time, I have to film and remind students to stay focused at the same time. The most memorable thing happening in this week is that I found that students really like to come to the person with the camera on hands. It is funny and cute!

### 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？

After this week, I think I learned how to stay focused while more than one thing happens at the same time. I think it is useful to every level of work, and different kinds of jobs. I guess I need this skill very much in my future. Also, basic filming is obviously a skill to master too.



## Week 15- service learning 7

### 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？

This week, we group all the students up for teaching them as a whole class. I am responsible for teaching “snacks and desserts”. I first taught them some common snacks and desserts in English. Then, I gave students a ball to circulate among them. I then played a Christmas song(since Xmas is coming). I suddenly paused the song and the one who was holding the ball would have to answer my question. This kind of activities are very different from what we used to learn in class. .

### 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

During the service learning, I learned that it is very important and essential for teachers to adjust the activity according to their observation of students’ reactions to the activities. For example, we planned to let students play charades this week. However, after we had played several rounds of charades, we found that students seemed not that interested in this game as we had expected, we decided to change to activity to what I mention above. Apparently, students seemed so much better by then. One interesting and memorable thing to mention is that this week, one of the tutees—Amy, she brought her cousin along in class, so we had a fun time teaching one more student this week.

### 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？

After this week, I think I learned how to act and react according to different circumstances. For example, we decided not to follow our original lesson plan and changed it in the middle of the service learning. I think this kind of ability is very helpful for my future.

## Week 16- service learning 8

### 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？

This week, we have a class that is very different from the regular tutoring session because it is the last class. Tutees are the same. We basically give lessons and give out the incentives that we have promised to give.

### 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

This week is the most memorable one, after giving out the incentives, tutees seem very happy, sitting on the chairs, eating the snacks we give, having fun conversation with us, talking about how they feel about our teaching and tutoring. I think I learn that giving out incentives can certainly help build a good relationship with tutees, especially when tutees are children.

### 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？

After this week, I think I learn how to use some extra “materials” (incentives) to “take down” the situation. I think in the future, I can probably use this kind of strategy in my career.

## Reflection—English Club Observation at Guo Tai

From this observation, I think I learned quite a lot of things that are different. Although the teachers of the English club use a lot of props to help with teaching, the students seem to show clear preference on what they prefer to play with and what they are not actually interested in. I think it reminds me of the fact that even though sometimes I thought I had great idea about a game, preparing a lot, it was still possible that students did not buy it. However, I think I am always a tolerant person. I remember I used to behave the same when I was child. Teachers always said that “I have a nice game for you to play which costs me lots of time to prepare for, you guys must like it very much!”, but I used to think “It does not matter how much time it costs you, what matter is I don’t like it.” Now, I know the feeling. Other thing is that I observed that the students in the English club are more motivated to learn than those kids I have been teaching. I can tell that the students in English club always have questions for teachers, I was quite shocked. How I wish my students could do the same things! Also, I think a big class has its advantages for playing games. For example, the teachers in English club set up a game that requires lots of players involved. I think it works! I believe that there are still things for me to learn, not only from how they give lessons, but also from those kid students.

# Results, Findings, and Discussion

For the very first time we go to Guo Tai elementary school, we let students do a pre-test on phonological awareness and a pre-survey on their attitude towards English. At the last two classes, we let them do another post-test and post-survey in order to test our teaching effectiveness and their learning effectiveness.

## Pre and Post-test

For the pre and post-test on phonological awareness, there are 3 categories: differentiation, comprehension and production of the 1st phoneme in a word, differentiation, comprehension and production of the last phoneme in a word, and segmenting & blending-- comprehension and production of each phoneme in a word. The following chart shows the average scores of tutees under different categories.

	differentiation, comprehension and production of the <u>1st</u> <u>phoneme</u> in a word (full score:132)	differentiation, comprehension and production of the <u>last</u> <u>phoneme</u> in a word (full score: 132)	segmenting & blending-- comprehension and production of each phoneme in a word (full score: 132)
Group Average Pretest	124	108	122
Group Average Posttest	126	110	130

According to the chart, the group average scores all increase under every category. For example, the average score of the first category increases from 124 in the pre-test to 126 in the post test. Thus, we can analyze that tutees are now more capable of differentiating 1<sup>st</sup> phoneme in a word. Also, the average score of

the second category increases from 108 to 110, which shows that tutees now become more able to identify the last phoneme in a word. Besides, the third average score tells that tutees become better at distinguishing each phoneme in a word even when the phonemes are blended together. Hence, we can conclude that tutees have made improvement after the service learning. However, there is another most possible interpretation of the results, which is their phonological knowledge almost remain the same. Since this is only a short-term service learning, we think that this is not really easy and possible to help tutees make huge improvement, which is also the reason why the average scores of pre and post-tests turn out to be so similar.

## Pre and Post-survey

For the pre and post survey, there are 4 dimensions: internal motivation, active participation, self-efficacy, and learning attitudes. The following chart shows the average scores of tutees under four dimensions.

	(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 Presurvey	3.43	3.71	3.44	3.48
Group Average Postsurvey	3.25	3.79	3.42	3.45

According to the chart, the group average scores of pre and post surveys under each category do not change a lot after the service learning. For example, under the category of active participation, the average score falls from 3.43 in the pre- survey to 3.25 in the post-survey; for the self-efficacy, the average score

changes to 3.42 from 3.44; for the learning attitude, the average score decreases to 3.45 from 3.48. The

average scores under the three categories show no huge change in spite of the slight decline in scores.

Similarly, the average score of internal motivation does not drop but only rises very slightly. Hence, we can

conclude that the tutees' active participation, internal motivation, self-efficacy, and learning attitude in

English learning do not change but almost remain the same.

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# Appendixes

## Photos

### Incentives



### Picture material





Prop for role play



Number flashcards



## Picture material



## Drawings

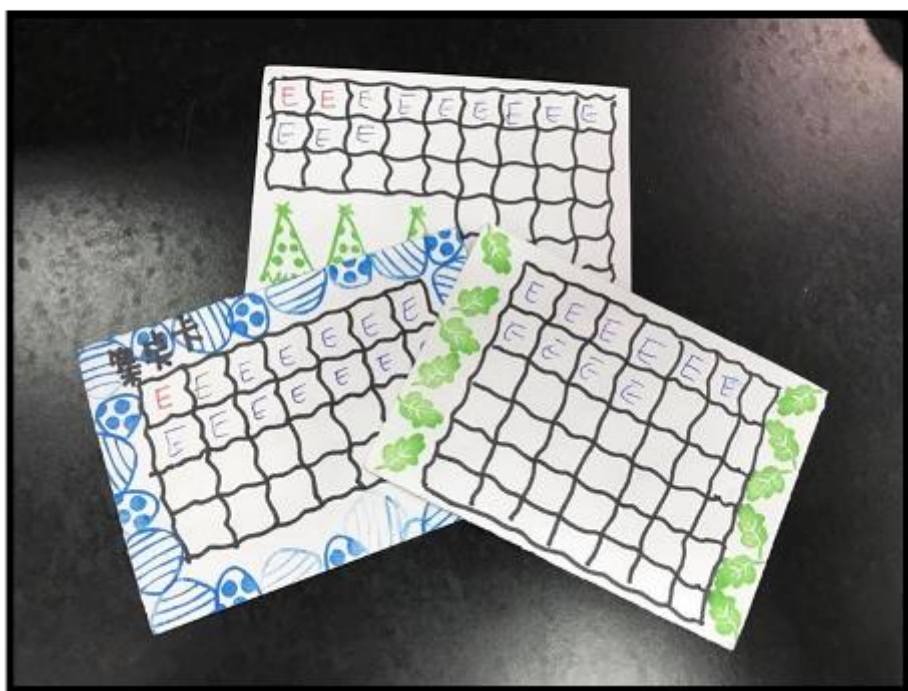




## Crossword



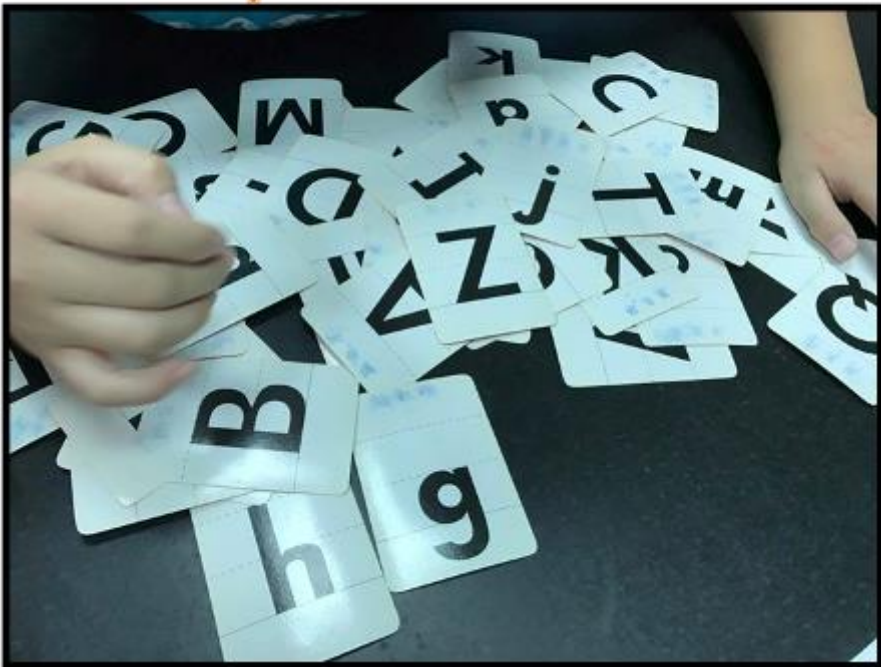
## Reward card



## Hangman



## Alphabet cards



## Videos



<https://www.youtube.com/watch?v=e8mnF2q7K3k&t=39s>

Date of teaching: November 15th (15/11/2016)

Description:

In this video, i am teaching students about numbers in English using a memory game. I pronounce the alphabets that form the word and ask students to pick them up after I count to 3. It is a competition for students which can arouse their ambition to memory the words.



<https://www.youtube.com/watch?v=lz9FIFVfmWg&t=4s>

Date of teaching: November 15 (15/11/2016)

Description:

In this video, we are teaching students about numbers using a song as a warm up activity. Since using music is a very effective way in teaching children, It helps catch students' attentions at the beginning of the class so as to give students a sense about what we are learning that day.





<https://www.youtube.com/watch?v=fxnyMUpT56o>

Date of teaching: November 22nd (22/11/2016)

Description:

In this video, each student is asked to pick a role to play, either farmer or buyer. Then, they have to practice saying the animals' names in English and sentence pattern as well.



<https://www.youtube.com/watch?v=RMKxSSjhrh8&t=54s>

Date of teaching: November 22nd (22/11/2016)

Description:

In this video, i am helping the students to finish up the rest of the pre-test that we have not got a chance to finish yet. We try to do it one on two so that children can listen to you and ask questions more easily.



[https://www.youtube.com/watch?v=obQO\\_Uc8IIA](https://www.youtube.com/watch?v=obQO_Uc8IIA)

Date of teaching: November 29th (29/11/2016)

Description:

In this video, I am helping the students to remember the English word "Tennis" by playing a fun game with them, in which students are asked to throw a ball the drawings on the blackboard and pronounce the word. If they get it right, points will be given for exchanging incentives.



<https://www.youtube.com/watch?v=eNf1YZQezPs&t=1s>

Date of teaching: December 6th (06/12/2016)

Description:

In this video, I am playing a game called Hangman with the students to help them practice their phonics and vocabs. Students are happy with this kind of games because they will feel like they are having a competition with each other, it helps awake their sense of learning.





<https://www.youtube.com/watch?v=TczEKLL3O38>

Date of teaching: December 6th (06/12/2016)

Description:

In this video, we are playing a game called 國王遊戲. Every student is randomly assigned a role, and the King will give commands to others so that student can practice some basic English verbs (action) in this game.



<https://www.youtube.com/watch?v=Wu4K0Khg5Gg>

Date of teaching: December 20th (20/12/2016)

Description:

In this video, we are playing a game with students. While i am playing the Christmas song, students have to circulate the table mat, when i suddenly pause the song, the one who is holding the table mat will have to answer my question.



<https://www.youtube.com/watch?v=svASLSQjVHU&feature=youtu.be>

Date of presentation: 5th Jan 2017 (2017/01/05)

Description: In this video, I am showing one of the clips of my service learning at Guo Tai elementary school and explaining what i am doing in the video. Also, i analyze the survey data of our service learning.

At last, i talk about my overall reflection of this course.