

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

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Introduction to TEFL

Guo-Tai Elementary School Service Learning Portfolio: Learning From Teaching

Date: 7/1/2017

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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 (4th graders), Jimmy (4th graders), Harry (5th graders), Ben (6th graders), Ivan (6th graders), Rocky (graders). We go there for service learning on Tuesdays since 25th October 2016 to 27th December 2016, 8 times in total. Ever 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

Tutor Plan –FJU W7

Materials	Guo-Tai 4-5 th graders textbook <u>Hello kid</u> <u>3 & Dino 5</u>		Date	105/10/25		
			Grade	4-5th graders		
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	80 minutes (2 sessions)		Props/ Tools		Name card, clay, Youtube video, pretest, asurvey	
Activity	Time	Procedure	Major Method/ technique s	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	<u>Lesson</u> <u>I. Pre-test</u> <u>II. Survey</u> <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>	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 –FJU W 10

Materials	Guo-Tai <u>3 graders textbook hello kids</u>		Date	105/11/15		
			Grade	<u>4th and 5th</u> graders		
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	80 minutes (2 sessions)		Props/ Tools	Name card, number card, iPad, youtube video, Blackboard and chalks		
Activity	Time	Procedure	Major Method/ techniques	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 https://www.youtube.com/watch?v=A7InEgPGxc
Review	0 mins	We haven't taught anything new, so there won't be any review.	—	—	—	—
Teaching X and Y will teach 1-10 to the whole class	25 mins	<div><u>Lesson</u></div> <div>- We will read the words out loud and they should repeat after us.</div> <div>- Game: We will point at the number card(without english one on it), shape our mouth according to the number,</div>	<div>- ALM</div> <div>- Silent way</div> <div>- MI</div>	Vocabulary: One to Twenty, Plus, Minus, Equal (Bonus: if	meaning focus input and output	Number cards, sign cards

Materials	Guo-Tai <u>3 graders textbook hello kids</u>		Date	105/11/15		
			Grade	<u>4th and 5th</u> graders		
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	80 minutes (2 sessions)		Props/ Tools	Name card, number card, iPad, youtube video, Blackboard and chalks		
		and they should guess what word it is.		time allowed)		
Tutoring A,B and C will tutor them one on one	25 mins	<u>Lesson</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 https://www.youtube.com/watch?v=_eojN2jlitk

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 –FJU W 11

Materials	Guo-Tai <u>graders textbook hello kids 3</u>		Date	105/11/22		
			Grade	<u>4th and 5th</u> graders		
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 the vocabulary of animals and numbers.					
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	https://www.youtube.com/watch?v=RVJbKPW3Crs , i-pad
Review	5mins	<u>Review the numbers (1-10)</u> We will repeat the numbers we have learnt before.	AL M	1-10	Input and output	Number cards

Teaching	35 mins	<p><u>Lesson</u></p> <p>I. <u>Vocabulary teaching</u> First, we will teach them 5 animals' spelling one by one. 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> A: How many horses (or other animals) are there? 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? 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, chicken, cow, duck, pig, and numbers 1 to 10	Input, output , meaning- focused	Alphabet cards, i-pad, Bluetooth, speaker
Tutoring	30	<p><u>Lesson</u></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
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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 –FJU- W12

Materials	Guo-Tai graders textbook <u>Hello Kids 3</u>		Date	105/11/29		
			Grade	4, 5,6 graders		
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"> 1) Teach something extended from what we have learnt (animals, numbers, colors) 2) Teach phonic: /th/ <p>For 6th graders:</p> <ol style="list-style-type: none"> 1) Finish the rest of the pre-test. 2) Review what we have learnt so far, combining all the vocals together.(numbers, animals, colors) 3) Teach phonics: /th/ 	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 –FJU-Zoe Liao -W13

Materials	Guo-Tai graders textbook <u>Hello Kids 3</u>		Date	105/12/6		
			Grade	4, 5,6 graders		
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/ techniques	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 –FJU14-15

Materials	Guo-Tai 4-5 th graders textbook <u>Hello kid</u> <u>3 & Dino 5</u>		Date	105/12/13		
			Grade	4,5,6th graders		
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	40 minutes (2 sessions)		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><u>Activity 1 – Throwing Balls (Meats)</u></p> <p>I. 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>II. 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>III. 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-f ocused	Grid chart on the blackboard, Chalks, Small ball
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Teaching	20 mins	<u>Activity 2- Fruits and Map</u> <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. <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	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><u>-Phonics</u></p> <p>Divide tutees into two groups—6th graders as one group, while 4th and 5th graders as one group</p> <p>6th graders—th, ay, ow, ch, sh</p> <p>4th and 5th 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>6th graders—thnk, three, say, pay, cow, now, cherry, chicken, she, sheep</p> <p>4th and 5th graders—apple, 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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Group member

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

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 6th graders while Alston and Sandy will be taking care of 4th and 5th graders (if needed, we will still make adjustment).

Materials	Guo-Tai <u>4-5th</u> graders textbook <u>Hello kid</u> <u>3 & Dino 5</u>		Date	105/12/20		
			Grade	4,5,6th graders		
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	40 minutes (2 sessions)		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><u>Activity 1–Sea food</u></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><u>Activity 2-Fast food</u></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/outp ut	Character cards
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Teaching	15 mins	<p><u>Activity 3– Parachute (Snacks)</u></p> <p>IV. First, we will teach students to identify some snacks' names in English.</p> <p>V. 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>VI. 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>VII. 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
Tutoring	25 mins	<p><u>-Phonics</u></p> <p>Divide tutees into two groups—6th graders as one group, while 4th and 5th graders as one group</p> <p>6th graders—oo, in, un, um</p> <p>4th and 5th graders—a_e, i_e, o_e</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>		<p>Moon, food, ink, king, umbrella, under</p> <p>Cake, Make, Kite, like, more, joke</p>		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
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Group member

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

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 6th graders while Alston and Zoe will be taking care of 4th and 5th 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 –FJU- W16

Materials	Guo-Tai graders textbook <u>Hello Kids 3</u>		Date	105/12/27		
			Grade	4, 5,6 graders		
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 th ,5 th , 6th grade)	30 mins	Teach students English vocabs first using relevant pictures. 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.	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.

Tutor Plan –FJU-Before the Flood

Materials	Guo-Tai <u>4-5th</u> graders textbook <u>Hello kid</u> <u>3 & Dino 5</u>		Date				
	Introduce		Grade	4,5,6th graders			
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 5. Understand more English words that they will often use in their daily life. 6. Get some basic information about environmental issue						
Time	40 minutes (2 sessions)		Props/ Tools				
Activity	Time	Procedure		Major Method/ technique s	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	-Name game		ALM	Everyone's name	Output	Name cards

Teaching	20 mins	<p><u>Activity 1 – Throwing Balls (Meats)</u></p> <p>IV. 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>V. 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>VI. After this activity, we will mention little about how eating meat might have something to do with methane and global warming.</p>	<p>M-I</p> <p>ALM</p> <p>GT</p>	<p>Beef, Meat,</p> <p>Pork,</p> <p>Chicken,</p> <p>Lamb,</p>	<p>Input,</p> <p>output,</p> <p>Meaning-f</p> <p>ocused</p>	<p>Grid chart</p> <p>on the</p> <p>blackboard,</p> <p>Chalks,</p> <p>Small ball</p>
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Teaching	20 mins	<p><u>Activity 2- Fruits and Map</u></p> <p><u>III.</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>IV.</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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Teaching	20 mins	<p><u>Activity 3–Sea food</u></p> <p>VIII. 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>IX. 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>X. 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, vocabulary cards, picture cards
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Teaching	20 mins	<p><u>Activity 4-Fast food</u></p> <p>IV. 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>V. 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>VI. 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/outp ut	
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Teaching	20 mins	<p><u>Activity 5– Parachute (Snacks)</u></p> <p>XI. First, we will teach students to identify some snacks' names in English.</p> <p>XII. 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>XIII. 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>XIV. 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
Wrap up	5 mins	<p>Ask what do they learn about today's tutoring. Also review all the vocabularies we teach them today. Then, we could discuss with the tutees about what we can do to help the environment—to let tutees to express their own opinions.</p>				

Group member

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

Work Division

We, all the group members, had a meeting together and discussed the big orientation of our lesson plan for the group project—Before the Flood. Besides, we came out with five different pleasant (since we have 5 members) activities combining all the ideas that flashed through our minds. After that, each of us take one activity back home and revised it. After everyone has checked the final version with one another, this group project, lesson plan is then done.

Reflections

Liao 42

Service Learning Reflections

The 1st & 2nd Visit - Time - week 7&10 (FJU week no.)

學 號 student No. 403110436 班級 Class Junior 姓 名 Name Zoe Liao 廖彥筑

服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, 10/25/2016 & 11/15/2016 (m/d/y)

課程名稱 Course Title : Introduction to TESL

服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 4&5th graders

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The 1st & 2nd Visit - Time - week 7&10 (FJU week no.- Day of the week)

Date and Time of Service : 4:20pm ~5:40pm, 10/25/2016 & 11/15/2016 (m/d/y), TTL SL hours: 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？

1. I taught Guo-Tai elementary school- 4&5th graders English.
2. I helped them fill out the pre-test of phoneme and survey questionnaire.
3. I got to know their names-Harris, Anna, and Jimmy, and asked their hobbies, and they also learned our names.
4. I can talk to them and know their feelings about English and English course.

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 found out that Anna was using her cleverness secretly doing phoneme pre-test. She found out that when answering the test, there is no need to listen to what teach pronounced because she can find the answer by just finding which letters of an option are different from others.
2. The students can't pronounce [θ] correctly.

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 should think about how to design a test which student can only answer by listen to what teachers are pronouncing.
2. I should make them practice more about the phoneme [θ] when we teach some vocabulary containing this phoneme.

4. Misc. (miscellaneous)

1. 10/27 Silent way: In Silent way, teaching should be subordinated to learning.
2. 11/17 CLT: Communicative Language Learning Approach means teaching and learning are for communicative intent. The teacher is an advisor or a monitor, teaching authentic materials.

Service Learning Reflections

The 3rd Visit - Time - week 11(FJU week no.)

學 號 student No. _403110436_ 班級 Class _Junior_ 姓 名 Name _Zoe Liao 廖彥筑

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, _11/22/2016_ (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- 4,5&6th graders

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The 3rd Visit - Time - week 11(FJU week no.- Day of the week)

Date and Time of Service : 4:20pm ~5:40pm, _11/22/2016_ (m/d/y), TTL SL hours: 1.3

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？

1. I taught English with my 4 group members in Guo-Tai elementary school.
2. My group members and I taught 2 fourth graders, 1 fifth grader, and 3 sixth graders.
3. Our group can use the theories or approach we learned from TESL course and the textbooks to teach the students. Before taking the course, I thought that a teacher doesn't need to know what theory or approach he or she is applying when teaching or writing lesson plans. Now I know that being aware of what theory or approach the teacher is applying can help he or she to design a richer and more interesting lesson plan.

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

Problems encountered this week – Problem solutions

1. This week we had 3 new students who were from 6 grades. Because the number of students was increasing, and we didn't prepare our teaching in detail, we lost a little bit control of the students. They kept losing attention from us, and joked with the students who are not from our class but standing outside the windows.
2. When I was explaining a game we designed for the students to help them learn English, I didn't explain it very well. Therefore, the students looked confused and lost attention from me.
3. I really need to think and prepare more carefully what I am going to teach and do in the class, and also think about what situations I may be encounter with. Also, I and my group members noticed that the students are not very interesting in role play.

3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？

1. I know what I should improve after the teaching this time. And also, my group members help me to find what thing I should improve as well. I should speak more, prepare more, and tell the students who are not from our class but keep annoying our teaching to be quiet and tell their teachers to get them back to their classroom.
2. I will think about what exactly I need to say the students and the sequence of our teaching, and discuss with my partners, after we finish a lesson plan outline.

4. Misc. (miscellaneous)

Service Learning Reflections

The 4th & 5th Visit - Time - week 12&13(FJU week no.)學 號 student No. _403110436_ 班級 Class _Junior__ 姓 名 Name _Zoe Liao 廖彥筑服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, _11/29/2016 & 12/6/2016 (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- 4,5&6th graders

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The 4th & 5th Visit - Time - week 12&13(FJU week no.- Day of the week)Date and Time of Service : 4:20pm ~5:40pm, _11/29/2016 & 12/6/2016 (m/d/y), TTL SL hours: 2**5、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？**

1. I taught English course with my 4 group members in Guo-Tai elementary school.
2. My group members and I taught 2 fourth graders, 1 fifth grader, and 3 sixth graders.
3. I think most of the time the students in Guo-Tai elementary school are easy to communicate with, so actually I have a really great time teaching them. However, our course teacher BC always reminds us to pay attention on what we say and the students' feelings; therefore, it's still important to be cautious about everything.

6、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？Problems encountered this week – Problem solutions

1. After the 4th and 5th visit time in Guo-Tai elementary school, I learn that preparing what to say and what to teach enough is so important that it not only helps for the content we teach but also helps to enhance our confidence.
2. The 4th time visit is successful because first we did a lot preparation for it from very detailed lecture to the whole class design. I gave a very brief timetable for them to know what to do that day. After that, we had completed everything we planned before.

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 know that I am not good at teaching, and I don't want to be a teacher or professor in the future. Therefore, though this course only need me to teach elementary school students who speak Chinese, it is still not an easy job for me because I not good at talking or presenting. But I think it is a good chance for me to improve my shortcoming. Now I know that even if I am not good at talking or teaching, as long as I spend enough time preparing what to say and build my self-confidence, I can still make it.

4. Misc. (miscellaneous): The students love playing alphabets card game, drawing colorful animals, throwing paper balls, while they don't like role play or moving their body to follow our commands (TPR).

Service Learning Reflections

The 6th & 7th Visit - Time - week 14&15(FJU week no.)學 號 student No. _403110436_ 班級 Class _Junior_ 姓 名 Name _Zoe Liao 廖彥筑服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, _12/13/2016 & 12/20 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- 4,5&6th graders

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The 6th & 7th Visit - Time - week 14&15(FJU week no.- Day of the week)Date and Time of Service : 4:20pm ~5:40pm, _12/13/2016 & 12/20/2016 (m/d/y), TTL SL hours: 2**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？**

1. I taught English course with my 4 group members in Guo-Tai elementary school.
2. My group members and I taught 2 fourth graders, 1 fifth grader, and 3 sixth graders.
3. I think teaching requires lots of patience and passion, especially when students are not active on leaning.

8、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？Problems encountered this week – Problem solutions

1. Making the course interesting and eye-catching may be the most important thing in teaching.
2. I found that students hate post-test because they already done the same test at the first time we met, and they think it's boring.
3. It's hard to catch students' attention when they are not interesting in what we are teaching.

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 think to teach low achievers or elementary school students, designing an interesting course is very important because to encourage them to learn and to raise their interests should be done in this situation.
2. Sometimes it's same as doing presentation and interviews. Catch people's eyes and impress them are always important jobs.

4. Misc. (miscellaneous):

Introduction to TESL

Zoe Liao 廖彦筑 403110436 Junior

Observing 12/7 GT English Cub Reflections

11 December 2016

Reflections

Alston, Jessica, Tracy, Sofia, Ben, Lillian, Ben, and I went to Guo-Tai elementary school to observe the English Club on Wednesday afternoon, December 7th, 2016. The teachers of that day are Iris, Ivy, and Alison. The teachers had taught the students vocabulary, including sunny, windy, cloudy, rainy, snowy, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday, and sentence pattern — how is the weather on ___ (what day)? It's ___ on ___.

The teachers command the students to repeat the words such as sunny, windy, cloudy, etc. out loud, correct answers that the students just reply immediately, and call on individual to answer questions or read vocabulary, so they are applying the Audio-Lingual Method. In this case, the teachers are leaders and directors of their students. Students mimic the teachers' language behavior.

Also, the teachers are using the Grammar-Translation Method because they are the authority in the classroom. And the teachers call the students to spell the vocabulary correctly, so it requires GT Method, as well. The language used in class is mostly Chinese, which is the native language of the students, which is another example of GT Method.

Moreover, the clues of applying Desuggestopedia can be observed because the classroom is bright and colorful, full of images and posters containing English vocabulary, in which the left column is clear Chinese translation and the right column is English, and the students were asked to do role play — playing weather



forecasters.

Week 2:

For beginners, what they hear from our speakings is totally different from what we hear. If we speak too fast, and the language is not their first language, it will sound like we're barking a bunch of nonsense, and they can't even understand a single word.

Week 3:

1. TPR means Total Physical Response, which can be done by giving series commands. 2. While teaching, teacher should ignore minor errors, paying attention to interaction between teacher/student and student/student roles. 3. Testing is one way of assessment. 4. A good teacher needs to know what students need.

Week 4:

TPR is related to S&R (stimulus and responses), and Behaviorism is the strengthened version of S&R. Its features are repetition as well as punishment and praises.

Week 5:

GT method (the grammar translation method) focuses on writing practice, but not pronunciation or daily-life communication. ALM method (the audio lingual method), or Army method, is popular from 1940s to 1970s because of the World War II. It's based on Behaviorism, and it focuses on perfect pronunciation and speaking skill.

Week 6:

By preparing our presentation this week, I get more knowledge about multiple intelligences, including body, musical, visual, language or linguistic, logic and mathematical, interpersonal, intrapersonal, and naturalist. I was in charge of logic part, and I used categorization and hierarchical charts to present my points.

Week 7:

Silent way: In Silent way, teaching should be subordinated to learning.

Week 8:

We need to do a group final project on *Before the Flood*-an environmental protection documentary film. Desuggestopedia is often used to teach second language. While applying this method, teachers will use baroque music and decorate the classroom with sofas, yellow lights, other countries' scenery, arts, posters, pictures, and linguistics components like alphabet cards.

Week 10:

CLT: Communicative Language Learning Approach means teaching and learning are for communicative intent. The teacher is an advisor or a monitor, teaching authentic materials.

Week 11:

Task-based language teaching contains three steps/process-step 1, pre-task: give the students timetable of today's teaching and warm up activities; step 2, task: give them real life task and let them discuss with their group members; step 3, post-task: the students take turns presenting their ideas and let them vote for the best one.

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: Phonemic Awareness Assessment

For the pre and post-test on phonological awareness in Table 1, 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. We have 6 tutees in a group, and the full score of the group answering one category is 132. The group made progress from the pre-test to the post-test in every category. In the category of differentiation, comprehension and production of the 1st phoneme in a word, the group shows improvement from full scores 124 points to 126 points; in the category of differentiation, comprehension and production of the last phoneme in a word, it shows improvement from 108 points to 110 points; in the category of segmenting & blending-- comprehension and production of each phoneme in a word, the full scores improved from 122 points to 130 points. The progress the tutees made are not obvious is because we believed that only tutoring them for about two months will not change they ability a lot. Another result I found is that they did better in comprehending and production each phoneme in a word, and did worse in differentiating, comprehending, and producing last phoneme in a word. The possible reason can be that the last phoneme of a word sometimes cannot be heard by them very clearly; therefore, they are not familiar

with identifying it.

Table 1: Pre and Post-test results

	differentiation, comprehension and production of the <u>1st</u> <u>phoneme</u> in a word (full scores:132)	differentiation, comprehension and production of the <u>last</u> <u>phoneme</u> in a word (full scores: 132)	segmenting & blending-- comprehension and production of <u>each</u> <u>phoneme</u> in a word (full scores: 132)
Group Full Scores in Pre-test	124	108	122
Group Full Scores in Post-test	126	110	130

Pre and Post-survey: Learning and Strategies for Learning Questionnaire (MSLQ)

For the pre and post survey, there are 4 dimensions: internal motivation, active participation, self-efficacy, and learning attitudes. In active participation, the scores reduce 0.18; in internal motivation, the scores increase 0.08; in self-efficacy, the scores reduce 0.02; in learning attitude, the scores reduce 0.03. From the results we collected which are shown in Table 2, the changing of scores is not very obvious. Again, the reason can be that the tutees' motivation and attitude toward English cannot be changed easily during just 2 months of time.

Table 2: Pre and Post-survey 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 Scores in Pre-survey	3.43	3.71	3.44	3.48
Group Average Scores in Post-survey	3.25	3.79	3.42	3.45

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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。

Appendixes

A. Video links

1. Week1: Zoe Liao 10-25

<https://youtu.be/vWBYG43Hzbc> 04:10~07:10

We were doing pre-test at the first week. My group members were helping them read the questions.



2. Week2: Zoe Liao 11-15

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

In this tutoring session, I taught Anna a phoneme one on one.



3. Week 3: Zoe Liao 11-22

<https://www.youtube.com/watch?v=qxRpuuH8FyM&feature=youtu.be>

In this video, the tutees were required to find the alphabets cards to spell out vocabulary we assign them. We were helping them gather the cards.



4. Week 4: Zoe Liao 11-29 no.1

<https://www.youtube.com/watch?v=MrtSJH6Nw1A&feature=youtu.be>

In the beginning of the video, I gave the tutees the timetable for that day's lesson, so that they could have a better idea of what I activities was going to cover that day. Because they wouldn't feel confused about the time limit, they would feel more secured. Then I started to apply Grammar-Translation Method by teaching tutees memorizing and spelling vocabulary of animals, and translated the target language-English to their native language-Chinese. After memorizing the vocabulary, I wanted to test them if they remembered the words, so I ordered one tutee to mimic an animal, and the other tutees needed to guess what animal it is by saying out loud it in English, yet one tutee refused to do it, so I did the mimicking myself for them to guess. When a tutee guessed wrong, I corrected him immediately because for them to know the correct answer is very important. In this session, me as a teacher played a dominant role.



5. Week 4: Zoe Liao 11-29 no.2

<https://www.youtube.com/watch?v=-39vpQbACg&feature=youtu.be>

In this teaching session, we assigned each of the tutees to draw a certain animal in a certain

color in order to review the vocabulary of animals and colors we just taught. And then we ordered them to guess what animal in what color is in other tutees' paintings. They need to answer by using sentence pattern: it is a__ (color) __ (animal).



6. Week 6: Zoe Liao 12-13 no.1

<https://www.youtube.com/watch?v=Ee76DQr6vak&feature=youtu.be>

In the video, we were playing slapjack using vocabulary cards. I said a word, and they needed to slap on the card corresponding to that word when I dealt the cards.



7. Week 6: Zoe Liao 12-13 no.2

<https://youtu.be/GEiTKGSlsvQ>

In the teaching session, we taught the tutees the vocabulary of fruit.



8. Week 7: Zoe Liao 12-20

https://www.youtube.com/watch?v=_x4PrJYNRgc&feature=youtu.be

In this tutoring session, I was giving post-test to three tutees.



9. Week 8: Zoe Liao 12-27 no.1

<https://youtu.be/bAUZO5-1vb0>

No.2

<https://youtu.be/CYwq1NRM8uo>

In the videos, the tutees were playing a game, in which they need to run to the blackboard, pointing out and saying out the word they picked from the teacher.

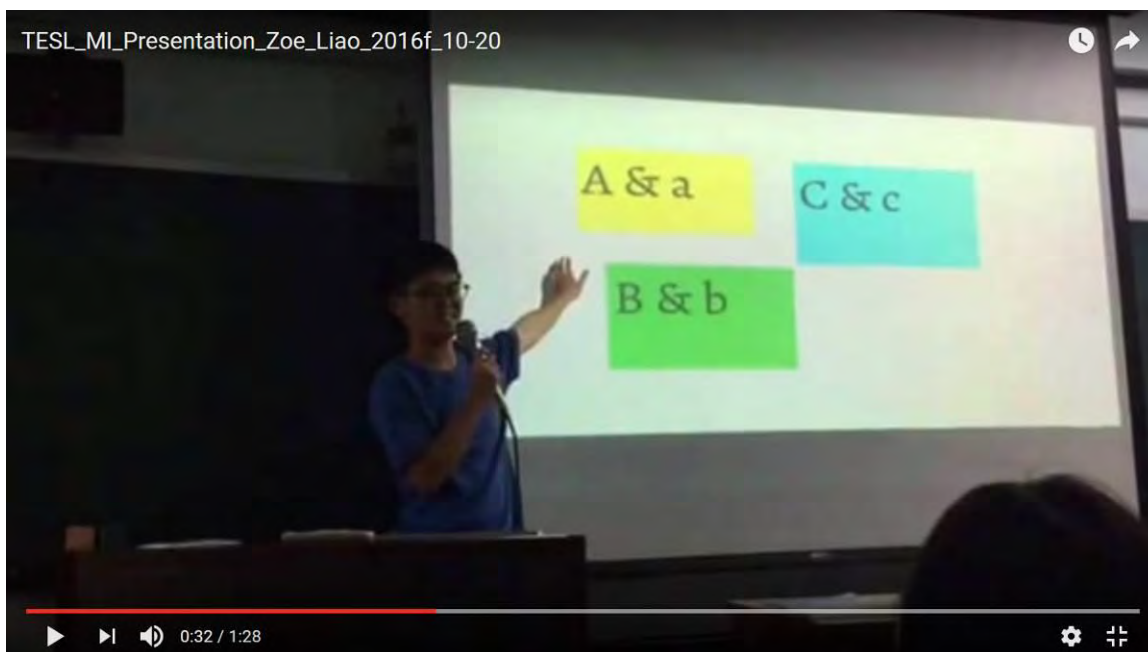




10. Methodology Presentation: Zoe Liao 10-20

<https://www.youtube.com/watch?v=M9FE8y3-JA8&feature=youtu.be>

In methodology presentation, I was introducing logical/mathematical in Multiple Intelligences to the class.



11. Final Presentation: Zoe Liao 01-05

In the video, I was sharing my reflection for this course throughout this semester, and

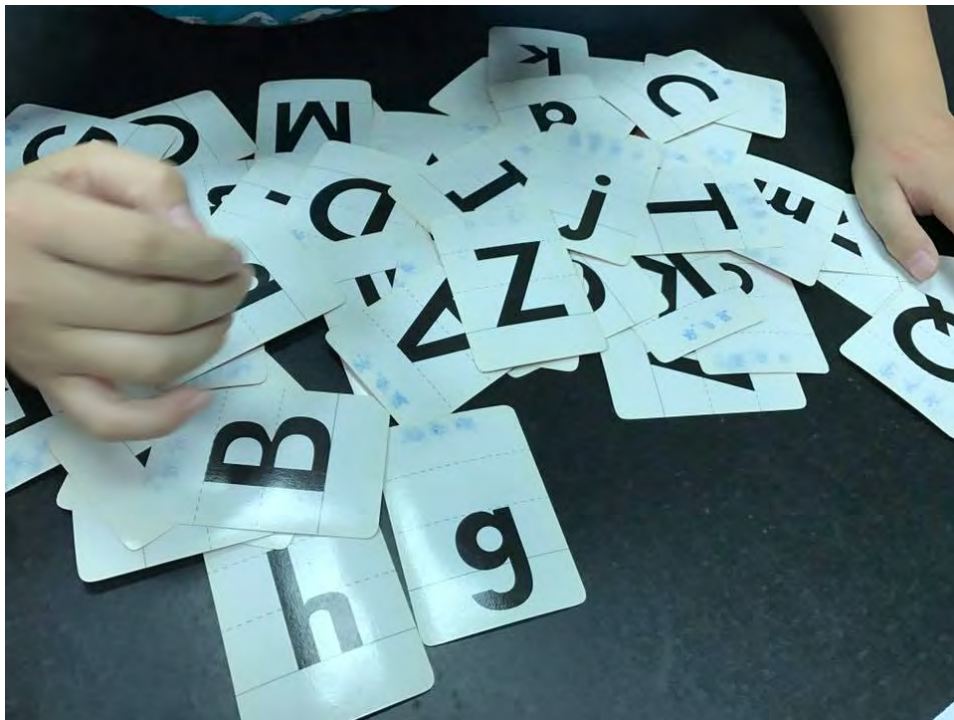
analyzed pre and post-test results.



B. Photos

1. Week 3: 11-22

These are alphabet cards we used to teach tutees spelling.



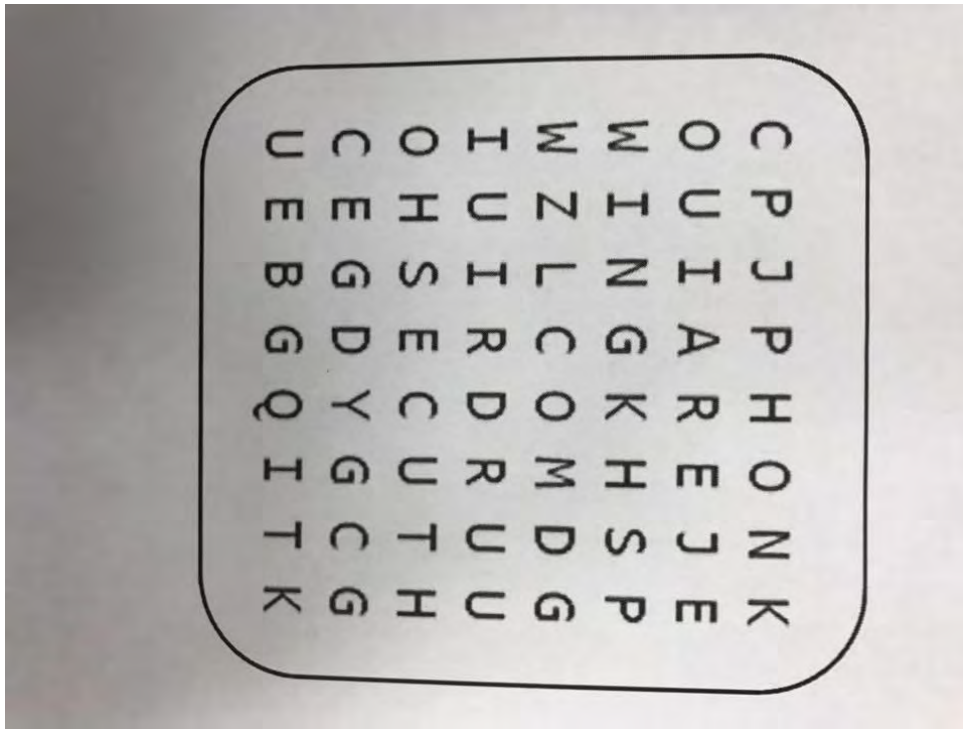
This is a game called Hangman that we borrowed from Professor Doris Shih.



These are cards we made for tutees to gather points.



This is a crosswords game we printed for tutees to play.



we

We drew picture for that day's lessons.



These are number cards for tutees to learn vocabulary of numbers.



Below are props we made for role play.



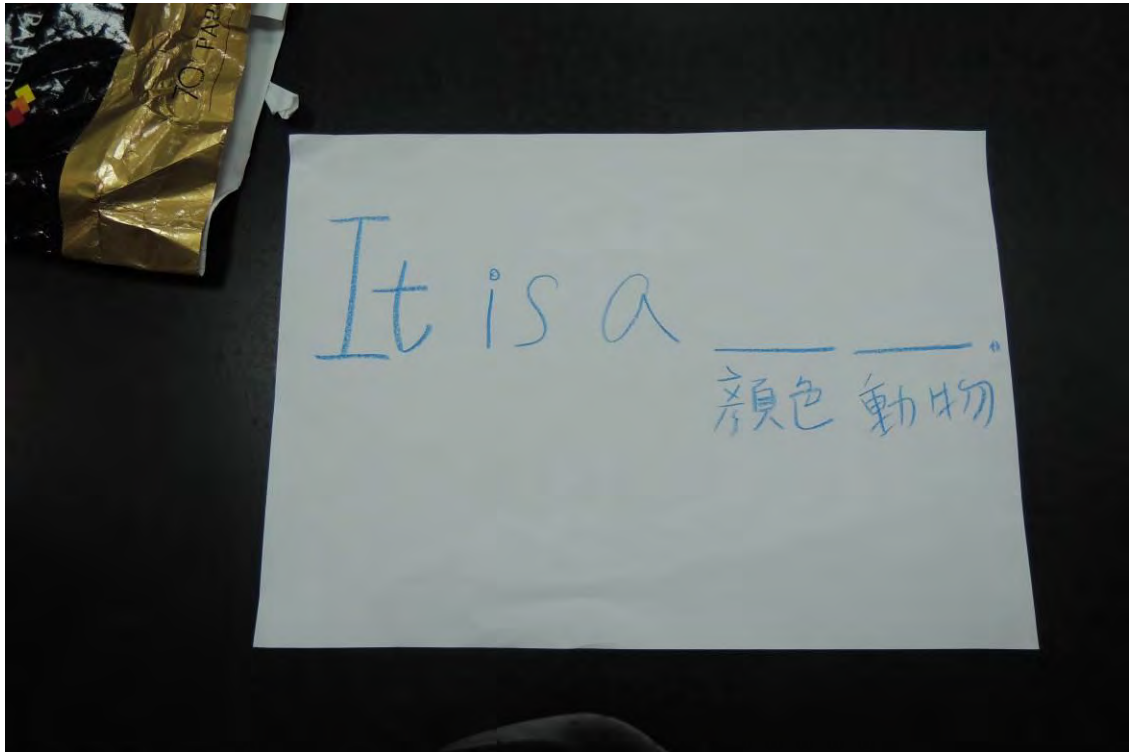


2. Week 4: 11-29

In the picture, we were helping the tutees finding alphabet cards.



We demonstrated a sentence pattern by writing on a paper for them to watch.



We drew picture for that day's lessons.



3. Week 5: 12-06

We drew a hangman game on the
blackboard.



4. Week 7: 12-20

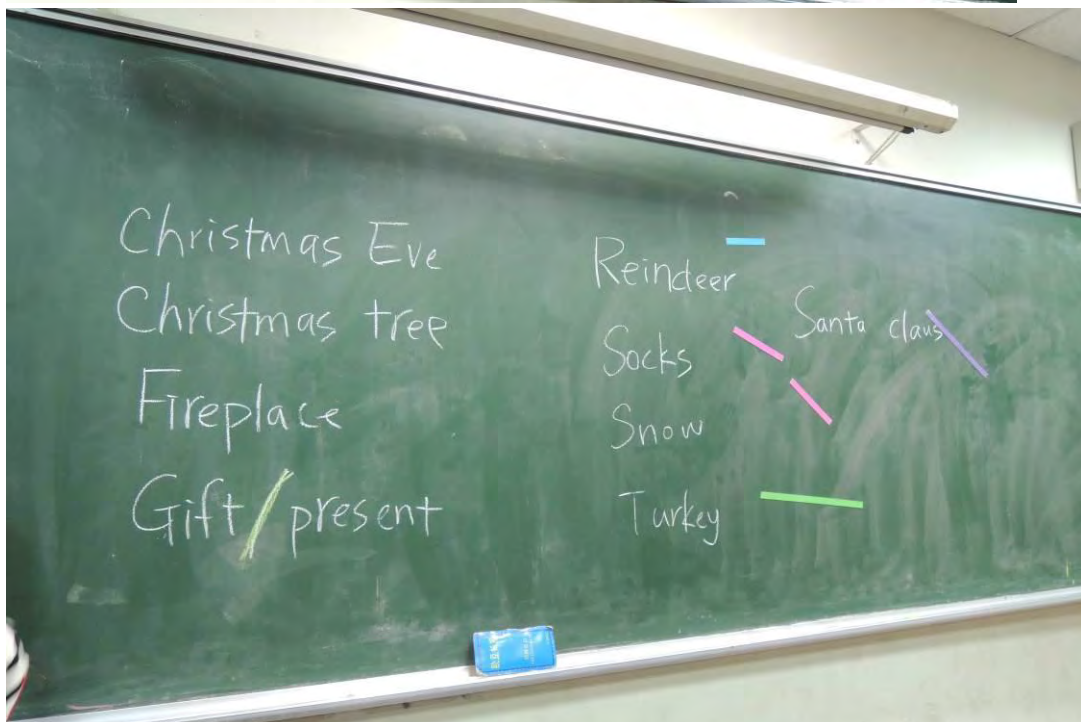
We were a game called parachute. The tutees need to answer questions. If their answers are wrong, the parachute we drew on the blackboard represented their group would lose a string.

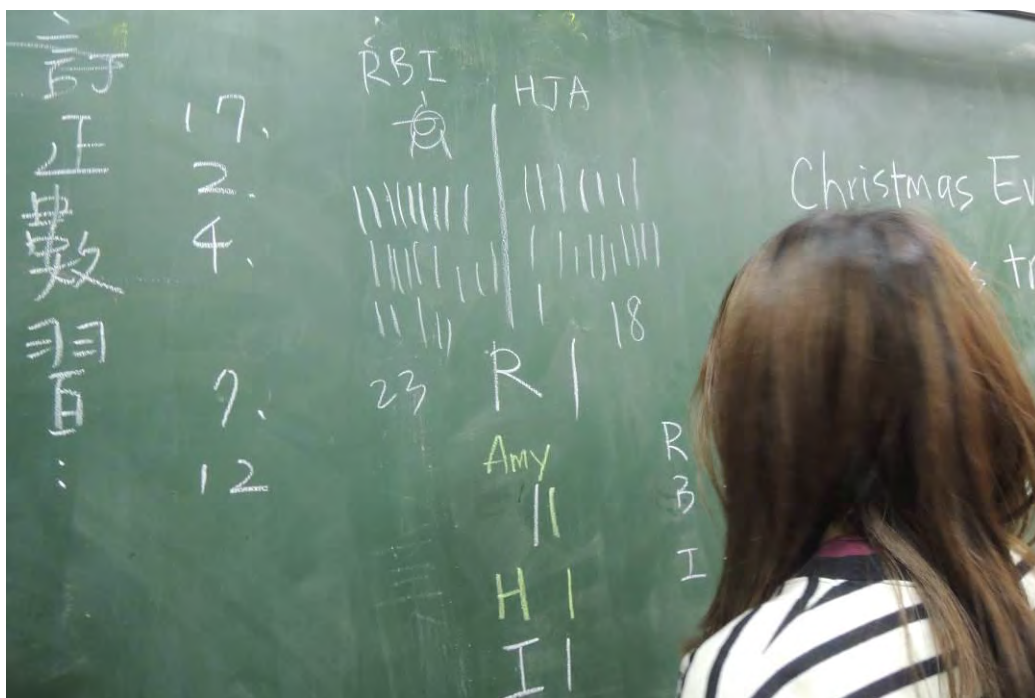
When all the strings were cut off, the group would lose the game.



5. Week 8:12-27

These are lessons written on the blackboard.





These are the handouts of that day's lesson.



These were gifts they could get in exchange of their point cards.





Group photo

