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ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY
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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 01/08/2017

Outline

I. Introduction

A. Background Information

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1. Reduce learning divide/gap

2. Provide low achievers free teaching assistance

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B. Literature Review

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IV. References (MLA)

English Reference

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

Chinese References

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

許儷齡 & 蘇淑英 Hsu, Li-ling & Hsu-in Su (2008)。聲韻覺識融入字母拼讀教學 (Phonemic Awareness Makes Phonics Teaching Work). 高雄市正興國民小學。2008。 http://procet.eng.ntnu.edu.tw/pluginfile.php/160/mod_page/content/.../e_-_phonics_1.doc

V. Appendixes (arrange links and photos chronologically/Week 1, Week 2,.....) and provide captions/notes to your films and photos.

A. Video links

B. Photos

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 do-

ing 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 <u>4-5th</u> graders textbook <u>Hello kid 3 & Dino 5</u>		Date	105/10/25		
	Introduce		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	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

Tutoring	45 min s	<u>Lesson</u> I. Pre-test II. Survey 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)	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 min s	-repeat the warm up activity again to remind them of our names	TPR	Each other's name	Input	Name cards, clay

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 every-one will make equal contribution. Each one of us will take turn submitting our tutor plan.**

Materials	Guo-Tai <u> </u> graders textbook		Date	105/11/15
	<u>hello kids 3</u>		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	60 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	<ul style="list-style-type: none"> - 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.) - ABC song (We will play them an ABC song and sing together with them twice.) 	<ul style="list-style-type: none"> - ALM - MI 	Alston, Zoe, Sandy, Tracy, Jessica Alphabet : A-Z	Language focus input output	Name card, iPad and youtube https://www.youtube.com/watch?v=A7InEgfPGxc
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	<p><u>Lesson</u></p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<p><u>Lesson</u></p> <ul style="list-style-type: none"> - 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

Tutor Plan –FJU W 10

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 –EJU W 11

Materials	Guo-Tai <u>4th graders textbook</u> <u>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 1.						
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.	ALM	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>	Desug gestop edia; 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	Lesson I) <u>Teach them how to distinguish /k/ from /g/. Repetition will be used.</u> II) Ask them whether they need help with their <u>English homework.</u> III) <u>Review</u> the spelling of the vocabulary that we have covered that day.	ALM	Horse, chicken, cow, duck, pig, and numbers 1 to 10	Input, output, meaning-focused	Paper. Pen
Wrap up	5 mins	Word Cross <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.	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 -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 min s	Teach the vocabulary one by one. 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. For example: student A draw a pig using pink color pencil, student B will say “it is a pink pig”.	MI G-T	pink, blue, green, yellow, black, white red purple	mean- ing- focuse d, output	color pencils
Tutoring	40 min s	For 4,5th graders: 1) Teach something extended from what we have learnt (animals, numbers, colors) 2) Teach phonic: /th/ For 6th graders: 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 min s	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 -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	For 6th graders: teach them phonics /n/ and /m/, and review those phonics we have learned. For 4,5th graders: teach them phonics /n/ and /m/, and review those phonics we have learned.	G-T MI	Phonics	Input, output, language-focused	alphabet cards
Wrap up	5 mins	Memory game: 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.	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

Materials	Guo-Tai 4-5 th graders textbook <u>Hello kid 3 & Dino 5</u>		Date	105/12/13
	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 1. Learn some vocabs about meats and fruits 2. 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/techniques	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. 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-focused	Grid chart on the blackboard, Chalks, Small ball

Teaching	20 mins	<p><u>Activity 2- Fruits and Map</u></p> <p>I. 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>II. 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
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—thank, 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

Wrap up	5 min s	-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 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 3 & Dino 5</u>		Date	105/12/20		
	Introduce		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	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 / techniques	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 min s	<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- way MI ALM	Fish, shark, whale, crab, coral	Meanin g- focused , input, output	Blackboa rd, picture cards
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Teaching	15 min s	<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/ output	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 has 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- focused	I Pad Small ball Chalks Blackboard
Tutoring	25 mins	<p><u>-Phonics</u></p> <p>Divide students 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 (we will see the situation and decide whether to add or delete phonics)</p> <p>Review the vocabularies we have taught today, and ask students which game they would like to play again to review the vocabularies.</p>		<p>Moon, food, ink, king, umbrella, under</p> <p>Cake, Make, Kite, like, more, joke</p>		Alphabet card, phonetic 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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Tutor Plan –FJU15

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

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	
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 , 6 th 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

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		
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

W1 9/29

When BC emphasized that the class are going to be tough, I admit that I hesitated to take the course. The reason why I hesitate is that I am not really interested in teaching and I have no patient to look after children. However, I decided to stay because I feel like I should take over the challenge and make some changes in my life. I used to run away from things I don't like and now I want to try to get over it. Maybe it is not as bad as I imagine.

W2 10/6

For this week, I learn some useful skill of teaching children which is TPR. It is interesting that we "learn to teach." And surprisingly, it is necessary to know how to teach a child. You cannot do whatever you want to make them understand a language since you do not know what do they need. It makes sense to me that we should first let the children understand and wait until they are ready to speak. Nothing can be accomplished perfectly if we rush. I guess I am more and more looking forward to the class and to the children I might encounter.

W3 10/13

This week, BC have talked about TPR in detail. I have better understanding of the merit of the technique. Also, I feel more and more excited about what way we are going to use to teach the children. I hope that our method can help them learn better or at least make them become more interested in learning English. I guess the biggest challenge I am facing is to be patient and more considerate of their learning. I think I am a fast learner and that may influence the way I teach them. To think in their boots is what I have to be alert to.

W5 10/25

We started out project this week and tried the very first time to teach children English. I guess this week should be the most easy week because we haven't started the "real" teaching lesson yet. Still, I feel a little nervous because I am not good at befriending children. When I was at their age, I feel like being treat like an adult. Elementary students are actually smarter than people thought. So I am not sure what kind of tone I should use. Should I act my voice to an abnormal tone, or should I just talk normally?

One kid who seemed to be shy claimed that he only speaks five sentences a day. However, obviously, he liked us very much for speaking more than 20 sentences (I guess so. We have quite nice chat during the class and he likes to joke). Other two children are very sweet and nice. Amy is an active girl, and Howard is shy.

We played some ice breaking game at first and let them fill in the questionnaires. After the questionnaires, we give them a short break (small chats to get more familiar with them) and we give them the pretest. We try not to stress them out, so we do only half of the pretest and it was almost the time to dismiss the class.

It's lucky for our group to have these three lovely angel. I saw the other two girls in other group, they are over activated. I can see that the members of the other group are busy letting the two girls to calm down.

Tutor Plans & Reflections FJU W7

Service Learning Reflections

The 1st Visit - Time - week 7

(FJU week no.)

學 號 student No. 403110606 班級 Class _____ 姓 名 Name

Tracy Huang 黃靖淳

服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, 10/25/2016 (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-
4th & 5th graders

G refl. submission Copy from here --

The 1 Visit to 4,5th Graders - Time - week 7 - (FJU week no.- Day of
the week)

Date and Time of Service : 4:20pm ~5:20pm, 10/25/2016 (m/d/y), TTL SL
hours: 1hr

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？

What I did first was to have a small chat with one of the students, Howard, before the class began. And then we played an ice breaking game altogether. We took turns to stand by them one on one (like tutors) to see if they have problems with the questionnaires. I hold the camera for a short while, too, but mostly, it was Zoe doing the record.

The 4th graders known each other but they did not know Howard, so Howard seemed a bit lonely. All of them are nice and active. They are willing to answer our questions. Although only one of them like English, they did not have any furious rejection to learn English from us. I used to be scared to talk with children because I thought they are always out of control. However, after getting along with them for one hour, I knew I was wrong. There are still nice kids out there.

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

One of them, the kid who forgot his name claimed that he only speak five sentences a day. I was a little nervous because I thought he might be the naughty one. I am not good at tackling with naughty kids. But it turned out that he was just a “slightly” naughty boy who used to befriend adults in this way.

I guess I am encouraged after this one-hour class. I am actually a person who doesn't like children and has no interest in teaching (one reason could be that I am not confident of my knowledge). To be honest, I am here for the credits. I even had considered to give up this class at the very first class but then I convinced myself to try something I have never tried before. So, that's why I am still here and appreciate that I did not leave the class. I believe what I can learn from the class is far more than the lecture on the book.

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？

The best thing I think is that I am not that afraid of children which there are more possible jobs I can do. I think Sandy was getting along with them pretty smoothly. I shall learn more from her on this. And I like my teammates very much since we are very efficient. We discuss our project right after class and we are all devoting to this which makes the workload not so heavy.

Besides teaching children, what I learn so far is team work. Although we are doing this since the freshmen year, I still find difficulties coping with other group members. It could be harder in the future when I have colleagues. I feel lucky to have them being my teammates. I can learn how to be more efficient or how to make our work better. To find a way to make our teaching easier but helpful to them.

Two features of silent way the group provide.

One feature is the color chart. They point to the color and ask the students to tell the sound on their own. (I did not see the one that act as teacher has demonstrate any sound previously. I only see the teacher ask the students to speak on their own.)

The other feature is the color word chart. Besides presenting the sound, the students have to puzzle up the word on their own.

Tutor Plans & Reflections FJU W10, W11

Service Learning Reflections

The 1st Visit - Time - week

10 - 11

學 號 student No. _403110606_ 姓 名 Name __Tracy Huang 黃靖淳__

服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, 10/25/2016 (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- 4th & 5th graders

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The 1 Visit to 4,5th Graders - Time - week 10 - (FJU week no.- Day of the week)

Date and Time of Service : 4:20pm ~5:20pm, 11/15/2016 (m/d/y), TTL SL hours: 1hr

1. In the 10th week, we are still tutoring the same three kids. In fact, we got new students to teach but all of us did not get professor' s clue. All members in our group feel very sorry for the mistake and we are also very sorry to increase professor BC' s workload. What I learn from this is that, I should pay more attention to the posts from professor and try to be more active toward the activity. What I mean is that sometimes I become lazy when there is someone handling the whole situation and I know it is not a right thing to do. Since then, no matter how well my teammates perform, I should still be active. After all, we share the responsibilities.

In the 11th week, our teachers (Sandy and Zoe) seems not prepared (sorry for saying this). Through my observation, they were only trying to go through all the games without noticing that students did not get the clues. They did not explain the rule of the game and they started to play the game. Students were actually confused but no one asked. I could not say that it was all teachers faults because this week we had more students. We were still getting acquainted to them. I think as a teacher, no matter how many students are there, we should still accomplish our task. I will like to tell them but may break our relationships. Sandy knew that she did not perform well, and she will try it again next week.

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

In the 10th week, our group decide to take turns to be the teacher and Alston and Jessica were the first pair. We planned to teach them the number 1-10, but surprisingly we had underestimated their level. They already knew 1 to 10. The good news was that they did not know how to spell it, so we prepared alphabet cards and had them grab the cards and let them learn how to spell the words through the card game. Alston and Jessica were actually doing a great job. I wonder if I could do as well as they did. I observed how they communicated with the students. They have clear voice and they speak slow. They are always checking if there were anything that the students did not understand. Just like I said in the first reflection, I am not good at getting along with children, and seeing them teaching the children with ease makes me want to improve myself.

In the 11th week, I saw the mistakes of the new pair of teacher. I think giving a good examples and the bad examples has the same good effect on me because I can learn from both of them. Jessica thinks that there is a kid who is hard to communicate, but I didn't feel the difficulties. Maybe because I am okay with indifferent kids.

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？

Participating in this class is not only about how to “teach” but also about how to “cooperate.” Since we are working in groups, we often have to coordinate with each other. Does everyone understand what I want to say or am I too bossy? Also, I feel like everyone should devote the same amount of effort to the work to make things as good as it could be. Although I know it is never possible, at least, I can do my best. Still again, I am very sorry to be the lazy one and I did try to become active after all of these.

Also, I did not interrupt Sandy and Zoe's teaching. I used to be a person who would give out my comment very fast but this time i chose to be quiet because I don't want to sound bossy and hurt their feelings. Still, I am trying to enhance my communicative skill. It is very hard to give people advice without hurting their feelings.

Tutor Plans & Reflections FJU W12-13

Service Learning Reflections

The ____ Visit - Time - week

12 - 13

學號 student No. 403110606 姓名 Name Tracy Huang

服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, 11/29/2016 & 12/06/2016 (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- 4th, 5th and 6th graders

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- 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？

In the 12th week, I was supposed to be teacher but because I was not feeling well so I asked Alston to replace me and I will do it the other week. I really appreciate Alston for being willing to help. That week, we separate the 6th graders from the 4th and 5th graders because they different level of English proficiency. And I was the only camera man. Zoe and Sandy seemed to have learnt something from last week, they were teachers of 4th and 5th graders and they are prepared this time. They take turns to teach and shot. They seem doing quite well. And for Alston and Jessica, they asked the 6th graders to throw the balls and say the words out loud. I think Alston and Jessica have no problem teaching children. Because of my personal reasons, I got an extra week to observe teaching kids. I am very grateful to my group members to help me out.

In the 13th week, it was my turn to teach. We did not separate the children this time. And I got the chance to handle all the kids. But in fact, we worked together to keep all the kids in order. I was a little nervous but Sandy told me I was doing well after class. I was really happy to know that I am doing okay. And thanks to Alston again that he create a new game during class when kids started to look bored with the old game. He added new rules in the game and make it interesting again. He is really a clever person.

- 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 like our group very much. We cooperate with each other smoothly. Everyone is devoted to the work and everyone carries each other which makes things a lot easier to do. What I learn in SL is that, teamwork is always the best.

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

I think every has pressure in their daily life, and how to deal with it is what we need to learn. There are so many tasks to do in this course but still we have struggle through it. How did we do it? First of all, we should belief ourselves that we can do it in such a short time and do it efficiently. It depends on our own whether to finish it or not.

Reflections FJU W14-15

Service Learning Reflections

The 1st Visit - Time - week 14 -

 15 (FJU week no.)

學 號 student No. 403110606 姓 名 Name: Tracy Huang 黃靖淳

服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, 10/25/2016 (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- 4th & 5th graders

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The 1 Visit to 4,5th Graders - Time - week 7 - (FJU week no.- Day of the week)

Date and Time of Service : 4:20pm ~5:20pm, 12/20/2016 (m/d/y),
 12/13/2016 (m/d/y) TTL SL hours: 1hr

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？

In week 14, I am in charge of the teaching 3th and the 4th graders. I am actually a little bit reluctant to teach students who have a hard time to paying attention, like Jim (敬程) or students who learn slowly, like Amy (佳晏). I know this is not right. Teachers could encounter any kind of students in their career and making them understand what they did not know is teachers job. Although I feel reluctant to do it, I still try. A large part that influence me is that I don't want to be look down on from my group members, making them think that I am only doing easy things. (I know they won't think that way. They are all very nice. I am just suspicious.) So, I tried and it was not bad. Although they were still a little bit out of controls at times.

In week 15, I was in charge of the 6th graders post tests. One of the 6th graders showed his boredom to the test and seemed unwilling to cooperate. He was one of the kid that Sandy and Jessica often worried about. Jessica told me that she is afraid of this kind of kids who do not cooperate. I wasn't worried about him at that time because I thought he is just like me. I believe he is just so smart that he could listen to teacher and does his thing at the same time. And I know that I cannot do any mean thing to him or he could have just walk out the classroom. All I can do is telling him to do his work in a gentle way. I was a bit frustrated that day when he is unwilling to write the post test.

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

Week 14, Zoe surprised me when she came up with a game during class (when students started to get bored with the games we planned). Everyone has their strengths and I know I still have many things to learn. I am always following the schedule (tutor plan) but sometimes, actually most of the time the reaction on spot is the most important things. There are just too many things unpredictable and everyone should have the ability to solve the problems arrived unexpectedly.

In week 15, the way I deal with the student is to ask him to do it gently. He even swear at me but I ignore it. I know this is just one way to piss me off but it is just improper to act any of my anger out. The more I do, the happier he is. I just told him not to swear because I know he was just venting. He is too nice to do anything bad. I just know. It was good that he finish the test at last and it proved that I am right: He is just a kid acting rebelliously.

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

I don't like children because they are sometime impolite, even rude. They could neglect the rules and do anything out of control. However, after these weeks of getting along with them, I understand that they are just naughty. I know they are smart and they know what should do and what should not. What I learn from this course is that, never afraid to try. Don't assumed that things are difficult to do and give them up in the beginning. Just try, and you will know that things aren't that hard.

Reflections FJU W16

Service Learning Reflections	The <u>1st</u> Visit - Time - week
<u>16</u> (FJU week no.)	
學 號 student No. <u>403110606</u> 姓 名 Name <u>Tracy Huang 黃靖淳</u>	
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, <u>12/27/2016</u> (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- 4th & 5th graders & 6th graders	
G refl. submission Copy from here --	
The <u>1</u> Visit to <u>4,5th</u> Graders - Time - week <u>7</u> - (FJU week no.- Day of the week)	
Date and Time of Service : 4:20pm ~5:20pm, <u>12/20/2016</u> (m/d/y), <u>12/13/2016</u> (m/d/y) TTL SL hours: <u>1hr</u>	
<p>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？</p> <p>This week was the last week going to Guo Tai elementary school. I felt strange. I am happy that our task was coming to an end while at the same time, felt a bit pity that this task was coming to an end. 8 weeks seemed to be a fine length for people to get to know somebody but avoid being to close to each other. I guess this is good for both tutors and tutees. We just don't need too much sadness in our departure.</p> <p>This week, we have them finish the post survey and I found one of the 6 graders is bored by the task. Just like last week, he showed his rebellion to me. This time, he seemed to act better than the last time. At least he was doing his work and finished the task very fast. I thought it was just because he was familiar to the survey. However, when we were in putting his data, we found that he was just putting it off. I was disappointed to him. I thought he is some kind of person who is same like me: although rebellious, still finish the task perfectly.</p>	

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 guess I was one of the reason that he did this because I did not check how is he doing. Maybe I am the one who is doing this task too casually so this is how he respond to my attitude. I admit that at that time, I was just trying to have them finish the task as soon as possible because the other two 6 graders were playing around while filling in the sheets. Maybe I was annoyed by them. I thought they could do it faster.

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

I found that I still haven't find a good way to communicate with children. I cannot figure out what they want and how they think. Maybe I was just too complicated? I mean that I was always afraid that my act could disappoint them or bore them. Staying in a good distance but giving them support is okay, I guess.

English club observation

學 號 student No. 403110606 班級 姓 名 Name Tracy Huang

服務日期時間 Date and Time of Service : 4:20pm ~5:30pm,
12/7/2016(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- 4th, 5th and 6th graders

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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？

On December 7th, we came to observe the English club. My first impression to the club was that there were so many children. At least, much more than students we teach in Guo Tai. The English proficiency of English varies from student to student but most of them are still on a good level. I was just wondering how could one teacher carried so many students at a time but Jessica (Chiu) said that this is normal.

The game they played was interesting. At first, I thought it was a boring vocabularies teaching because the teacher opened up the topic with how was the weather that day. And I was a little surprised that all students had already knew vocabularies like rainy, sunny, cloudy and windy. I guess the only new word they learned could be "foggy." They have already known a lot. So the game was designed well to fit the english proficiency level of the children.

The teacher drew pictures and group students into two groups and had them stand in lines. The one in the back of the line is in charge of looking the picture and tells the one in the front to write it on the board. At last, students are all messed together in front of the board. That is something I am afraid of since I don't like things to go out of control.

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

One thing I think worth learning is that, the teacher (I forgot her name) is actually serious to the students. She does not worried about if students will be afraid of her or not. She distance herself from the students and refuse to be too close to them. I appreciate this kind of teaching because in this way, students wouldn't be impolite to teacher and what teacher says will be valued because of this kind of distance. Befriending students is good too but I don't think I can handle all kinds of impolite behaviors. I prefer what the teacher did in the English club.

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.

	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

The table shows the results of the pre-test and the post test. We can see that the total score of identifying the first phoneme goes from 124 to 126. With the slight differences, we could said that they made no improvement nor degeneration. The reason could be that the length of our teaching progress is too short. Once a week for only 8 times is not enough for them to make much progress.

For identifying the last phoneme, they the situation is similar to the first section.

Last but not least, the tutees have made a huge progress of identifying the production of each phoneme in a word. The score goes from 122 to 130. Tutees become more capable of identifying each phoneme in a word even when they are blended together compared to the situation before we tutored them.

Pre and Post-survey

For the pre and post survey, there are 4 dimensions: internal motivation, active participation, self-efficacy, and learning attitudes.

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

Although there is only slight differences which makes us unable to make accurate analysis, we still made an assumption base on the numbers. If we have more time to teach them, the differences could be more obvious.

For the section “Active Participation,” the score goes from 3.43 to 3.25. We can infer that they become less active in taking part in English-related activities. It is strongly related to the result of the section “Learning Attitudes” toward English learning. The score of which also decreases (from 3.48 to 3.45) and it make negative influence on their willingness in participating in English-related activities.

The possible reason could be that they feel very relaxed in our tutoring class, and makes them feel like there are no specific reasons (not like their regular class which they have to work hard to get a high score) for them to actively participate in English learning.

Furthermore, we also investigated their “Internal Motivation” towards English learning, and got a positive result. The score goes from 3.71 to 3.79. It shows that they become more interested in English learning and they love to learn English. The possible reasons could be that we successfully combined English and games and made them feel more interested in English. We reduce the learning barrier which makes them feel more relaxed in learning English.

For the last section, “Self efficiency,” the score goes from 3.44 to 3.42. The negative consequence shows that they become less confident in their English learning. The possible reasons could be that the contents of our lessons might be too difficult for tutees to absorb. Or maybe our courses went on too fast for them to catch up our pace (but I think they enjoy our games).

References (MLA)

English Reference

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

Chinese References

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

許儷齡 & 蘇淑英 Hsu, Li-ling & Hsu-in Su (2008)。聲韻覺識融入字母拼讀教學 (Phonemic Awareness Makes Phonics Teaching Work). 高雄市正興國民小學。2008。 http://procet.eng.ntnu.edu.tw/pluginfile.php/160/mod_page/content/.../e_-_phonics_1.doc

Appendixes (arrange links and photos chronologically/Week 1, Week 2,.....) and provide captions/notes to your films and photos.

Video links

1. 10/25

https://www.youtube.com/watch?v=igf_7p5ZuSE&feature=youtu.be

This is the first time we meet our tutees and we are trying to do ice-breaking chats.



2. 11/17

<https://www.youtube.com/watch?v=dQH4trlYsNM&feature=youtu.be>

Me doing the teaching methodology presentation - CLT.



3. 11/29

<https://www.youtube.com/watch?v=rX5n6yZqIkY&feature=youtu.be>

The video is about me instructing the students to do the pre-test. It is a test about phonology and I am explaining and pronouncing the question to the students. I had to make sure that every one of them understood me and were able to answer the questions. There were my group members helping me as teacher assistances.



4. 12/06

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

The whole video is important. I was teaching the students vocabularies and having them repeat the words after me. There was a student not paying attention, so I asked him the word I had just taught. After that, he became more concentrate in class.



5. 12/06

https://www.youtube.com/watch?v=TdNw_7pdq4g&feature=youtu.be

The whole video is important. I was being as an instructor in a game. We were playing the game call “The rule of the King.” People who gets the King’s card could choose one person to say one of the vocabularies they just learned out loud and perform the word (all vocabularies are verbs).

When the students had difficulties to pronounce the word, I would give them a hint and encourage them to act the words out. Also, as an instructor, I am responsible for maintaining the order of the students (I stopped the tutees from chatting).



6. 12/13 (0:40-1:20)

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

Zoe and me teaching the vocabularies. I will say it out loud to them and they will have to repeat after me. I would not go to the next word until I was sure that they have understood me.



7. 12/13 (0:00-0:45)

<https://www.youtube.com/watch?v=5tSXA2OVgOU&feature=youtu.be>

I was instructing the students how to play the game. When they didn’t how to pronounce the words, I would give them a hint. They were still able to won the points. After all, we weren’t there to give them pressure on learning English, conversely, we hoped that they could love English.



8. 12/20 (0:00-0:40)

<https://www.youtube.com/watch?v=AzD4AoJSHGk&feature=youtu.be>

I was doing post test with them. They seemed very cooperated.



9. 12/27 (1:00-1:30)

<https://www.youtube.com/watch?v=80VaMJDXOvk&feature=youtu.be>

Again, I was instructing the students to play the game. They would have to run to the words and say the words out loud. When they forget to do any one of the steps, I would remind them to do it.



Picture

10.



Me (the girl on the right) showing my name to the tutees when we met for the first time.



Me tutoring one of the tutees



Me watching the 6 graders doing the pre-survey

11.



Me explaining the rule of the game



Me having the 6 graders doing the post test.



Me calculating the points they won in class

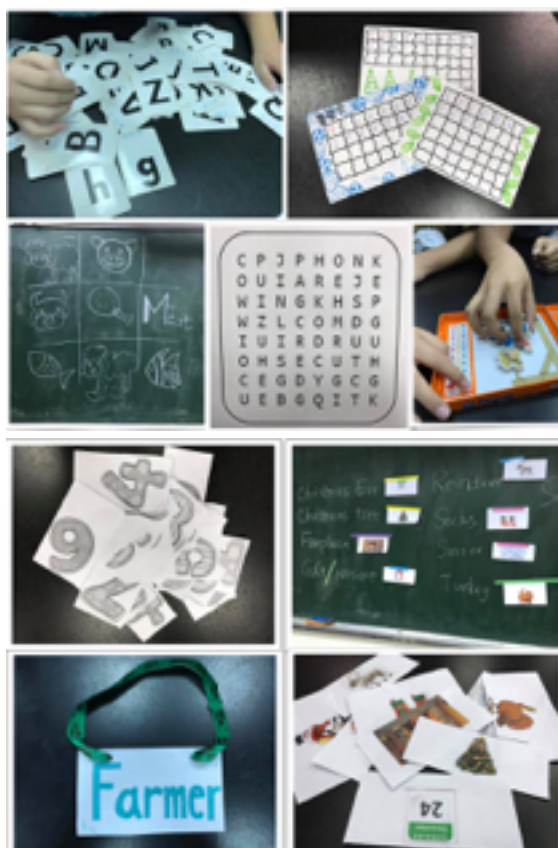
12.



Tutoring for the last time. We took picture with all of our tutees.



The rewards they got for the points they earned.



The props we prepared for these weeks