

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

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

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Introduction to TEFL

Guo-Tai Elementary School Service Learning Portfolio

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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 (6th graders). We go there for service learning on Tuesdays since 25th October 2016 to 27th December 2016, 8 times in total. Every class lasts 80 minutes. Every one of the

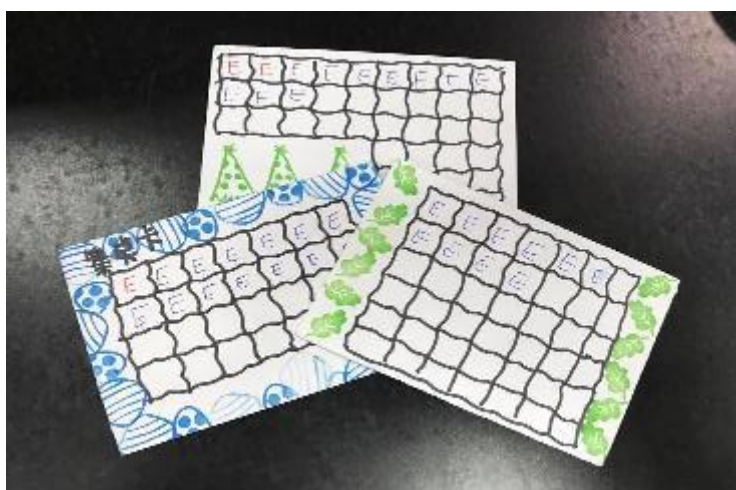
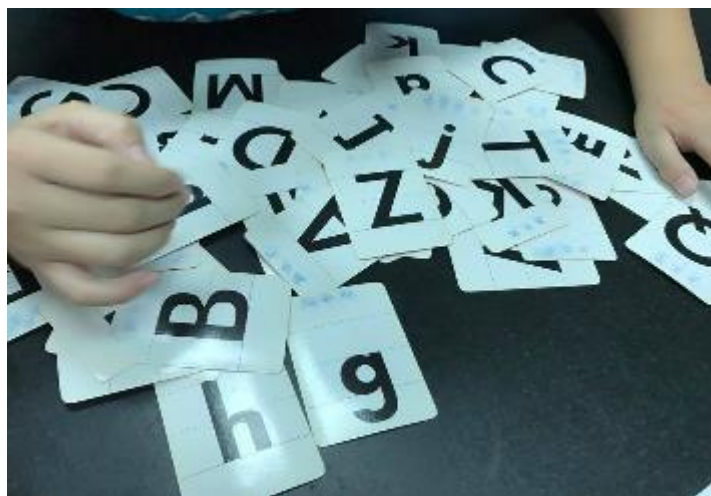
members makes equal contribution to preparing tutor plans and take turn making props, teaching, tutoring, filming, and other stuff.

Lesson Plans

Week 7 Lesson Plan

Materials	Guo-Tai <u>4-5th</u> graders textbook <u>Hello kid 3</u> & <u>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/ 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

Week 10 Lesson Plan



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	60 minutes (2 sessions)		Props/ Tools	Name card, number card, iPad, youtube video, Blackboard and chalks			
Activity	Time	Procedure		Major Method/ technique s	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools

Materials	Guo-Tai <u>3</u> graders textbook hello kids		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	60 minutes (2 sessions)		Props/ Tools		Name card, number card, iPad, youtube video, Blackboard and chalks	
Warm up	5 mins	- 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.)		- ALM - MI	Alston, Zoe, Sandy, Tracy, Jessica Alphabet: A-Z	Language focus input output 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	<u>Lesson</u> - We will read the words out loud and they should repeat after us. - Game: We will point at the number card(without english one on it), shape our mouth according to the number, and they should guess what word it is.		- ALM - Silent way - MI	Vocabulary: One to Twenty, Plus, Minus, Equal (Bonus: if time allowed)	meaning focus input and output Number cards, sign cards

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	60 minutes (2 sessions)		Props/ Tools	Name card, number card, iPad, youtube video, Blackboard and chalks			
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

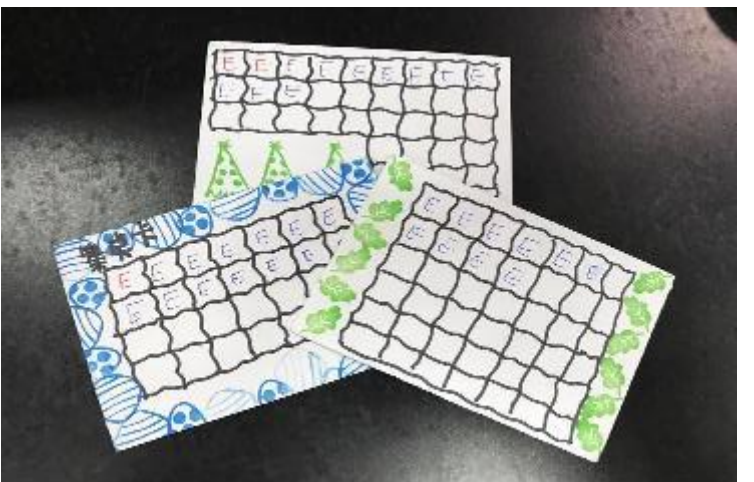
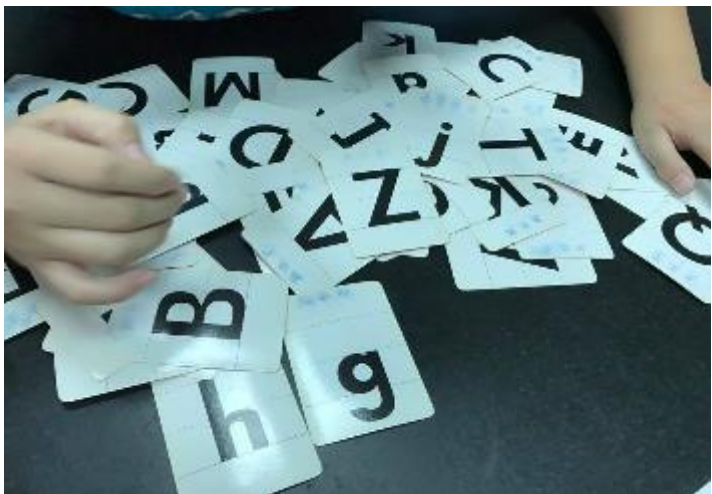
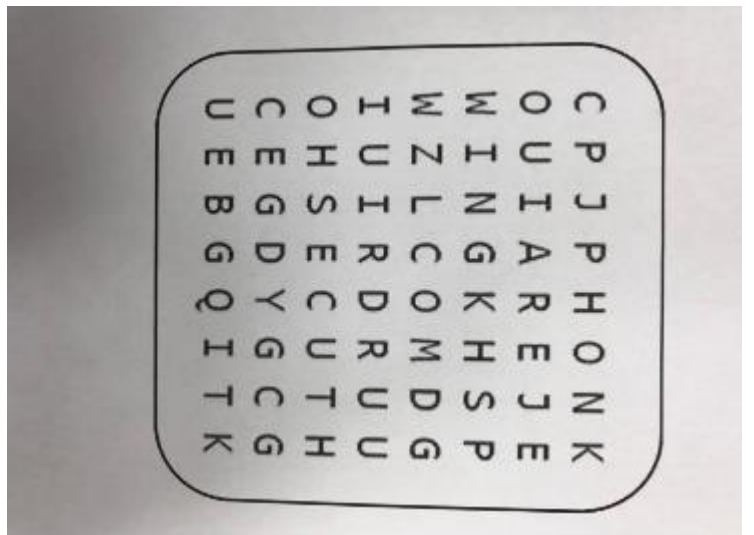
Work division: All of our group members did equal contribution to our tutor plan since we had a meeting together. Each of us takes turn submitting it.

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.

Week 11 Lesson Plan



Materials	Guo-Tai <u>4th 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 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	<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>	ALM	Horse, chicken, cow, duck, pig, and numbers 1	Input, output , meaning- focused	Paper. Pen

				to 10	used	
Wrap up	5 mins	<p>Word Cross</p> <p><u>Play a small game.</u> We will give them a sheet of paper, on which there are scrambled alphabets. Students are asked to circle the animals' spelling among the scrambled alphabets.</p>	M-I	Horse, chicken, cow, duck, pig,	output	Word cross

Work division: All of our group members did equal contribution to our tutor plan since we had a meeting together. Each of us takes turn submitting it.

In the teaching part, Zoe and Sandy will take care of it while the other three will be responsible for recording, taking photos, helping them with the activity, and other stuff.

In the tutoring part, Tracy, Jessica and Alston will take care of it while the other two will be responsible for recording, taking photos, helping them with the activity, and other stuff.

Week 12 Lesson Plan



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	25 mins	Teach the vocabulary one by one.	MI G-T	pink, blue, green,	meaning-focused,	color pencils

grades)		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”.		yellow, black, white red purple	output	
Tutoring	40 mins	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 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.

Week 13 Lesson Plan



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/ technique s	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	Play a video that introduces basic verbs.	MI	Eat, Drink, Run, Jump, Walk, Talk, Sing, Dance, play	input meaning -focused	Ipad
Review	5 mins	Teachers imitate playing sports, students guess.	Silent Way	Sports	output	
Teaching (for 6th grade)	25 mins	Sentence patterns 1) I want to 2) I love to 3) I don't like to.... Role Play Teachers will establish a situation for students to act out. Teachers will ask: Amy, what are you going to do today? Student A: I want to... Teachers will ask: Amy, what do you love to do? Student B: I love to....	ALM MI	Eat, Drink, Run, Jump, Walk, Talk, Sing, Dance	input, output, language -focused	

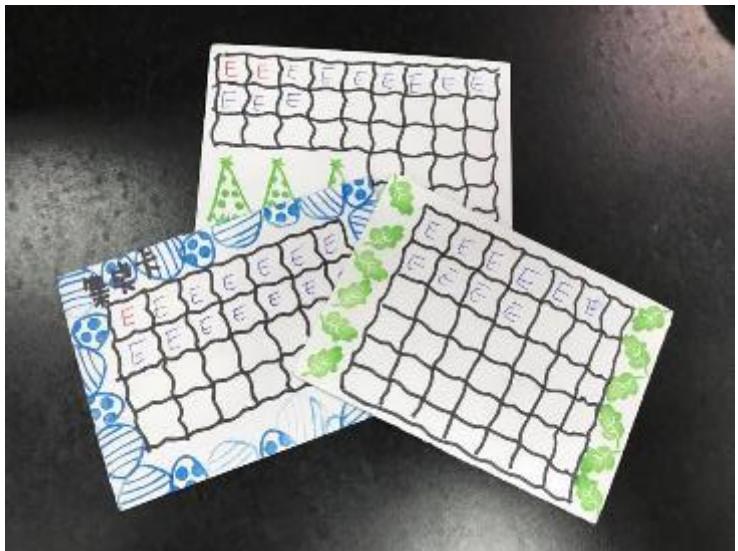
		Teachers: Do you like to? Student C: I don't like to.....				
Teaching (for 4,5th grades)	25 mins	Teach them the basic verbs one by one. Charade: Teachers will switch the commands randomly, and students will follow. Students will also take turn going up on stage and give commands.	G-T TPR	Eat, Drink, 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.

Week 14 Lesson Plan



Materials	Guo-Tai <u>4-5th</u> graders textbook <u>Hello kid 3</u> <u>& 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 3. Learn some vocabs about meats and fruits 4. Be aware of environmental issues					
Time	80 minutes		Props/ Tools	Character cards, Grid chart on the blackboard, Chalks, Small ball, Fruits’ pictures, world map, Alphabet card, phonic clock, pen, paper,, iPad		
Activity	Time	Procedure	Major Method/ technique s	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	-role play Tutors will play as customers, waiters, and waitress in a restaurant. The customer will order something like beef, pork, kiwi juice, or cherry cake. And the tutees will guess what topic we are going to teach.	MI	Beef, pork, kiwi juice, cherry cake	Input Output	Character cards

Teaching	20 mins	<p><u>Activity 1 – Throwing Balls (Meats)</u></p> <p><u>I.</u> 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><u>II.</u> 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><u>III.</u> After this activity, we will mention little about how eating meat might have something to do with methane and global warming.</p>	M-I ALM GT	Beef, Meat, Pork, Chicken, Lamb,	Input, output, Meaning-focused	Grid chart on the blackboard, Chalks, Small ball
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Teaching	20 mins	<p><u>Activity 2- Fruits and Map</u></p> <p><u>I.</u> Show students the world map and tell them the main places of origins of the fruits and also identify those fruits' names in English. Ask students to match the fruits' pictures to the place of origin. The one answer correctly the most will win the game and get special gift.</p> <p><u>II.</u> Talk about a story of the environmental pollution from transporting fruits from the place of origin to somewhere far away. Issue including: pesticide pollution, carbon footprints</p>	M-I CLT	Pear, Pineapple, Watermelon, Cherry, Kiwi	Language and meaning focused, input, output	Fruits' pictures, world map
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Tutoring	30 mins	<p><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—</p> <p>thank, three, say, pay, cow, now, cherry, chicken, she, sheep</p> <p>4th and 5th graders—</p> <p>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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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).

Week 15 Lesson Plan

Materials	Guo-Tai <u>4-5th</u> graders textbook <u>Hello kid 3</u> <u>& 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/ 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-way MI ALM	Fish, shark, whale, crab, coral	Meaning-focused, 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</p>	MI, ALM, CLT	French fries, fried chicken, coke, burger, for here, to go	language Input/output	Character cards
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		lost their homes and become extinctive.				
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- focused	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</p>		<p>Moon, food, ink, king, umbrella, under</p> <p>Cake, Make, Kite, like,</p>		Alphabet card, phonic clock, pen, paper

		to add or delete phonics) Review the vocabs we have taught today, and ask students which game they would like to play again to review the vocabs.		more, joke		
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

Week 16 Lesson Plan





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.	TPR,MI	Socks, Fireplace, Snow, Christmas tree, Santa Claus, Reindeer, Christmas Eve, Presents, Gifts, Turkeys	input, output, meaning -focused	Pictures, Ipad, blackboard, chalks

		Repeat.				
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.

Creative Lesson Plan (Before the Flood)

Materials	Guo-Tai <u>4-5th</u> graders textbook <u>Hello kid 3</u> <u>& 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><u>IV.</u> 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><u>V.</u> 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><u>VI.</u> 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, Pork, Chicken, Lamb,</p>	<p>Input, output, Meaning-focused</p>	<p>Grid chart on the blackboard, Chalks, 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-way MI ALM	Fish, shark, whale, crab, coral	Meaning-focused, 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</p>	MI, ALM, CLT	French fries, fried chicken, coke, burger, for here, to go	language Input/output	
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		lost their homes and become extinctive.				
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- focused	I Pad Small ball Chalks Blackboard
Wrap up	5 mins	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.				

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

Week 7 Reflection

Service Learning Reflections	The <u>1</u> & Visit - Time - week <u>7</u>
<u> </u> (FJU week no.)	
學 號 student No. <u>403110632</u>	班級 Class <u> </u> 姓 名 Name <u> </u>
<u> </u> Jessica Chiu 邱律瑛	
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm,	<u>10/25/2016 & xx/xx/2016</u>
<u> </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- 6 th graders	
G refl. submission Copy from here --	
The <u>1st</u> Visit to <u>4&5</u> Graders - Time - week <u>7</u> (FJU week no.- Day of the week)	
Date and Time of Service : 4:20pm ~5:20pm, <u>xx/xx/2016 & xx/xx/2016</u> (m/d/y), TTL	
SL hours: <u> </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>1. I was responsible for part of the teaching and also helping the children to finish their pre-test.</p> <p>2. This time, I was able to get along with three kids from 4th grade and 5th grade, and they are all cute and shy.</p> <p>3. I think the most significant difference between the teaching in FJU and the children from Guo-Tai is that there are always some accidents, furthermore we can't never expect what the children will act while doing the teaching; therefore, the ability of improvise is quite important in here.</p>	
<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？</p> <p>Problems encountered this week – Problem solutions</p> <p>1. To be honest, I had no contact with such a young child for a long time since I enter senior high school, therefore I was a little afraid of staying with them. Because I don't think I can handle those children once they start to be naughty.</p> <p>2. Fortunately, the children there are quite friendly to us, especially the students that we are teaching. They are all cute, although they were shy while facing the strangers,</p>	

they still do their best to be friendly to us. I think the action really encourage me to do better while teaching them.

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

1. I think after this time, I am able to acquire the skill of listening and observing. Through the course, I learn to listen what the children want to tell us, as well as their needs; on the other hand, instead of learning how to teach, I learn how to observe others through the details or the human's movements. For example, I found Amy might not understand some of the question, therefore, instead of listen to teacher's instruction step by step, she choose to fill all the blank first. Besides, because the students all know that they are low achievers in the class, therefore they are required to attend our class. As a result, they are lack of confidence toward English. Sometimes, they might even want to refuse to repeat the words after us.

2. I think the presentation of group 2 is excellent, besides it is obvious to see that they did put a lot of effort on the props and preparing for the teaching. The explanation they make towards the abstract concepts is great.

Week 8 Reflection

Service Learning Reflections	The _____ Visit -
Time - week <u>8</u>	
學 號 student No. <u>403110632</u> 班級 Class _____ 姓 名 Name _____ <u>Jessica Chiu 邱律瑛</u>	
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, <u>11/1/2016 (m/d/y)</u>	
課程名稱 Course Title : Introduction to TESL	
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 th graders	
<p>3、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？</p> <p>In this week, we didn't go to Guo tai elementary school, but we have started to prepare for the course. Because the students are having their mid-term exam</p>	
<p>4、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？</p> <p>Problems encountered this week – Problem solutions</p> <p>1. In this week, we start to design the lesson plan for the students in Guo- Tai elementary school. From doing so, we are able to learn how to design a lesson plan systematically, besides, we also combine different teaching methods into our lesson plan.</p>	
<p>3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？</p> <p>1. In this week, we start to design the lesson plan for the students in Guo- Tai elementary school, although we are not really sure about the level of the children, therefore we decided to start from the previous text book they had used in last semester. I think our team is efficient, every member knows their own work and finish them in time.</p> <p>2. I think group 3 make a clear example about the teaching method they are reporting.</p>	

Week 10 Reflection

Service Learning Reflections	The <u>2</u> Visit - Time - week <u>10</u>
(FJU week no.)	
學 號 student No. <u>403110632</u> 班級 Class _____ 姓 名 Name _____ <u>Jessica Chiu 邱律瑛</u>	
服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, <u>11/15/2016 & 11/17/2016</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- 6 th graders	
G refl. submission Copy from here --	
The <u>2nd</u> Visit to <u>4&5</u> Graders - Time - week <u>10</u> (FJU week no.- Day of the week)	
Date and Time of Service : 4:20pm ~5:20pm, <u>11/15/2016 & 11/17/2016</u> (m/d/y), TTL SL hours: _____	
<p>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？</p> <p>1. I was responsible for the teaching part. In today's lesson, we decide to teach the children the vocabularies of number.</p> <p>2. This time, I was able to get along with three kids from 4th grade and 5th grade, and they are all cute and shy.</p> <p>3. I think the most significant difference between the teaching in FJU and the children from Guo-Tai is that there are always some accidents, furthermore we can't never expect what the children will act while doing the teaching; therefore, the ability of improvise is quite important in here.</p>	
<p>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？</p> <p>Problems encountered this week – Problem solutions</p> <p>1. First, in order to know whether the lesson is too easy or difficult, we had asked them whether they knew how to pronounce and spell the words. In consequence, we found that all of them were not able to spell the words although they knew how to pronounce them. This thing tells we have to make sure for everything by tests or questions, instead of asking them verbally. Because sometimes the students don't</p>	

really know their actual level.

2. Fortunately, everything is going good today, not only the teamwork between the teachers, but also the reactions between students and teachers. I think we are getting into a pact through the cooperation and discussion. Furthermore, we become more efficient, certain and creative while we are discussing for the following lesson plan, and I think this really helps our teamwork.

3. During the teaching part, I found it is hard for 境成 to concentrate during the class. He kept playing my ruler and seemed to have no interest about the course. But after we start playing the game, he started to pay attention on what we are doing.

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. The Thursday's course and Tuesday's tutoring, I realized that not all the students are lucky enough to have the same environment as I did, who grown in a well-educated environment as well as a bunch a resources. Besides, my parents are willing to devote their time on us, and that is the reason that the children in our family are able to learn more things than the children from those underprivileged families. It is hard for me to imagine the situation of these children before tutoring. However, I am glad that I am able to have the opportunity to help those children, though we only have a few time. But I'll try my best to help them.

During the teaching, I think there are several tips that we need to be aware of. First, we need to observe carefully about the reactions between the students and the teacher, through the observation, we are able to find the flaws of our teaching and improve it as soon as possible. Secondly, we have to consider students' self-respects during the teaching, therefore, we should not set the goal that is too high for the students to achieve. Because once frustrations are accumulated, they might give up studying. Lastly, I think encouragement and passion are important during every class, because I can feel that the students know what we have done for them. It is obvious to see whether we have make effort on our teaching or not.

2. I think the presentation of the Thursday's group is really impressive, everything goes clear and easy to understand while they are speaking. I think through their report, it is easier for me to understand what "communicative language teaching" through concrete examples.

Week 11 Reflection

Service Learning Reflections	The <u>4</u> Visit -
Time - week <u>11</u>	
學 號 student No. <u>403110632</u> 班級 Class _____ 姓 名 Name _____ <u>Jessica Chiu 邱律瑛</u>	
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, <u>11/22/2016 (m/d/y)</u>	
課程名稱 Course Title : Introduction to TESL	
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 th graders	
<p>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？</p> <p>I was responsible for part of the tutoring part. We decided to teach the students the vocabularies of animals, besides, in order to know whether they understand the meaning of the target language, we designed the role-play game for the students for the sake of output observation. Although, the plan seems to be great, still it didn't work well in the classroom. Which means that we might need to adjust some part of the game.</p>	
<p>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？</p> <p>Problems encountered this week – Problem solutions</p> <ol style="list-style-type: none"> 1. In this week, we designed the lesson plan for the students in Guo- Tai elementary school, 2. I found that sometimes, it is hard to communicate with some students, because I cannot understand what he or she needs. Besides, I think it is easy to distinguish whether the students like our lesson or not through their reaction toward the games. 3. I think the points that I have mentioned about sometimes makes me feel frustrated, but I think this also improve my frustration tolerance toward different failures. 	
<p>3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？</p> <ol style="list-style-type: none"> 1. In this week, we have three students from grade six joined in our class, and I think they are good language learners although sometimes they couldn't concentrate on the course. As a result, we should put more effort on catching their attention. Furthermore, today's class is a little bit out of control due to the disturbance from the students 	

outside the class. They kept making noise in order to catch our students' attention. Also, we think there's a gap between students from grade six and the other students, therefore we were considering whether to separate the teaching in two groups. We think that the approach of making role play didn't work well in the teaching, so we decide to use other game to change this part. I think we need to work harder on the role play part.

2. For the presentation group, I think their performances are great, great eloquence and organization.

Week 12 Reflection

Service Learning Reflections	The <u>5</u> Visit -
Time - week <u>12</u>	
學 號 student No. <u>403110632</u> 班級 Class _____ 姓 名 Name _____ <u>Jessica Chiu 邱律瑛</u>	
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, <u>11/29/2016 (m/d/y)</u>	
課程名稱 Course Title : Introduction to TESL	
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 th graders	
<p>9、What-我的服務工作內容？我在服務的過程中接觸了甚麼人事物？與在課堂中有甚麼不一樣？</p> <p>Today I am responsible for the teaching part of grade-six students, and for our lesson plan, we have designed the English of different sports in order to let them learn the balls they are interesting in. I think the differences between the class in FJU and the class in Guo-Tai elementary school is the children, which is hard to control the order. Besides, we have to design the game which is interesting enough to catch students' attention.</p>	
<p>10、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？</p> <p>Problems encountered this week – Problem solutions</p> <p>1. In this week, we designed the lesson plan for the students in Guo- Tai elementary school, which has combined different teaching methods which have been taught in class, such as TPR, MI, ALM.... Etc. I'm glad that we can put all the knowledge that we learn in to practice.</p> <p>2. In this week, I think we have to put more effort on how to let the children memorize the vocabs that we teach in class longer. Although they are smart enough to understand the meaning of the words, they still can't memorize eventually when we review the words at the end of the class. As a result, I think this is a task that we need to focus on.</p>	
<p>3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？</p> <p>I think after several weeks of teaching, I become more patient while facing the children and some tasks. Because I used to be an impatient person who couldn't get along with the children that are naughty and hard to communicate. During the time getting along with the students in Guo-Tai elementary school, I tried to understand them instead of giving up immediately. There must always be a reason behind the problem, for example, at first I felt</p>	

Benson hard to communicate due to his rejection of joining the game that we design, besides he kept mocking and disturbing the teacher while we were doing role playing, which I think is quite inappropriate. But after thinking, I found that it is just because he didn't want to show his nervous while having the first class with us. I think this is an important lesson for me, not to judge one person from his or her appearance. Because now he is actually our helper while his classmates can't memorize the vocabs in class.

Week 13 Reflection

Service Learning Reflections

The 6 Visit -

Time - week 13

學 號 student No. 403110632 班級 Class _____ 姓 名 Name
Jessica Chiu 邱律瑛

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

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

Today, I was responsible for running part of the lesson. In today's class, we decided to mix students from different grades and different gender together in order to practice their ability of cooperation as well as communication. In order to win the game, they have to help each other to memorize the vocabularies that we have taught in class.

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

Problems encountered this week – Problem solutions

1. In this week, we designed the lesson plan for the students in Guo- Tai elementary school, which has combined different teaching methods which have been taught in class, such as TPR, MI, ALM.... Etc. I'm glad that we can put all the knowledge that we learn in to practice.
2. In this week, I think the most difficult part in our teaching will be the communication part and class order part. Because we have more boys in our class, therefore they are much naughty, which means that it will be hard to control the class order. Besides, sometimes it is hard for us to communicate with them when they didn't want to play the game or take the course.
3. I think we need to put more effort on understanding what the children are thinking, in order to make the course more interesting and attractive

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 in this week, we tried to mix different levels of students together in order to let them cooperate with different classmates with different strengths. Although the plan is based on great intention, the result turns out to be out of our expectation. Students from grade five and grade four turned to be quieter than the previous class, instead of enjoying the game. Besides, it seems that students from grade six become more aggressive than the previous class, as a result, it is a little bit hard to control the game. Fortunately, Alston decided to change the game after the problem happened. He divided the students into two groups, and let them competed with each through parachute game.

Week 14 Reflection

Service Learning Reflections	The <u>7</u> Visit -
Time - week <u>14</u>	
學 號 student No. <u>403110632</u>	班級 Class _____ 姓 名 Name _____ <u>Jessica Chiu 邱律瑛</u>
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, <u>12/13/2016 (m/d/y)</u>	
課程名稱 Course Title : Introduction to TESL	
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 th graders	
<p>13、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>Today I am responsible for part of the teaching and grading students' performance through the score they earn from different games. I think just I have mentioned before that the most difficult part in the teaching is to improvise to accidental situation.</p>	
<p>14、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？</p> <p>Problems encountered this week – Problem solutions</p> <p>1. In this week, I learn to be improvised to all the accidental situation. For example, when students are not interesting about the lesson or the game that we design, then we have to change the content immediately, or the students might lose their patience for the class and will refuse to cooperate eventually. As a result, I felt very tired after every Tuesday's teaching. But the training is really useful and practical, which might be very helpful in our future career.</p>	
<p>3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？</p> <p>I think in this week, I found that I am really sure I won't see teacher as one of my choice in my future career, especially for elementary school. I think I can't never understand what the students are thinking, because their logic is quite different from us, due to different age and living background. But these kids really teach my how to be patient and sensitive through the interaction with them, however, I still think that children are one of the most amazing creatures in the world. I really admire their imagination and creativity.</p>	

Week 15 Reflection

Service Learning Reflections	The <u>8</u> Visit -
Time - week <u>15</u>	
學 號 student No. <u>403110632</u> 班級 Class _____ 姓 名 Name _____ <u>Jessica Chiu 邱律瑛</u>	
服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, <u>12/20/2016 (m/d/y)</u>	
課程名稱 Course Title : Introduction to TESL	
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6 th graders	
<p>15、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>In today's class, I was responsible for teaching some of the vocabularies about snacks, because we have combined the material of the documentary "Before the Flood" into our lesson plan. During the time in Guo-Tai elementary school, we have to put our lesson plan into practice, in order to know whether this plan is great or not.</p>	
<p>16、So What-我在服務過程中學習到什麼？發生了甚麼值得記錄的事？對我可能有甚麼意義？</p> <p>Problems encountered this week – Problem solutions</p> <p>1. In this week, we designed the lesson plan for the students in Guo- Tai elementary school, which has combined different teaching methods which have been taught in class, such as TPR, MI, ALM.... Etc. I'm glad that we can put all the knowledge that we learn in to practice.</p> <p>2. In this week, I think we have to put more effort controlling the class order, because sometimes there were some children outside the classroom who's trying to attract our students' attention. By this way, the quality of teaching will decrease once the students are not concentrating on their learning.</p>	
<p>3、Now What-我對於服務後有什麼改變(成長)？未來我將如何運用所學？</p> <p>I think in this week, I found it is really hard to teach different levels and different gender at the same time. Because most of our students are boys, and they are much naughty than girls, which means that we need to put more effort on them. And sometimes we will ignore the feeling of Amy, who is the only girl in our class. Besides, sometimes students from higher grades tend to be more assertive and possessive in the activities. As a result, we still have</p>	

a lot more work to deal with.

Week 16 Reflection

Service Learning Reflections

The 9 Visit -

Time - week 16

學 號 student No. 403110632 班級 Class _____ 姓 名 Name _____
Jessica Chiu 邱律瑛

服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, 12/27/2016 (m/d/y)

課程名稱 Course Title : Introduction to TESL

服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6th graders

17、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？

Today I am responsible for the teaching part of grade-six students, and for our lesson plan, we have designed the lesson which is related with Christmas. And we have prepare some games and rewards for the students. I think the students presented their most positive attitude toward today's activi

18、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. In this week, we designed the lesson plan for the students in Guo- Tai elementary school, which has combined different teaching methods which have been taught in class, such as TPR, MI, ALM.... Etc. I'm glad that we can put all the knowledge that we learn in to practice.
2. In this week, I think we have to put more effort on how to let the children memorize the vocabs that we teach in class longer. Although they are smart enough to understand the meaning of the words, they still can't memorize eventually when we review the words at the end of the class. As a result, I think this is a task that we need to focus on.

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 in this week, we tried to mix different levels of students together in order to let them cooperate with different classmates with different strengths. Although the plan is based on great intention, the result turns out to be out of our expectation. Students from grade five and grade four turned to be quieter than the previous class, instead of enjoying the game. Besides, it seems that students from grade six become more aggressive than the

<p>previous class, as a result, it is a little bit hard to control the game. Fortunately, Alston decided to change the game after the problem happened. He divided the students into two groups, and let them competed with each through parachute game.</p> <p>Service Learning Reflections</p> <p>The _____ Visit -</p> <p>Time - week <u>13</u></p>
<p>學 號 student No. <u>403110632</u> 班級 Class _____ 姓 名 Name _____</p> <p><u>Jessica Chiu 邱律瑛</u></p> <p>服務日期時間 Date and Time of Service : 4:20pm ~5:30pm, <u>12/07/2016 (m/d/y)</u></p> <p>課程名稱 Course Title : Introduction to TESL</p> <p>服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 6th graders</p>
<p>Teaching Observation</p> <p>During the class, I found it is difficult to make all the students focus on what teacher is teaching, especially children from different grades. Their ability of concentration is also different, besides they were often distracted by each other. Instead of listening to the teacher, some children tends to lie on the ground and play, or they just keep talking. The class order seems to be a mess, because it is really hard for one teacher to control all the students.</p>
<p></p>

Reflection For the Teaching Observation

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

According to the chart above, we can see most of the number has present an increasing number, which means that they did understand and improve their target language and knowledge through our course.

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

Although the number for the post survey seems to be lower than the pre survey, it doesn't mean that they have perform worse than before, we think that this data is not significant enough to show the result.

<https://docs.google.com/spreadsheets/d/1P6rox5i5FARU-REaqc4Vq1Jtqpp4fGZRSX1kKKsd3qg/edit#gid=654699375>

Students' Progress Analysis

Obviously, from the charts above, we can know students' outcome based on the data.

According to the charts which can separate in to two parts, pre and post-test and pre

and post-survey. First, as we can see, both of the chart didn't show a significant

growth or drop, which means students' performance and attitude toward English

learning remain the same within two months. But I think this is normal, because it is

hard for adults to change their attitude and their learning habits in merely two months,

not to mention the children. As a result, we think that the number of the data is not

that important for the report, but still we can see there is some improvement on their post-test, comparing with their previous test, which is a great thing to see.

As for the second part, which is the pre and post-survey, we found that most of the statistic shows a slight decrease. Instead of focusing on the result, we decided to figure out the reason why there is no big differences after our teaching. However, we have come out several reasons----- First, we think because we didn't set any reward and punishment, students felt lack of motivation, and secondly, we think we should give them some easy homework in order to increase their sense of responsibility toward this class. Lastly, we think changing a student's learning habit is not that easy, it needs a long time to cultivate a good habit, as a result we believe that by following or lesson for a longer time, the student's performance will definitely make some progress.

Appendixes

Video Links

1. <https://youtu.be/Le--ecxXNWI>

Week 7 Teaching: This video show our first week's tutoring part. In our tutoring part, we try to know students' level, personality and background through conversations. We try to give what they need, instead of giving what we want to give.



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

Week 7 Teaching: In this video clip, instead of starting the lesson immediately, we prefer to let them know the teachers' who are going to get along with them for this semester. By the reaction of the students', we can realize who is more active and who needs more care. I think we did a great job in this part.



3. <https://www.youtube.com/watch?v=num5UKaiPiY&t=163s>

Week 12 Teaching: In this video, I am responsible for teaching some vocabulary words, and I think I should give more time to the students to let them memorize

the words.



4. <https://www.youtube.com/watch?v=2a7ycTZDsVk>

Week 12 Teaching

In this clip, we have start our throw and fall game. Obviously we can see the students really like to use this kind of way to learn their target language, which has combined different teaching method such as MI, TPR, G-T methods. By using these methods into our teaching, English learning has become more interesting for the students. But there is a problem, which I think we need more people to help manage the class order.



5. <https://youtu.be/vmi3k1s6j00>

Week 12 Teaching: In this video, I was responsible for explaining the rules of the game “Throw and Fall”. And Alston, my partner, was responsible for recording the grade.



6. <https://www.youtube.com/watch?v=qDI5g5GQwBU&t=22s>

Week 13 Teaching: In this video, I was responsible for helping other teacher to draw the black board, recording the score and part of the teaching. In this video, we are playing a game call “Hang Man”, and we divided students into two different groups to compete with each other.



7. <https://www.youtube.com/watch?v=UZH2vjeI0HM>

Final Report



Photos

Week 7 Teaching and Tutoring: Because this was the first time we met the students, so we planned to do something easy, which is introduce ourselves to the students.



Week 7 Teaching: Doing the pre-test as well as pre survey

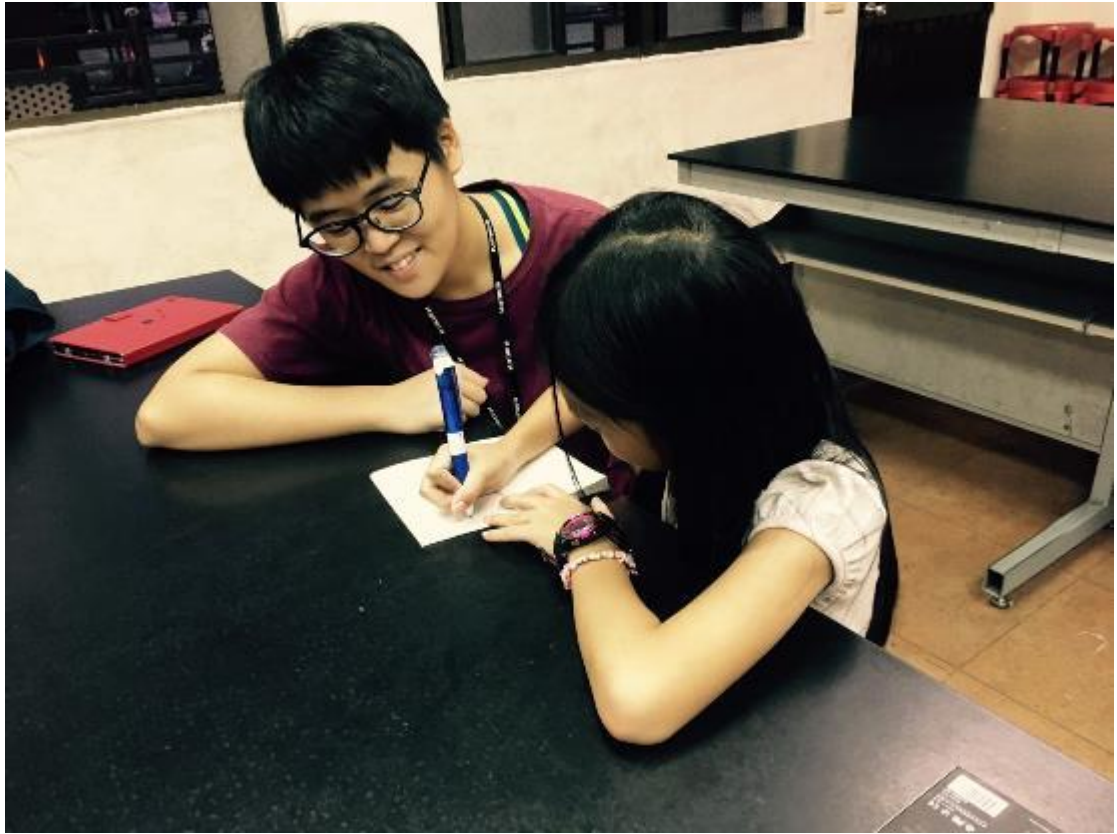


Week 8 Teaching and Tutoring



In this part we are doing the one on one tutoring, which can help fix student's problem based on he or she's own problem.







Week 13 Teaching Throw and Fall Game with grade six students.





In this week, we design the “Throw and Fall game” for the students. I think this game has interested the students, and make them focus on what we are teaching. I found that most of them prefer the lesson with active game.

Teaching Observation in Guo-Tai Elementary school



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