

天主教輔仁大學英國語文學系學士班畢業成果
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**Introduction to TEFL Guo-Tai Elementary School Service
Learning Portfolio**

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[Cover Page]

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Introduction to TEFL

Guo-Tai Elementary School Service Learning Portfolio

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Outline

I. Introduction

A. Background Information

Briefly describe the current learning situation of English in Taiwan and in our district—Hsin Chuan and the reasons why children from Guo-Tai elementary school require our assistance as well as how service learning could be beneficial to both of Gui-Tai elementary students and us as tutors.

B. Purpose

1. Purpose 1: Assist elementary school students to learn English
 - a. Reduce learning divide/gap
 - b. Provide low achievers free teaching assistance
2. Purpose 2: English majors practice English teaching and tutoring
3. Purpose 3: English majors carry out community service learning.

C. Literature Review

- a. Explain background information, techniques and skills for teaching methods I learned and adopted in service learning.
 1. Grammar- Translation Method
 2. Total Physical Response
 3. Audio-Lingual Method

4. Communicative Language Teaching

5. Silent Way

6. Multiple Intelligences

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

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

B. Lesson Plans

C. Creative Lesson Plan (Before the flood)

D. Reflection

III. Results, Findings, and Discussions

A. Data and Students' Progress Analysis

a. Pre-test and Post-test

b. Pre-Survey and Post-Survey

IV. References (MLA)

■ English Reference

Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford:

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■ Chinese References

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V. Appendixes

A. Video links

B. Photos

■ Background Information

The learning situation of English in Taiwan has been very prevalent. More and more Taiwanese people get to learn English in a 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 discovered 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. Though learning English at such a young age, students at Guo-Tai still 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.

Secondly, we think that it is very helpful and meaningful to conduct service learning at Guo-Tai since 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 and meaningful.

■ Literature Review

In this course, Introduction to TEFL, we have learned several teaching approaches and methodologies. Each method has its own goal for the teachers who use it to achieve his or her purpose. As teachers in this service learning project, we have also integrated 6 methods into our lesson plans for tutoring at Guo Tai elementary school. The 6 methods are Grammar-Translation Method (G-T), Total Physical responses (TPR), Audio-Lingual Method (ALM), Communicative Language Teaching (CLT), Silent Way, and Multiple Intelligences (M-I).

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 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 from 25th of October 2016 to 27th of 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

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	Anna, Jimmy, Harry		
Major Goals	Students will be able to 1. Know their tutees 2. Learn some basic knowledge about phonetics					
Time	40 minutes (2 sessions)		Props/ Tools	Name card, clay, Youtube video, pretest, asurvey		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5-10 mins	-Ice breaking game -introduce ourselves to students, and paste our name cards on the board, while a tutee pints to anyone of the other tutees, students have to rush to the board and hit the corresponding name card.	TPR	Each other's name	Input	Name cards, clay
Review	0 mins	-	-	-	-	-

Tutoring	45 mins	<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

Tutor Plan –FJU W10

Materials	Guo-Tai <u>graders textbook hello kids 3</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 Student s	Anna, Jimmy, Harry		
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: Languag e/ 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	Languag e 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.	—	—	—	—

Materials	Guo-Tai <u>graders textbook hello kids 3</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 Student s	Anna, Jimmy, Harry		
Major Goals	Students will be able to tell one to ten in English and differentiate the sound /t/ and /d/.					
Time	60 minutes (2 sessions)		Props/ Tools	Name card, number card, iPad, youtube video, Blackboard and chalks		
Teaching X and Y will teach 1-10 to the whole class	25 mins	<u>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
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

Tutor Plan –FJU W11

Materials	Guo-Tai <u>graders textbook hello kids 3</u>		Date	105/11/22		
			Grade	<u>4th and 5th</u> graders		
Planner	All members in our group: Alston, Tracy, Zoe, Sandy, Jessica		G-T Students	Anna, Jimmy, Harry		
Major Goals	Students will be able to combine the use of vocabularies of numbers and animals and apply them in daily life.					
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>	Desuggest opedia; CLT, M-I	Horse, chicken, cow, duck, pig, and numbers 1 to 10	Input, output, meaning-focused Language -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 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
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Tutor Plan –FJU-W12

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

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

Tutor Plan –FJU-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 Student s	Anna, Jimmy, Harry, Ben, Rocky, Ivan		
Major Goals	Students will be able to learn the sentence patterns and vocabulary, and use them to express their preference.					
Time	80 minutes (2 sessions)		Props/ Tools	alphabet cards, Ipad		
Activity	Time	Procedure	Major Method/ technique s	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	Play a video that introduces basic verbs.	MI	Eat, Drink, Run, Jump, Walk, Talk, Sing, Dance, play	input meaning -focused	Ipad
Review	5 mins	Teachers imitate playing sports, students guess.	Silent Way	Sports	output	

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

Tutor Plan –FJU-W14

Materials	Guo-Tai <u>4-5th</u> 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 Student s	Anna, Jimmy, Harry, Ben, Rocky, Ivan		
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—tha nk, three, say, pay, cow, now, cherry, chicken, she, sheep</p> <p>4th and 5th graders—ap ple, pig, cow, duck, red</p>	Input, output, language focused	Alphabet card, phonic clock, pen, paper
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Wrap up	5 mins	<p>-Story time</p> <p>-Tell the tutees how meats and methane are related, and how they indirectly and negatively impact our environment.</p> <p>-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.</p>	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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Tutor Plan –FJU-W15

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

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	Anna, Jimmy, Harry, Ben, Rocky, Ivan		
Major Goals	Students will be able to learn vocabularies related to Christmas.					
Time	80 minutes (2 sessions)		Props/ Tools	Ipad, pictures, blackboard, chalks, survey papers, gifts		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	Play a Christmas song and let them guess our theme today.	MI	-	Input, output	Ipad
Review	5 mins	Review colors that we will be using today. We will ask students what colors they might use on Christmas.	CLT	Yellow, Green, Red, Blue, Black, White	Output, meaning -focused	-
Teaching (for 4 th ,5 th , 6th grade)	30 mins	Teach students English vocabs first using relevant pictures. We will then split them up into 2 groups. Each group will have 3 students. They will line up. The teacher will show the last person in line a picture we have taught them. The last student will need to come up with the English word. Then, the last student will have to rush to tell the first person in line what word he/she has just seen. The first student will then need to write it down on the blackboard. And the first student goes to the end of the line, and the previous last student take his place to the next first person. Repeat.	TPR,MI	Socks, Fireplace, Snow, Christmas tree, Santa Claus, Reindeer, Christmas Eve, Presents, Gifts, Turkeys	input, output, meaning -focused	Pictures, Ipad, blackboard, chalks

Tutoring	30 mins	Do the post-test individually (1 teacher on 1 student).	-	-	input, output	Survey paper
Wrap up	10 mins	Count the points they have gained and give out the gifts we have prepared for them.	-	-	-	Gifts

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

■ Creative Lesson Plan

Tutor Plan –FJU-Before the Blood

Materials	Guo-Tai <u>4-5th</u> graders textbook <u>Hello kid 3 & Dino 5</u>		Date	105/xx/xx			
	Introduce		Grade	4,5,6th graders			
Planner	Alston, Jessica, Tracy, Sandy, Zoe		G-T Student s	Anna, Jimmy, Harry, Ben, Ivan, Rocky			
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: Languag e/ meaning focused; input/ output	Props/ Tools
Warm up	5 mins	-Name game		ALM	Everyone’s name	Output	Name cards

Teaching	20 mins	<p>Activity 1 – Throwing Balls (Meats) Jessica</p> <p>IV. Before introducing the vocabularies of meat, ask the students whether they know or have eaten any kind of meat. For example: beef, pork, chicken, lamb...etc. After asking them, we will show them the picture of different kinds of meat as well as their English vocabs.</p> <p>V. Ask the students to play the Ball-throwing Game.</p> <p>First, we will draw 3*3 grid chart on the blackboard, after that we will place the pictures of different kinds of meat in each grid. Secondly, we will ask the students to throw the ball to the meat that they would like to eat. After they hit the ball, they have to spell the vocabs of the meat correctly in order to take the picture away. Lastly, the one who get the most pictures will win the game and get special gift.</p> <p>VI. After this activity, we will mention little about how eating meat might have something to do with methane and global warming.</p>	<p>M-I</p> <p>ALM</p> <p>GT</p>	<p>Beef, Meat, 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>Activity 2- Fruits and Map Tracy</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>Activity 3–Sea food Sandy</p> <p>VIII. We will play the Charade game. First, two of the tutors will demonstrate how the game works (use “bird” as an example). And then four of the tutees will take turns to be the performer to do the silent action (fish, shark, whale, and crab). At the same time the other two tutees will guess what word they are trying to express (the tutees can say in Chinese). The last word “coral” will be introduced through the story told later.</p> <p>IX. After the game, we will teach the tutees how to pronounce and spell each of the vocabularies correctly in English (observing their mouths).</p> <p>X. About the story, first I will ask them “Have you ever watched a movie which is about fish and sea? (answer: finding Nimo)” And then I will say that “Do you know that the amount of fish is less and less?” This question would be the introduction of my story which is about overfishing of sharks, whales, and crabs. Besides, the unfair fishing way also affects the living environment of coral and the consequences (such as coral bleaching). Then I will teach the tutees the vocabulary of “coral.” (most of this part will be conducted in L1:Chinese, and this part would be more like a chatting instead of teaching)</p>	Silent-wa y MI ALM	Fish, shark, whale, crab, coral	Meaning -focused, input, output	Blackboard, vocabulary cards, picture cards
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Teaching	20 mins	<p>Activity 4-Fast food Zoe</p> <p>IV. Learn the vocabulary and sentences</p> <p>A. Explain and teach them memorizing 5 words/phrases: French fries, fried chicken, coke, burger, and tell them to read after me by looking at the pictures of foods with the foods' name on it.</p> <p>B. Explain and teach them memorizing the 4 sentences: I want some French fries. I want a bottle of coke. I want a burger. I want fried chicken, and tell them to read after me by looking at the sentences which will be written on the blackboard.</p> <p>V. Role play</p> <p>A. Design a situation: the teacher play the role of server in McDonald's, putting on the cap, and ask the students: may I take your order?</p> <p>B. The students will play the roles of costumer, making order by using the sentences we just learn, and they can have the pictures with them. When they have ordered one thing, they give the picture to the server. If they complete the 4 sentences, they can have reward.</p> <p>VI. Ask them do they know the consequences of eating too much fast food. And then tell them fast foods are fried with palm oil. If they eat too much palm oil, they will get cardiovascular diseases and become fat. Also, Malaysians and Indonesians are deforesting rainforests in order to plant palm trees, for palm oil worth lots of money. The disappearing of rainforest will cause many problems. For example, gorillas lost their homes and become extinctive.</p>	MI, ALM, CLT	French fries, fried chicken, coke, burger, for here, to go	language Input/output	
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Teaching	20 mins	<p>Activity 5– Parachute (Snacks) Alston</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	<p>Ask what do they learn about today's tutoring.</p> <p>Also review all the vocabularies we teach them today. Then, we could discuss with the tutees about what we can do to help the environment—to let tutees to express their own opinions.</p>				

■ Reflections

Week 2:

I think this course is interesting. Right now I do not plan to be a teacher in the future, but things might change. In addition, this course is teaching us how to be a good teacher, and I think this skill is not only available while teaching a whole class but also helpful one day when I become a parent.

Week 3:

This week, we learned about what is TPR. TPR is total physical response, and it means that the teacher teaches students with the method of body movements (physical movement, or motor skills.) Another topic we discussed in the class is what qualities do a teacher need to possess to be a good one. In my opinion, the first and the most important quality a good teacher must have is loud voice. Other ones are high EQ, wisdom, sense of sympathy, and an open mind, etc.

Week 4:

This week I realized that a teacher's knowledge is absolutely important. Later we would have a chance to teach children phonics. If we don't have enough knowledge about phonics, our tutoring would be a disaster, and it should not happen in a good tutor's class. Therefore, it is truly necessary for me to prepare not only a funny class but also a class which can provide students correct and useful knowledge.

Week 5:

In today's class, BC explained what is ALM. This strategy is about repetitive practice. Indeed, this method is useful while a teacher is teaching a new vocabulary or a new grammar pattern. However, if the teacher only uses this certain method during the whole class, it might be a boring class. In my opinions, a teacher should try to use different strategies based on students' different intellegences, which can also facilitate students' potentials.

Week 6:

It is really interesting to learn that there are so many methods and approaches to teach language. Next week, we are going to meet our tutees for the first time, and to be honest I am a little nervous. I used to work in a cramschool where the children were all elementary students. Though my working experience might help me to get along with our tutees, it would be a totally different situation when it comes to teaching them language.

Reflections FJU W7

Service Learning Reflections

學 號 student No. 403110644 班級 Class 2016-TEFL 姓 名 Name Sandy Kao 高若瑄

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, 10/25/2016

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 and 5th graders

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

1. The three students we met were one girl and two boys. Originally, I assumed that these students would be very naughty and talkative, but it turned out that they were actually willing to obey our instructions and do what we asked them to do.

2. The girl, Anna, all of our group members agree that she is smart, but she is not really good at English. For example, during the pretest, students have to listen to my pronunciation of vocabularies first, and then they can find out which option is different from the other two. The boys, Harry and Jimmy, did not write down the answers until I spoke the vocabularies. However, Anna did not listen to me. She just looked at the options and found out which letter did not look like the other two and then write down her answers. Therefore, she was not really familiar with pronunciation of English letters or vocabularies, but she can quickly figure out another way to get the correct answer. Besides, one of our members said that Anna likes drawing, so we assume that perhaps her visual ability is good.

3. As for the boys, I think Harry is a little shy. When I asked him questions, he only replied me no or I don't know. He seemed to be too shy to express his real feelings; therefore, sometimes, I had to guess what he was thinking right now.

4. The other boy, Jimmy, is a quite active boy. At first, he claimed that he only said five sentences a day, and of course it was not true because Anna instantly refuted that he said apparently more than 5 sentences during the field trip that day. However, none of us blamed Jimmy since it was not really bad behavior. I think this child was just trying to make us notice him.

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

Problems encountered this week – Problem solutions

1. Even though I used to work in a cramschool where many children studied English there, it is still difficult for me to get along with children. Every child has different and unique personality, and as a teacher, I must understand well their uniqueness so that I am able to apply suitable teaching ways to every child.
2. During the service learning, I found that there is never enough preparation before a class.

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 in the future, we have to rehearsal before we actually teach our tutees. In addition, it is also necessary to prepare plan B just in case even though we know we won't have enough time to use it.
2. I think in Anna's case we can add more visual effect in tutoring to attract her attention (Multiple Intelligence).
3. As for Jimmy, to be honest, I am not really good at get along with such a child who would always try to attract others' attention. I think I cannot always let him achieve what he intends to do. Sometimes, if he interrupts while another classmate is talking or he disturbs the order of the class, I have to stop his action and tell him why I blame him. However, I still try to think about the most suitable solution if this situation happens.
4. One of our tutors noticed that our attentions were mostly on Anna and Jimmy, so sometimes we ignored Harry. I think this problem must not happen next time because when a student think that the teacher does not pay much attention on him and this happens every class, the student would definitely lose his trust in the teacher. But on the other hand, I hope Harry could be more active and willing to express his feelings. It would be a part I am going to work on during the following tutoring.

Note: Underline your key phrases.

The features of the Silent Way:

During the class, it is the teacher who would be silent. This method does not emphasize on repeating practicing; instead, the main goal of the Silent Way is to make students think (the Cognitive Method) and then find out the answers based on their creative thinking process inside their minds. As a result, this method would not ask for perfection but focus on progress. Besides, students can learn from each other through the Silent Way. If one student gives the teacher a wrong answer, the teacher would not provide the right one instantly but pick another student to answer the question. Then the first student can adjust his or her answer according to the correct one.

Reflections FJU W10

Service Learning Reflections

學 號 student No. 403110644 班級 Class 2016 TEFL 姓 名 Name Sandy Kao

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, 11/15/2016

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 and 5th graders

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

1. This time, I think we divided our job into more precise parts for each of us, which indeed improved our cooperation during the tutoring. Perhaps because last time was our first tutoring, all of us were actually in a spin, and of course there was still much space for us to improve. Fortunately and excitingly, we did far more better this week, and it seemed that our tutees enjoyed and concentrated on the activities we conducted.

2. During the teaching part, two of our members co-taught all of the tutees. There was an activity in which children had to quickly find the correct letter cards to spell the assigned word. Of course the number of letter cards were limited, so only two of the three tutees could finish the word if their action was quick enough. Originally, I was worried that these children would be too competitive, and they would hate losing the game very much. To my surprise, though they were still very eager to win the game, but it seemed that they focused more on how to spell the assigned word, which is the emphasis of our tutoring.

3. This week, I was responsible to tutor Jimmy. In the previous part (the teaching part), Alston and Jessica taught them the numbers from one to five. So, I decided to teach him how to pronounce these vocabularies accurately because I thought pronunciation was quite important. Besides, it was an excellent opportunity for Jimmy to improve his pronunciation in the tutoring since I could observe his mouth and correct him immediately, which is almost impossible for a teacher who teaches a larger class. When I taught Jimmy the pronunciation of these five words one by one by dividing the words into syllables, I found that this part was interested him, and I was also surprised that their teacher did not teach them in this way how to pronounce vocabularies.

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

Problems encountered this week – Problem solutions

1. Initially, I intended to help Jimmy review the numbers from one to five and teach him numbers from six to ten. Nevertheless, after reviewing one to five, he was already tired and out of energy. When I let him to eat his own snack (he bought it at school), he was again energetic. I think it is natural for a child who is only 10 or 11 years old to be not able to concentrate on learning English for more than 30 minutes, so I did not force Jimmy when he said he was tired. However, I hope next time he could pay his attention on our tutoring longer than this time, and I would also try to think of more creative and interesting way to make him focus on our tutoring.

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 this time we really did a good job, and it was very comforting and happy to see these children enjoyed and truly learned something from us even though it was just a vocabulary. So next time we will still use the same way we conducted this week. However, next week there will be three more tutees who are all 6th graders, and we will see whether this way is still useful.

Note: Underline your key phrases.

Reflections FJU W11

Service Learning Reflections

學 號 student No. 403110644 班級 Class 2016 TEFL 姓 名 Name Sandy Kao

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, 11/22/2016

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

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

1. This week, three new tutees joined our tutoring. All of them are 6th graders. Actually, I have some experiences about teaching children due to my part-time job before. And children like 6th graders are always that kind of kids I have no idea how to get along with them because they are already old enough to think on their own as well as have their own opinion. For SL this time, I am responsible for the teaching part (I co-taught with Zoe), and I think I am really an awful teacher. For example, because I was too nervous and also a little panic, I did not clearly explain the rules while we were in the game activity part. It was almost the worst time since we started the SL. Besides, one of the 6th graders whispered to another tutee while I was teaching, and actually I heard it clearly—he said that the teacher, apparently me, was weird. That is the typical way a 6th grader would act, and it indeed met my prediction. Though I was not disappointed or frustrated by his words at that moment, it still influenced my teaching. What I was thinking at that moment was that he was indeed a great challenge in our SL. Although I was so pessimistic at that moment, I start to think in another way and perhaps we just need more time to understand the tutee.

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

Problems encountered this week – Problem solutions

1. After the SL, we found that these 6th graders are actually not as incapable in English as we assumed, and there is a great disparity between their knowledge of English of 6th graders and those who are not 6th graders. It is also the reason which makes our teaching a little hard to conduct since the contents is too easy for 6th graders, while Anna, Harry, and Jimmy still need more time to learn the vocabularies we taught them.

2. In addition, it seems that the new tutees already know Jimmy, and he also knows them. Perhaps this is the reason why Jimmy was much more excited than usual, and he constantly bothered while we, the tutors, were talking.
3. Not only Jimmy but also those 6th graders do not focused on the tutors. Therefore, they made a lot of noise during the teaching part. And this time, Anna seemed to be not really interested in our activity, and later we assumed that she was probably affected by Jimmy and the 6th graders. It is sad to see that Anna did not feel quite comfortable and enjoy because she is always very concentrate on what we are teaching.
4. Another problem we encountered this week is actually not about the tutees themselves. Some students also stay after school to take class, and the classroom they were in was just next to the one in which we conducted our SL. After finishing the test, Anna got my permission to take a break, and some of the students from the next classroom came to our classroom. Obviously, they are very familiar with Anna. Then, more students came to our classroom, and one of them was so excited (I don't know why) that he even shouted loudly, which seriously disturbed our tutoring.

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 the main reason why I did not teach well this time is that I did not make enough preparation before the SL. For the teaching part, Zoe and I were both responsible for teaching them new vocabularies and conduct some activities. However, we did not rehearsal before and divide the job clearly, which led to a consequence that we did not know who was going to talk right now.
2. To solve the problem of disparity between their knowledge, next time we will divide the tutees into two groups and conduct the teaching at the same time with two different tutor plans.
3. For myself, I think I really need to adjust my attitude and know that my job is to help them as well as provide proper companion. Furthermore, the most important thing is to maintain my enthusiasm and to encourage myself whatever difficulties I am faced with.

Note: Underline your key phrases.

Reflections FJU W12-13

Service Learning Reflections

學 號 student No. 403110644 班級 Class 2016 TEFL 姓 名 Name Sandy Kao

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, **11/29/2016 & 12/06/2016**

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

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？

11/29/2016

1. In today's teaching part, Jimmy was still active this time. Now we are more familiar with these children, and they feel more relaxed around us. Nevertheless, it also causes a situation that they are more active during our tutoring, especially Jimmy. I think he really wants to catch our attention, so he keeps making noise and consequently disturbs the class. For the previous times, I did not blame him and clearly made the order of asking him to stop, but this time, I clearly asked him to stop making noise and concentrate on our class. Later I was wondering whether my voice was too harsh and Jimmy's feelings might be hurt. However, if I did not ask him to stop, he would not know that interrupting the class is wrong and it also affects other classmates. Then, he would still make a lot of noise in the subsequent classes.
2. I think our method of separating was quite effective. I do not dare to say it was successful, but it indeed worked. Take Anna for example, she seemed to be more involved in our teaching than the last time. As for Jimmy, though he was still very active this time, fortunately he was under our control.

12/06/2016

1. Today we did not use the way of separating; instead, we let the tutees all sit together and play games as one class. There were totally two activities in today's tutoring--Hangman and Kings. However, later we did not conducted the part of tutoring because the games almost took the whole session. Fortunately, the whole teaching part went almost smoothly, though sometimes the tutees' attention was not focused on the tutor. This time, our strategy was that one tutor as the teacher to teach

all the tutees, and the rest of us sit with the tutees as if we were also students. Besides, as for the part of games, three of us also joined the games, while one tutor played as the host to give us instructions and tell us how to play the game, and one tutor was the host's assistant. Whenever the tutee did not concentrate while the host was talking, other tutors who were around them would remind the tutees of being focused on the teaching and also check their situation whether they could understand the vocabularies or not. I think this strategy worked quite effectively this time, and perhaps we used games throughout the whole teaching part so that the tutees did not feel boring. For example, while we were playing the game of Kings, everyone had to draw lots to decide which character he or she was going to play. At this moment, the tutees would be curious about what characters other tutees were and they would try to guess, which means they already focused on this game, and they would be more likely to pay attention on our teaching.

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

11/29/2016

1. Although our method of separating was effective, I was wondering that is it proper to divide these children into two different tutoring groups. I believe that all of these children must possess something good which should be respected and learned by others. If we separate them and we indeed did it, this apparently means that we take away their opportunities to learn from each other. And perhaps the tutees would be curious about why they were divided into two groups instead of learning as a whole. If they do ask this question, what and how should we answer them?

12/06/2016

1. I think we did not encounter serious problems this time, but there were still some little ones. Like the previous times, Jimmy kept disturbing the class again. He always got really excited whenever those 6th graders were around. Perhaps he not only wanted to get our attention but also wanted the 6th graders to notice him. To be honest, I could not figure out any perfect solution to solve this problem which actually happens every time. Therefore, what I could do was keep reminding and asking him to not interrupt and pay attention while the tutor was talking. In addition to the Jimmy's case, another tutee, Ben, also did not focus on the teaching frequently.

He even took out his homework during the game, but later he was interrupted by Tracy and ordered by her to not finish his homework at that moment.

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?

11/29/2016

1. To be honest, it is still difficult for me to figure out a good plan in tutoring part. For the teaching part, all of our members discuss together and create a tutor plan. However, after the teaching part, the tutees are already a little tired and cannot focus their attention on learning English anymore. Usually, I would not force them to remain in their seats. Instead, I let them take a break, but the problem is once they are out of the condition of a class, it is absolutely difficult to get them back. As a result, I am still thinking about what they could learn in the tutoring part and how to make the tutees focus on the class again.

12/06/2016

1. I think this time Tracy did a good job. Although sometimes the situation during the teaching was quite out of control, she could still make the teaching continue by using her authority to order the tutees to focus on her teaching. From her teaching, I realized that if a tutee was doing something which is not related to the class and seriously disturbed the teaching, I, as a tutor, should stop him or her action right away. Sometimes I am afraid that their feelings might be hurt if I ask them to stop their specific behavior; as a result, in times, I just omit it. However, we have the duty to let these tutees know what is right and wrong. If we did not tell him or her that their action is actually not proper under such a condition, then the next time they would still do this. We could not expect that these children would suddenly know that his or her own action is wrong if we never told them that he or she did something wrong. And if we did not stop that behavior right away, other tutees would think that “why the teacher did not blame him or her? Does this mean that I could also do it in class?” Definitely, we do not want to see more and more tutees behave like this.

Note: Underline your key phrases.

Reflections FJU W14-15

Service Learning Reflections

學 號 student No.403110644 班級 Class 2016 TEFL 姓 名 Name Sandy Kao

服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, 12/13/2016 & 12/20/2016

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

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？

12/13/2016

1. This time, it was my first time to teach 6th graders. Before today's SL, I used to think that it would be very hard and difficult to teach them. One of our members said to me that "you do not have to worry so much. They are just kids, and they are also good kids." Perhaps because they are 6th graders, they are already old enough to have their own thoughts and they would not follow teacher's every instruction. They are already able to think that why teacher asks me to do this or why I should learn this. These are the reasons why I do not like to teach older children. Nevertheless, I cannot always escape from my duty. I am a tutor to do service learning in Guo-Tai elementary school, so I have to understand all of my tutees and try to get along well with each of them. Fortunately, all of our tutees are good children. Though sometimes they are not paying attention on our teaching, they would return from their imaginary world or somewhere after we remind them to be focused.

12/20/2016

1. This time, I did not go to Guo-Tai with my group members. However, through the videos, I can see that the situation is still as a little chaotic as the previous times. I forgot to mention that last week we separated the tutees and made them as one group of 6th graders and one group of 4th and 5th graders. So, this time, the teaching was conducted as a whole class. As usual, whenever it is a whole class, Jimmy would be really excited. As for Ben, I think he tried to catch others' attention by doing some weird actions.

2. In my perspective, the activities they conducted this time were all interesting. For example, as we discussed before, they would order one tutee to come in front of the other

tutees to mimic the object, and other tutees have to guess what vocabulary he or she is trying to mimic and the first one who get the right answer can obtain one point. Later they divided the tutees into two groups that were respectively named after the vocabularies they taught them today, the “chocolate” team and the “cookies” team. Then, Alston would give them a stick to pass around while the music was playing on. When the music stopped, the one who happened to hold the stick had to answer Alston’s question. If he or she provided the right answer, the tutor would give him or her one point, but the tutor would not take away any point if the tutee got the wrong answer.

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

12/13/2016

1. In today’s teaching, Jessica and I taught the three 6th graders the vocabularies of different kinds of meat such as beef, pork, and chicken as well as a sentence pattern “I want to eat ...” Before we officially jump into the teaching of vocabularies, I usually start with a small chat with the tutees. For example, I would first ask them what kind of meats they like to eat or do they like steak. Besides, I would ask them to imagine a situation such as we are now at a restaurant before I taught them the sentence pattern. And I found out that small chat seems to be quite useful because they really enjoys chatting with us and sharing their own favorite things or the things they do not like.
2. After my teaching part with Jessica, the following activity was Hangman. In addition to vocabularies of different kinds of meats, we also taught them vocabularies about fruit and Hangman was the activity to test whether they did learn these vocabularies about fruit well or not. During the activity, at first they did not understand the rules very well, so they seemed not to really be involved in the activity. However, later they became more focused on figuring out what vocabulary they have to guess and spelling it correctly. It was really interesting and happy to see that they really enjoyed the game.

12/20/2016

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？

12/13/2016

1. One thing should be noticed during the activity of Hangman is about a tutee, Ben. I think he is a little different from the other 6th graders. While the other two tutees were working hard on spelling the vocabulary correctly, he seemed not really interested in this

activity. His situation is a little hard to describe clearly. Perhaps he does not really enjoy activity that requires team work. In my perspective, he might prefer activities that provides a chance to show his good performance not through cooperation but on his own. When I was teaching them the sentence pattern “I want to eat...,” I did not ask them to spell the sentence out, but Ben did it automatically and it seemed that he really want me to praise him for this behavior. So, I think he might really need an opportunity to show his intelligence. Maybe for a tutee like this, I would give him more extra tasks to do in the future, and I think Ben is smart enough to complete the tasks.

12/20/2016

According to our tutor plan, we would let the tutees fill out post-test today. However, to be honest, I think the results of post-test would be almost the same as that of pre-test. Because we do not meet these tutees frequently, it is hard for us to really let them learn something. In addition, everytime it took us much time only to keep and control the order of the class. Therefore, what we could really give these children is merely our companion. This may sound a little frustrating, however, think from the other side, it is really good to see these children enjoy the time we stay together. Whenever I look at them, I really hope that I could give them something that would be useful and beneficial to their future, but it is a little difficult actually. As a result, right now I only hope that they could be as happy as they are at this moment even in the future where a lot of difficulties awaiting them.

Note: Underline your key phrases.

Reflections FJU W16

Service Learning Reflections
學 號 student No. <u>403110644</u> 班級 Class <u>2016 TEFL</u> 姓 名 Name <u>Sandy Kao</u>
服務日期時間 Date and Time of Service : 4:20pm ~5:40pm, <u>12/27/2016</u>
課程名稱 Course Title : Introduction to TESL
服務機構與年級 Organization and Grade for SL : Guo-Tai elementary school- 4 th , 5 th , and 6 th graders
<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>Although this was our last time of service learning, we still planned to teach the tutees something. This time, we taught them vocabularies about Christmas. In addition, it was also they day we were going to give them gifts. Perhaps it was the last time, so the tutees were more excited than usual (actually they were always excited during our tutoring). We could barely talked because they were so noisy. The situation was almost out of control after we gave them presents. But still, the class did not end as we gave them gifts. After the gift-giving, we had an activity, in which the tutees had to first choose one of the vocabularies we just taught them as their “name”, and when the teacher said start, the tutees had to randomly count off. If two tutees said the same number at the same time, then they have to say each other’s “names.” The one who said the other tutee’s “name” correctly and faster would be the winner.</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>Last week, we did not encounter serious problem. However, because some of the students from Thursday came to Tuesday, which made the situation a little chaotic. And these was a teacher from Guo-Tai came to ask us whether we were FJU students or not. Actually, we knew nothing about the students and no one informed us that they would come to today’s class. Later, it turned out that the students’ tutors would also come that day. but because they were a little late, Jessica and the other tutor Emily from another group had to take care of these children for a while, otherwise they would be too noisy and consequently affect other tutees who were attending class at that moment.</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?

Today was the last time of our service learning at Guo-Tai. To be honest, I did not feel absolutely sad but just a little pity. What we could do for these children was limited. They are still very young children. Anything is possible and no one will know what their future would look like. As tutors, we are only a tiny part in their life, and every week we merely spent 80 minutes with them. It is quite difficult for us to really teach them something since we have little time. However, I still hope that from us they could really learn something no matter this is only a vocabulary or a meaningful lesson that would be helpful in their future.

English Club Reflection

English Club Reflection

學 號 student No. 403110644 班級 Class 2016 TEFL 姓 名 Name Sandy Kao

日期時間 Date and Time of English Club 12/21/2016 1:30~3:30pm

課程名稱 Course Title : Introduction to TESL

機構 Organization : Guo-Tai elementary school

At the beginning of the class, the teacher helped the students review what they learned last week. Each of the students was a certain kind of animals. For example, a student played as a rabbit, and he had to say a sentence—"I have red eyes and long ears." Then, in today's class, the teacher gave every student a handout, on which was a story, or more like a fairy tale. The story was about an animal kingdom, and the animals the students chose last week were the characters of the story this week. In my opinion, Desuggestopedia was applied in this activity since all of the students did not use their original names but a brand new character to do a role play in this story. I think this activity is a very excellent one because in addition to role play it made a connection between what they learned last week and this week. It helped students review vocabularies in a more interesting way.

One impressive thing I noticed during the class was that when the students were too noisy and could not pay attention on the teacher, the teacher asked the students to leave their seats and sit on the ground as a circle. I think in this way the teacher was able to control the order of the class better because the distance was much shorter than when the students sat on chairs. It was indeed a useful and effective method, but the condition was the floor should be cleaned so that the students could sit on it. Then, about the next activity, the students were going to learn vocabularies about fruits. The teacher asked the students to choose one kind of fruits they wanted but they were not allowed to use it unless they succeeded in hitting the assigned area on the blackboard with a ball. This activity was about TPR since the students had to act (hit the blackboard with a ball) according to the teacher's instructions. Besides, the teacher did not just assigned each student with a type of fruit but asked them to figure out what kind of fruit they wanted, which made them thinking instead of just receiving everything the teacher gave to them.

The whole class time was divided into two periods taught by two different teachers. During the second period, there was also a very interesting activity in which TPR and MI

were both applied. The teacher put some cards (on the cards were pictures which showed emotions such as happy, bored, or tired, etc.) on the ground in the way of one line, and then the students were divided into two groups. Every time two students from the two groups respectively would stand beside the beginning point of the line formed by cards. Then the teacher would say a vocabulary, and the one of the two students who ran to the right card and jumped faster was the winner.

Overall, all of the activities of English club were quite interesting, and the teachers used a lot of methods that I never thought before. However, the only problem was that the students were sometimes too talkative and the teacher could barely control the order. So, it took the teacher much time to merely keep the order of the class. Still, the teachers and the English club surprised and inspired me much, and the activities were so excellent that I would keep that in mind. Perhaps in the future, if I have chance to teach children again, the experience would be a very useful tool for me.

Note: Underline your key phrases.

■ 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 post-test and post-survey (the same questionnaire) 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 first 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

For the counting of this phonological test, on the original form, we recorded every tutee's response. If they answered correctly on the question, then on the original form we would mark "1." On the contrary, if the tutee provided the wrong answer, then we would mark "0." So the full score means the highest score they could get. If all of the tutees answered correctly for all the questions, and then every cell of the original form would be marked as "1." After all of the "1"s are added together, the result is the full score.

As the form above shows, the scores of the post-test are all higher than the ones of the pre-test in terms of the three categories though the gaps are not significant (only the difference in third category is the most obvious). For the first category, the average score of pre-test is 124, but the result of the post-test is 126. As for the second category, the score is changed from 108 to 110. The last category also shows the similar situation—the score is lifted up to 130 from 122. This means that the tutees made little progress on all of the categories. After our tutoring, they became more familiar with and understand better about the differentiation, comprehension and production of the first 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.

■ Pre and Post-survey

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

	(學習態度層面) Learning Attitude	(主動參與層面) active participation	(內在動機層面) internal motivation	(自我效能層面) self-efficacy
Group Average Presurvey	3.48	3.43	3.71	3.44
Group Average Postsurvey	3.45	3.25	3.79	3.42

For every question of the survey, the tutees have five choices—1 means strong disagree, 2 represents disagree, 3 means no comments, 4 is agree, and 5 represents strongly agree.

For the part of learning attitude, it is about the tutees' attitude toward English learning. For instance, the questions about learning attitude are “I would pay much attention on what the teacher is teaching in English classes,” “I would finish my assignments and hand in to the teacher on time,” or “I would be careful about how I pronounce vocabularies.” So, higher score means the tutees have more positive attitudes toward their English learning, while lower score represents the opposite situation. On the form above, the average score of pre-survey is 3.48, while in post-survey, the score is 3.45. Actually, the difference is not significant, which means their attitudes did not change dramatically—the state of their attitudes almost remain

the same from the time we conducted pre-survey to the last tutoring class in which we conducted post-survey. However, if the gap is much larger, it would represent that the tutees' attitudes toward English learning become less positive. In our group's perspective, though it did not really happen, we still come up with possible reason for this situation—the relaxing atmosphere of our tutoring class. In our tutoring classes, we did not give the tutees homework or tests, which might make these tutees feel that they did not have urgent or specific reason to study English hard. Consequently, they became less active and positive in participating in English learning in our tutoring classes.

As for the part of active participation, the score of post-survey is also a little lower than that of pre-survey—the score changes from 3.43 to 3.25. Active participation is about the tutees' actual actions in order to learn English. If the average score is higher, this means that the tutees' actions to learn English are more positive, while lower score apparently means the opposite situation. Though with slight difference, in our group's opinion, we think that the possible cause of the decrease of the score in active participation might be the same as that of learning attitude. If the tutees' attitudes become passive, their action would definitely be affected by their attitudes. Therefore, due to the negative attitudes, their participation in English-related activities becomes less active than before.

For the third category of the survey, internal motivation, unlike the previous two categories, the score changes from originally 3.71 to 3.79, the most significant one. The questions about internal motivation are “I like English,” “I feel happy when I am having English class,” or “I like to go to school because I can attend English classes,” so this part is to help us know whether the tutees feel interested in English. The result shows that the tutees developed a little more interest in English after our tutoring. The possible reason for their change might lie in our creative and interesting way of designing classes. We combined English learning and games as well as used M-I to help them develop their unique abilities, which made the tutees feel our tutoring was interesting and consequently enhance their interest in English.

However, for the last category, the score also becomes lower slightly, from 3.44 to 3.42. The last category of self-efficacy is about the level of the tutees’ confidence in their English performance. So, if the score is higher, that means they feel more confident of their performance in English classes. In this case, the score of post-survey is a little lower than that of pre-survey, and the reason for this situation might be the contents of our tutoring. Perhaps the contents of our tutoring is too difficult for them, especially for the 4th graders and 5th grader, so they might have difficulties in memorizing the vocabularies and understanding the sentence patterns or pronouncing the vocabularies correctly. As a result, it led to their lower confidence in

their English ability, but the change is not significant.

■ Appendix

Final Presentation-Sandy

<https://www.youtube.com/watch?v=heGa0hc5YQE&feature=youtu.be>

October 25, 2016 (Week 7)

<https://www.youtube.com/watch?v=4wT1iITTkjQ&feature=youtu.be>

Tracy and Sandy were chatting with the tutees. (2 minutes)



Sandy was introducing herself to the tutees.



One of the tutees, Anna, was introducing herself to other tutees and tutors.



The tutees were listening to the tutors.

November 15, 2016 (Week 10)

<https://www.youtube.com/watch?v=rZJcEBE33U0>

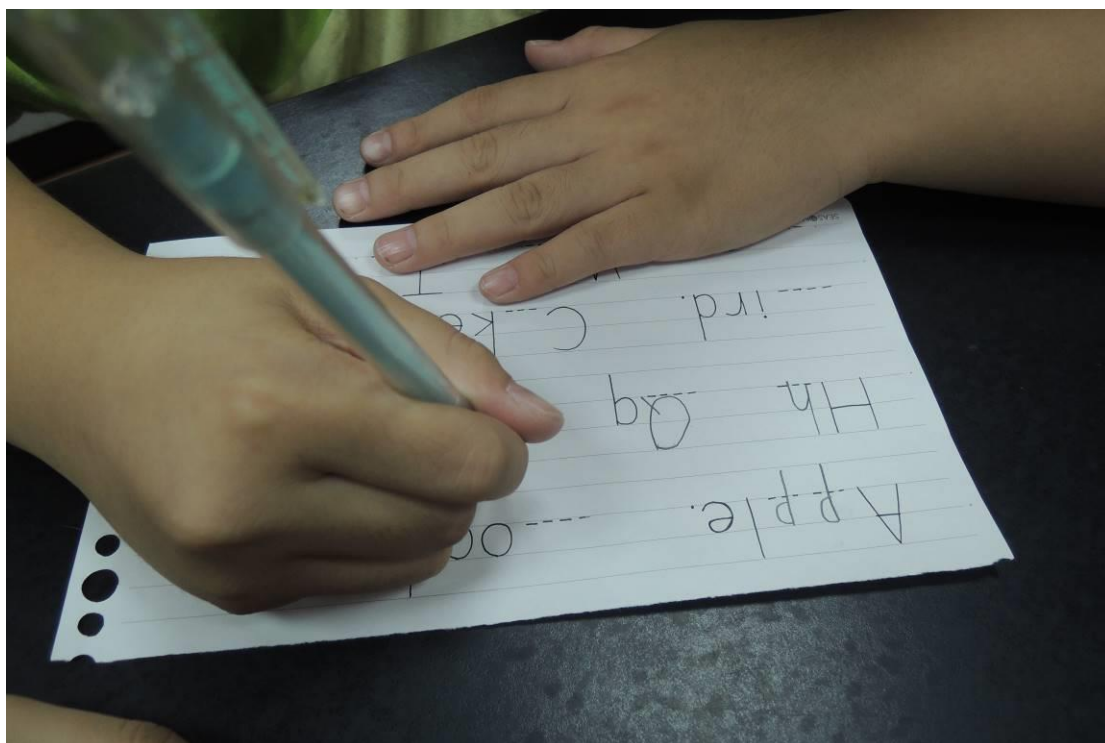
Sandy was tutoring Jimmy. (1 minute)



Sandy was tutoring Jimmy.



Sandy was tutoring Jimmy.



Jimmy was writing letters and vocabularies.

November 22, 2016 (Week 11)

<https://www.youtube.com/watch?v=CeHmQBPYMD8>

Sandy was teaching the vocabularies, and the tutees were asked to find the correct letter cards to form the assigned vocabulary. (3 minutes)



Sandy was helping Anna finishing the phonological pre-test.



Alston was teaching the 6th graders the vocabulary.

November 29, 2016 (Week 12)

https://www.youtube.com/watch?v=kDlzwLC_0RY

Sandy and Zoe were teaching vocabularies about animals. (4.5 minutes)



Sandy was teaching the tutees the vocabulary “white.”



The tutees were trying to find the correct letters from alphabet cards to form the assigned vocabulary.



The tutees were drawing animals in assigned colors.

December 6, 2016 (Week 13)

<https://www.youtube.com/watch?v=RsVTrz20Qxo>

Alston and Tracy were co-teaching and playing the game of “Kings.” (2.5 minutes)



Tracy was distributing several pieces of papers to the tutees and the tutors to decide which role they were going to play.



We were playing the game of “Kings.”

December 13, 2016 (Week 14)

<https://www.youtube.com/watch?v=59gH8hZ3Fnw>

Jessica and Sandy were conducting an activity. (The tutees had to find the correct letter cards to form the assigned vocabulary and go to the blackboard, writing down the vocabulary under the corresponding picture.) (3 minutes)



Alston, Tracy, Zoe, Jessica, and the tutees.



The two tutees, Ivan and Rocky.



The tutee, Anna.

December 20, 2016 (Week 15)



Alston and one of the tutees, Jimmy.



They were conducting an activity. (The sticker would be passed around while the music was playing. When the music stopped, the one who happened to hold the sticker should answer the tutor's question.)



The tutees were listening to the tutor.

December 27, 2016 (Week 16)

https://www.youtube.com/watch?v=eo_CZJZKmSg

In the video, the tutees were divided into two groups. Every time the two groups would send a person to play the game. Jessica would give each of them one picture card respectively. The one who put his or her card under the corresponding picture and said the vocabulary out loud would be the winner. (2 minutes)



Sandy and Alston were tutoring and helping the tutees to fill out the post-survey.



The tutees got scores through playing games.



The pictures were used to teach the tutees the vocabularies about Christmas and for games.



We took a photo at the end of the service learning that day.

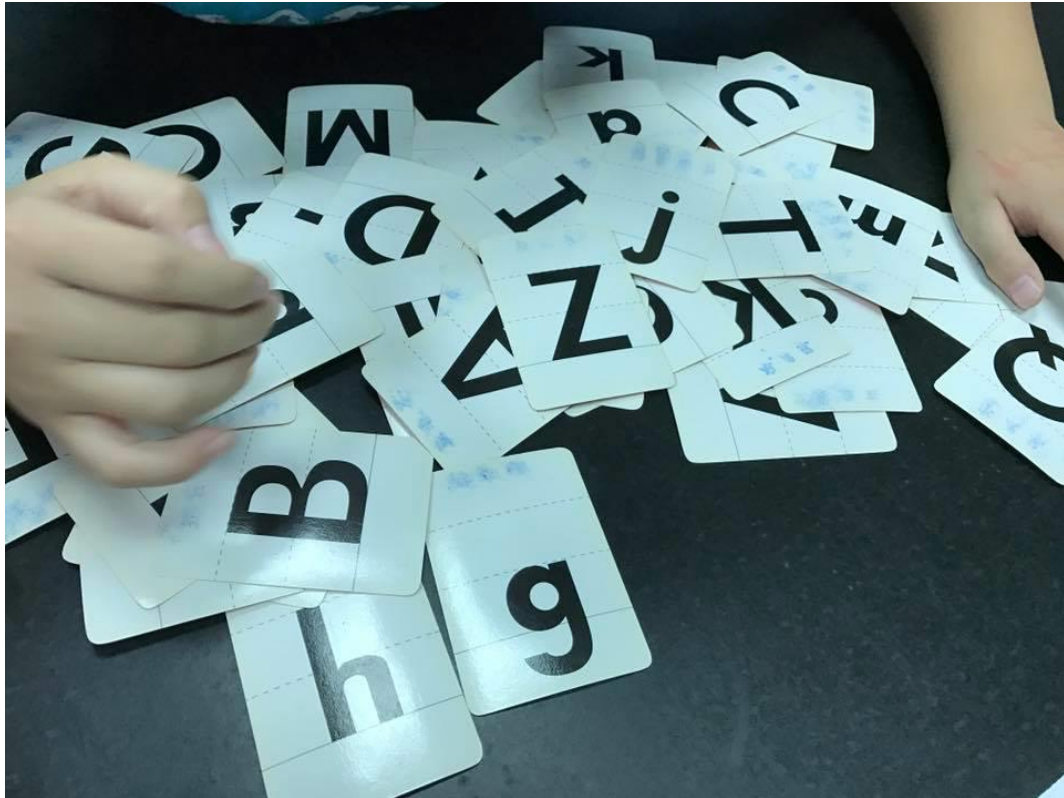


The vocabularies about Christmas we taught them on the day of last service learning.



The gifts we gave to the tutees.

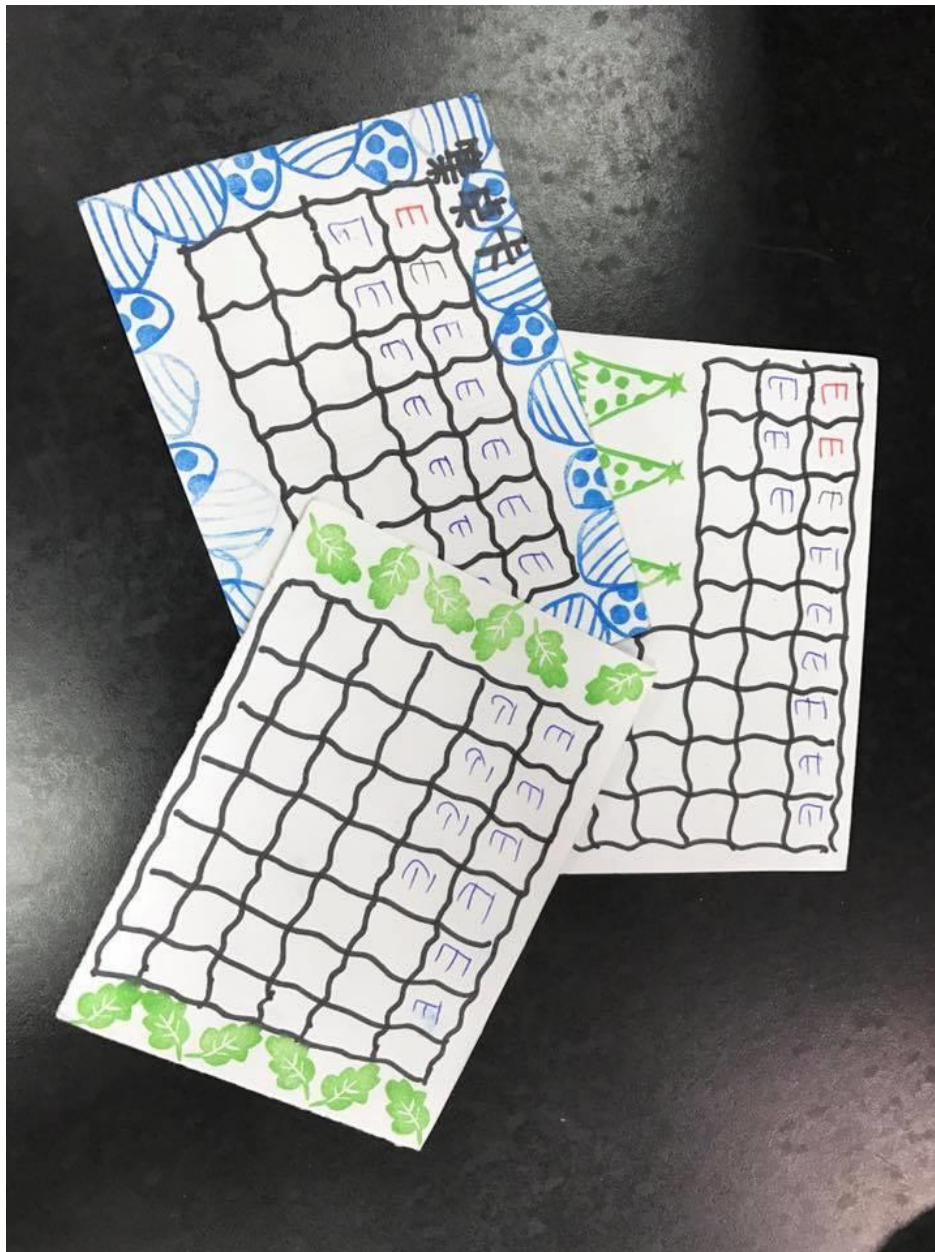
The Props we have used in our tutoring



The alphabet cards.



The game of “Hangman.”



The cards to record the tutees' points in our tutoring.



We drew animals on the blackboard to conduct an activity. (The tutees had to hit one of the pictures with a paper ball and say the vocabulary correctly.)



The number cards.



The character cards we used for role play.



The character cards we used for role play.

Survey and test

15. 我對自己的英文能力很有信心。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
16. 我相信，我有能力把英文學好。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
17. 我的英文能力常令我感到灰心。	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
18. 上英文課時，我會無法注意聽講，想一些其他的事情。	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
19. 不管我會不會，我總是認真的做英文作業。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
20. 碰到不會做的英文題目，我會主動地向別人請教。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
21. 上英文課時，我會一直保持注意，聽老師講解。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
22. 我對自己在英文上的表現，感到很光榮。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
23. 在英文科方面，我有能力幫助其他的同學。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
24. 我會主動向老師爭取朗讀課文的機會。	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
25. 上英文課時，我能清楚的了解現在在學什麼。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
26. 我認為上課不聽，沒有關係。到考試時在讀一讀就可以了。	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
27. 我總是在老師規定的時間內完成作業。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
28. 我又不想學英文，可是卻不得不坐在教室裡。	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
29. 上英文課時，我總是準時的到達教室，很少遲到。	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
30. 我覺得上英文課很無趣，簡直就快睡着了。	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
31. 上英文課時，我很專心聽講，也很積極的參與各項活動。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
32. 看電視或電影時，我會注意聽過的英文。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
33. 我覺得學習英文是一件很困難的事。	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
34. 在英文方面，就算有不會的地方，我也懶得去理會。	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
35. 每次上英文課時，我都感到很快樂。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
36. 我現在很喜歡上學，因為可以上英文課。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
37. 我現在念英文，是因為我喜歡，不是因為分數。	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
38. 不管我如何努力，就是無法學好英文。	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
39. 每次上英文課時，我都感到很煩惱。	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
40. 我不需要怎麼努力，就能學好英文。	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
41.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
42.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
43.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
44.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The contents of the survey.

Questions 1,2,5,6,7,8, 9 - 英文聲韻覺識學習量表 (Posttest)

班級：_____ 姓名：_____ 學號：_____ 性別：_____

小朋友經過幾週的母音子音拼讀教學後，你覺得自己學習英語上有沒有進步呢？以下問題請你用心想一想，勾選適當的回答：

1. 以前你會英文字母大 · 小寫嗎？ (☒) 很熟, () 有點不熟, () 不會
現在你會英文字母大 · 小寫嗎？ (☒) 很熟, () 有點不熟, () 不會
2. 以前你會英文字母音嗎？ (☒) 很熟, () 有點不熟, () 不會
現在你會英文字母音嗎？ (☒) 很熟, () 有點不熟, () 不會
3. 以前你會寫英文單字字首的對應字母嗎？ 會(☒)，不是很會()，不會()
現在你會寫英文單字字首音的對應字母嗎？會(☒)，不是很會()，不會()
4. 以前你會寫英文單字字尾音的對應字母嗎？會()，不是很會(☒)，不會()
現在你會寫英文單字字尾音的對應字母嗎？會()，不是很會(☒)，不會()
5. 以前你會分辨英文單字中的短母音嗎？會()，不是很會(☒)，不會()
現在你會分辨英文單字中的短母音嗎？會()，不是很會(☒)，不會()
6. 以前你會正確寫出英文單字短母音的對應字母嗎？會()，不是很會(☒)，不會()
現在你會正確寫出英文單字短母音的對應字母嗎？會()，不是很會(☒)，不會()
7. 以前你能自己讀出英文單字嗎？會()，不是很會(☒)，不會()
現在你能自己讀出英文單字嗎？會()，不是很會(☒)，不會()

The contents of the survey.

附錄 兒童英文學習態度量表

親愛的小朋友：

這是一份既有趣又有意義的問卷，它的目的在於想了解你(妳)對學習英文的看法。每個問題的答案無所謂對與錯，只要真實的反應出你真正的想法或真實的情況就是對的。此問卷是採不記名的方式作答，所以請放心的回答，謝謝你的合作。

中華民國105年10月

壹、基本資料

貳、填答說明

- 一、請仔細閱讀每題後逐一作答，不要遺漏，而且每題只能勾一個答案。
- 二、答案沒有對錯，請依據题目的描述，勾選出心中認為最適切な選項。
- 三、這份量表共40題，每題有五個選項，如果你選非常同意代表你(妳)對那題的敘述非常同意，選不同意代表你(妳)對那題的敘述不同意，以此類推，數字越大表示越符合；反之，數字越小，表示越不符合。
- 四、請根據內心真正的感覺作答，不需要考慮太久。

參、問卷內容

- | | 非常不同意 | 不同意 | 沒意見 | 同意 | 非常同意 |
|------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 1. 我儘可能地利用各種機會練習英文。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 我非常喜歡學英文。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 我非常喜歡上英文課。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 我希望每週能多上一節英文課。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 我希望沒有英文這門課。 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 我不知道怎麼去學習英文。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. 如果沒有老師要求，我根本不想讀英文。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8. 上課時，我會注意老師講到哪裡。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. 說英文或讀英文時，我會要求自己發音正確、口齒清晰。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. 我會注意自己說英文的聲調語氣和速度。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. 老師問的問題是我會的，我會主動舉手回答。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. 我會主動爭取參加英語演講或話劇比賽的機會。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. 在家時，我會聽英文CD來複習英文。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. 英文克所上的內容，讓我感到厭煩。 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Ben's survey (cover).

附錄 兒童英文學習態度量表

親愛的小朋友：

這是一份既有趣又有意義的問卷，它的目的在於想了解你(妳)對學習英文的看法。每個問題的答案無所謂對與錯，只要真實的反應出你真正的想法或真實的情況就是對的。此問卷是採不記名的方式作答，所以請放心的回答，謝謝你的合作。

中華民國105年10月

壹、基本資料

貳、填答說明

- 一、請仔細閱讀每題後逐一作答，不要遺漏，而且每題只能勾一個答案。
- 二、答案沒有對錯，請依據題目的描述，勾選出心中認為最適切的選項。
- 三、這份量表共40題，每題有五個選項，如果你選非常同意代表你(妳)對那題的敘述非常同意，選不同意代表你(妳)對那題的敘述不同意，以此類推，數字越大表示越符合；反之，數字越小，表示越不符合。
- 四、請根據內心真正的感覺作答，不需要考慮太久。

參、問卷內容

1 2 3 4 5
非常 不 沒 同 非常
不同 同意 意見 同意 同意
同意

- | | |
|------------------------------|---|
| 1. 我儘可能地利用各種機會練習英文。 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> |
| 2. 我非常喜歡學英文。 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> |
| 3. 我非常喜歡上英文課。 | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. 我希望每週能多上一節英文課。 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> |
| 5. 我希望沒有英文這門課。 | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. 我不知道怎麼去學習英文。 | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. 如果沒有老師要求，我根本不想讀英文。 | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. 上課時，我會注意老師講到哪裡。 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> |
| 9. 說英文或讀英文時，我會要求自己發音正確、口齒清晰。 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> |
| 10. 我會注意自己說英文的聲調語氣和速度。 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> |
| 11. 老師問的問題是我會的，我會主動舉手回答。 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> |
| 12. 我會主動爭取參加英語演講或話劇比賽的機會。 | <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13. 在家時，我會聽英文CD來複習英文。 | <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14. 英文克上所上的內容，讓我感到厭煩。 | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Rocky's survey (cover).

附錄 兒童英文學習態度量表

親愛的小朋友：

這是一份既有趣又有意義的問卷，它的目的在於想了解你(妳)對學習英文的看法。每個問題的答案無所謂對與錯，只要真實的反應出你真正的想法或真實的情況就是對的。此問卷是採不記名的方式作答，所以請放心的回答，謝謝你的合作。

中華民國105年10月

貳、 填答說明

- 一、請仔細閱讀每題後逐一作答，不要遺漏，而且每題只能勾一個答案。
- 二、答案沒有對錯，請依據題目的描述，勾選出心中認為最適切的選項。
- 三、這份量表共40題，每題有五個選項，如果你選非常同意代表你(妳)對那題的敘述非常同意，選不同意代表你(妳)對那題的敘述不同意，以此類推，數字越大表示越符合；反之，數字越小，表示越不符合。
- 四、請根據內心真正的感覺作答，不需要考慮太久。

參、 問卷內容

	非常 不同 意	不 同 意	沒 意 見	同 意	非常 同 意
1. 我儘可能地利用各種機會練習英文。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 我非常喜歡學英文。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我非常喜歡上英文課。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 我希望每週能多上一節英文課。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 我希望沒有英文這門課。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 我不知道怎麼去學習英文。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 如果沒有老師要求，我根本不想讀英文。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 上課時，我會注意老師講到哪裡。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. 說英文或讀英文時，我會要求自己發音正確、口齒清晰。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 我會注意自己說英文的聲調語氣和速度。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 老師問的問題是我會的，我會主動舉手回答。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. 我會主動爭取參加英語演講或話劇比賽的機會。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. 在家時，我會聽英文CD來複習英文。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. 英文克所上的內容，讓我感到厭煩。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Harry's survey (cover).

附錄 兒童英文學習態度量表

親愛的小朋友：

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中華民國105年10月

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- 三、這份量表共40題，每題有五個選項，如果你選非常同意代表你（妳）對那題的敘述非常同意，選不同意代表你（妳）對那題的敘述不同意，以此類推，數字越大表示越符合；反之，數字越小，表示越不符合。
- 四、請根據內心真正的感覺作答，不需要考慮太久。

參、問卷內容

	非常 不同 意	不 同 意	沒 意 見	同 意	非常 同 意
1. 我儘可能地利用各種機會練習英文。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 我非常喜歡學英文。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我非常喜歡上英文課。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 我希望每週能多上一節英文課。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 我希望沒有英文這門課。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 我不知道怎麼去學習英文。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 如果沒有老師要求，我根本不想讀英文。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 上課時，我會注意老師講到哪裡。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. 說英文或讀英文時，我會要求自己發音正確、口齒清晰。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. 我會注意自己說英文的聲調語氣和速度。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. 老師問的問題是我會的，我會主動舉手回答。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. 我會主動爭取參加英語演講或話劇比賽的機會。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. 在家時，我會聽英文CD來複習英文。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. 英文克所上的內容，讓我感到厭煩。	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Anna's survey (cover).

附錄 兒童英文學習態度量表

親愛的小朋友：

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中華民國105年10月

壹、基本資料

貳、填答說明

- 一、請仔細閱讀每題後逐一作答，不要遺漏，而且每題只能勾一個答案。
- 二、答案沒有對錯，請依據題目的描述，勾選出心中認為最適切的選項。
- 三、這份量表共40題，每題有五個選項，如果你選非常同意代表你（妳）對那題的敘述非常同意，選不同意代表你（妳）對那題的敘述不同意，以此類推，數字越大表示越符合；反之，數字越小，表示越不符合。
- 四、請根據內心真正的感覺作答，不需要考慮太久。

參、問卷內容

	非常 不同意	不 同意	沒 意見	同 意	非常 同意
1. 我儘可能地利用各種機會練習英文。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. 我非常喜歡學英文。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 我非常喜歡上英文課。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 我希望每週能多上一節英文課。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. 我希望沒有英文這門課。	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. 我不知道怎麼去學習英文。	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. 如果沒有老師要求，我根本不想讀英文。	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. 上課時，我會注意老師講到哪裡。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. 說英文或讀英文時，我會要求自己發音正確、口齒清晰。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. 我會注意自己說英文的聲調語氣和速度。	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. 老師問的問題是我會的，我會主動舉手回答。	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. 我會主動爭取參加英語演講或話劇比賽的機會。	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. 在家時，我會聽英文CD來複習英文。	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. 英文克所上的內容，讓我感到厭煩。	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ivan's survey (cover).

附錄 兒童英文學習態度量表

親愛的小朋友：

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中華民國105年10月

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參、問卷內容

- | | 非常
不同
意 | 不
同
意 | 沒
意
見 | 同
意 | 非常
同
意 |
|------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. 我儘可能地利用各種機會練習英文。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
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| 4. 我希望每週能多上一節英文課。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. 我希望沒有英文這門課。 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 我不知道怎麼去學習英文。 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Jimmy's survey (cover).