

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

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

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New Introduction to TEFL

Guo-Tai Elementary School Service Learning Portfolio

20161027-2016-20170105

Outline

I. Introduction

A. Background Information

In Taiwan, students spend more than 10 years learning English, but very few of them consider their learning processes as enjoyable and effective. Many Taiwanese students suffer from learning gaps and lack of motivation. Fu-Jen Catholic University has been working with Guo-Tai Elementary School for years in order to provide a supportive learning environment for English tutors and tutees. The main purposes of this English teaching program are to increase students' motivation and assist low achievers to succeed in their English learning with low affective filter. Besides, English majors can apply various teaching approaches and appropriate research methods to evaluate students' progress and their own teaching outcomes.

a. Purpose 1: Inspire elementary school students to like the subject English

1. Try reducing learning gap between them and their classmates
2. Provide low achievers free teaching assistance

b. Purpose 2: English majors carry out community service learning.

1. English majors practice English teaching and tutoring.
2. Learn what is different between class lessons and practical

teachings.

3. Find out whether my personal interest is teaching

B. Literature Review

GT – Jessica

The grammar-translation method is often used in classes. It is a kind of method that helps student to develop the ability of translating one language to another one and it enables students to memorize target language vocabulary words that has the same meanings in their native language. The parts of vocabulary and grammar are emphasized and reading and writing are the major skills students will be working on. In this method, the teacher's role is traditional. He or she is the authority in the classroom. When students make errors, the teacher provides them the correct answer. Most of the interaction in the classroom is from the teachers to students instead of students to students.

CBI - Eling

Content-based Instruction is built on the principles of communicative language teaching and the previous experiences of the learners. Students are more motivated because they are given specific learning goals, which are challenging yet practical, manageable, and clear. The main purpose of this teaching method is to let students use the language to acquire information.

Instructors tend to help learners understand authentic texts through the use of visuals, realia, repeating, and by giving a lot of examples. Besides, instructors correct students' errors by giving them the correct form or allowing students to self-correct. All four skills, including reading, listening, speaking, and writing are integrated in authentic contexts.

ALM - Joy

The Audio-Lingual Method (ALM) is an oral-based approach. It drills the students in the use of grammatical sentence patterns. The purpose of ALM is to help students to acquire the sentence pattern of the target language through shaping and reinforcement (e.g., repetition). In class, the teacher will first introduce either single or multiple slot substitution drill as a model. The students are expected to memorize the drills and accurately acquire language skills in four aspects: listening, speaking, reading and writing after several and different ways of practice. In this method, teacher serves as an authority, directing and controlling the language behavior of students.

TBLT - Sharon

Task Based Teaching Method's (TBLT) goal is to facilitate language learning by engaging students in tasks with clear outcomes, with tasks that students might encounter in their daily lives. Teachers act as the task chooser,

student performance observer, and the facilitator. Students are expected to complete the given tasks through communications and teamwork. Teachers would not interfere during students' task completing process but correct their error afterwards in the final phase when their outcomes are being evaluated.

Close communications between students are the focus of this TBLT. There is no explicit role for native language in TBLT, and language it is used for the purpose of communicating and "doing."

Multiple Intelligence - Ben

MI theory basically divides human's intelligence into eight categories: verbal-linguistic, logical-mathematical, musical, spatial, kinesthetic, interpersonal, intrapersonal, and naturalist. In the past, most of teaching methods focused on students' mathematical and linguistic competence. However, MI puts more emphasis on enhancing student's diverse competence in different areas or fields and not just focus on linguistic and mathematical areas. Besides, by designing various activities for students, students can use their strengths to improve their weaknesses and thus make progress in these 8 intelligence.

CLT-Sofia

Communicative Language Teaching (CLT) is a teaching method mostly focusing on improving students' linguistic competence. The classroom

practices of CLT is usually more flexible than the other teaching methods', for the different teachers' understandings of the principles can be widely differed. However, the basic characteristics of CLT teaching are similar: Teachers, as facilitators of communication, create situations that promote students, as major communicators, to communicate with each other in mostly the target language. The language activities in CLT often have three features in common, information gap, choice, and feedback (Johnson and Morrow, 1981), such as scramble sentence, picture strip story, role-play and other language games that in which students need to speak up, asking for and providing information to each other to finish their tasks, while teachers correct students' errors in the accuracy-based activities after they finish what they are requested to do in fluency-based activities. However, because the G-T tutees in our class are low-achievers, therefore, in the CLT activities during our service learning, students are allowed to speak in their first language (L1), and teachers often act as co-communicator when they have trouble communicating with each other in L1 or maintain their attention on the language activities.

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

A. Since 27th October 2016, we had been to Guo-Tai Elementary School 8

times until 28th December 2016. On Thursday, we had 9 tutors and 6 tutees.

Our class section started from 4:20 p.m. to 5:40 p.m. In each class, we arranged 2 instructors to teach in the group course section and used one-on-one tutoring to help each tutee review what they just learnt in the previous section. Instead of following the contents of their text books, we designed our topics and course contents according to their levels.

B. Lesson Plans/ Reflection (Arrange lesson plans and reflections phonologically)

Lesson Plans W7-16(FJU week no. not included W8 & 9)

Tutor Plan –FJU W 7

Materials	Guo-Tai 5 th graders textbook Dino On the Go		Date	105/10/27			
	Introduce Lesson 1		Grade	5 th graders			
Planner	Sofia Zheng, Joy Liu, Lillian Wu, Sharon, Eling		G-T Students	陳安琪 劉興隆 林芯儀			
Major Goals	Students will be able to 1. Get familiar with each other and the tutoring crew 2. Review important vocabularies and phrases (pronunciation & spelling) 3. Review how to ask & answer about weather, time, locations, directions						
Time	60 minutes (2 sessions)		Props/ Tools	flash card, worksheet, map, scoreboard			
Activity	Time	Procedure		Major Method/ techniques	Vocabulary covered	4 strands: Language/ meaning focused; input/	Props/ Tools

					output	
Warm up	20 min	-Self-intro (both teachers and students) -Classroom management (rules) -Survey	ALM		input and output	Scoreboard
Break	5 min	-Have a 3min break and calm them down if needed				
Pre-test 1	12 min	-Phonemic pre-test I. A→C→E→I(II. CD)	ALM		input	
Pre-test 2 (back-up plan for Pre-test)	8 min 6 min	-If survey's result turns out really bad: Communicating: Qs about survey answer -Easy phonemic pre-test I.A→C	Learning strategy training		output input	pre-test sheet student v. *3 pre-test teacher v.
Tutoring 1	10 min 10 min	<u>Lesson Review 1</u> <u>I.</u> Word bank p.37 -Vocabularies (includ. Phonics teaching) -Spelling Game <u>II.</u> Text Study p.35-36 -Vocabularies in pic. -Text Reading -T&F reading question	1. T <u>II.</u> 1. GT, TPR	<u>II.</u> New York, USA, London, UK, Taipei, ROC	input	Map
Tutoring 2 (Back-up for Tutoring 1)	10 min 10 min	<u>Lesson Phonics Study 1</u> <u>I.</u> Phonics study -Starter-U2 Phonemics in vocabularies -Phonics game <u>II.</u> Vocabularies (includ. Phonics teaching) -Vocabularies in pic. p.35 -Vocabularies in Word bank p.37 -Spelling Game (shorter v.)	Learning strategy training	Vocabularies from Starter to Unit Two	input, output	worksheets
Wrap up	3 min	-Review & Communicating	ALM		input and output	Flashcards

Tutor Plan –FJU W 10

Materials	A-Z alphabets		Date		105/11/17		
	Phonics Vowels		Grade		5 th graders		
Planner	<u>Joy, Eling, Sharon, Lillian</u>		G-T Students		陳安琪, 劉興隆, 林芯儀, 戴碩亨		
Major Goals	Students will be able to 1. Get familiar with each other and the tutoring crew 2. Enhance students’ ability on the basic alphabets and phonetics						
Time	min utes (2 sessi ons)	Props/ Tools					
Activity	Time	Procedure		Major Meth od/ techni ques	Vocab ulary covere d	4 strand s: Langu age/ meani ng focuse d; input/ output	Props/ Tools
Warm up 15 min		I. Self-intro (both teachers and students) -Students will be given their own name tags (to be put on their desks in front of their seats)		N/A	N/A	N/A	9+4 name cards, 4 copies of survey sheets, stamps

		<p>II. Classroom management (rules)</p> <ol style="list-style-type: none"> 1. The stamp cards will not be collected after class. Students should learn to be responsible for bringing it to class every week. (They have to learn to be responsible for themselves) 2. Stamps will be available only when students answer the questions given by the teachers in class. Stamps should be given on the stamp card by the teachers! 3. Stamps can be deducted when students refuse to pay attention in class (Answering the wrong answers won't lead to stamp deduction) <p>III. Survey</p> <ol style="list-style-type: none"> 1. Students will follow the teachers responsible for the survey section separately. 				
Pre-test 1		-Phonetic pre-test	GM	N/A	output/ t/	4 copies of pre-test sheets

15 min		<p>I. One-on-one Tutoring</p> <p>Explain questions to students in each section</p> <p>2. Write down how many questions they answer correctly</p>			Individual work	
Tutoring 1 15		<p><u>ABC Pronunciation Review</u></p> <p><u>I. A-Z</u></p> <p>1. Use simple vocabularies for the teaching of the alphabets.</p> <p>2. ex, a is for apple, b is for ball(teaching props can replaced by drawings)</p> <p><u>II. Phonetics study</u></p> <p>Short vowel/ bat, plant, glass, mat, fat, sad, bag</p> <p>Short vowel/ bed, egg, red, left, leg, desk, vest, parent, rest</p> <p>Short vowel/ rabbit, six, lip, kid, sit, kiss</p> <p>Short vowel/ box, comic, God</p> <p>Short vowel/ rug, tub, cup, bus</p> <p><u>In-class activity:</u> students will be assigned identities of one of the five vowels,</p>	ALM		Langu age / input	Alphabet song/cellphone (for music)/ audio blackboard
			ALM		input	
			TPR		output	

		and when teacher pronounces, for example, “rug” the “u” student has to sit down.				
Break 3		-Have a 3 mins break and calm them down if needed -Music can be used if needed	N/A			
Tutoring 2 10		<p>I. <u>2:1 Tutoring</u></p> <p>1. two teachers in charge of one student</p> <p>2. review on the content of the first tutoring section.</p> <p>II. <u>Practice (If there’s enough time)</u></p> <p>3. Students will be divided into 2 groups</p> <p>4. Students should guess the correct alphabet according to what the teachers is articulating</p> <p>5. Around 10 questions will be given in total</p> <p>6. The teacher onstage will be in charge</p>	ALM	N/A	input	
			ALM	N/A	output	

		of score recording, and the teachers beside will be responsible for giving stamps				
Wrap up 2		Review the song taught in the first tutoring section			output	N/A

Tutor Plan –FJU W 11

Materials		Date	105/11/24			
		Grade	5 th graders			
Planner	<u>Joy,Eling,Sha</u> <u>ron, Lillian,</u> <u>Ben</u>	G-T Students				
Major Goals	Students will be able to 1.					
Time	minutes (2 sessions)	Props/ Tools				
Activity	Time	Procedure	Major Method / techniques	Vocabul ary covered	4 strands: Language / meaning focused; input output	Props/ Tools
Warm-up	2 mins	<u>Class management</u> Make sure the students sit in the front and name card placed properly for the convenience of the later tutoring	N/A	N/A		
Pre-test	15 mins	<u>Individual pre-test</u>			Input	Worksheets

		Finish the rest of the pretest. Joy: Ron Sofia: Janice Graham: Kitty Sharon: Henry Jessica: Angel Eliane: Michael As for Michael who got the test done, he will ... Details needed				
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Tutoring 1	11 mins per session (total 22)	<p><u>Session 1</u></p> <p>1. Use the 4th grade textbook Lesson 3 Conversation and the Practice(partB).</p> <p>2. Teach number from 1 to 19</p> <p>3. Teach simple vocabulary about foods and drinks from the conversation.</p> <p><u>Session 2</u></p> <p>CLT:</p> <p>1. Scrambled sentences</p> <p>-Students have to figure out the correct order of the sentences.</p> <p>-The order of the sentences:</p> <p>1. May I help you?</p> <p>2. Yes, please.</p> <p>3. I want three sandwiches.</p> <p>5. Is that all?</p> <p>6. Yes, that's all.</p> <p>7. Three Sandwiches.</p> <p>Here you are.</p> <p>8. Thank you.</p> <p>2. Role-Play</p> <p>-Give students an</p>	CLT GM	One to nineteen/ apple pie/ham burger/h ot dog/sand wish/tea/ cola/coo kie	Input	Pictures/ Handouts/ Sentence cards/
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		<p>opportunity to practice communicating in different social roles</p> <p>-Students have to say the sentences they just learned from session 1.</p> <p>-Roles: 1 vendor/ 3-5 customers</p> <p>-Each customer will be assigned to buy certain amount of foods or drinks.</p>				
	3 mins		N/A			
Tutoring 2	18 mins	<p><u>Individual tutoring</u></p> <p>Review contents of Tutoring 1: sentence and vocabularies</p> <p>Joy: Ron</p> <p>Sofia: Janice</p> <p>Graham: Kitty</p>			Output	Papers

		Sharon: Henry Jessica: Angel Eliane: Michael (Angel's tutor will have to focus more on phonics)				
Wrap up						

Tutor Plan –FJU W 12

Materials	Phonics Consonants		Date	105/12/01			
	Birthday party holding and basic Wh-question		Grade	5 th graders			
Planner	Lillian Wu, Jessica Kuo, Joy Liu, Eling, sofia, Graham		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨			
Major Goals	Students will be able to 1. Identify and pronounce consonants 2. Pronounce combinations of consonants and vowels in words 3. Learn the basic words for birthday party 4. Learn the expressions about dates and months 5. Learn to ask the Wh-question like “When is your birthday?” and learn how to answer. 6. Review the way to buy things in stores.						
Time	60 minutes (2 sessions)		Props/ Tools				
Activity	Time	Procedure		Major Method/ techniques	Vocabulary covered	4 strand s: Language/ meaning focused; input/	Props/ Tools

					output	
Pre-test	10 mins	<u>Individual pre-test</u> Finish every tutee's pretest as we can as possible, for those who has already got the pretest done, tutors assigned can decide whether do the review of last week's tutoring or their school textbooks. Joy: Ron Sofia: Janice Graham: Kitty Sharon: Henry Jessica: Angel Eliane: Michael			Input	Work sheet
Tutoring 1	15 mins	<u>I. Phonics: Consonants(a half)</u> Use simple vocabulary that are related to participating a party. Try to help children review the pronunciations of consonants. ex, b is for balloon, c is for cake(some words are made in cards and will be used in the activity later) <u>II. In-class activity:</u> Students will be assigned to identify some of the consonants while they play the game of monopoly.	I. ALM II. ALM-Repetition Drill	balloon cake (candle) dance food gift hat juice kid lemon money number sing	Input output	-vowels and consonants clock -monopoly game -prop (balloon, cake, candle, hat, gift, juice)
Tutoring 2	15 mins	<u>Role play</u> Review lesson on W11 about buying things. This time they are going to have real experience of buying things from their tutors for the birthday's party.	CLT			Product 1.cake 2.candle 3.hat

		<p>Q: May I help you? A: Yes, please. Q: I want three XXX. A: Is that all? Q: Yes, that's all. Q: Three Sandwiches. Here you are. A: Thank you.</p> <p>These sentences are for reference. Tecahers do not need to follow the text-book dialogue. During this practice, tutors try to lead students to say correct sentences.</p>				<p>4.juice 5.ball oon 6.gift</p>
Break	3 mins	3mins break		8o9		
Tutoring 3	15 mins	<p><u>I. Teach dates & months</u> Ask questions like: What date is it today? When is your birthday?</p> <p><u>II. Activity</u> 1. Ask tutors and classmates their birthday and repeat it to me afterward. example: T: When is Jessica's birthday? S: Her birthday is on XXXX (review the pronouns if needed)</p>	<p>I. ALM</p> <p>II. CLT</p>			
Activity	2 mins	<p><u>wrap up</u> <u>review vocabulary that have been</u> <u>taught today.</u></p>				

Tutor Plan –FJU W 13

Materials	Phonics Consonants	Date	105/12/08
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	Housework & Time Management		Grade	5 th graders		
Planner	Sofia, Graham, Lillian, Jessica		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	Students will be able to 1. Identify and pronounce consonants 2. Pronounce combinations of consonants and vowels in words 3. Review the expressions about dates and months 4. Learn the basic phrases about everyday chores 5. Express and explain simple house-cleaning schedules					
Time	60 minutes (2 sessions)		Props/ Tools			
Activity	Time	Procedure	Major Method/ techniques	Vocabulary covered	4 strands : Language/ meaning focused; input/output	Props / Tools
Warm up	10 min	<u>I. -Review dates & month</u> Ask questions like: What date is it today? When is your birthday? <u>II. -Intro to Tutoring 1</u> 1.Vocabulary: Chinese New Year (date?), Winter vacation 2.Topics: When is Winter vacation? Winter vacation plan? Help parents clean the house?				Name cards
Tutoring 1	15 min	<u>I-Phonics: Consonants</u> Use vocabulary that are related to daily chores or things to help students	I. ALM II. ALM -repetiti	pipe quilt room	Input	-vowels and

		<p>learn the pronunciation of last half consonants.</p> <p><u>II-In-class activity:</u></p> <p>Dice game. Students would be divided into two groups, and the representative would throw the dice and find the flash word card according to the number. Once they find it out, they need to read out loud and demonstrate the pronunciation to their group members.</p>	on on drill	spoon trash vase window box yard zip		flash cards -dice and flash cards
Break	5 min	3min break and calm them down				
Tutoring 2	18 min	<p><u>I. -Time Review</u></p> <p>1. x o'clock</p> <p>2. a.m. p.m.</p> <p>3. read the random time e.g. 12:45 twelve forty-five</p> <p><u>II. -Schedule explain</u></p> <p>1. Explain the following activity</p> <p>: How to use the timetable</p> <p>-fill the timetable with the words & phrases just learnt and explain them to their tutors</p> <p>2. Sentence patterns:</p> <p>-Q: What will you do at st.?</p> <p>A: I will do sth. at st.</p> <p>-Q: What are you going to do in the morning/afternoon/ evening?</p> <p>A: I am going to do sth. at st./in the morning/ afternoon/ evening</p> <p>-briefly intro 3rd person sentence patterns</p>				
Tutoring 3	12 min	<p><u>Individual Tutoring</u></p> <p>1. guide your tutee to fill out the timetable (review the words and phrases at the same time)</p>				6 or more (for backu

		2. finished the timetable and ask questions about it let your tutee explain it to you (review the sentence patterns at the same time) 3. if have time after finishing the two activities above: -ask your tutor about the other students' schedules (use 3 rd person) Or -ask your tutor about Sofia's schedule on the blackboard (use 3 rd person)				p) blank timetables
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Tutor Plan –FJU W 14

Materials	Month, Ordinal numbers, Seasons and Festival		Date	105/12/15			
			Grade	5 th graders			
Planner	Joy, Sharon, Eling, Graham, Elaine, Jessica		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨			
Major Goals	Students will be able to 1. Identify vocabs of month, ordinal numbers, seasons and festivals 2. Know how to tell others their birthday 3. Review the vocabs taught before						
Time	60 minutes (2 sessions)		Props/ Tools	Whiteboard Sd cards Tapes Flashcards			
Activity	Time	Procedure		Major Method / techniques	Vocabulary covered	4 strands: Language/meaning focused;	Props/ Tools

					input/ output	
Tutoring 1	20	<p><u>I. Date&Month</u></p> <p><u>1. List down every tutee's birthday</u></p> <p><u>2. Teach "Ordinal Numbers"</u></p> <p>First, the teacher applies sd cards in the teaching and makes sure every student speak out.</p> <p>Then teacher will ask the students to read out ordinal numbers by themselves in a short review.</p> <p><u>3. Teach "Month"</u></p> <p>Teacher takes out flash cards printed with number one to twelve and review the ordinal numbers again. Then introduce the month to students.</p> <p>In a short review, with the help of flashcard, students repeat the twelve months.</p> <p><u>4. Ask every tutee to speak up the date of their birthday</u></p> <p>First, the teacher will read out every student's birthday and make sure each of them know how to pronounce their own birthday. Then, the students have to speak up by themselves</p> <p><u>II. Activity</u></p> <p><u>Play odd/ even game</u></p> <p>Students are asked to stand in a line in the beginning. The right side is for odd number; the left side is for even number. Students have to react to the words teacher says to choose which side they have to go to in one second.</p>	<p>ALM</p> <p>TPR</p> <p>The</p> <p>Silent</p> <p>Way</p> <p>MI</p>	<p><u>Month</u></p> <p>January-Decem</p> <p>ber</p> <p><u>Ordinal number</u></p> <p>first, second,</p> <p>third...to</p> <p>thirtieth</p>	<p>Input</p> <p>Output</p>	<p>Whiteb</p> <p>oard</p> <p>Sd</p> <p>cards</p> <p>and</p> <p>tapes</p> <p>Flashca</p> <p>rds</p>
Break	3					

Tutoring 2	20	<p><u>I. Season Festival</u></p> <p><u>Seasons:</u></p> <p><u>1. Teach them the name of the 4 seasons</u></p> <p><u>2. Guide the students to make connections to come up with some vocabularies related to the four seasons.</u></p> <p>Students are expected to provide vocabularies learned before.</p> <p><u>3. New vocabularies will be introduced according to the characteristics of the four seasons.</u></p> <p><u>4. Simple practices on seasons will be done</u> by asking the students to place the flashcards that belongs to the same category (season) together.</p> <p>(there will be magnets on the flashcards so it can be stick onto the whiteboard.)</p> <p><u>Festivals:</u></p> <p><u>1. Festivals that we celebrate in Taiwan are introduced with the dates</u> (which was taught in the past two weeks and this week). Flashcards will be prepared with graphics of the festivals on one side and the vocabularies on the another.</p> <p><u>2. Students are expected to be able to learn the festival names and mention them upon seeing the graphics.</u></p>	ALM MI TPR	<p>Spring</p> <p>Summer</p> <p>Fall</p> <p>Winter (warm, hot, cool, cold, jacket..etc)</p> <p>Chinese New Year</p> <p>Valentine's Day</p> <p>Children's Day</p> <p>Tomb Sweeping Day</p> <p>Dragon Boat Festival</p> <p>Mother's Day</p> <p>Father's Day</p> <p>Moon Festival</p> <p>Teacher's Day</p> <p>Christmas</p>	Input Output	<p>Whiteboard</p> <p>Flashcards with vocabularies and graphics</p>
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Break	5					
Tutoring 3	12	<p><u>Individual Tutoring</u></p> <p>1.Students will be asked to pick a season or a festival taught in the previous section as their topic.</p> <p>2.After deciding the topic, students will be asked to draw whatever they know about the season/festival according to their acknowledgment and what was taught in the previous section.</p> <p>3.After drawing, students will be requested to describe and say what they were drawing and what content/vocabularies they had learned from the last section to their individual tutors.</p> <p>(Stamps can be given by teachers when the students work hard on the given tasks).</p> <p>Ron-Lillian Angel-Jessica Kitty-Ben Mike-Elaine Janice-Sofia Henry-Eling</p>	ALM MI		Input Output	White papers

Tutor Plan –FJU W 15

Materials	Direction, Christmas song	Date	105/12/22
		Grade	5th graders
Planner	Joy, Sharon, Eling, Graham, Elaine, Jessica,	G-T	陳安琪 胡家寶 邱靖渝 劉興隆

	Ben		Students	林芯儀 戴碩亨		
Major Goals	Students will be able to 1. ask for direction 2. learn the vocabulary related to Christmas 3. song a Christmas song					
Time	60 minutes (2 sessions)		Props/ Tools	Flashcards, worksheets,		
Activity	Time	Procedure	Major Method/ techniques	Vocabulary/ Phrases covered	4 strands: Language/ meaning focused; input/output	Props / Tools
Tutoring 1	20	<p><u>I. Asking for direction</u></p> <p><u>A. Introduction to Conversation</u></p> <p>A: Could you tell me how to get to XXX(Location), please? B: Yes, of course. _____ (Directions) A: Are there any landmarks on the way? B: _____ (Landmarks) A: Which side of the street is it on? B: You’ll see it on your right/left.</p> <p><u>B. Introduction to Vocabulary</u></p> <p>The instructor will use flashcards to teach students vocabulary and phrases first, and then put the landmarks on</p>	1.GT 2.ALM 3.Content-based Instruction	-go straight -cross -direction -on the right -on the left -turn right - turn left -location -Landmarks: -Laundry store -Book store -Post office -Hospital -Department store -Pharmacy	input	Flashcards a big map pictures magnet stickers

		the map. The instructor will ask students to apply vocabulary and phrases which they just learned. They have to give correct instructions (directions) to arrive the destination.				
Break	5		N/A			
Tutoring 2	15	<p><u>II. Map Game</u></p> <p><u>III. Christmas Song</u></p> <p>The instructor will first teach the lyrics and the vocabulary related to Christmas in the lyrics. Then, the instructor will teach the students how to sing this song. With the music and song teaching, it creates a comfortable atmosphere and environment for students to learn and interact with the instructor</p>	Multiple Intelligence	North Pole Santa Claus Reindeer Presents Christmas tree Fireplace Bell Wish	input output	big map instru ment song
Break	5		N/A			
Tutoring 3	15	<p><u>Individual Tutoring</u></p> <p>The instructor will give the students a blank map(worksheet). And each tutor can put the landmarks in the map and ask students to write down the route from one place to another place based on the location on the map. And, tutors can also encourage students to write down the landmarks they may pass before they arrive the destination.</p> <p>Individual Tutoring:</p> <p>Ron-Lillian Angel-Eling Kitty-Graham Mike-Ben Janice-Sofia Henry-Sharon</p>	Direct Method		output	worksh eet landma rk picture map

Tutor Plan –FJU W 16

Materials	Wrap up(review)		Date	105/12/29		
	Time for farewell		Grade	5 th graders		
Planner	Elaine, Jessica Kao, Joy Liu, Graham		G-T Students	陳安琪 胡家寶 邱靖渝 劉興隆 林芯儀 戴碩亨		
Major Goals	Students will be able to Review some of the course content through the past seven weeks(important vocabularies and phrases-months, dates, locations and directions).					
Time	60 minutes (4 sessions)		Props/ Tools			
Activity	Time	Procedure	Major Method/ techniques	Vocabul ary covered	4 strand s: Langu age/ meani ng focuse d; input/ output	Props/ Tools
Post-test	30 mins	<u>Individual post-test</u> Finish every			Input	Worksheet

		<p>tutee's post-test as soon as we can; as for those who has already done the post-test, tutors who are assigned can decide whether do the review of last week's tutoring or their school textbooks.</p> <p>Joy: Ron Sofia: Janice Graham: Angel Sharon: Henry Ben: Kitty Lillian: Michael</p>				
Break	5 mins	5 mins				
Tutoring(wrap up the courses from the previous weeks)	25 mins	<p><u>I. Review dates & months</u></p> <p>Teacher takes out flash cards printed with January to December and ordinal numbers from 21 to 29. Put them on the black board and read out December 29th.</p>	<p>1.TPR 2.GT 3.Content-based Instruction</p>	<p><u>I.</u> Month January to December</p> <p>Ordinal number twentieth to twenty-n</p>	<p>Input Output</p>	<p><u>I.</u> Flash cards(January to December; twentieth to twenty ninth)</p> <p><u>II.</u> A printed map</p>

	<p>Then, ask students to point out the flash cards of December and 29th.</p> <p>Then introduce the month to students. In a short review, with the help of flashcard, students repeat the twelve months.</p> <p><u>II. Review word banks in textbook</u></p> <p>Teachers put a map on the black board and then say the location they are going to go. Afterwards, ask students to point out the location on the map(on the black board).</p> <p><u>III. Review asking for direction</u></p> <p>Ask all students to follow the directions(For</p>	<p>inth</p> <p><u>II.</u></p> <p>New York, USA, London, UK, Taipei, ROC</p> <p><u>II.</u></p> <p>Turn right. Turn left. Go straight.</p>		
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		example, ask all students to stand up and turn left, right or go straight.				
Time to say goodbye(A mini farewell party)	5 mins	Children can change points to gifts and give children each a small cupcake(after teachers repeat the vocabulary cup and cake).	ALM		Input	Six small cupcakes

Weekly Reflections W2-16(FJU week no. not included W8 & 9)

Reflection week 2 (FJU week no.)
<p>After attending the first class, I feel excited but a little worried. The reasons for my emotion is that I am really interested in the service learning but I am afraid of not doing it well. Besides I fear a little that I would forget to submit my assignments on tron class. Nevertheless, I will try my best to learn as much as I can in class and remember handing in my homework evey week. I will also do my service learning carefully in the furture and I hope to meet children who are in the program as soon as possible.</p>

Reflection week 3 (FJU week no.)

In the second class, the teacher partly talks about TPR. TPR means Total Physical Respond. It is a kind of method whose goal is comprehension. The two characteristics of it is that it is concrete and it contains commands. Besides TPR, today I have thought about two requirements I think a good teacher should have. One is patient and the other is to be interesting. A patient teacher will be willing to teach students no matter they are intelligent or not and this encourages his or her student. On the other hand, an interesting teacher catches students attention and helps them to focus in class.

Reflection week 4 (FJU week no.)

During class this week, the teacher reviewed TPR again and I felt more sure and clear about the content now. Moreover, this week, the teacher taught us about something related to behaviorism. Some teachers may use punishments to control or modify other students' behavior based on the consequences. On the other hand, there are still other teachers who use other kind of method and strengthen the relationship between students and teachers. The class this week was interesting to me because I discovered some method and perception that I did not know or thought was right but in fact was wrong. The lecture was practical!

Reflection week 5 (FJU week no.)

In this class, the teacher explains details about GT(the Grammar-Translation Method) and I am especially interested in the principles- deductive and inductive. After having the class, I noticed that the way of learning or teaching grammar is often based on the deductive principle while the inductive principle relates to learning that does not have a rule at the beginning. It is interesting to know this because after I learn the principles, I can observe not only the students I may teach in the future(for service learning) but also examine my own learning in the past and future.

Reflection week 5 (FJU week no.)

In this class, the teacher explains details about GT(the Grammar-Translation Method) and I am especially interested in the principles- deductive and inductive. After having the class, I noticed that the way of learning or teaching grammar is often based on the deductive principle while the inductive principle relates to learning that does not have a rule at the beginning. It is interesting to know this because after I learn the principles, I can observe not only the students I may teach in the future(for service learning) but also examine my own learning in the past and future.

Reflection week 6 (FJU week no.)

In this week's class, our group gave a presentation and I did too. I told a story using the multiple intelligence approach. It is a theory by Harvard Gardner of Harvard University. When I was telling the story, I was not sure if it was suitable to speak in both English and Chinese. I concern that the students I may teach cannot understand what I am talking about so I spoke in both Chinese and English. However, I was not sure whether the story I told would be too easy or not. I guess it depends on the condition of the students. Moreover, in my presentation, I found that I could do better by combining some teaching lessons in activities. I think I learned a lot through my groups presentation and in this class. The class was inspiring.

Reflection week 7 (FJU week no.- Service Learning: The First Visit to fifth graders, 4:20pm ~5:20pm, 10/28/2016; TTL SL hours: one hour)

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 content of my service learning is to introduce my classmates as teachers to the children and to help children finish the survey.

2. In my service learning for the first time, I contact to the children and my group members.

3. It is indeed very different from what we have done in class because in class my group members and I can only simulate teaching children but in Guo-Tai elementary school, we teach children and it is real, not practice. Mistakes may be harder to fix, so we have to be more careful.

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. During this service learning, I found that observing children is important. I think that teachers should know their students well before teaching them and I will pay attention to knowing more about the children next time.

2. In my first service learning, I realized that children were really angels. Most of them tend to be friendly to everyone and even if a few of them do not from the beginning, they still change before class ends. I hope that I can teach them more in the future!

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. After the first service learning, I start to reflect what I learn in class and try to put it in use during my next service learning.

2. In the future, I prepare to study more from the textbook and combine the

knowledge of it with some activities and teach the children as much as I can.

Reflection week 10 (FJU week no.- Service Learning: The Second Visit to fifth graders; 4:20pm ~5:30pm, 11/17/2016, TTL SL hours: one hour and ten minutes)

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 content of my service learning is to assist students to finish do their pretest.
2. In my service learning for this time, I contact to the children and my group members.
3. It is different from the classes I had in the classroom because I no longer predicted students' level but was required to observe students on my own and think about what level of lesson would be suitable for them.

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. During this service learning, I found that dealing with children is a profound lesson. To be a teacher who students would listen to is difficult.
2. In my second service learning, I focused on doing the pretest with a children named Angel. At first, she would not take the pretest and guessed all the answers.

I thought it was merely because she did not want to do it but afterwards I realized that it was because she did not know how to do the pretest. Thus, I started to bring her to learn phonics and I found that she has not even know all the alphabets well, let alone the vocabulary in the pretest. Thus, I believe that when children would not do something that you asked, there are always a reason and teachers should be more patient, helping students to become better in any field or aspect.

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. After the second service learning, I still think I should work hard on the part of observing students precisely so that I can teach more suitable lessons to the students during my next service learning.
2. In the future, I prepare to do more interesting activities with my students as I found that some of them are not confident in English and they do not like to learn English as well. Thus, I would be using the multiple learning approach and bring in more activities to the next service learning.

Reflection week 11 (FJU week no.- Service Learning: The Third Visit to fifth graders; 4:20pm ~5:30pm, 11/24/2016, TTL SL hours: one hour and ten minutes)

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 content of my service learning is to assist students to finish do their pretest and do some tutoring for a child named Angel.
2. In my service learning for the first time, I contact to the children and my group members.
3. It is different from the classes I had in the classroom because I no longer notice the principles in the textbook but also had to put them in reality and utilized it properly in class.

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. During this service learning, I still think dealing with children is a profounding lesson. To be a teacher who students would pay attention to and listen to is somehow difficult.
2. In this week's service learning, I focused on observing the children while they were taking classes from other group members, doing the pretest and tutoring Angel, a student. In this week, Angel did the pretest fast and mostly accurate different from last week and would listen to me more. I guessed that it was because she got more familiar with me and I was very happy at the time when she also told others that I was the teacher she liked the most. However, besides

the happiness, I came into another point that was Angel's learning condition.

Although, Angel had did a better job on the pretest compared to last week, she did not participate in the classes which our group members gave. She did not pay much attention in class activities or contents and I wonder that maybe she does not understand the lecture but I am not sure; or perhaps it is merely that she does not want to pay attention. I think in next time's service learning, I will observe more and try to help her more in the tutoring part or in lectures.

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. After this week's service learning, I think I start to have more ideas of how to deal with children as well as students but I should still work hard and keeping going.

2. In the future, I prepare to give some lectures that are appealing to my students so that they can pay more attention in class. I would still be using the multiple learning approach and bring in more activities that are suitable to the students in the next service learning.

Reflection week 12 (FJU week no.- Service Learning: The Forth Visit to fifth graders; 4:20pm ~5:30pm, 12/01/2016, TTL SL hours: one hour and ten minutes)

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 content of my service learning is to teach all students how to pronounce half of the consonants in the alphabet and teach Kitty some vocabulary that is used in our teaching activity.
2. In my service learning for the first time, I contact to the children and my group members.
3. It is different from the classes I had in the classroom because I do not have much experience in actually teaching children. Even though I have learned some principles or techniques of teaching, I sometimes do not know if it is appropriate to exactly follow the rules no longer notice the principles in the textbook but also had to put them in reality and utilized it properly in class.

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. During this service learning, I learned that teachers should concern as many children in class as possible. For example, if almost all children pay attention to class, teachers should still concern one or two other children who does not focus on learning in class.
2. In this week's service learning, I am the teacher who teaches lessons to children. This week, I teach them some of the consonants in the alphabet and try

my best to focus on the phonics part. During my teaching in phonics I found that not all the children are familiar with the words and pronunciations that I taught. However, the words I taught them were basically fundamental and although some of them know almost all the words, the others seemingly did not notice those words. This brought out a new challenge to me as I started to reconsider the level in teaching I should give for all the children. Moreover, during my teaching I found that when some children did not understand my teaching, they tend to play with each other and seemingly act naughty in class. I think teachers in this situation should not be angry or yell at them instead they should be more patient and try to help them go through their difficulty in learning. The reasons for children's acts might be caused by the difficulty in their learning.

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. After this week's service learning, I found that I should work harder in practical teaching and start to find new ways to help some children catch up with some children in the lessons because I hope that most of the students can understand what the teacher is teaching in class.
2. In the future, I prepare to give individual lessons in the tutoring part and first help children who have not yet catch up with their classmates to progress and get better.

Reflection week 13 (FJU week no.- Service Learning: The Fifth Visit to fifth graders; 4:20pm ~5:30pm, 12/08/2016, TTL SL hours: one hour and ten minutes)

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 content of my service learning is observe students in their learning and do some tutoring for a child named Angel.
2. In my service learning for the first time, I contact to the children and my group members.
3. It is different from the classes I had in the classroom because I need to evaluate children by myself instead of asking teachers about some questions about children's potential condition in class. It is important that I focus on the lectures other group member gives because I need to know children's learning condition.

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

1. In this week's service learning, I learnt to not only observe the children but also to observe other teachers learning and try to make my future learning become better.

2. During this week's service learning, as an observer, I found the kid that I always tutored, Angel, is often easily distracted and cannot always focus on listening the lessons in class. I assume that it is because she could not catch up with the teacher while most of the children can. Thus, when I was tutoring her, instead of doing what the other tutors do with their children, I tried to review the course our group member gave in the first part. I realized that my prediction was right as when I asked what she had learnt from the course, she could not answer well. I started to teach her again about the course and I found that she finally did better in the one-to-one lesson I gave. I feel that her phonics was getting better because she could figure some of the sounds by herself in this tutoring and she also learnt how to tell time in English, which she could not tell before I review the course our group members gave in class. I feel very happy this time and hope to improve my skills in teaching.

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. After this week's service learning, I found that to help some children catch up with other children in the lessons, teachers can focus on the part in individual teaching because in individual teaching, most of the kids pay more attention and can learn what that meets their level of learning.

2. In the future, I prepare to continue give individual lessons in the tutoring part

and mimic some of the lectures from my group members that I thought were very good. I hope I can teach better in the future.

Reflection week 14 (FJU week no.- Service Learning: The Sixth Visit to fifth graders; 4:20pm ~5:30pm, 12/15/2016, TTL SL hours: one hour and ten minutes)

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 content of my service learning is observe students in their learning and do some tutoring for a child named Angel but there were not enough time for the tutoring part so my group members and I did not do it.
2. During my service learning, I contact to the children and my group members.
3. It is different from the classes I had in the classroom because I directly contact to children. Instead of reading the principles in the textbook and assuming children's condition, when I go to service learning, I need to evaluate children's condition on my own relying the knowledge I have learnt in class and from the textbook.

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

1. In this week's service learning, I learned that teachers should concern about

students' learning condition including their feelings in class and their whether they are sick and they feel well in class.

2. In this week's service learning, I felt relieved and happy. To illustrate, I was not sure whether I could attend the service learning due to the senior play for the week. As I did not do well on my job in the senior play, my group leader hoped that I could practice more and ask for an official leave for my service learning but I found that I actually love visiting the children and it was relaxed and enjoyable to go to the service learning. No wonder many people say that pets and kids are angels and they cure people sometimes. After I went to the service learning, I really felt happier and relieved. I really enjoyed going to the service learning. Moreover, this week, a child named Kitty did not feel well in class and she said she did not want to sit beside her classmates during class because she thought they were too noisy. I felt surprised at that, for she used to get along with her classmates well and never claimed about their performance in class. I thought that maybe it was because she was sick so she wanted to stay in a quiet environment and I accompanied her to sit at another table during class.

Sometimes I feel it difficult to ask students to be quiet as they are all children and it should be normal for them to play around but at the same time my group members and I still have courses to give so I need to ask them to be quiet and

take courses. Maybe this is why teachers should create more appealing lessons to children and help them feel interested in class. Over all, in this week's service learning, I found that I enjoyed to teach and meet the kids every week on Thursday.

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. After this week's service learning, I found that to help some children pay attention in learning, the ideal way is to create attractive activities related to learning. It would be great if students could learn English while they do activities. Since they are still children, playing should not be banned but should sometimes be necessary in class.
2. In the future, I prepare to create some activities using the multiple intelligence and try to help every child to like English when they are playing and learning through activities.

Reflection week 15 (FJU week no.- Service Learning: The Seventh Visit to fifth graders; 4:20pm ~5:30pm, 12/22/2016, TTL SL hours: one hour and ten minutes)

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 I told my group members in advance that I had to participate in the

senior play and I so I could not go to the service learning. During the time that I did not go to service learning, I did my job in the senior play as a makeup artist.

2. In the process of being a makeup artist, I contact to the actors and other crews.

3. It is a different experience in class because there are no teachers anymore. I

have to do my own work beautifully and perfectly as my performance would

directly influence the actors and the senior play instead of merely impacting my own performance.

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

1. In this week's service learning, I did not go to KT elementary school because it was the day for the senior play. I participated in the senior play and learned how to help actors to wear makeup and wear their hair in braids.

2. It was indeed a memorable experience in my life at the time to help actors with their hair and makeup because I was not good at doing those things. To illustrate, before I participated in the senior play, I never wore makeups, let alone to know how to help others wear makeup. During the process, I was often frustrated because I felt guilty that I could not make the actors stand beautifully on stage with their somehow weird makeup. However, after I tried very hard and also the help from other people, the actors looked perfect on stage and I felt

touched. After the senior play ended, I asked my group members to tell me the learning condition of the children in KT elementary school on December 22.

They told me that they taught the children about how to ask people to give them directions when they are lost in a location and they also taught children some Christmas carols. Moreover, they told me that a child named Kitty even asked them why did not I go and teach them that day. I felt really happy and touched to know that the child remembered me and I felt such a pity that I could not go to the service learning on December 22. Nevertheless, I still learned a lot in the senior play.

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. After this week, I learned how to wear makeups and how to wear people's hair in braids. I can even wear a person's hair in braids within thirty seconds but it was pity that I could not attend the service learning for this week.

2. Next week is the last time for this semester's service learning and Elaine and I are going to be the teachers. I prepare to teach them some English vocabulary related to a farewell party and say goodbye to them properly. Besides, if I still get some time, I would like to teach a kid named Angel some phonics as I have been teaching her phonics for a while and I hope she can improve after our service learning.

Reflection week 15 (FJU week no.- Observation of English Club)

At the beginning of the class, the teacher first reviewed what they learned last week and she asked students questions in class. For the questions, she created funny questions such as acting like an animal and let students guess the animals and memorize the animal's English name. Then, she asked students to line up one by one and asked them questions individually to check if they all really understood and knew the course. Afterwards, she asked questions again for the whole class and then told students they could gain points. In this part of course, I observed that the teacher used the GT method and uses both Chinese and English. Moreover, the other teacher taught about emotions and let the students play games and compete. During the two teachers' teaching, I found that they often use multiple and appealing kinds of ways to ask students questions and then try to help students if they do not know the answers of those questions and those questions. I think it is great for them to usually ask questions as from the students' condition in answering those questions, they can observe students as well. In addition, I found that the teachers also repeated some of the vocabulary many times and they used the ALM method. Over all, I think that the teachers who teach for the G-T English club are hard-working teachers because they used

many kinds of methods that are in the textbook. Besides, they also come up with many activities that motivates students to learn English. It's really worthy visit to G-T elementary school.

III. Results, Findings, and Discussions

A. Data Analysis (Use Google EXCEL spreadsheets data)

a. Pre-Survey and Post-Survey

1. Internal motivation

Comparing pre and post survey on internal motivation, it shows that those students' internal motivation remained similar. It is because the time is too short and changing a person's motivation takes time. However, we did get several oral feedbacks from them. They told us that they loved our English course; therefore, although the statistic does not show the improvement, we believe that we at least let them love English a little bit more.

2. Active Participation

According to the data we got from the pre and post survey, this aspect has raised by 1.25 percent. Though the internal motivation did not improve through these days, there are other aspects that worked and stimulated the students' active participations. Stimulations such as stamps given when students work hard in class, competition between classmates, preference

toward specific teachers and so on, are the aspects that can be considered as the aspects that improved the students' learning motivations.

3. Self-efficacy

Based on the data of pre and post survey, we can find that the point has notable increase. The questions in self-efficacy are mainly created to reflect students' state of mind towards learning English. Whether students feel frustrated and whether they feel a sense of achievement in learning English can show their attitude and thoughts after taking our courses. The result is positive and convey the message that the students feel more confident in learning English.

4. Learning Attitude

According to Table 1, the average scores increase 8% from pre-survey to post-survey, which seems to be an increase that is too small to prove the students' improvement. However, when the average scores of each questions related to Learning Attitude from pre-survey is compared to that from post-survey, there is a dramatic increase in the scores of the questions (Q8,Q29) about evaluating the learning attitude in class. Our teaching group's effort on proceeding interesting learning activities while maintaining the classroom discipline has been paid off. Through the whole

process of service learning, our group worked on proving a point to our tutees that Learning English can be fun not only in games but also in the class, because we want to improve their learning attitude in their future English learning in a general way, instead of only loving the fun games in our class. Thus, we usually have a group member on standby, preparing to walk to any specific student, to sit with him/her, to remind him/her, when the student loses his/her attention on the course for an unacceptable amount of time; And always require them to come back in class in time after a break.

b. Pre- test and Post-test

1. Regarding phonemic awareness, please see Table 2 for the results of the phonemic awareness assessment results. The full per cent of the 1st category for the 5 graders' group is 100, and the average per cent is 63.10. Four 5th graders in our group made progress (showed improvement) from the pretest to the posttest, from average 63.10% to 78.57%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

2. Regarding phonemic awareness, please see Table 2 for the results of the phonemic awareness assessment results. The full per cent of the 2nd

category for the 5 graders' group is 100, and the average per cent is 52.38.

Four 5th graders in our group made progress (showed improvement) from the pretest to the posttest, from average 52.38% to 60.12%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

3. Regarding phonemic awareness, please see Table 2 for the results of the phonemic awareness assessment results. The full per cent of the 3rd category for the 5 graders' group is 100, and the average per cent is 56.6.

Four 5th graders in our group made progress (showed improvement) from the pretest to the posttest, from average 56.6% to 85%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

4. Regarding phonemic awareness, please see Table 2 for the results of the phonemic awareness assessment results. The full per cent of the 4th category for the 5 graders' group is 100, and the average per cent is 15.56.

Four 5th graders in our group made progress (showed improvement) from the pretest to the posttest, from average 15.56% to 31.12%.

[Optional expression: Their comprehension performance/scores were better than those of their production results.]

B. Students' Progress Analysis (Analyze and Explain PA test results and Survey results)

Table 1. Motivation Survey Pre & Post Tests Results

	(主動參與層面) active participation	(內在動機層面) internal motivation	(自我效能層面) self-efficacy	(學習態度層面) Learning Attitude
Group Average Pre-test	3.18	3.58	2.8	3.01
Group Average Post-Test	4.43	3.4	3.5	3.27

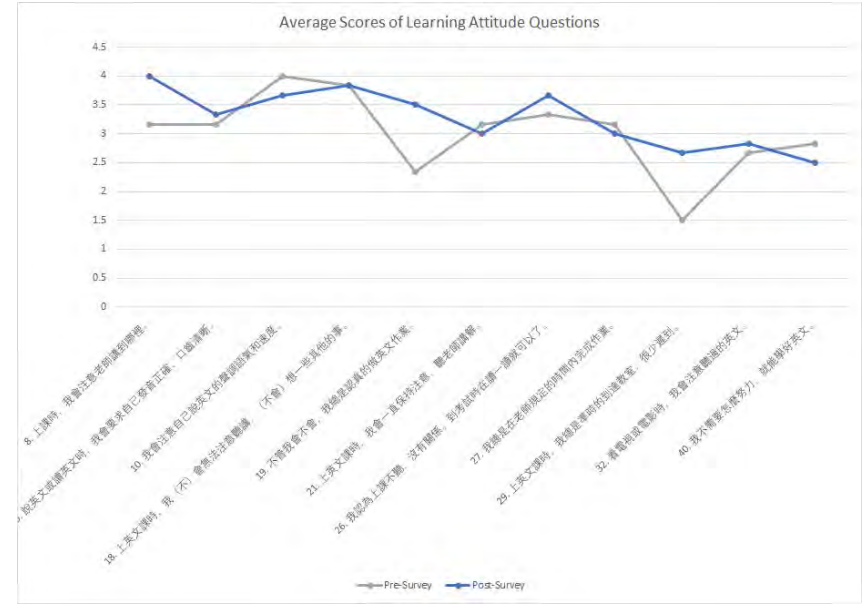
Note: N= 6 (This means the no. of the subjects is 5 if you write 5.)

Table 2. Phonemic Awareness Assessment Results

	1 st category: Differentiation, Comprehension and Production of the first phoneme in a word	2 nd category: Differentiation, Comprehension and Production of the last phoneme in a word	3 rd category: Segmenting & Blending-- Comprehension and Production of each phoneme in a word	4 th category: Nonsense Word Decoding/Spelling
Group Average- Pretest	63.10%	52.38%	56.6%	15.56%
Group Average- Posttest	78.57%	60.12%	85%	31.12%

Note: N= 4 (This means the no. of the subjects is 5 if you write 5.)

Table 3. Average Scores of Learning Attitude Questions



IV. References (MLA)

English Reference

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

Oxford University Press, 2000. Print.

Chinese References

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

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

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

A. Video links (provide YouTube links and screen shots of videos)

1. Jessica Teaching Session <https://youtu.be/gTSOBDxaQxw>

I taught the wrap up part in months and dates and I use the grammar translation method in my teaching because I hope that all the tutees could know both the English and Chinese names for months and dates as they are practical to them. Thus, during my teaching, I asked them questions such as “Does anyone know what month and day it is today?” and then asks the English name of month and date. During my teaching, I ran into some problems. For example, I faced class management during my teaching as the tutees were not paying attention to me at the time and I solved it by repeating the word” attention”, which was a word set at the beginning of the class to

help them focus on courses. When the tutees do not focus on class lessons, our group members would say the word “attention” and the tutees have to recite “one two”! The access of setting a rule when tutors first met tutees is really helpful to solve the problem of class management.



B. Photos –

Week7



I was helping the children with their pre surveys.

Week12



I was pointing the black board and reciting the sentences on the black board to my tutee of the week.



Our group took a picture with all the tutees after class.

Week13



I sat near the tutees and listened to the lesson of the day. I sat near the tutees because some of them are easily distracted by other things and sometimes I whisper to them and ask them to focus in class.



I was reviewing the lesson that a tutee just learned because I found that she could not learn as fast as other children. I hoped I could help her catch up other tutees so I taught her the lesson again.

Week14



I sat beside a tutee to observe the class in week 14. The tutee told me she did not feel well the day so I sat close to her in case that she needed any help.

Week15



I observed the English club in KT elementary school on 21 December 2016 and took a picture with the teacher and my classmates there.