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真善美聖

**Guo-Tai Elementary School Service Learning Experience
Portfolio**

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English Teaching & Educational Psychology

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Guo-Tai Elementary School Service Learning Experience Portfolio

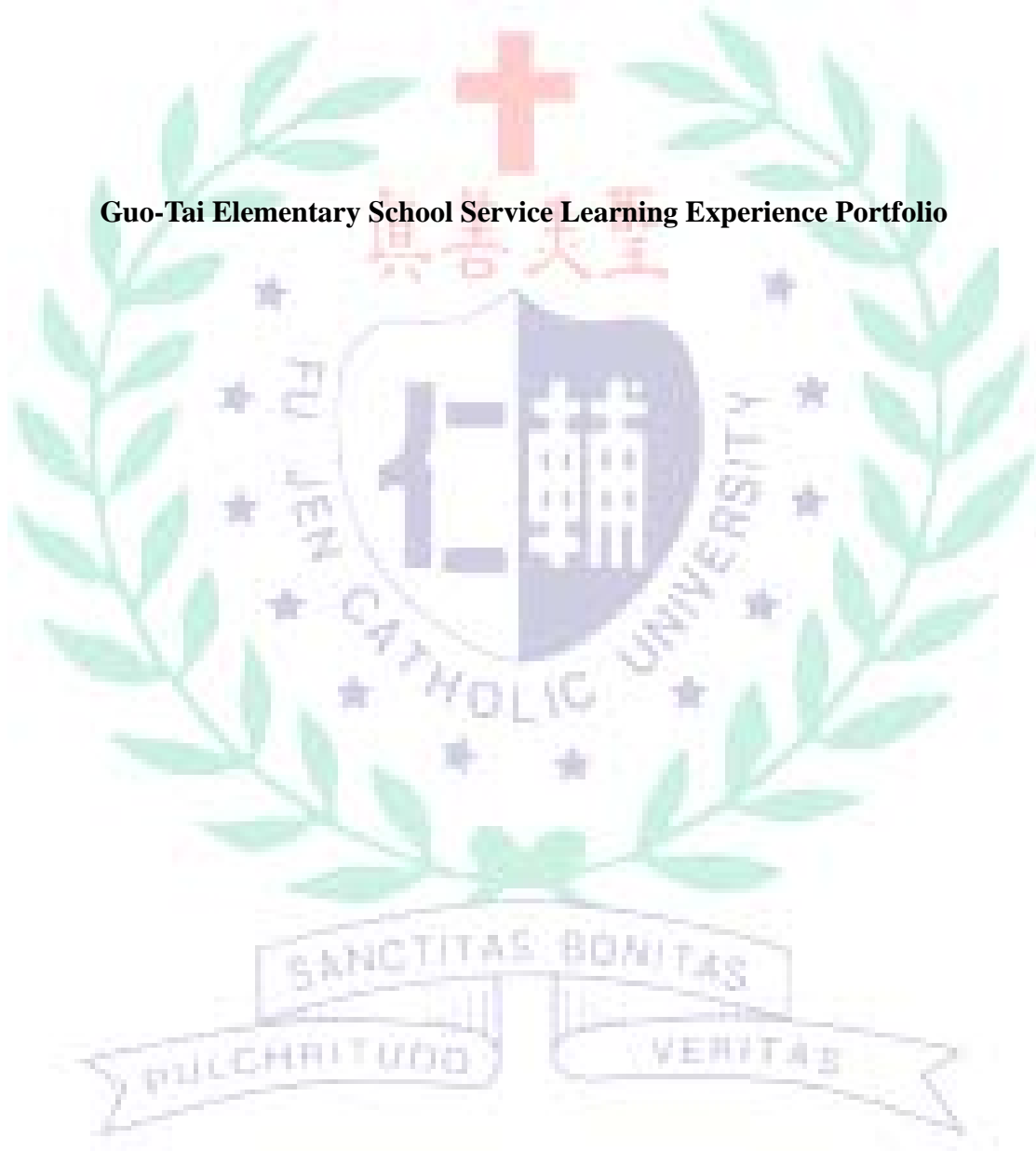


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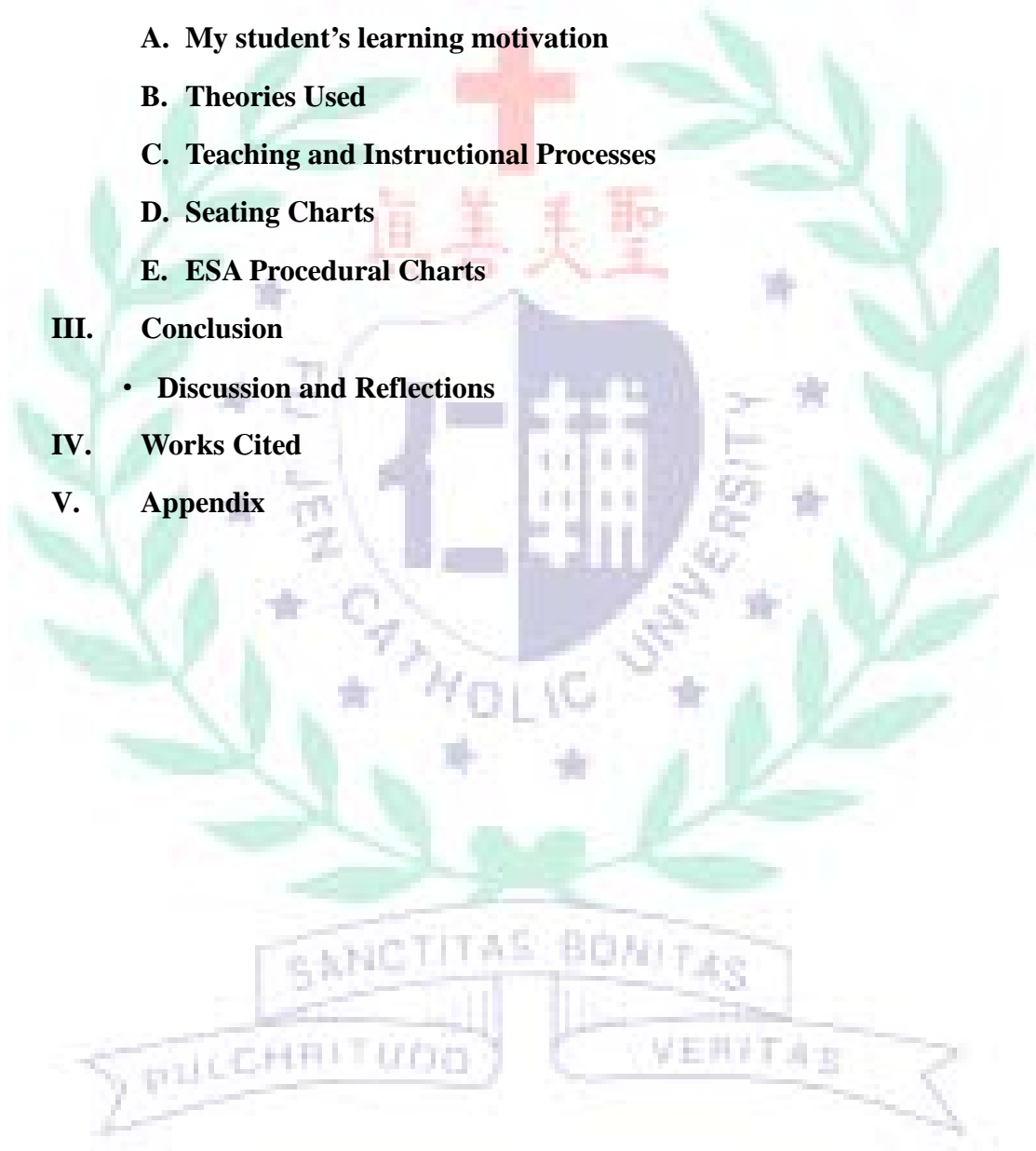
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Motivation of Taking This Course

What motivates me to take this course is that I put English teaching into one of my future career considerations; however, I have no experience with teaching English before. What's more, I enjoy getting along with children. Therefore, I hope I can accumulate experience of language teaching and children teaching by taking this course. I can also learn some theories to apply for teaching in this course. Another significant reason I take this course is that I want to use it as my LOD project.

Purpose

With regard to the purpose of this portfolio, it will mainly focus on showing my Guo-Tai elementary school service learning experiences, such as my student's learning motivation, the theories used for teaching, teaching and instructional process and my reflections.

My student's learning motivation

It's not an exaggeration to say that my student Richard has little motivation in learning English. I used the Mini-Attitude Test Battery designed by R. C. Gardner to know Richard's attitude towards learning English. Most answers are "one", which refers to very weak and very unfavorable to the Likert-scale questions such as "My motivation to learn English is" and "My attitude toward my English course is" in the survey. As for the learning motivation for the remedial lessons, Richard can't get good grades in English exams, and his parents ask him to sign up for this class to improve his English level.

Theories Used

Multiple Intelligences Method

People have eight distinct intelligences, which are logical, visual, body, musical, interpersonal, intrapersonal, verbal and naturalist. Everyone might possess these eight intelligences, but they are not equally developed in individuals. The main feature of Multiple Intelligences Method is that teachers have to realize the differences and take students' differences in intelligences into consideration since the difference has influences on students' learning. As a result, teachers can prepare multisensory activities in class for teaching students and realizing their multiple intelligences.

In order to do so, I prepared multisensory activities such as playing English nursery rhymes when teaching the vocabulary of numbers and ball games to enhance students' musical intelligence. In addition, I played the English learning cartoons of daily conversations to teach some sentence patterns and improve Richard's visual intelligence at the same time.

Operant Conditioning Theory

The key characteristic of this type of theory is that giving rewards or punishments to control students' behaviors. I also apply this theory to my learning process by giving snacks as rewards to my student when he performs well in class and wins small games that we play. I discover that this is an effective approach to inspire my student's study motivation. On the contrary, when my student disobeys my commands or being absent-minded in class, I will criticize him seriously to let him realize that he behaves incorrectly.

Teaching and Instructional Processes

Teaching and instructional process in each class were mainly based on lesson plans. Sometimes I made some slight adjustments due to special situations, such as time limit

The following part was the lesson plans for each week.

The first week:

Guo-Tai Service Learning: Week 1 Lesson Plan

I. Goal

After this lesson, I can get more familiar with my student and inspire him to learn English more.

II. Objectives

1. Knowing my student's English level (knowing in which aspects he needs to enhance the practice)
2. Tell him the benefits of learning English to stimulate his interests in learning English
3. Build the trust between the student and I

III. Materials & Equipment

Mini-Attitude/Motivation Test Battery (designed by R.C. Gardner, Ph.D.)

IV. Procedures

1. Getting to know each other
2. Knowing my student's English level by finishing the motivation test
3. Whether he has some troubles in learning English or not
4. In which aspects he wants to improve English (e.g. food, time, months, numbers, color)?
5. Asking him which teaching style he prefers to

V. Evaluation

Having ideas about what and how to teach him in next week

VI. Extra-Classwork

Since we just get to know each other in the first week, I'm not going to assign any extra homework to him.

The second week:

- Goals:

Because he told me he lost many points in numbers in the latest exam when I asked him what he did worst in English recently last week and he masters number 1 to 10 in English very well, I decided to teach him number 11-20 this week. He knew how to read them in sequence from 11 to 20. However, he didn't do well in translating a certain number from Chinese to English. He couldn't spell the numbers correctly either. Therefore, the goal of this week's class is that my student knows how to read number 11-20 after class.

- Objectives:

1. When I say a certain number from 11 to 20 in Chinese, he can answer to me the number in English immediately.

Materials & Equipment:

1. Number cards
 2. English copybook of number 11-20
 3. Handout
- Procedures:
 1. Encourage him to be more passionate in learning English since he said he was not interested in English at all last week
 2. Review number 1 to 10 (pronunciation + spelling)
 3. Use the handout and read each number in English, followed by Chinese in turn from number 11 to 20 to him and ask him to repeat after me.
 4. Repeat step 3 3 times, getting faster and faster each time
 5. Write each number two times in English copybook of number 11-20 and read the numbers at the same time as he writes them (I will help him if he doesn't know how to read)
 6. Finish the worksheet "Help the Grocer Count the Fruit" and introduce the fruits vocabulary at the same time
 7. Review what I have taught in this class
 - Evaluation:

I will ask my students to write down the number that I present orally to test whether he has mastered number 11 to 20 well or not. The results will be recorded and reported to Professor Shih.
 - Extra-classwork: Memorize number 11 to 20 before the next class

The third week:

Since I asked for a sick leave in the second week, the original lesson plan of the second week will be used for the third week.

- Goals:

Continue teaching number 11 to 20 to make sure my students can truly master them.
- Objectives:

2. When I say a certain number from 11 to 20 in Chinese, he can answer to me the number in English immediately.
3. Know how to express a particular year in English

Materials & Equipment:

4. Number cards
5. English copybook of number 11-20
6. Handout
7. Video of the number song
- Procedures:
 8. Review number 11-20 at the beginning of the class
 9. Ask my students to write down the number that I present orally
 10. Play a number song: <https://www.youtube.com/watch?v=0KBLgJ6UCJ0>
Pay more attention to the numbers that he is unfamiliar with when listening to the song
 11. Finish the handout (matching two columns: numbers in English and Chinese, filling the missing letters to spell the number)
 12. Tell him how to memorize the numbers in an easy way
 13. Ask him to repeat reading and pronouncing of the numbers that he can't memorize well
 14. Teach my student how to express a particular year
 15. Review what I have taught in this class
- Evaluation:
Show him small cards with numbers and years to ask him read them in English.
The results will be recorded and reported to Professor Shih.

- Extra-classwork: Keep Memorizing number 11 to 20 before the next class

The 4th week:

- Goals:
Continue teaching number 11 to 20 to make sure my students can truly master

them.

- Objectives:

4. When I say a certain number from 11 to 20 in Chinese, he can answer to me the number in English immediately.
5. Know how to express a particular year in English

Materials & Equipment:

8. Number cards
9. English copybook of number 11-20
10. Handout
11. Video of the number song

- Procedures:

16. Review number 11-20 at the beginning of the class
 17. Ask my students to write down the number that I present orally
 18. Play a number song: <https://www.youtube.com/watch?v=0KBLgJ6UCJ0>
Pay more attention to the numbers that he is unfamiliar with when listening to the song
 19. Finish the handout (matching two columns: numbers in English and Chinese, filling the missing letters to spell the number)
 20. Tell him how to memorize the numbers in an easy way
 21. Ask him to repeat reading and pronouncing of the numbers that he can't memorize well
 22. Teach my student how to express a particular year
 23. Review what I have taught in this class
- Evaluation:
Show him small cards with numbers and years to ask him read them in English.
The results will be recorded and reported to Professor Shih.
 - Extra-classwork: Keep Memorizing number 11 to 20 before the next class

The 5th week:

- Goals:

I asked which topic he wants to learn most, he said sports. So I decide to teach him sports next week, which will be mainly focused on ball games. I will divide the teaching of sports into two weeks. I will only teach him the vocabulary of sports in the first week, and cover how to use some basic sentence patterns combined with the vocabulary of sports in the second week.

- Objectives:

6. Keep memorizing the numbers he always misspelled
7. Know how to pronounce different kinds of ball games

Materials & Equipment:

12. Pictures with different ball games
13. English copybook of sports
14. Worksheet with matching questions of sports

- Procedures:

1. Review number 11, 12, 13 and 20 at the beginning of class, which he always misspelled.
2. Listening to the sports song to help learn the vocabulary of sports. (The first time: just listen to the song/ the second time: ask Richard to repeat after the singer when the singer sings a name of ball games/ The third time: the same as the second time to enhance memorizing the vocabulary)

<https://www.youtube.com/watch?v=tgUSHk6JaTY>

3. Learn sports one by one by the pictures I prepared. I will read each word in English, followed by Chinese in turn and ask him to repeat after me.
4. Write the English copybook of sports to improve his handwriting and memorize the vocabulary at the same time. I will ask him to read out the sports at the same time as he writes them (I will help him if he doesn't know how to read).
5. Review what I have taught in this class

Evaluation:

I will let Richard listen to the same song the week after next and make a pause when listening to a certain kind of sport and ask him to tell me the sport in Chinese to test whether he truly master the vocabulary I will teach in the next week or not. The results will be recorded and reported to Professor Shih.

Extra-classwork: Keep memorizing the numbers from 11 to 20, since practice makes perfect. And write the English copybook of sports a few times more when he is free.

The 6th week:

- Goals:

Next week I will continue the teaching of sports. Different from this week, I will not only teach Richard the vocabularies of sports but also teach him how to use some basic sentence patterns combined with the vocabulary of sports.

- Objectives:

8. Keep memorizing the pronunciation and spelling of different ball games
9. Know how to ask others what sports they like and answer this question when others ask him.

Materials & Equipment:

15. Pictures with different ball games
16. English copybook of sports
3. Worksheets of vocabularies and sentence patterns

- Procedures:

6. Listening to the sports song I play this week and make a pause when listening to a certain kind of sport and ask him to tell me the sport in Chinese to test whether he truly master the vocabulary

<https://www.youtube.com/watch?v=tgUSHk6JaTY>

7. Review the vocabulary of sports I taught in this week, especially those he makes mistakes in the first step.

8. Do the matching questions of sports in the worksheet.
9. Tell him how to memorize the spelling of the vocabulary of ball games in a quicker way.

Many of them are ended with “ball”

Memorize them by divide the word into syllables (e.g. badminton→
bad/min/ton)

Combination of two simple words (e.g. football: foot + ball, baseball: base + ball)

10. Help him master the basic sentence patterns

- a. In the sports song.

"What sports do you like?" "I like ~" and "I don't like ~"

- b. Another sentence pattern

“What sports are they playing?” “They are playing ~”

Practice conversations with him: we will switch the roles in conversations in order to help him not only know how to ask others but also know how to answer the questions when others ask him. Practicing the conversation can help him go through the vocabulary of 8 ball games at the same time.

11. Review what I have taught in this class

Evaluation:

I will prepare flashcards only with pictures the week after next and ask him to hit the flashcard and pronounce it in English when I say the sport in Chinese. If he can pronounce most of them correctly, I will give him some snacks as reward.

The results will be recorded and reported to Professor Shih.

Extra-classwork: Memorizing the sentence patterns I have taught and the vocabulary of different ball games.

The 7th week:

- Goals:

Due to the time limit, I have to postpone the task of practicing the sentence patterns until next week. Therefore, I will finish the lesson plan of this week at first. After that, we will go through the vocabulary of numbers and ball games by playing “hangman” and “bingo” games.

Objectives:

10. Know how to ask others what sports they like and answer this question when others ask him.
11. Keep memorizing the pronunciation and spelling of numbers and ball games by playing “hangman” and “bingo” games.

Materials & Equipment:

17. Worksheets of vocabularies and sentence patterns of ball games
18. Blank paper to play “hangman” game
19. Bingo’s chart with numbers

● Procedures:

12. Help him master the basic sentence patterns

c. In the sports song.

"What sports do you like?" "I like ~" and "I don't like ~"

d. Another sentence pattern

“What sports are they playing?” “They are playing ~”

Practice conversations with him: we will switch the roles in conversations in order to help him not only know how to ask others but also know how to answer the questions when others ask him. Practicing the conversation can help him go through the vocabulary of 8 ball games at the same time.

13. Play small games to help Richard memorize the pronunciation and spelling of numbers and ball games, which can make the class more interesting. I will prepare some snacks as rewards of small games for him to stimulate his study motivation.

a. “hangman” game

To help him memorize the vocabulary of ball games

The rule of “hangman” game: I will pick out a word from the 8 ball games I have taught and mark out blanks for each letter of the word. Then Richard will guess a letter. If that letter is in the word then write the letter where it would appear. If the letter isn't in the word then add a body part to the body of hangman (head, body, left arm, right arm, left leg, right leg). Richard will continue guessing letters until he can either solve the word or all six body parts are completed.

b. “Bingo” games

To help him memorize the vocabulary of numbers from 11 to 20

The rule of “bingo” game: Richard's goal is to cover five squares in a vertical, horizontal, or diagonal row.

14. Help him review the words he makes mistakes when playing the two small games.

Evaluation: I can test Richard's vocabulary by playing the by playing “hangman” and “bingo” games.

Extra-classwork: Memorizing the sentence patterns of sports I have taught and the words he makes mistakes in the small games.

The 8th week:

- Goals:

Both Charlotte and I hope our students can have happy and educative memories in the end of the project, we decide to play games with them in the last week's class.

- Objectives:

12. Review the vocabulary we have taught in the past few weeks (numbers, ball games, outdoor activities and food)

Materials & Equipment:

20. Flashcards only with pictures

- Procedures:

1. Review the vocabulary at the beginning of the class to help them memorize the pronunciations of words
2. Start the small competition with Charlotte's student

The rule of the competition: We would randomly pick up a flashcard at one time in the first round, the quicker one who can read the word correctly can get that card. In the second round, we will only pick up flashcards from what they make mistakes in the first round. We will also review those words again before start the second round's game. In the end of the game, the one who get more cards will win the better award.

3. Ask their feelings about the project

- Evaluation:

I can test whether or not Richard truly masters the vocabulary I have taught him in the past few weeks through the small competition with Charlotte's student.

- Extra-classwork: Since it's the last week's class, I will not plan any extra class work for him.

Seating Charts

We didn't have assigned seats in class. We sat flexible each time, as long as we could sit not too close to other teaching groups in order to avoid Richard's distractions by others in class. As for the seating chart between Richard and me, he sat either across from me or next to me.

ESA Procedural Charts

According to the ESA theory, the most three crucial elements for successful language learning are engagement, study and activation. As for the engagement part, the ESA theory points out the more students engage in the study, the better they can

benefit from the study. Therefore, teachers should prepare different interesting activities in class, such as games, music and discussions. With regard to the study component, the ESA theory emphasizes the significance of the study of language constructions for students. Teachers can either tell students the language rules directly or ask them to think about the rules by giving them examples. Lastly, the language activations are that teachers should give students chances to practice the knowledge they have learnt with little or no restrictions (Harmer 51).

I applied the ESA teaching theory to the teaching process in almost every class. The teaching sequence I usually use was “straight arrows”, which meant the first step was to engage, followed by studying, and the last step was to activate (Harmer 51). For example, when I taught Richard vocabularies of ball games, I played an English song of ball games at the beginning of the class to inspire his interest, and then I started the language constructions by teaching sports using the flashcards and English copybook I prepared. I read each word in English, followed by Chinese in turn and asked him to repeat after me. After that, I let him write the English copybook of sports to improve his handwriting and memorize the vocabulary at the same time. I told him to read out the sports at the same time as he wrote them, and I will help him if he didn't know how to read. In the following week, we played the small game “hangman” instead of worksheets to practice the vocabulary of ball games as the language activation.

Discussion and Reflections

We spent the first half of the semester in learning different teaching approaches and methods as preparations for remedial lessons in Guo-Tai elementary school. After that we officially started our Guo-Tai service learning project, which had 8 service learning sessions in total, starting from November 15th, 2017 to January 3rd, 2018. The service learning sessions took place every Wednesday morning from 7:50 to 8:30. In this 40-minute service learning session, I assisted a fourth grade student Richard in Guo-Tai elementary school.

My target student Richard was a confident and outgoing boy who didn't afraid to

answer my questions. However, according to the results of the mini motivation test in the first class, Richard had a relatively low motivation in learning English. The most significant reason why he took part in the remedial lessons was that he couldn't get good grades in the English exams. Therefore, I aimed to help him catch up with other students by improving his weakest part in which he had learned in school's English classes.

Although my student is only a 4th-grade student, I find teaching an elementary student is not as easy as I thought. I met some challenges during the teaching process, such as time control in class and finding the best way to teach Richard English and inspire his interests in learning English. As for time management, since we only had 40-minute every time, I had no experience and planned too many exercises for the second week's class. I was not able to follow all the activities in the lesson plan and had to leave it for next time.

Besides the time limitation, another crucial reason contributed to the delay of the activities was that Richard's distractions in class. Since he was still a naughty young kid, it was easy for him to lose concentration in class. He was curious about what other students surrounding us were learning. Moreover, I found that he seemed to have no interest in what I have taught in the second week's class. So as a teacher, I had to think about how to teach in a not only informative but also interesting way in class. I guessed that the traditional teaching way by only using worksheets was not suitable for Richard, due to his low motivation in learning English. I needed to add more activities to stimulate his interest in learning English and prevent him from being absent-minded in class. Therefore, I made some changes in the lesson plans. Besides the traditional teaching way of using worksheets, we listened to nursery rhymes when teaching vocabularies of numbers and ball games, watching English learning cartoons of daily conversations, playing small games such as "Hangman" and "Bingo" and having a vocabulary competition with another kid in the latter weeks' remedial classes. These activities not only made the class funnier but also helped Richard learn vocabularies and sentences patterns. The results of the revision of lesson plans satisfied me. I noticed that Richard could concentrate more on my

lessons. Richard also told me he preferred to the latter lessons because they were more interesting.

Another interesting finding was that other than playing games, giving some rewards and having a learning partner and could also stimulate Richard's study motivations in class. I prepared some snacks as rewards to inspire Richard to concentrate on class. I didn't tell him what the snack was until the ending of the class. In this way, he was curious about the reward and wanted to have it. I discovered that he performed more actively to win the rewards. For example, sometimes when I commanded him to write the worksheets and English copybooks, he refused me and said he was tired when no reward was given. In contrast, he obeyed my instructions and finished the tasks more quickly when I prepared reward for him. Additionally, having a learning partner could stimulate Richard's learning motives as well. Both Charlotte and I hope our students could have happy and educative memories at the end of the project, so we decided to let them have a small vocabulary competition in the last week's class. It was the desire to win the other student that drove Richard's learning motivation. I found out that Richard could study in higher efficiency in class with Charlotte's student. In the second round of the vocabulary competition, we only tested them the words that both of them couldn't answer correctly in the first round. We helped them reviewed those words before the second round. The one who could pronounce more words correctly could win the competition. Thus, both of them tried to memorize the pronunciation of the words as many as they could in a short time to win the game. Unlikely, when Richard studied alone in class, he was lazy and lacks learning desire in class, so it took him more time to memorize the words I taught.

It is a great pleasure for me to have such a precious opportunity to teach English in Guo-Tai elementary school. After this service learning project, I have more experiences in teaching young kids English. It will be very helpful for my future career if I'm going to be an elementary school's English teacher. Though I met some difficulties during the process; I tackled all of them and finished the project successfully. I have a better understanding of planning effective lesson plans and master some feasible methods to inspire students' interest in learning English and

enhance their attention in class. Moreover, I learn that building a reliable relationship with students is very significant when teaching. Last but not least, I have a sense of achievement since Richard can handle almost all of the vocabularies and sentence patterns I have taught at the end of the remedial teaching. I hope I could have another chance to teaching children English in the future!



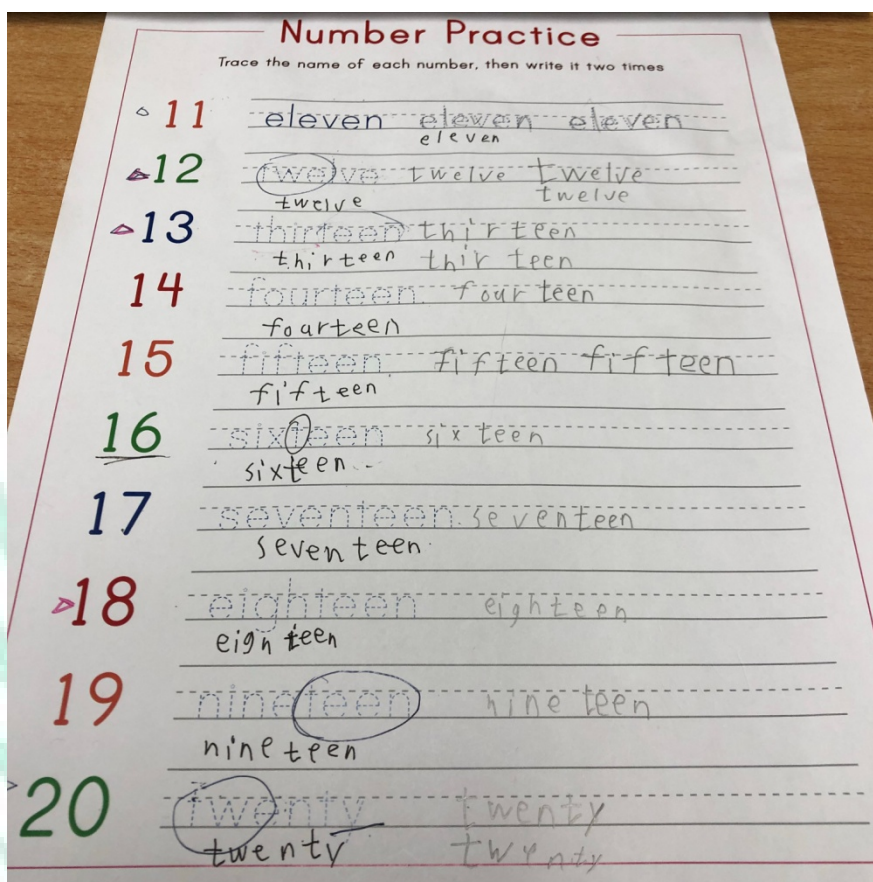
Works Cited

Richards, J. C. & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. (3rd ed.) Cambridge: Cambridge University Press.



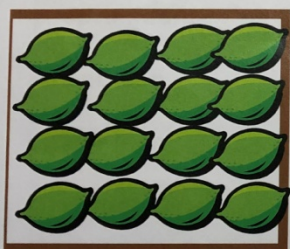
Appendix

1. Worksheets in classes

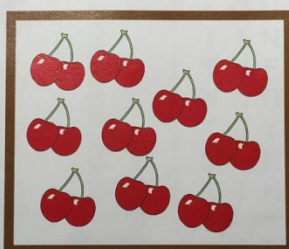


Help the Grocer Count the Fruit

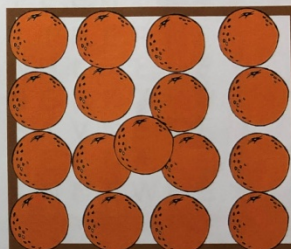
Write the amount of fruit shown in each box.



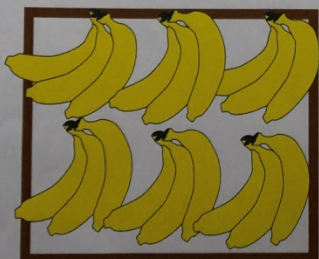
sixteen



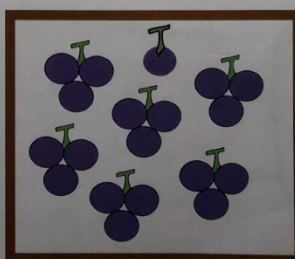
Twenty



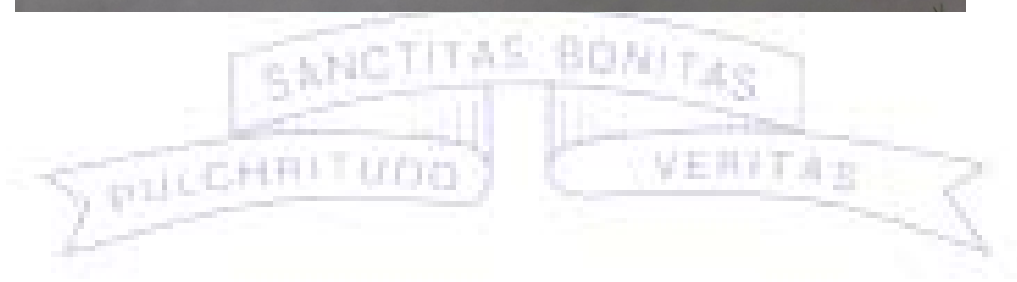
seventeen



eighteen



nineteen



Numbers Fun Page!

Draw a line from the written number to the numeral.

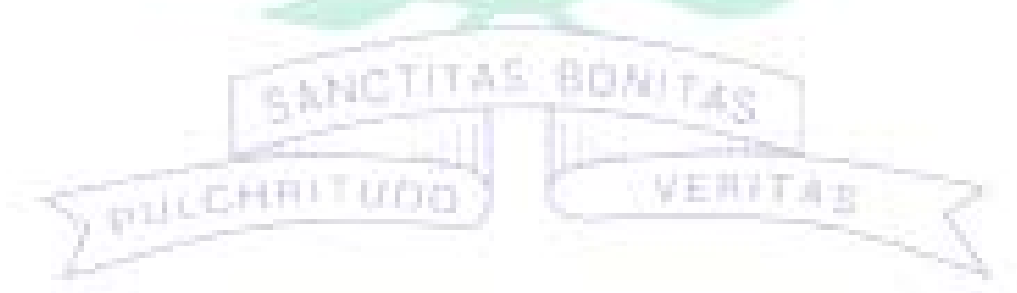
fourteen	11
eleven	12
twenty	13
twelve	14
seventeen	15
nineteen	16
eighteen	17
sixteen	18
thirteen	19
fifteen	20

WORD
Words mi
diagonal, v

V	E	E	N	T
E	I	H	E	V
I	T	N	E	I
N	E	E	T	I
F	O	U	R	I
T	I	N	I	I
T	V	F	H	V
N	N	O	T	I
T	N	T	I	I
N	I	N	E	E
N	I	H	N	N



Eleven Twelve
Fifteen Sixte
Eighteen Nin

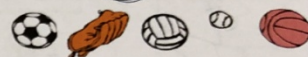


What Sports Are They Playing? *I am*



He is playing.
She is playing.
They are playing.

He She They
He She They
He She They



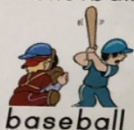
tennis

He is playing tennis.



basketball

she is playing basket ball.



baseball

They are playing base ball



volleyball

she is palying volley ball.



soccer

He is playing soccer.



football

They are playing foot ball.

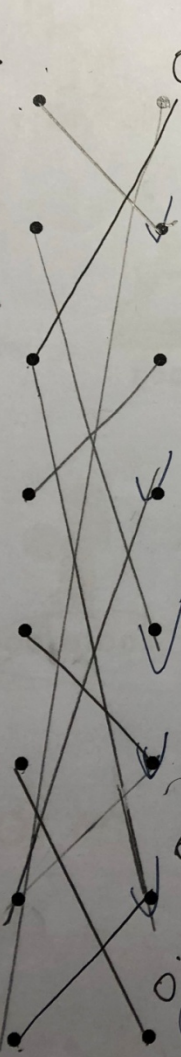


They play baseball.

15

What Sports Are They Playing?

Match the sports below with their pictures and then practice writing the name of the sports.



badminton

badminton badminton

base ball

baseball baseball

basketball

basketball basketball

foot ball

football football

hockey

hockey hockey

soccer

soccer soccer

tennis

tennis tennis

volleyball

volleyball volleyball

What Sports Are They Playing?



volleyball



tennis



baseball



football



hockey



basketball



soccer



badminton

Sports

Sports


Sports

Sports

Sports

Sports


What Sports Are They Playing?



He

He


He



She

She

She



They

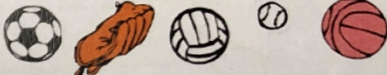
They


They

He is playing.

She is playing.


They are playing.






tennis

He is playing tennis.




basketball

she is playing basket ball.




baseball

They are playing base ball




volleyball

she is palying volley ball.



soccer

He is playing soccer.



football

They are playing foot ball.

2. PPT slides of final presentation

Guo-Tai Service Learning Experience

Zoe Mao
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Outline

- Target student
- The process of teaching
 - a. Difficulties I have met
 - b. finding the best way to teach
- Theories Used

Target Student

- Name: Richard
- Grade: 4th grade
- Level: can't get good grades in English
- Has no interest in learning English

- Confident: like answering questions
- Distraction: can't focus on class

Difficulties

1. Time control
2. Student's distractions during class

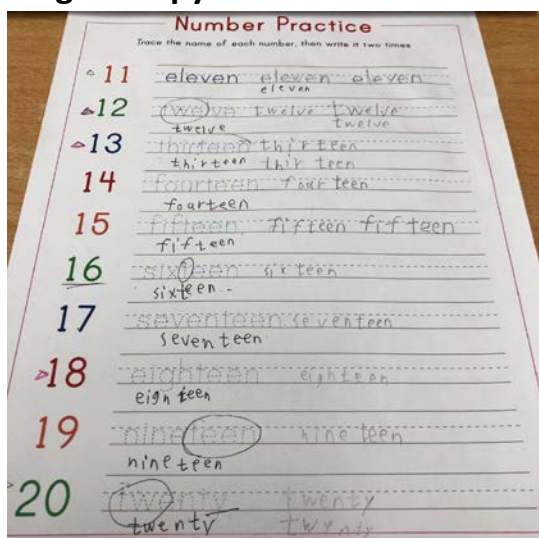
The First Class



1. Getting to know each other
2. Knowing my student's English level
3. In which aspects he wants to improve English?

The Second Class

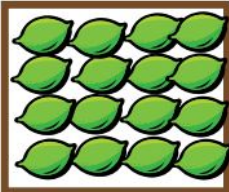
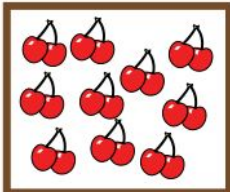
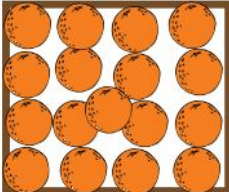
English copybook of number 11-20



The Second Class

Worksheets of numbers

Fill in the missing letters to spell the number.

11.				n
12.				_een
13.				en
14.	_____	_____	_____	_n
15.	__i__t__e__	20.	__w__nt__	

Traditional Teaching Way

English copybook of number 11-20

Worksheet of numbers



Can't concentrate on class for a long time

Make Some Changes!

- Besides traditional teaching mode
- Add some funny activities:
- Listening to English nursery rhymes
- Watching English learning cartoon
- Playing small games
- Competition with Charlotte's student

Watching English learning cartoon



Daily dialogues: Learning basic sentence patterns

Games to help memorize words

Hangman



H E L P _ _

Bingo

Bingo

13	20	17	15	14
15	18	12	11	19
17	14	😊	18	16
11	12	15	20	14
16	17	19	11	18

Last Class: Competition

- Review the vocabularies at first
- Randomly pick up a flashcard: read the word correctly → get one point
- The one who get more points will win the better prize!



3. Photos



