

天主教輔仁大學英國語文學系學士班畢業成果
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English Teaching and Educational Psychology Portfolio

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Guo-Tai Elementary School Service Learning Portfolio

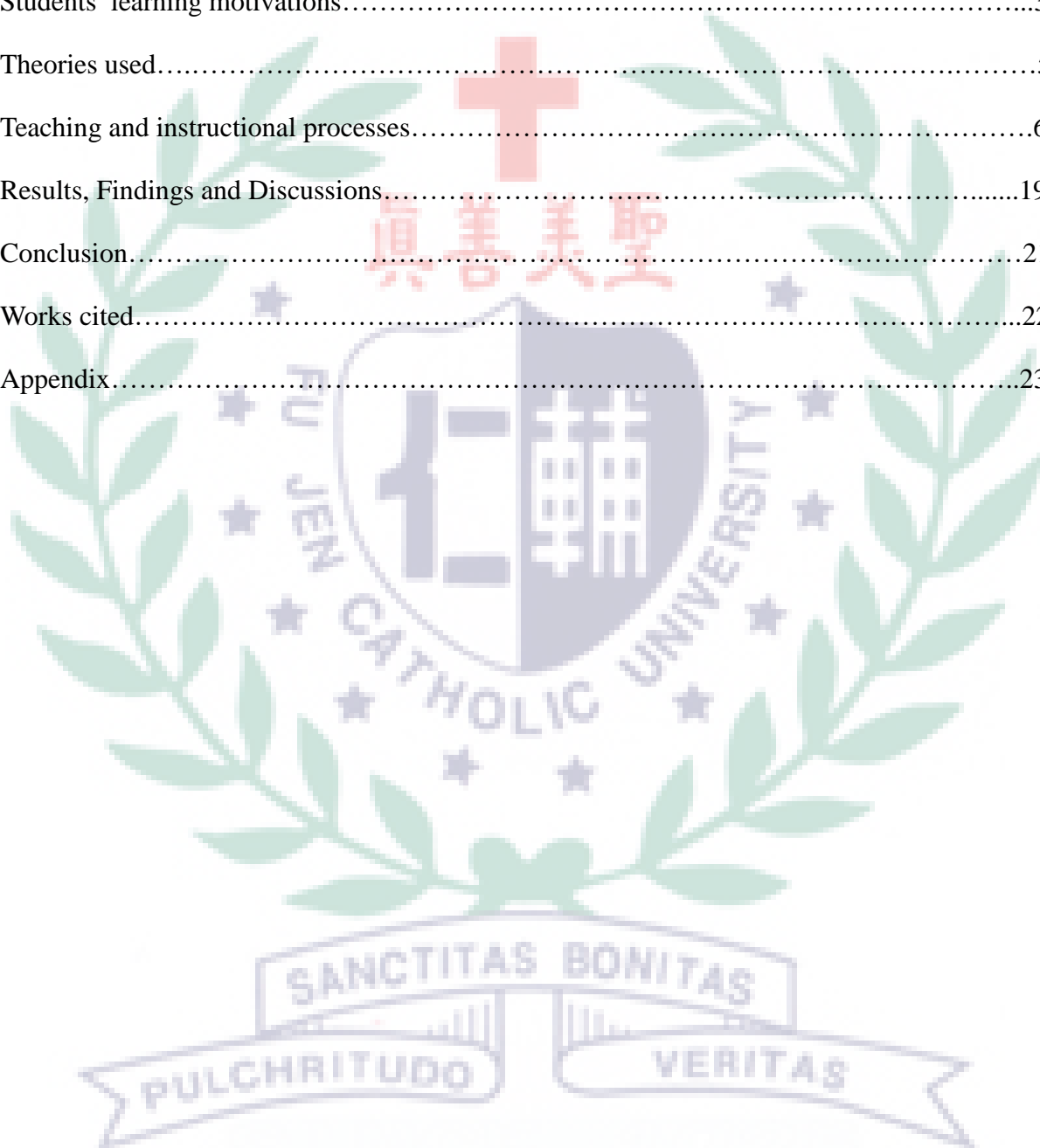
2017/11/13-2018/01/08

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I. Introduction

A. Background information

In Taiwan, many people consider English as an essential second language which students have to start learning when they are in elementary school or even earlier—in kindergarten. Therefore, students have spent over five or six years studying English. However, the process of studying English may not be enjoyable and effective. Instead, it may be a difficult time for them to go through because of the education system in Taiwan. Maybe from the period of kindergarten to elementary school, students can “learn” English in an interesting or entertaining way. They learn it without worrying grades or performance. However, in junior high school, senior high school, university or even in the future, students are under a lot of pressure of “studying” English in order to get good grades or get a good job. In this case, it is hard for students to have a strong motive for “learning” English in an interesting and joyful way. With noticing this phenomenon, I want to have a chance to know whether or not I can use my English ability to help students to find back or keep their interests in learning English. Fortunately, the English department offers the chance for me. The major purposes of the English teaching program are to increase students’ learning motivation and provide supportive assistance for children.

II. Purposes

A. Increase students’ interests and motivation in learning English

1. Not to use textbook to teach students
2. Try to interact with them by discussing interesting topics with the help of using flashcards, games or songs

B. English majors can put their English abilities into practice.

1. Know the differences between a real teaching situation and the things which they have learned from the textbooks

2. Combine the teaching theories and the tutoring sections together
- C. Find out whether or not my interest is teaching
- D. In this portfolio, the five major parts—background information, lesson plans, findings, outcomes and reflections are included. In addition, the portfolio will show some photos of teaching materials.

III. My students' learning motivations

- A. In the tutoring time, I have two students, who study the third grade in elementary school. One is called Kiki, and the other one is called Linda. Kiki is a girl who is more active and brave to ask some questions, while Linda is very shy. However, both of them are willing to interact with me and paying attention to me. Although they do not have strong motives for learning and speaking English, this problem can be improved by changing the teaching method.
- B. The photos of Kiki's and Linda's learning motivations before
 1. Pre-survey

Pre-Survey
A Survey of Students

(調查表)

我的名字叫做 Linda 生日 4月10日

1. 我喜歡的卡通人物是 艾莎公主 Elsa

2. 喜歡畫畫嗎? 唱歌? 跳舞? 都喜欢

3. 喜歡吃甚麼食物? 糖果

Scale: 1-10

4. 我對學習英文有很大的興趣 還好 9

5. 我很喜歡學習英文! 還好 8

6. 我會害怕說英文 不會 1

7. 我對英文老師的喜歡程度 喜歡 9

8. 我會排斥學英文 還好 4

9. 我喜歡背單字 還好 2

10. 我喜歡用英文對話 喜歡 3

11. 我會想嘗試說英文 會 9


Pre-Survey

A Survey of Students

(筆語欣)

我的名字叫做 Kiki 生日 9/24

1. 我喜歡的卡通人物是 艾文斯先生學堂
2. 喜歡畫畫嗎? 唱歌? 跳舞? 唱歌 跳舞
3. 喜歡吃甚麼食物? 老麵



Scale 1 - 10

4. 我對學習英文有很大的興趣 還好 9
5. 我很喜歡學習英文! 還好 8
6. 我會害怕說英文 不會 4
7. 我對英文老師的喜歡程度 喜歡 9
8. 我會排斥學英文 看不見 (的時候) 2
9. 我喜歡背單字 還有 9
10. 我喜歡用英文對話 喜歡 8
11. 我會想嘗試說英文 想要 10

2. Post-survey

程度
Scale: 1-10

Linda
1/8

4. 我對學習英文有很大的興趣 9
5. 我很喜歡學習英文! 10
6. 我會害怕說英文 4
7. 我對英文老師的喜歡程度 9
8. 我會排斥學英文 2
9. 我喜歡背單字 2
10. 我喜歡用英文對話 4
11. 我會想嘗試說英文 10

程度
Scale: 1-10

Kiki
1/8

4. 我對學習英文有很大的興趣 10
5. 我很喜歡學習英文! 8
6. 我會害怕說英文 5
7. 我對英文老師的喜歡程度 10
8. 我會排斥學英文 4
9. 我喜歡背單字 7
10. 我喜歡用英文對話 7
11. 我會想嘗試說英文 10

IV. Theories used—The Natural Approach

“The Natural Approach” is developed by Tracy Terrell and Stephen Krashen, which is based on Krashen’s theory of second language acquisition. This method is basically for beginners and it puts emphasis on developing a basic communication skill and providing a comprehensive input by using visual aids and a plenty of vocabularies. In this case, it pays a few attentions to grammar, which can make learners have a low-anxiety and increase their self-confidence when learning or acquiring a language. Besides, there are three main points of a teacher’s role in this approach, which are providing primary source of comprehensive input in target language, creating an interesting, friendly and stress-free

learning environment and orchestrating activities. As for a learner's role in this approach, he or she has to take an active role, has a low affective filter, and provide enough information about his or her goals and interests. After all, with using this teaching method, it mainly can make learners to develop a meaningful communication and minimize their anxiety in a relaxing learning environment.

V. Teaching and instructional processes (Lesson plans and reflections)

A. Since 13th November 2017 to 8th January 2018, we have been to Guo-Tai Elementary School to teach children for 8 times. My tutoring time is on Monday morning and starts from 7:50 to 8:30. Although I do not have much time in one class, I try to help them review some important points in the previous weeks and connect them with the new topics. Besides, instead of teaching them with textbooks, I choose to teach some topics which they want to learn and are suitable for them according to their levels.

B. Lesson Plans/ Reflections

Lesson Plans W1-8

Lesson Plan –FJU W 1

| | | | |
|--------------------|---|-----------------|--|
| Materials | A survey of students' learning motivations | Date | 106/11/13 |
| | Worksheets on writing <u>ABC</u> , <u>fruit matching game</u> and <u>students' reflections</u> | Grade | <u>3</u> graders |
| Planner | Linda | G-T Students | 陳韋伶 (Linda Chen) 葉語欣 (Kiki) (Absence) |
| Major Goals | 1. Students will be able to get to know and be more familiar with teachers 2. Students will know the letters 3. Students will be introduced some fruits | | |
| Objectives | Students can 1. Write down the letters from A to Z 2. List some names of the fruit | | |

| Time | 40 minutes (7:50-8:30) | | Props/ Tools | worksheets and a song | | |
|-------------------------|------------------------|---|---|---------------------------------------|------------|--|
| Activity | Time | Procedure | Vocabulary covered | Props/ Tools | Evaluation | |
| Warm up | 5 mins | Introduce ourselves and get to know with each other | x | x | x | |
| Review | x | x | x | x | x | |
| Tutoring | 25 mins | <ol style="list-style-type: none"> 1. <u>Students do the motivation survey</u> (5mins) 2. <u>Do a worksheet of letters</u> (10 mins) <ol style="list-style-type: none"> A. Introduce a ABC song (https://www.youtube.com/watch?v=UHMcahB2gQE) 3. <u>Do a worksheet of fruit matching</u> (10 mins) | Orange/ apple/ grapes/ banana/letters from A to Z | Worksheet and 2 pieces of blank paper | | |
| Wrap up | 5 mins | <ol style="list-style-type: none"> 1. Review letters and fruits | Orange/ apple/ grapes/ banana/letters from A to Z | A Song of ABC on youtube | | |
| Extra-Class work | 5 mins | Ask students to write down <ol style="list-style-type: none"> 1. What do they learn today? 2. Expectation from teachers | x | 2 pieces of blank paper | | |

Reflection Week 1

Before going to Guo-Tai Elementary School, we have been told that we can design a survey of learning motivation for our students and try to get familiar with them by knowing their interests and thier opinions about learning English. In this teaching program, I have two students, who are named Linda and Kiki. Both of them are in the third grade. Originally, I expected to see two of my students showing up in the first week so that we could know each other. However, only Linda Chen came to the first class. Hence, I focused on trying to know more about her and making the atmosphere become more relaxed and friendly.

Linda Chen is extremely shy, and I know that it is a little hard for her to know a person whom she never known before. Nevertheless, she is willing to talk with me, which makes me happy and touched. After getting familiar with each other, I asked her to do a test for writing down A to Z and introduced the vocabularies “apple, orange, grapes and banana” to her.

After all, for the first class, I know that Linda Chen does not have much interests in learning English, but she is not afraid of speaking English. I will try to help her to review the letters from A to Z and introduce the topic of family to her next week.

Lesson Plan –FJU W 2

| | | | | | | |
|-------------|---|---|--------------|--------------------------------|-----------------------|------------|
| Materials | A survey for students’ learning motivations | | Date | 106/11/20 | | |
| | Worksheets on writing <u>ABC</u> and <u>fruit matching</u> | | Grade | <u>3</u> graders | | |
| Planner | Linda | | G-T Students | 陳韋伶 (Linda Chen) 葉語欣 (Kiki) | | |
| Major Goals | 1. Students will be able to get to know and be more familiar with teachers 2. Students will know the letters 3. Students will be introduced some fruits | | | | | |
| Objectives | Students can 1. Write down the letters from A to Z 2. List some names of the fruit | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | | worksheets and a song | |
| Activity | Time | Procedure | | Vocabulary covered | Props/ Tools | Evaluation |
| Warm up | 1min | An ABC song | | x | Youtube | x |
| Review | 5 mins | Chat with children first Review letters from A-Z | | x | A sheet of paper | x |

| | | | | | | |
|-------------------------|---------|---|---|---------------------------------------|--|--|
| Tutoring | 25 mins | <u>1. Students do the motivation survey (5mins)</u> <u>2. Introduce fruits (10 mins)</u> <u>3. Do a worksheet of fruit matching (10 mins)</u> | Orange/ apple/ grapes/ banana | Worksheet and 2 pieces of blank paper | | |
| Wrap up | 5 mins | Review letters and fruits | Orange/ apple/ grapes/ banana/letters from A to Z | A Song of ABC on youtube | | |
| Extra-Class work | 5 mins | Ask students to write down 1. What do they learn today? 2. Expectation from teachers | x | 2 pieces of blank paper | | |

Reflection Week 2

For the second class, Kiki and Linda Chen showed up, and I found out that Kiki was more active than Linda Chen. However, I think Linda has become more active than the previous week. In week 2, I also spent some time to get to know more about my students at the beginning since it was the first time for Kiki to meet me. After that, I helped them to review the English letters and asked them to help me do the learning motivation survey.

For the second part of the class, I introduced the new topic, which was fruit. There were four vocabularies, including apple, banana, grapes and orange. In order not to make them feel bored, I made a worksheet of fruit matching game for them by showing them some pictures. With the help of visual aids, I thought students could increase their interests in learning English and memorize the vocabularies more easily. Also, I introduced some names of family members and brought up the concept of articles to increase their current levels.

For the next class, I ask them what they want to learn and I will try to match up to their expectations. Besides, I think I should prepare more materials to teach and attract my students, such as more joyful songs or games.

Lesson Plan –FJU W 3

| | | | | | | |
|-------------|---|--|------------------------------|------------------------------------|------------|--|
| Materials | A review sheet of paper | | Date | 106/11/27 | | |
| | Flashcards of animals and a song for days of the week | | Grade | __3_ graders | | |
| Planner | Linda | | G-T Students | 陳韋伶 (Linda Chen) 葉語欣 (Kiki) | | |
| Major Goals | 1. Students will learn animals 2. Students will know the days of the week | | | | | |
| Objectives | Students can 1. Write down the names of some animals 2. Name the days of the week | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | A song of seven days of the week | | |
| Activity | Time | Procedure | Vocabulary covered | Props/ Tools | Evaluation | |
| Warm up | 5 mins | 1. Attract kids’ attention by showing them a song: https://www.youtube.com/watch?v=l4WNrvVjiTw (If you’re happy) | x | youtube | x | |
| Review | 5 mins | Review fruits and family members | x | A sheet of paper | x | |
| Tutoring | 25 mins | 2. <u>Introduce four animals. (10 mins)</u> A. <u>Bear</u> B. <u>Dolphin</u> C. <u>Hippo</u> D. <u>Rabbit</u> 3. <u>Introduce the days of the week. (15 mins)</u> A. <u>A song:</u> https://www.youtube.com/watch?v=oXdKqUnnhWg | Bear, dolphin, hippo, rabbit | flashcards of four animals, a song | x | |

| | | | | | | |
|-------------------------|--------|--|---|---|--|--|
| Wrap up | 5 mins | 4. Review animals and the seven days of a week | | A Song of the days of a week on youtube | | |
| Extra-Class work | 5 mins | Ask students to write down 5. What do they learn today? 6. Expectation from teachers | x | 2 pieces of blank paper | | |

Reflection Week 3

In week 3, in order to get students' attentions, I tried to use a simple English song as warm up to make students not to be under pressure of learning English. I wanted to create a stress-free and good atmosphere during the tutoring time. After watching a short video, I started to review fruits and family members so that they would not forget what they have learned last two weeks.

For today's class, I prepared animal flashcards, including bear, dolphin, rabbit and hippo. Except for teaching them how to pronounce, I played a card game to help them improve their listening abilities. I said one of animals in English and my students had to point it out for me. Each point would be given in each round. The person who got more points will be the winner.

For the findings today, I notice that there are three problems for me to solve. First, one of the students has a difficulty in recognizing "i" and "I." Second, it takes time for them to remember "grapes" and "dolphin." Third, I have no chance to teach them the seven days in a week because of the time limitation and consideration of students' level. I think I have to find some videos which are related to the grapes and dolphin and introduce "cat, dog, elephant, and giraffe" which they want me to teach next time.

Lesson Plan –FJU W 4

| | | | |
|------------------|-------------------------|-------------|-----------|
| Materials | A review sheet of paper | Date | 106/12/04 |
|------------------|-------------------------|-------------|-----------|

| | | | | | | |
|------------------|--|--|--|--------------------------------|------------|--|
| | Flashcards of animals (review) | | Grade | __3_ graders | | |
| Planner | Linda | | G-T Students | 陳韋伶 (Linda Chen) 葉語欣 (Kiki) | | |
| Major Goals | Students will learn the vocabularies of colors and how to pronounce them. | | | | | |
| Objectives | Students can Speak out loud the different colors (pink, purple, green, blue, red, yellow, orange, black, and white) | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | x | | |
| Activity | Time | Procedure | Vocabulary covered | Props/ Tools | Evaluation | |
| Warm up | x | x | x | x | x | |
| Review | 10 mins | Review animals by using the flashcards E. <u>Bear</u> F. <u>Dolphin</u> G. <u>Hippo</u> H. <u>Rabbit</u> | Bear, dolphin, hippo, rabbit | Animal flashcards | x | |
| Tutoring | 25 mins | <u>1. Introduce colors (20 mins)</u> <u>2. Extended words: (5 mins)</u> A. <u>Red pen</u> B. <u>Blue pen</u> | pink, purple, green, blue, red, yellow, orange, black, white | x | x | |
| Wrap up | 5 mins | Review animals and colors | Mentioned above | flashcards | | |
| Extra-Class work | 5 mins | Ask students to write down 1. The vocabularies they learned today 2. Expectation from teachers | x | 2 pieces of blank paper | | |

Reflection Week 4

In today's class, I helped children to review animals by using flashcards and introduced colors to them. After finishing week 4's class, I think there is a big problem for me to deal with, which is that I do not prepare the enough class material. Therefore, I only

can teach students color by simply writing down the vocabularies without doing some interesting games or watching funny videos. It seems like they are bored and losing some interests in participating in my class even if they still interact with me. Hence, I think for the next week, I have to prepare well and come up with some worksheets or games to make them feel that learning English is actually exciting and interesting.

Lesson Plan –FJU W 5

| | | | | | | |
|-------------|---|---|--------------|--|--------------|------------|
| Materials | Theory used: The Natural Approach | | Date | 106/12/11 | | |
| | Color flashcards, a bingo game | | Grade | __3_ graders | | |
| Planner | Linda | | G-T Students | 陳韋伶 (Linda Chen) 葉語欣 (Kiki) | | |
| Major Goals | 1. Students can review and remember the vocabularies which I mentioned before. (colors, family members, fruits and animals) 2. <u>Have the concept of position</u> | | | | | |
| Objectives | Students can 1. speak the names of colors, animals, fruits and family members | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | A song on youtube, a bingo game, a worksheet of position | | |
| Activity | Time | Procedure | | Vocabulary covered | Props/ Tools | Evaluation |
| Warm up | 10 mins | A bingo game with combining colors, animals and family members which were mentioned in the past weeks Step 1: tell students to fill the vocabularies in the blank. Step 2: start the bingo game | | 16 vocabularies (see on the worksheet) | worksheet | x |
| Review | 5 mins | Review the vocabularies in the bingo game | | See on the worksheet | x | x |
| Tutoring | 15 mins | 1. <u>Introduce position</u> A. <u>A song:</u> https://www.youtube.com/watch?v=-8F0NYBBKczM&t=1s | | x | A worksheet | x |

| | | | | | | |
|-------------------------|--------|--|---|-------------------------|--|--|
| Wrap up | 5 mins | 1. Review the vocabularies 2. Replay the song again | x | | | |
| Extra-Class work | 5 mins | Ask students to write down 1. What do they learn today? 2. Expectation from teachers | x | 2 pieces of blank paper | | |

Reflection Week 5

In week 5's class, although I do not have much time to teach them a concept of position, I am really happy to interact with my students because of the change of teaching method.

A Good Finding:

Since students were bored when I was teaching some vocabularies, I decided to change my teaching method and chose to play a bingo game with reviewing vocabularies. With using the new teaching method, I found out that students were more active and indeed remembered some vocabularies more clearly. First, I gave them a list of vocabularies which I have taught them before and asked them to write down the vocabularies randomly in the bingo sheet. Second, I put the colors flashcards on the table and told them they had to pronouncing the colors in English or pointing out the colors correctly. In this case, they could choose the vocabularies which they want to cross out. With having a contest, it turns out that students participate actively and it can make them learn effectively without only remembering some terms and new vocabularies.

Things needed to improve: It is my second time to arrive at the classroom late, which means I only have 30 mins left to teach.

Extra assignment:

Sentence making: "I like_____."

Write down three things that they like

Expectation of next class:

Teach numbers from 11 to 20

Next class plan:

Teach numbers from one to twenty and a concept of articles

Lesson Plan –EJU W 6

| | | | | | | |
|-------------|---|--|--|--|------------|--|
| Materials | Theory used: The Natural Approach | | Date | 106/12/18 | | |
| | A board game, numbers song, worksheet | | Grade | __3_ graders | | |
| Planner | Linda | | G-T Students | 陳韋伶 (Linda Chen) 葉語欣 (Kiki) (Absence) | | |
| Major Goals | Students can know how to pronounce 1 to 20. 1. Have the concept of articles 2. Sentence making “I like_____.” | | | | | |
| Objectives | Students can 1. Count 1 to 20 2. Make a sentence by using the sentence pattern. | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | A song on youtube and a board game | | |
| Activity | Time | Procedure | Vocabulary covered | Props/ Tools | Evaluation | |
| Warm up | 5 mins | 1. one song for Christmas https://www.youtube.com/watch?v=yCptBphqkwU | x | A song | x | |
| Review | 5 mins | 1. vocabularies mentioned in the bingo game (last week) 2. Notes: green, white, black, purple https://www.youtube.com/watch?v=V23Ghdoyn6o (learn colors) | Green, white, black, purple and other vocabularies | Materials used before, a short video | x | |
| Tutoring | 20 mins | 1. <u>Teach numbers from 1 to 20</u> B. <u>A song:</u> https://www.youtube.com/watch?v=D0Ajq682yrA C. <u>A board game</u> | 1 to 20 | numbers song and a board game | x | |
| Wrap up | 5 mins | Review numbers Replay the song again | x | x | | |

| | | | | | | |
|-------------------------|--------|---|---|-----------|--|--|
| Extra-Class work | 5 mins | Ask students to write down 1. What do they learn today? 2. Expectation from teachers 3. Give them worksheet to write | x | Worksheet | | |
|-------------------------|--------|---|---|-----------|--|--|

Reflection Week 6

In today's lesson, I introduced two songs. One was to help students to review colors, and the other one was to introduce 1 to 20. For the numbers' song, it counted from 1 to 20, and the speed would be faster in each time, which was actually interesting. I found out that students would try to catch up the speed and remembered the sound. However, I noticed that students could not say the number in English right away. When I pointed out the number, they would sing the number song from the beginning to the end in their mind, and then told me the answer. With this problem, I will try to handle it for the next class.

Lesson Plan –FJU W 7

| | | | | | | |
|----------------|--|-----------|-----------------|-----------------------------------|-----------------|------------|
| Materials | Theory used: The Natural Approach | | Date | 106/12/25 | | |
| | A numbers' song, worksheet, card game | | Grade | __3_ graders | | |
| Planner | Linda | | G-T Students | 陳韋伶 (Linda Chen) 葉語欣 (Kiki) | | |
| Major Goals | 1. Students can know how to pronounce 1 to 20. 2. Have the concept of articles 3. Sentence making “I like_____.” | | | | | |
| Objectives | Students can 1. Count 1 to 20 2. Make a sentence by using the sentence pattern. | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | A song on youtube and a card game | | |
| Activity | Time | Procedure | | Vocabulary covered | Props/ Tools | Evaluation |

| | | | | | | |
|-------------------------|------------|---|---------|-------------------|---|--|
| Warm up + Review | 5 mins | 1. A song of number (1 to 20) https://www.youtube.com/watch?v=D0Ajq682yrA | x | A song | x | |
| Tutoring | 25 mins | 2. <u>Teach numbers from 1 to 20</u> A. <u>Play a card game</u> B. <u>Do exercise: a worksheet</u> 3. A concept of articles: a / an A. A worksheet ex. Five apples or an elephant | 1 to 20 | A song and a game | x | |
| Wrap up | 5 mins | 1. Review numbers 2. Replay the song again | x | x | | |
| Extra-Class work | 5 mins | Ask students to write down 1. What do they learn today? 2. Expectation from teachers 3. Give them worksheet to write | x | Worksheet | | |

Reflection Week 7

For today's class, I played a song at first, which could help children to review numbers from 1 to 20. After that, I started to teach them numbers and used flashcards to play a game. During the process, one of my students asked me why the number 13 was not written and pronounced "ten three" and why the ending of the number was not "ten." Instead, it was written in the form of "teen," such as "thirteen, nineteen and eighteen." At first, I was stuck with her question. I could not offer them a good explanation because I never thought about this kind of question before. Hence, the way I taught them was to explain the similarities and said that there was no reason to explain why it looked like that because sometimes we could not explain the rules. It was how naturally it went. Although I cannot give them a good explanation, I think it is good for them to find out the points which they are confused about and then ask questions. Also, this experience shows that a teacher sometimes will get an unexpected reply from students, so he or she has to be well-prepared and knows the rules clearly.

Lesson Plan –FJU W 8

| | | | | | | |
|------------------|--|--|--------------------|---|------------|--|
| Materials | Theory used: The Natural Approach | | Date | 106/01/08 | | |
| | Survey worksheets, flashcards, articles worksheet | | Grade | __3_ graders | | |
| Planner | Linda | | G-T Students | 陳韋伶 (Linda Chen) 葉語欣 (Kiki) | | |
| Major Goals | 1. Students can know how to pronounce 1 to 20. 2. Have the concept of articles 3. Sentence making “I like ____.” 4. Remember what I have taught before: family members, colors, animals and numbers | | | | | |
| Objectives | Students can 1. Count 1 to 20 2. Make a sentence by using the sentence pattern. | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | A song on youtube, number flashcards, survey worksheets, articles worksheet | | |
| Activity | Time | Procedure | Vocabulary covered | Props/ Tools | Evaluation | |
| Warm up + Review | 5 mins | A song of number (1 to 20) https://www.youtube.com/watch?v=D0Ajq682yrA | x | A song Number cards | x | |
| Tutoring | 25 mins | 1. A concept of articles: a / an A. A worksheet ex. Five apples or an elephant 2. Sentence making: “I like ____.” | x | Worksheet | x | |
| Wrap up | 5 mins | 1. Review family members, numbers, colors, animals 2. Sentence pattern | x | x | | |
| Extra-Class work | 5 mins | Ask students to write down 1. What do they learn today? 2. Give them a survey worksheet to write | x | Survey worksheet | | |

Reflection Week 8

Today's class is the last class of the teaching program. First, I helped them to review the numbers by asking them to match the vocabularies words with the flashcards. After reviewing the numbers, I briefly helped them to refresh their memories of the previous lessons' topics as well. Surprisingly, they remember what I have taught, such as colors, animals and fruits. Moreover, they know how to pronounce them correctly and clearly. I am very touched and moved by seeing their performance and progress. It is a pity that I do not have much time to teach them. However, it is a great experience for me as being a teacher to interact with my students.

VI. Results, Findings and Discussions

A. For this small survey (8 questions included), I want to observe my students' feelings and motivations of learning English by using a scale which has the range from 1 to 10.

B. Results: Pre-Survey and Post-Survey

1. Kiki's pre-survey and post-survey


Pre-Survey
A Survey of Students (筆跡版)

我的名字叫做 Kiki 生日 9/24

1. 我喜歡的卡通人物是 艾美莉亞·達克斯福德

2. 喜歡畫畫嗎? ☒ 唱歌? ☒ 跳舞? ☒ 唱歌跳舞

3. 喜歡吃甚麼食物? 老麵



Scale 1-10

4. 我對學習英文有~~很大~~的興趣 還好 9

5. 我~~很~~喜歡學習英文! 還好 8

6. 我~~會~~害怕說英文 不會 4

7. 我對英文老師的喜歡程度 喜歡欠 9

8. 我~~會~~排斥學英文 看不多 (的時候) 2

9. 我喜歡背單字 還有 9

10. 我喜歡用英文對話 喜歡欠 8

11. 我~~會~~想嘗試說英文 想要 10

Kiki
1/8

程度
Scale: 1-10

4. 我對學習英文有很大的興趣 10

5. 我很喜歡學習英文! 8

6. 我會害怕說英文 5

7. 我對英文老師的喜歡程度 10

8. 我會排斥學英文 4

9. 我喜歡背單字 7

10. 我喜歡用英文對話 7

11. 我會想嘗試說英文 10

2. Linda Chen's pre-survey and post-survey

評星度
Scale: 1-10

Linda

1/8

1. 我對學習英文有很大的興趣 9

2. 我很喜歡學習英文! 10

3. 我會害怕說英文 4

4. 我對英文老師的喜歡程度 9

5. 我會排斥學英文 2

6. 我喜歡背單字 2

7. 我喜歡用英文對話 4

8. 我會想嘗試說英文 10

1. For Linda's case, I find out that she has improved in some aspects.
 - a. Question 2: I like to learn English very much. (The degree increases from 8 to 10.)
 - b. Question 5: I rule out learning English. (The degree decreases from 4 to 2.)
 - c. Question 7: I like to use English to have a conversation. (The degree increases from 3 to 4.)
 - d. Question 8: I would like to try to speak in English. (The degree increases from 9 to 10.)

2. For Kiki's case, she also has enhanced in some perspectives.
 - a. Question 1: I have a great interest in learning English. (The degree increases from 9 to 10.

D. Discussions

Before starting the teaching program, I have asked them whether or not they like to learn English. They answer “so-so.” Nevertheless, after seeing their pre-survey and post-survey, I think both of my students have improved, especially Linda Chen. Originally, she was really shy and she had a small voice. However, I have noticed her changes during the service learning. For instance, she has gradually projected her voice when replying my questions. Moreover, I can know she enjoyed playing games and learning vocabularies by seeing her smile on her face. After all, I think she is a good student who attends every class in each week and she tries to learn as much as she can.

To sum up, although eight weeks’ teaching lessons are not enough for me to get along with my students and teach them a lot of topics of English, I think that as long as teachers pay attention to using a joyful and entertaining way to teach students, students will change their attitudes in learning English just like my experience.

VII. Conclusion

In my personal experience, I do not have many chances to teach children. Nonetheless, by this time, I am very delighted at joining the teaching program in Guo-Tai Elementary School. Originally, I was really excited at being a teacher to teach my students. However, after finishing the teaching program, I realize that being a good teacher is not as easy as I think. When being a teacher, I have to spend time to get familiar with my students, make some adjustments for the teaching materials according to my students’ levels, come up with a lot of interesting activities to get their attention and make them understand what I am teaching about. Also, I find out that sometimes it is hard to explain the rules to them. I think learning how to use a simple way to tell them some English rules is really an important point for me as a teacher.

After all, this service learning is a great experience for me because it makes me know how the whole teaching processes work when teaching face to face and it reminds me that a

joyful and stress-free learning environment is really important for children no matter what subject it is. As long as we provide a great atmosphere in the classroom, I believe that children will learn effectively, confidently and happily.

VIII. Works Cited

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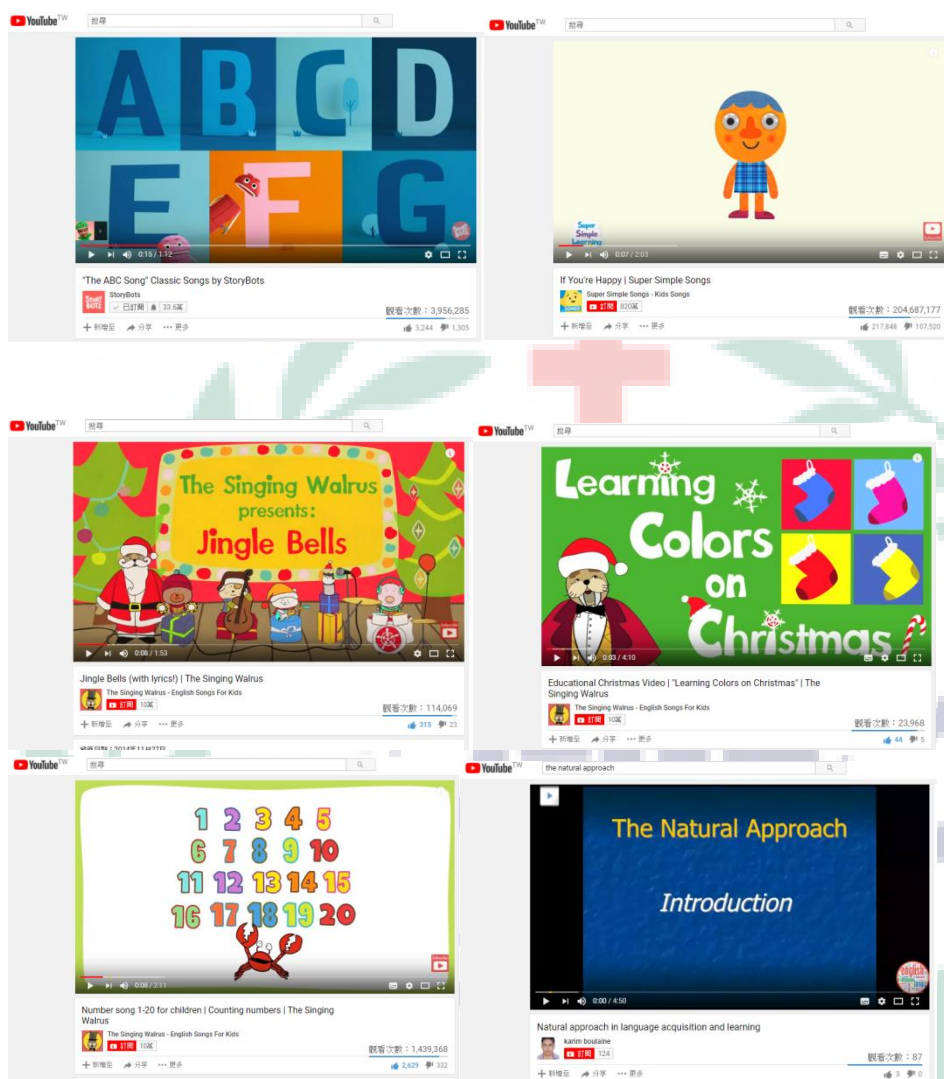
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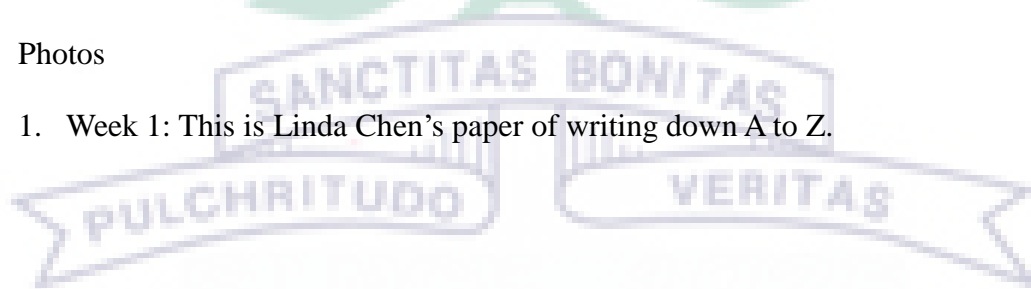
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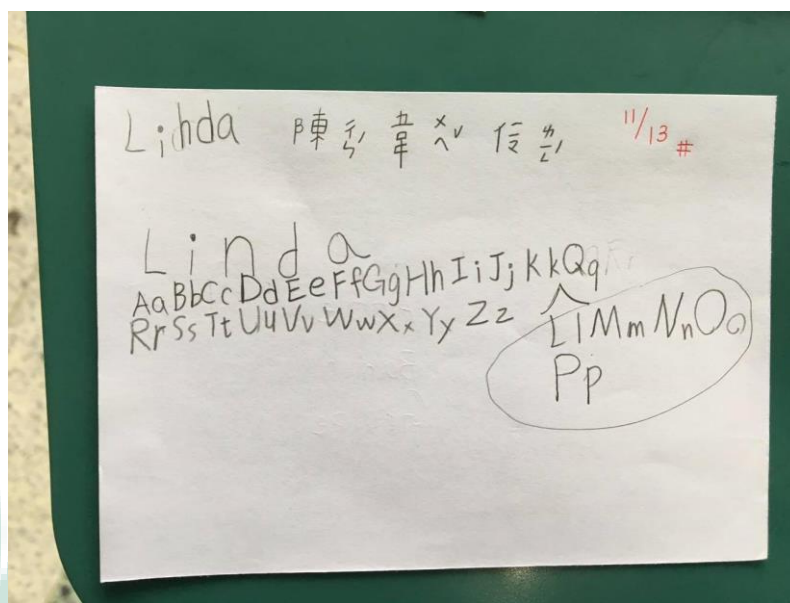


IX. Appendix (arrange links and photos chronologically/Week 1, Week 2....., and provide captions/notes to your films and photos)

A. Photos

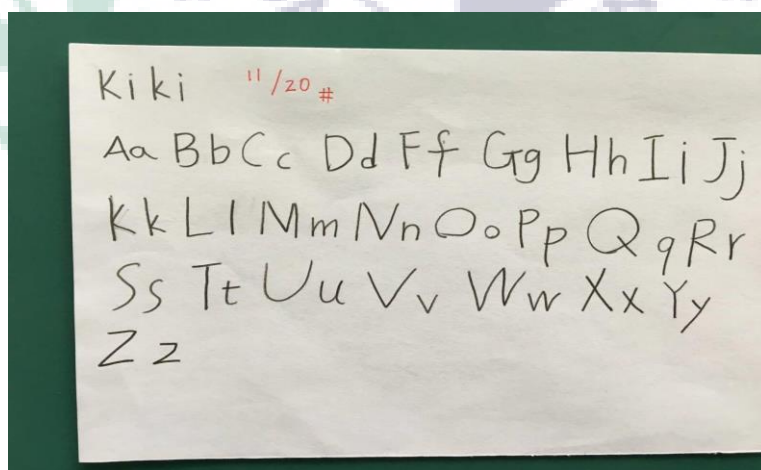
1. Week 1: This is Linda Chen's paper of writing down A to Z.

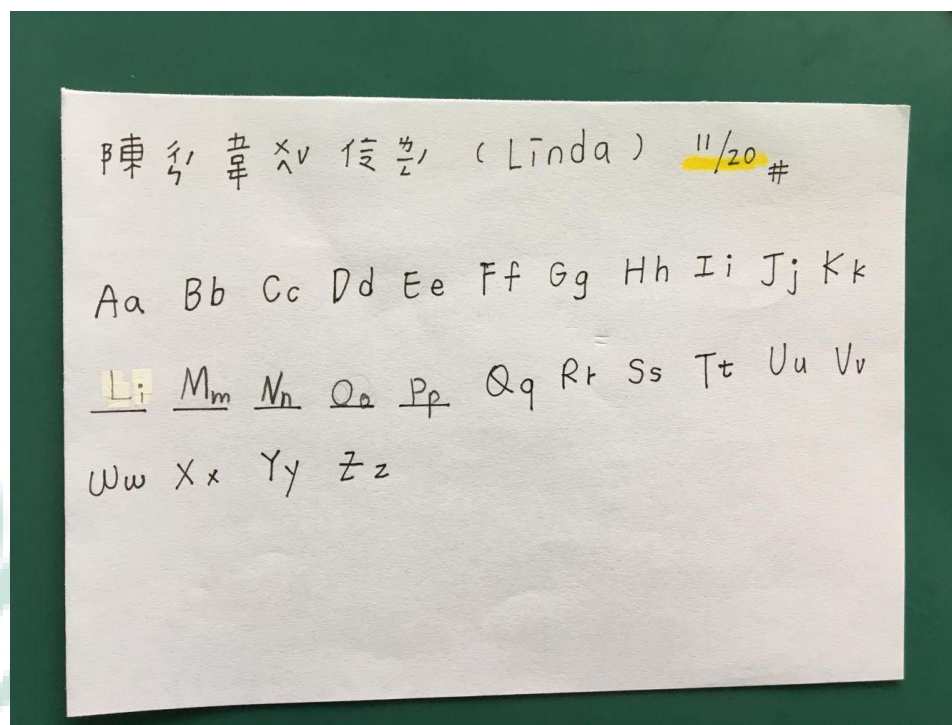




2. Week 2:

In week 2, I asked them to help me do a pre-survey of learning motivation, and do a small test of writing down the letters from A to Z. In this case, I could make sure which level they were at. Besides, I made a worksheet of fruit matching game for them.





Fruit Matching (水果連連看) Name: _____

1. Banana



2. Grapes



3. Apple



4. Orange



3. Week 3:

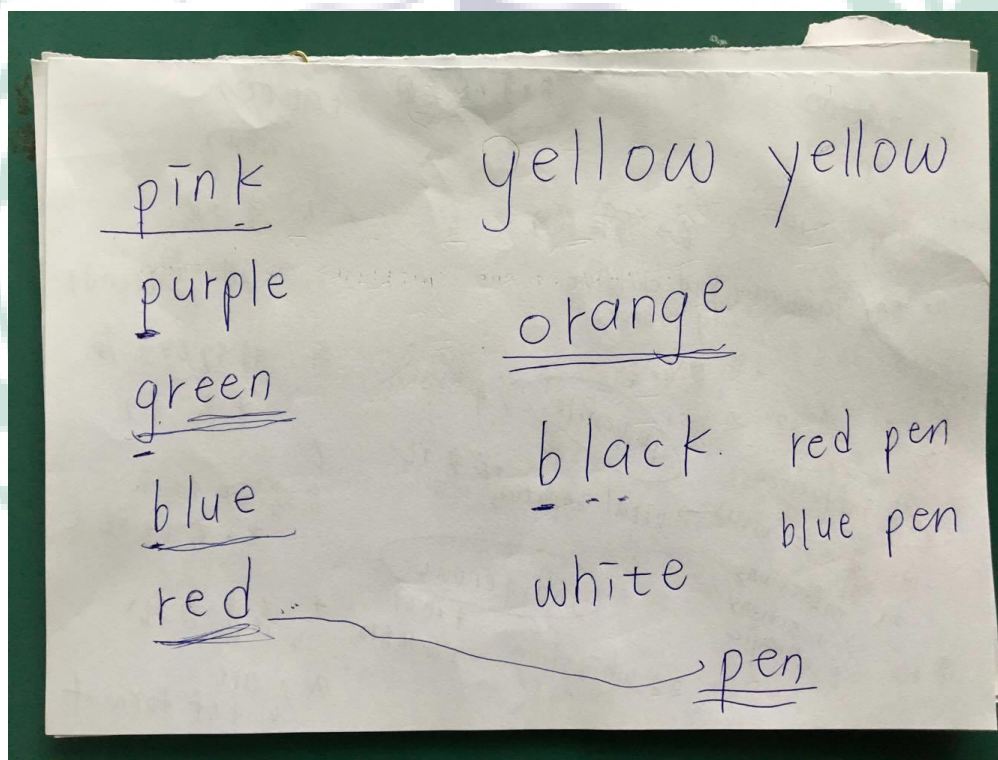
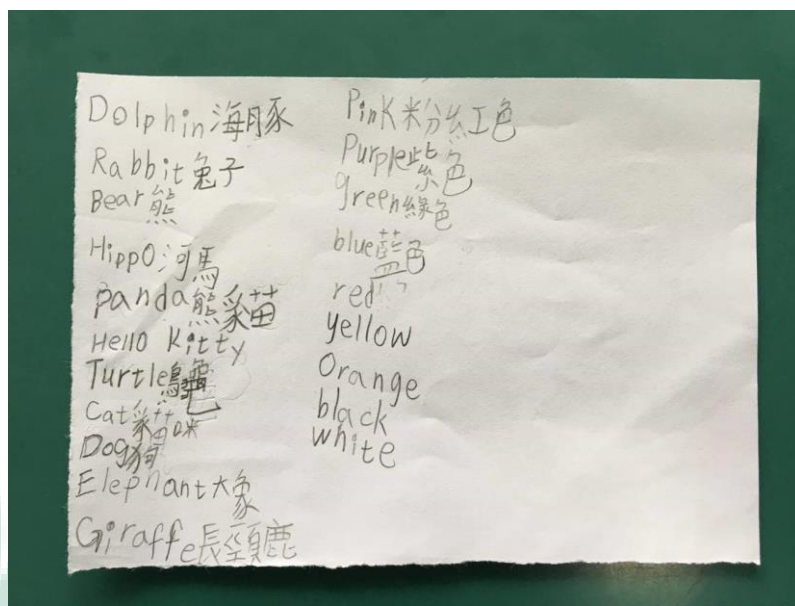
In week 3, I made flashcards, which had the pictures and names of animals on them.



4. Week 4:

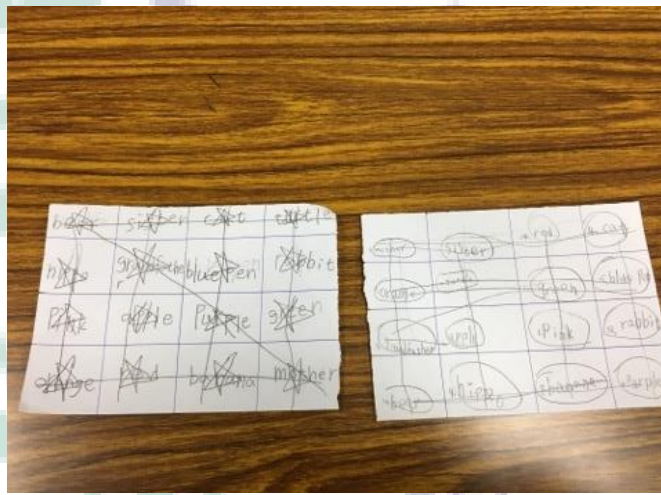
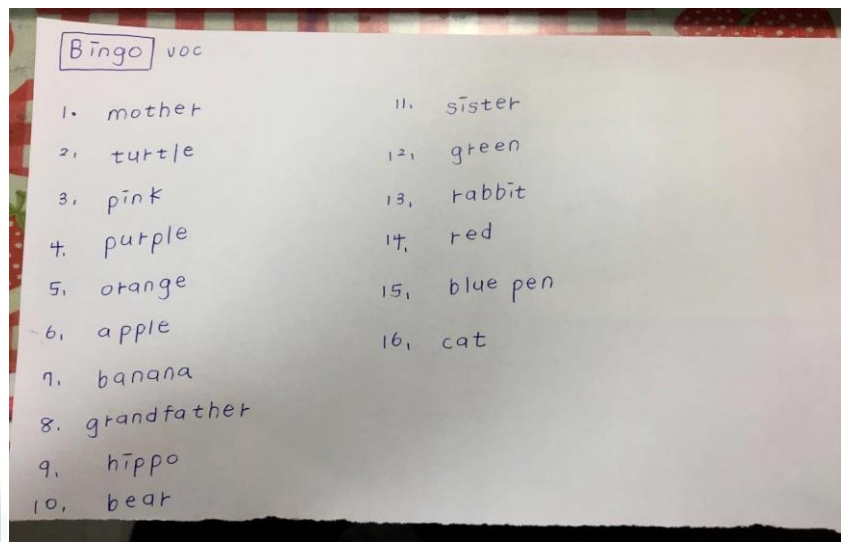
These are my students' notes of animals and colors.

| | | | |
|----------------------|------|-----------------------|-------|
| ¹ Dolphin | (海豚) | ⁶ Turtle | (烏龜) |
| ² Rabbit | (兔子) | ⁷ Cat | (貓) |
| ³ Bear | (熊) | ⁸ Dog | (狗) |
| ⁴ Hippo | (河馬) | ⁹ Elephant | (大象) |
| ⁵ Panda | (熊貓) | ¹⁰ Giraffe | (長頸鹿) |
| | | ¹¹ | () |



5. Week 5:

In week 5, I played a bingo game by help them to review the vocabularies which I had taught before. Moreover, I introduced colors with showing them the colors flashcards.

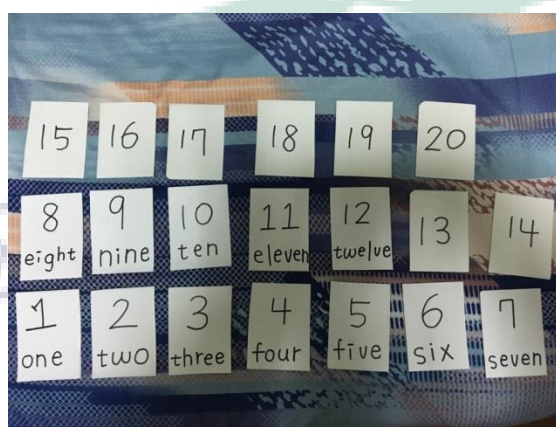


6. Week 6:

a. A board game



7. Week 7:



8. Week 8:



B. Photos of presentation ppt slides



Purposes of the Teaching Program

1. **Increase students' interests** and give them **extra help** in learning English

No textbooks

Activities (flashcards, songs, games)

2. **English majors can put their English abilities into practice.**

Real teaching situation v.s. Textbooks

Combine theories and tutoring sections



Teaching Method

1. **The Natural Approach**
(Tracy Terrell and Stephen Krashen)
2. **The main ideas**

Comprehensible input

A few attentions to grammar

Stress-free learning environment

Increase learners' confidence and minimize anxiety

About My Students...

Grade: 3

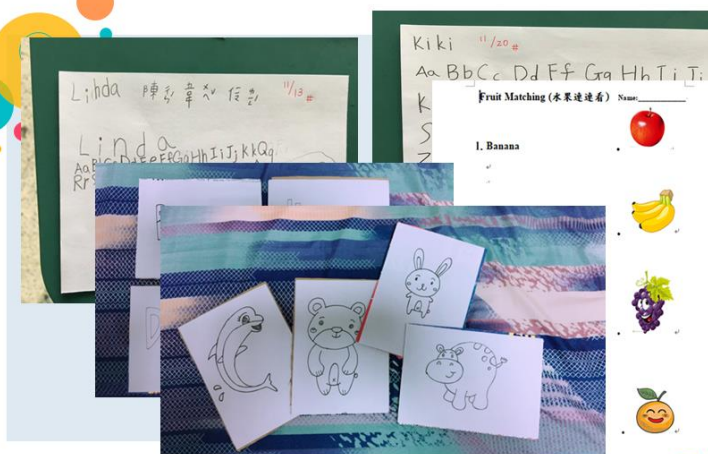
1. Linda Chen (shy)
2. Kiki (active)
3. Be willing to interact with me

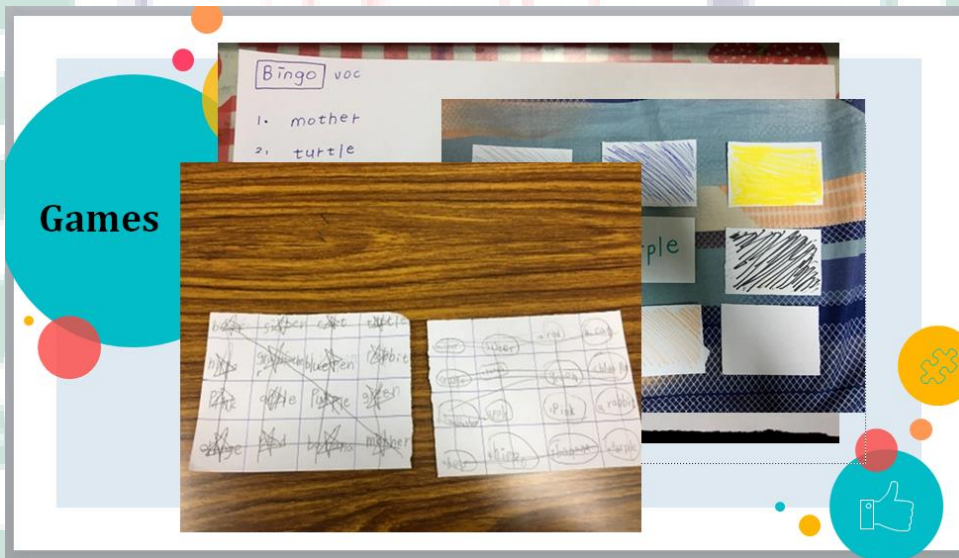
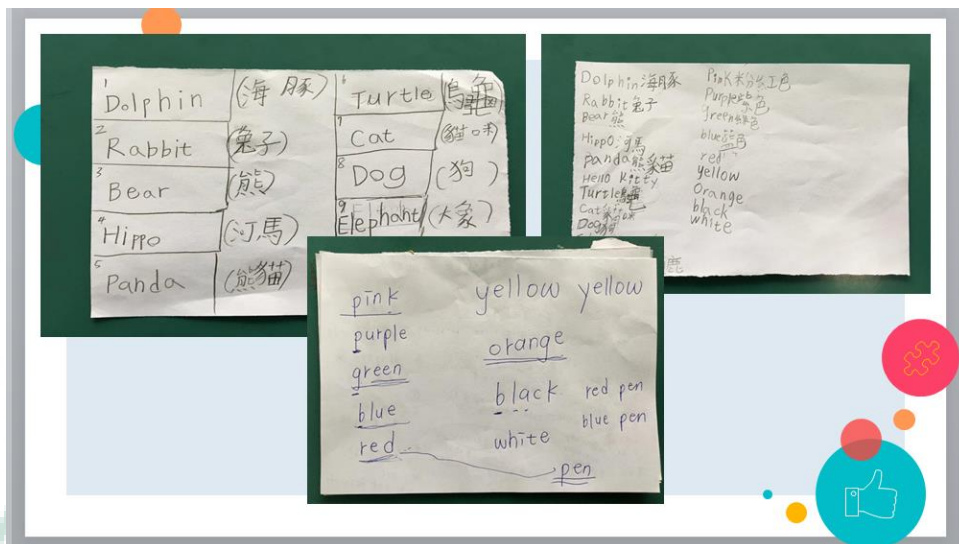


My Teaching Processes

1. What I have taught in eight weeks...

English letters
Fruit
Family members
Animals
Colors
Numbers





Reflections

1. Be a good teacher is not easy as we think
2. Provide a **relaxing** and **stress-free** learning environment is really important.

