

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 2020

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2019 SVC-FJU Service-learning Project

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2019 FJU-SVC Project LoD Outlines— Lydia Tseng

LoD Paper

30 October 2019

SVC-FJU Service-learning Project: Preparation, Implementation, and Reflection

I. Introduction

A. Overview of SVC-FJU service-learning project

1. Members: FJU, SVC, and Guo-Tai students
2. Aim: collaboration with American students to provide instruction for Guo-Tai students, EFL young learners through an intensive summer camp
3. Since 2012, who, what, why, how, and where.

B. Three stages in the service learning project

1. Preparation
2. Implementation
3. Reflection

- Thesis Statement: The 2019 FJU-SVC Project is composed by three crucial stages, preparation, implementation, and reflection. Culture is related to each stage throughout the project, hence I would like to apply the learning and my personal reflection into Byram's ICC framework, and from the result I would give some suggestions and improvements for this service learning project.

II. Preparation

A. Weekly meeting and workshops

B. Guo-Tai classroom observation and teaching demos

C. Online conference with SVC project members

D. Orientation meeting and rehearsal

III. Implementation

A. Camp

1. Two lesson plans

2. Six work stations

B. Elements related to culture in lessons & work stations

IV. Reflection: Learning outcomes applied in Byram's ICC: 5 dimensions

A. English learning

1. Guo-Tai examples

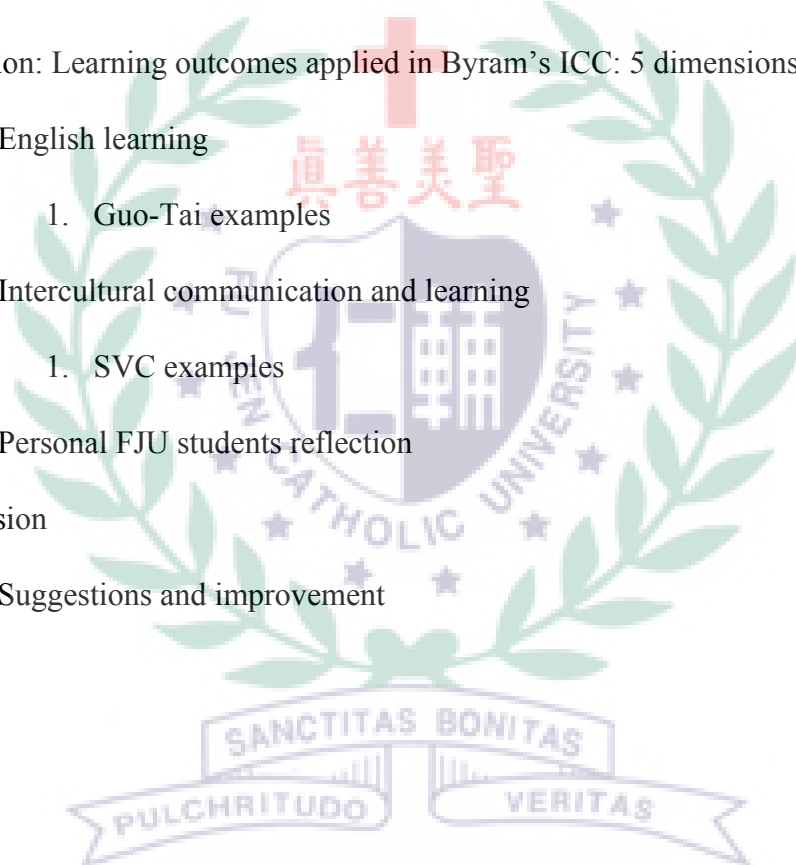
B. Intercultural communication and learning

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SVC-FJU Service-learning Project: Preparation, Implementation, and Reflection

FJU-SVC service learning project which began in 2012 aims to collaboration SVC (Saint Vincent College) students to provide instruction for Guo-Tai elementary school students, EFL young learners, through an intensive summer camp. 2019 FJU-SVC service learning project was done by three days, one-day orientation and two-day Guo-Tai summer camp, from June 23rd to 25th. We have 17 FJU students, one faculty advisor, and 12 SVC students to serve 46 grade 5 learners in Guo-Tai. The project aims to collaborate with SVC and Guo-Tai students to learn and grow together in this summer camp. Although the camp was done by three days, we had prepared the whole project for four months since January to June. We could say that the service-learning project consists of three crucial stages: preparation, implementation, and reflection. In this three stages which we started from zero to a successful summer camp, we built every element of the camp step by step. Besides, in every stage, we work with SVC students and Gou-Tai to learn and fulfill the goals of TESOL (Teaching English to Speakers of Other Language) and intercultural communication. Hence, I find that culture is related to each stage throughout the project, and would like to apply the learning and my personal reflection into Byram's ICC framework. From the result, I would give some suggestions and improvements for this service learning project.

First of all, we started with the “preparation.” For the preparation, we draw up meeting, workshops, Guo-Tai classroom observation in the beginning. Then, teaching demos, online conference, orientation meeting and rehearsal were prepared for several weeks. At this stage we had weekly meeting to discuss, share, and gain every member’s idea. We also attended two guest speakers' workshops to learn more knowledge and skills in teaching. The two workshops are: “Designing a Role-playing Card Game for Collaborative Argumentation,” which we had brainstorming in the role-playing card game and learned a way to teach students. The other one is “Picture Books in English Language Teaching,” which we got a chance to view lots of picture book and learn different ways to present them for students, for example, letting students learn vocabulary in picture books and singing lyrics in the picture books to attract students. At the middle of the preparation, we also went to Guo-Tai elementary school to do the classroom observation. From observation, I found that elementary school teachers usually use games to examine students and let them practice how to pronounce vocabulary or use sentence pattern to make a sentence. After the observation, we design two lesson plans on our own, and implemented the lesson plan by teaching grade 5 students in Guo-Tai for twice. Although we had practiced in the weekly meeting time, when we did the real demonstration still find some problems needing to improve, and thanks for their teacher’s feedback, we got our lesson plan and demos more complete in the second-time teaching. Through the observation and teaching demos we had a general understanding of Guo-Tai students’ learning circumstances and also had preliminary interaction with them. Later, before the summer camp started we had online conference with SVC project members to discuss with them and let them know our basic structure of the camp schedule. On June 23rd, we met SVC students on FJU campus. We rehearsed the whole procedure and discussed about the lesson plans of the summer camp together.

In the “Implementation” stage, we carried out what we achieved in the “preparation” for the two-day camp. We designed two lesson plans and six work stations based on the lesson plans. The two lesson plan are cross-cultural related topics, which are “shopping in Taiwanese night market and American hypermarket” and “table manners.” The lesson plans enable students not only to learn vocabulary and idioms but also to know different cultures. For the “shopping in Taiwanese night market and American hypermarket,” students would learn the activities or cuisines in Taiwanese night markets and typical food served and American hypermarkets. For example, “stinky tofu, tofu pudding, oyster omelet, ring toll, etc.” and “cheese, ham, bacon, cereal, etc.” To be more, in class we guide students to “make a shopping list” which could let them practice the vocabulary they learned about food, and we had a game called “ring toll” to let them play the activities in night markets, and meanwhile practice vocabulary and sentence patterns. As for the “table manners,” students would know the utensils and foods in the two countries. For examples, “spoon, fork, knife, chopsticks” and “butter, steak, appetizer, etc.” On the other side, sentence patterns are given for students to know how to order meal and ask people for something politely on dinner table. In class, we have “matching game” to test if students could identify and fully remember the vocabulary, “placing the table” to see if students learn how to place utensils, and also “role play” to enable students practice those sentence patterns. In this way, what is inappropriate to do while dining and also what is the correct way to behave on dinner table in Taiwanese and American cultures would be clear for students.

Further, on the second day of the camp, we implemented the six work stations based on and extended from the two topics, and we did six different activities to give students more practices on the vocabulary and sentence patterns of the two topics. Generally, in the camp we cooperated with SVC students to teach Guo-Tai students. In this way, we could achieve

our teaching goals by combining our teaching skills with that of SVC students. For instance, we (FJU) made flashcards to help students recognize those vocabulary or sentence patterns; on the other side, SVC students pronounced the words for more accurate accent and pronunciation. We invited SVC students to share their personal experiences and demonstrate the western table manner for Guo-Tai students, and meanwhile we can share what we usually eat in night market and how we use Chinese utensils. Plus, when SVC students taught by sharing their personal experiences, we would assist by explaining in Chinese for Guo-Tai students. As a consequence, from the cooperation with SVC, we could see the importance of choosing the right topics, which FJU, SVC, and Guo-Tai students could all interact, share, and learn from each other, and respect different cultures. According to “Effects of an Intercultural Communication Course in Developing Intercultural Sensitivity,” “the students have reflected that they have learned a lot from the topics and activities through sharing experiences, film analysis and readings such as verbal and non-verbal communication, greeting types, home styles, food, small talk, culture shock, etc.” (Tuncel and Paker 206).

For the “reflection” stage, we could conclude that we fulfill and achieve the goals of TESOL and intercultural communication by evaluating Guo-Tai, SVC, and FJU students’ feedback. The surveys we distributed to Guo-Tai students shows that over half of them seem the content and English teaching in the camp very satisfied and helpful. In the two-day camp, we tried to implement our lesson plans into more interesting way to attract students. We found students participated in more actively when they were asked to accomplish task or win prize in games. As Marilena Minoia in “Intercultural Competence in the Language Classroom” states, “[t]he results of this study show that students appreciated the activities proposed. In particular, they benefited from the reflective nature of the practice as they were able to consider their pre-conceptions and enjoyed engaging in a lasting process of learning

on interculturality” (96). Besides, through preparation and implementation which we works with SVC students and Guo-Tai, we fulfill the goals of intercultural communication. We would examine the intercultural communication in this project by the theoretical framework of “intercultural communicative competence” (Byram) consisting of five aspects: knowledge, interpreting and relating skills, intercultural attitudes, discovery and interaction skills, critical cultural awareness. The English teaching SVC and FJU students gave to Guo-Tai students accomplishes the intercultural competence in several aspects. For instance, from the content of lesson plans and the six work stations, Guo-Tai students were able to interpret the “knowledge” they learned putting to use, and relate the American culture with Taiwanese culture by distinguishing the difference between food and table manners. What’s more, in the camp, Guo-Tai students increased exposure to American native speakers; in this way, they can listen to American accent and practice their speaking through communicating with native speakers. Therefore, “discovery and interaction skill” is achieved in this aspect. Meanwhile, we found students are curious of the story and personal experiences SVC shared; further, they knew to respect different culture with open mind. They embraced different culture and had the “intercultural attitude.”

Besides, the intercultural communication could be also practiced and evaluated by the interaction and negotiation with SVC in this camp. According to Chen and Starosta, “[i]ntercultural communication refers to the communication between people from two different cultures.” From the interview with Samuel, he commented that the collaboration between SVC and FJU students were really great, since FJU students could build up a bridge between Guo-Tai and SVC students. By working together with SVC students, we provide a more complete lecture for Guo-Tai students, since from SVC’s sharing we let them know how American actually behave on dinner table and what they eat in their daily life. Referred

to researchers, Yu Tim God and Hongzhi Zhang's statement, "[i]n an intercultural context, however, interlocutors do not always share enough prior knowledge that prerequisites the accuracy of symbolic exchange and, subsequently, need to work together to establish shared meanings" (306-7). We could say that the collaboration of FJU and SVC students creates a better learning experience for Gou-Tai students. In this camp, not only Gou-Tai students achieved the competence of Byram's model, but so do SVC and FJU students. As Samuel said "teaching is which we give something we have to kids, and they always give much more back. In this process, we never lose. Although we might be tired at the end of the day, we still gain something new, like the kid's kindness and their passion." By the collaboration with SVC students, we all cultivate intercultural competence in terms of Byram's model. From the negotiation, communication, and sharing in the camp. We carried curios and open mind to share our knowledge and culture to each other; further, by evaluating and relating their culture to our own culture, we not only acquire new knowledge but also improve our real-time interaction skill in English.

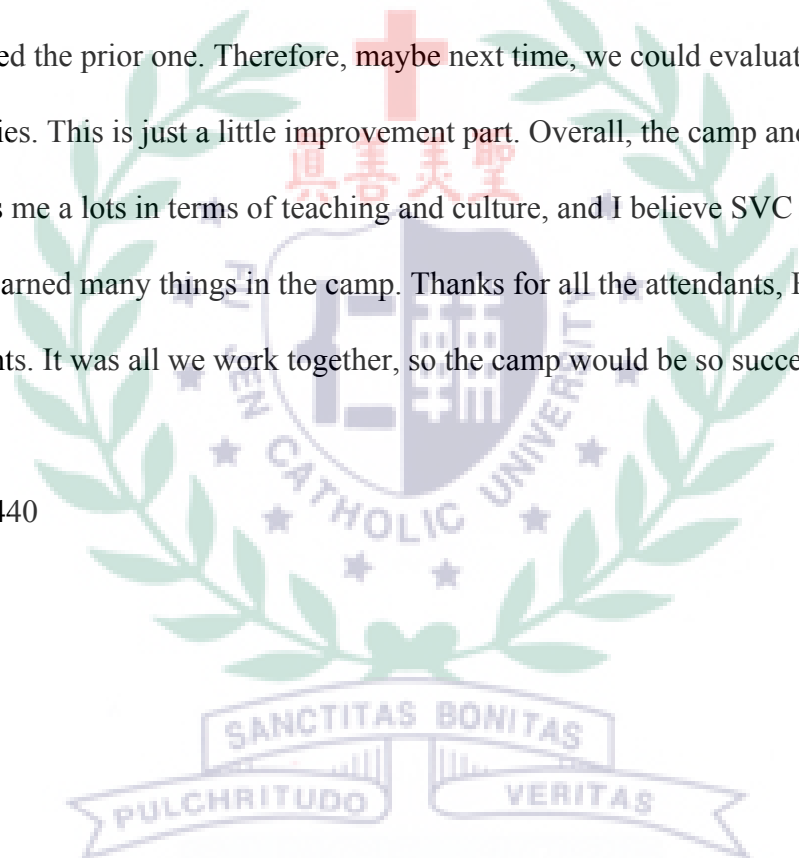
For my personal reflection, after the end of the camp, it seems that although I am the one who taught students, I benefited more. During the camp, I found that students behave actively when they were playing in the activities, therefore during the lecture we had to come up with more efficient way to let them want to learn, for example, sit by their side and review what the leading teachers just said for them. Also, from the interaction with SVC students I could know more about their culture when they share personal experience with us, in the camp or the interview time. To conclude, I would say the camp was really meaningful for me, since I learnt from both Guo-Tai and SVC students. Meanwhile, apply my experience to Byram's model, I cultivate "knowledge, interpreting and relating skills, intercultural attitudes, and interaction skills" from each communication. For example, when negotiated with SVC

students about the teaching, we could know their point of view composed of knowledge and culture. Although some time I was afraid that we could not understand what each other tried to convey, by explaining we did our best to understand. By interaction we also respect and try to relate each personal experience and culture to our own. I believe interaction is the best way to know more about others' culture and improve our competence. Now, throwback to the whole project, I learning how to teach, design lesson plans, teaching demo, teaching approaches or strategies, which I had never learned them before, and reslIt benefits a lots. Hence, I hope that if I had a chance to attend the camp next year, I would design a lesson plan which enables SVC students to engage more in the lecture, in this way maybe students could pay more attention to the class. Although I agree to Samuel that he said FJU students could build a bridge for SVC and Guo-Tai students, to me I think if SVC could engage more and have more interaction with Guo-Tai students, maybe students could gain more than this time. Nevertheless, to sum up I still think the camp is really successful this time, because FJU, SVC, and Guo-Tai students all benefited from it in terms of knowledge, attitude, and cultural awareness.

All in all, the camp was done by three days, but from the preparation to the reflection part, even now I am still learning from the camp. The project started from January to June, and consisted of three crucial stages: preparation, implementation, and reflection. In every stage, we worked with SVC students and Gou-Tai to learn and meanwhile fulfill the goals of TESOL and intercultural communication. At the end, I would like to give a suggestion for it, and I came up with this idea as I read the article from other researchers. In "A Sequenced Multimodal Learning Approach to Support Students' Development of Conceptual Learning" it states, "[t]he implications for teaching and learning relate to the proper use of verbal and non-verbal information when students are confronted to difficult concepts presented via

multimedia for learning. Verbal and non-verbal information should not only be presented in the right amount and in the right format but also in a proper sequence” (Magana et al. 526). In this camp, we provided PPT slide, flashcard, even short music for the two lectures and work stations for students. However, I found sometimes we used too many elements or props in the lesson plans, and students could not calm down or pay full attention after they listened to the music or after they ended an activity. Like the work stations, although we designed an interesting activity in each station for them, some of students could not pay attention when they just finished the prior one. Therefore, maybe next time, we could evaluate the sequence of those activities. This is just a little improvement part. Overall, the camp and the whole project benefits me a lots in terms of teaching and culture, and I believe SVC and Guo-Tai students also learned many things in the camp. Thanks for all the attendants, FJU, SVC, and Guo-Tai students. It was all we work together, so the camp would be so successful and meaningful.

Word count: 2440



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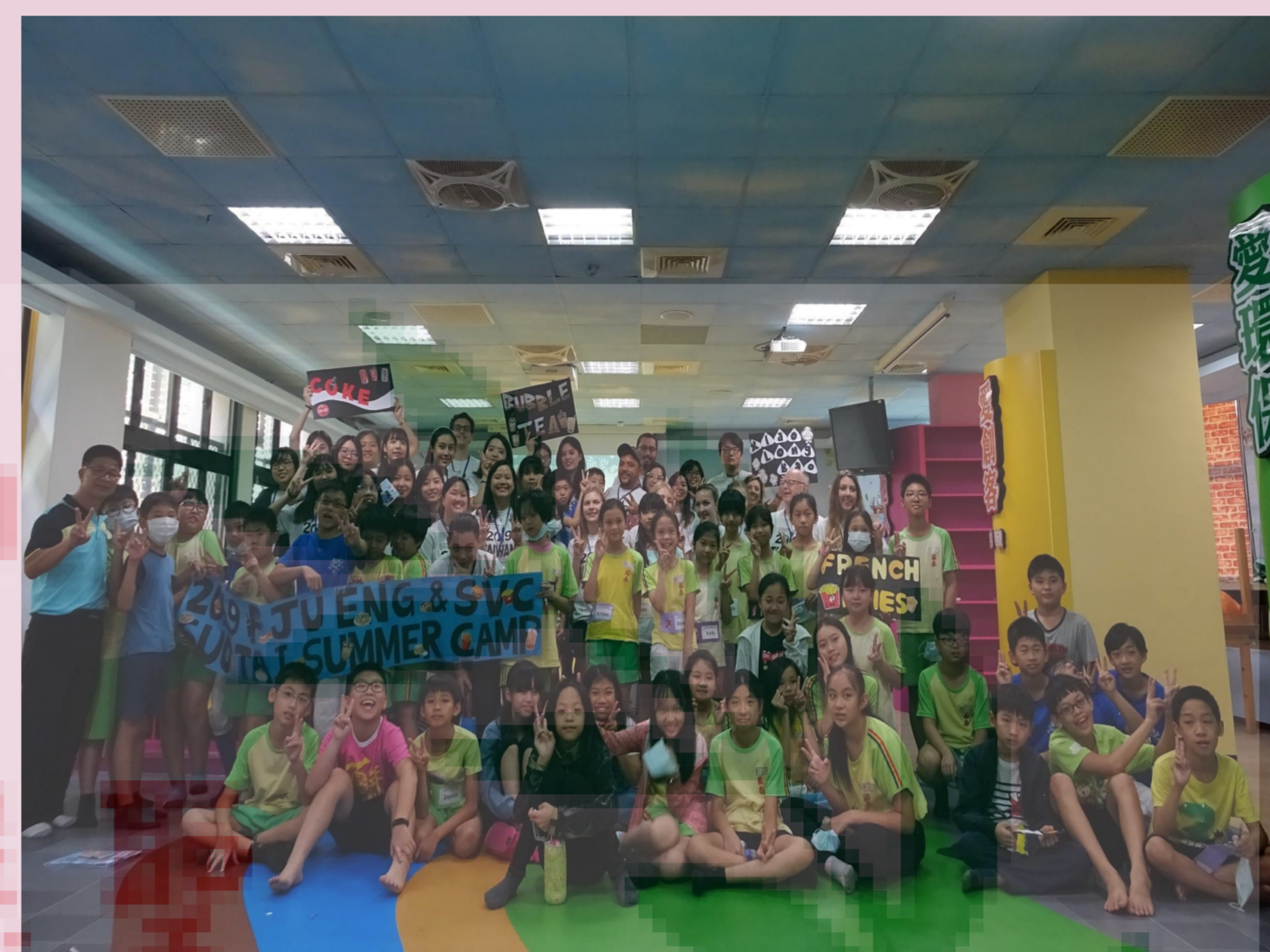
2019 FJU-SVC Service Learning Project: Preparation, Implementation, and Reflection

Overview



- ❖ 2019 FJU-SVC Guo-Tai English Camp:
June 23-Orientation & June 24-25-Camp
- ❖ Since 2012
- ❖ Members: **FJU, SVC, and Guo-Tai students**
- ❖ Aim: Collaboration with American students to provide instruction for Guo-Tai students, EFL young learners through an intensive summer camp

Three stages: preparation,
implementation, and reflection



Workshop



Workshop



Online Conference

Preparation

2019 Jan.- 2019 June

- ❖ Weekly meeting
- ❖ Two workshops: Designing a Role-playing Card Game for Collaborative Argumentation & Picture Books in English Language Teaching
- ❖ Guo-Tai classroom observation and teaching demos
- ❖ Online conference with SVC project members
- ❖ Orientation meeting and rehearsal



Teaching Demo



Rehearsal



Orientation

Implementation

2019 June 24-25

❖ Camp

Two lesson plans:

-Shopping in Taiwanese Night Market &
American Hypermarket

-Table Manner

Six work stations:

-Elements related to culture in lessons
-Help GT students review & apply
what they learned through activities

2019 FJU-SVC Service Learning Project

FJU



SVC



GUO-TAI



Reflection

Learning outcomes applied in Byram's ICC:

5 dimensions

- ❖ English learning- Guo-Tai student's survey
- ❖ Intercultural communication and learning-
FJU & SVC examples
- ❖ Personal FJU students reflection

By: Cindy Chien & Cindy Hsieh

