

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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**Problems of Cross-Cultural Project**

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17 November 2018

## Problems of Cross-Cultural Project

### I. Introduction

- A. Goals of this project
- B. Thesis statement: There were some problems in the interaction between children and SVC students and the goals were not completely achieved.

### II. Body

#### A. Preparation of this project

- 1. Orientation for FJU and SVC students
- 2. Let SVC students and FJU students get to know each other
- 3. Let SVC students be more familiar with our project

#### B. Observation in this camp

- 1. Wedding theme
  - a. SVC students were the teachers.
  - b. Children did not understand their teaching.
  - c. Examples
- 2. Clothing theme
  - a. FJU students were the teachers.
  - b. Interactions between SVC students and children were passively.
  - c. Examples

#### C. Reflection of this camp

- 1. FJU students should try to make SVC students and children's interaction actively

2. FJU students are the important bridge between children and SVC students

3. FJU student should translate for SVC students and children.

III. Conclusion: FJU student should make more efforts to let the goals be achieved.



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### Problems of Cross-Cultural Project

For this two-days English camp, we prepared it for the whole semester. We think many lesson plans and modified them a lot of times in order to let elementary school students be interested in English. In this camp, we cooperated with SVC students. Therefore, our lesson plans are about cross-culture. We decide to teach children clothing with different patterns and the differences between eastern wedding culture and western. Our projects have three goals. The first one is that we hope to let students know the culture differences between Taiwan and American. The second one is that students can be able to recognize the vocabulary and make brief sentences. The third one is that children and SVC students can have more interactions. Our teaching methods basically is using games to make students engage in our teaching. However, there were some problems in the interaction between children and SVC students and the goals were not completely achieved.

Before a day of the camp, we had an orientation with SVC students. The purpose of this orientation was not only let FJU students got to know SVC students to make our teaching more efficiently but also let SVC students be familiar with our lesson plans. In these two days, we would teach children the vocabulary and some simple sentence patterns. Then, we designed the games for children to play and see whether they understand or not. Therefore, we invited SVC students to come our university and told them about our lesson plans. They also did a teaching demo and made themselves in the teaching environment. When some of them were teaching, the others would pretend to be the children. SVC students would have to explain the game rules for others, so they could understand more how to play the games.

Since there was only one day of orientation, we still encountered some problems during the camp.

In terms of wedding theme, it was taught by SVC students. In this lesson plan, we aimed to tell them different wedding ceremony in eastern and western countries. However, since SVC students all spoke English while teaching, children seem to not understand it very clearly. They also felt very frustrated. For example, we planned to act out the differences between eastern and western wedding. In the eastern countries, women have to throw a fan to suggest that they would not bring their bad temper to their husbands' homes. FJU students were actors or actresses, and SVC students were narrators to tell the whole story. However, I found out that children only focus on the performance and did not listen to the story. In addition, one of the games was that children had to write the answer as a sentence to the question on the whiteboard. However, the children in my group kept telling me that they were not able to write the sentences and they did not understand the questions. Therefore, they do not really want to play the game because they think they do not know the answer. One of the girls even cried during the game. Although in this teaching, SVC students seem to have a lot of interactions with children, it was hard to engage them. The other theme was about clothing and FJU students were teachers. In this lesson plan, we aimed to teach students sentence structures or patterns and how to buy clothes in a department store. We also wanted children to be able to describe a piece of clothing through the color and pattern. In this teaching, some FJU students were the main people to teach and SVC students would be our assistant. We tried to create more opportunities for SVC students and children to have more interactions. For example, we let SVC students teach them how to pronounce the vocabulary. In terms of the games, FJU students would be responsible for telling the rule of the games. In one of the games, the rule was that children had to line up in a line. SVC students would tell one word

of clothing or pattern to each children and they had to pass down the word they were told and the previous word to the next person. Moreover, in the other game, we let SVC students be the customer, and they would tell children what kind of clothes they would like to buy. Children had to pick up the correct clothing according the clues from SVC students. However, in these cases, although children could understand SVC students' instructions, their interactions were passively. The reason was that we were more familiar with our lesson plan than SVC students because this was what we had designed. Therefore, SVC students only could do what we told them.

From these examples, I find out that FJU students should try to make SVC students and children's interaction actively. FJU students are the important bridge between children and SVC students. FJU student should translate for SVC students and children. Since children and SVC students have language barrier, FJU students should try hard to translate for them. Children would not actively talk to SVC students. Therefore, they would not have any interactions with each other apart from in the class. If SVC students went to talk to children, they would not reply because they did not understand what they were talking about. Thus, when FJU students are taking or playing with children, they could try to make SVC students join the conversations. For example, we played Chinese yoyo at the end of this camp. FJU students can let SVC students and children play together and share their thoughts about the activity. FJU students have to be a translator for them. If children find out that the conversation can be gone on smoothly, they may be more willing to interact with SVC students.

The goal of this project and the joining of SVC students is that we hope to provide cross-cultural understanding for kids and make SVC students and kids have more interactions.

However, since the different language use between kid and SVC students, it made our goals hard to be achieved. Therefore, FJU students are very important characters because we know Chinese and English and we can translate for them. We should pay more attention between children and SVC students to see they have any communication problems. At the same time, FJU students also could create more opportunities for them to interact other than in the class. Since this is a very good projects, we should make more efforts to let these goal be achieved.



2018

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FJU-SVC & Guo-Tai Service-learning Project

**Sharon**



**Angellina**



# OUTLINE



I. **Introduction:** 2018 FJU-SVC GT Service-Learning

II. **Learning Outcomes:**

Collaboration, Combination,  
Consideration, Communication & Connection

III. **Reflection:**

Negotiator, Communicator, Mediator, Learner



In-class  
Meetings  
&  
Workshops



Wedding  
ceremony  
&  
Clothing



# WHAT ARE THE 5Cs?

Collaboration

Combination

Consideration

Communication

Connection





# COLLABORATION

We have noticed differences in teaching styles.



# Ex.1 Teaching Approach



# FJU

Teaching:

**Flashcards & visual images:**

**word recognition.**

Language and Culture:

**memorization,**

**route learning,**

**acquisition.**

# SVC

Teaching:

**Voice & real objects:**

**pronunciation and language-in-use.**

Language and Culture:

**communication,**

**authenticity, interaction**



## Ex.2 Interaction



# FJU

## Situation:

1. Switch roles
2. English-only instructions

## Issues:

1. Ability to handle two topics.
2. Variety of topics.
3. Individual adaptability.

# SVC

## Situation:

1. Longer periods of interaction, or to not switch roles at all.
2. To explain in Chinese
3. To work as a group.

## Issues:

1. Group oriented
2. Interpersonal relationships.



# COMBINATION

Take what is good from both sides,  
we can achieve greatness.



**Theory Oriented**

**Individual Adaptation**



**Quality & Quantity of Materials**



**Practical Teaching Techniques**



**Group Oriented**



**Connection with other members**



# CONSIDERATION

Not only, Combine best of both teaching styles.

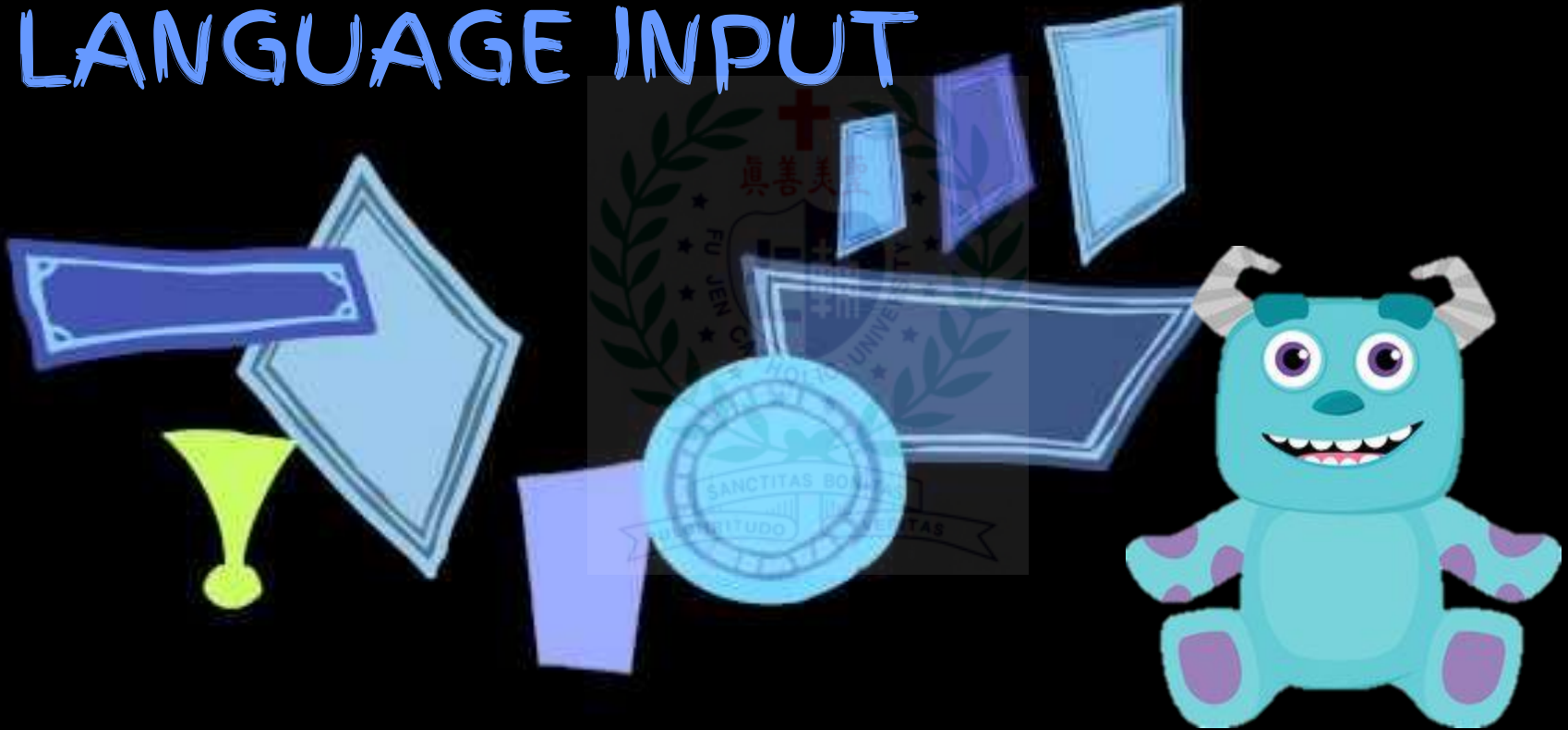
But also, Consider children's absorbing abilities.



# COMMUNICATION

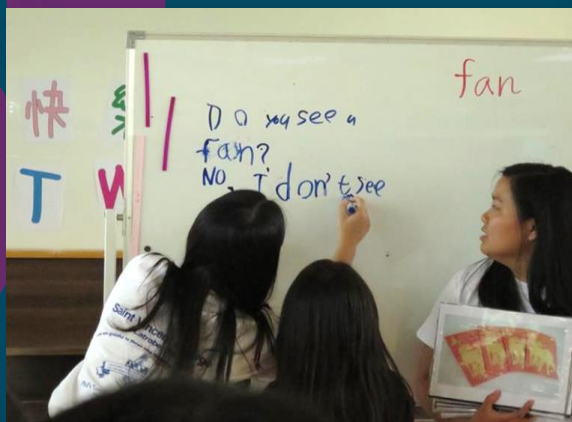
Communicate with Guo-Tai children  
and SVC students effectively.

# LANGUAGE INPUT





# SENTENCE



# INTERACTION





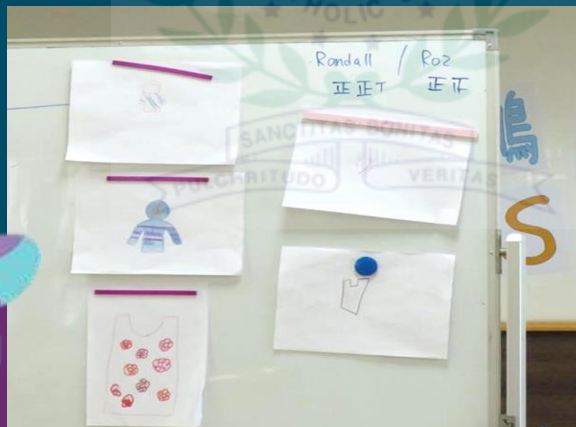
This is a city tale.  
 There was a bad-tempered devil. He lived in the sewer.  
 Today, he wants to say farewell to his bad temper. So he left the stinky sewer and went to school to learn how to control his temper. After he died, he became an angel.



# STORY



DRAWING  
GAME



SHOPPING  
GAME



# Connection

Connect different teaching styles

Connect children and SVC students



FJU

students



Negotiator

Communicator

Meditator

Learner

Negotiator

Communicator





Meditator  
FJU  
students



Guo-Tai students

SVC students

Learner





# 2018 FTUENG & SVC GUO TAI SUMMER CAMP



## THE END

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