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

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

Since 2012, with the guidance of Dr. Ming-I Lydia Tseng, Taiwanese students from Fu Jen Catholic University(FJU) collaborate with American students from Saint Vincent College(SVC) to hold an English summer camp in Guo-Tai Elementary School every year. This year, through the two-day camp, all the FJU and SVC students who took part in the service-learning project kept working hard to provide a different English learning experience for the fifth-grade elementary pupils. On one hand, FJU and SVC students combined diverse teaching methods to design lesson plans and work stations not only for these young learners to learn foreign language well but also for ourselves to learn teaching skills through practical experience. On the other hand, all the members, FJU students, SVC students, and Guo-Tai students, learned from each other and engaged in intercultural communication. This report aims at dividing the whole project into three crucial stages which are separately preparation, implementation and reflection, to examine the English teaching and learning outcomes and intercultural communication process. Since culture plays an important role in each stage, Byram's model of Intercultural Communicative Competence (ICC) is applied to inspect all the members' learning and reflection. Based on the inspection result, limitations, suggestion and improvements are continuously given at the end of the report.

At first, in the part of preparation, we, as FJU students, had weekly meeting, workshop, Guo-Tai classroom observation and teaching demos and before a few days of the summer camp, we had online conference, orientation meeting and rehearsal with SVC students. As for the weekly meeting, we had brainstorming on related issues, like teaching, learning, and cross-cultural competence in the beginning, and later on, the theme of SVC-FJU service-learning project. In the same period, we walked into the Guo-Tai classroom to

observe English teaching and learning environment in the elementary school, and in the last session of the classroom observation, we had the chance to teach them by applying what we discussed in weekly meeting. It's an efficient way for us to get to know more about the Guo-Tai students and the situations we might confront in the camp. Moreover, for FJU students to gain more knowledge about utilizing variety teaching materials, Dr. Ming-Fong Jan and Prof. Jane Yang were invited to hold workshops separately on “designing a role-playing card game for collaborative argumentation” and “applying picture books in English language teaching.” After these workshops, we figured out the different teaching and learning skills for English that were needed while using different kinds of teaching materials. For instance, reading and speaking ability play crucial roles in the role-playing card game, which is provided by Dr. Ming-Fong Jan, because students have to read the description on the card and analyze it to quickly make other group members get the key points and useful information. Then, in the last session of preparation, we had online conference, orientation meeting and did the rehearsal with SVC students to pick up the suitable teaching materials and make plans for the English summer camp.

After the part of preparation, we finally implemented what we learned and integrated SVC students' ideas to carry out 2 lesson plans and work stations for the fifth-grade students. On the first day of the camp, lesson plans were prepared to teach Guo-Tai students about English language and cultures, and on the second day, work stations were set to help them review and apply what they learned. In the lesson plan of “Shopping in Taiwanese Night Market and American Hypermarket,” Guo-Tai students were asked to be able to describe Taiwanese night market culture and know the characteristics of hypermarket. And in “Table Manner,” students learned how to use different kinds of utensils and behave in a correct way in both Chinese and American culture. Due to different English learning background, SVC students, as native speakers, and FJU students, whose English learning experiences might be similar to Guo-Tai students', have the different pros and cons in the service-learning project.

In order to make good use of FJU and SVC members' strengths, FJU students were mostly in charge of word recognition and SVC students were mostly responsible for pronunciation and language-in-use. Afterwards, continuing the teaching content on the first day, Guo-Tai students had to compile what they learned and reach a certain level of English language ability throughout six work stations. The series of work stations were an interesting arrangement not only for EFL young learners to balance their input and output and achieve a more complete English learning process, but also for the teachers to examine students' learning outcomes.

In the reflection part, it can be separated into two major sections: English teaching and finding and intercultural communication and learning. Since Guo-Tai English summer camp is a training for SVC and FJU project members to gain teaching skills and course-design ability, students' learning outcomes are the top goal of teaching and can be seemed as an obvious way to inspect the effectiveness and achievement of teaching. Based on Guo-Tai students' self-examination questionnaire about how much they learned and how easy and helpful they felt about the course context, the average scores are all at around 3.5 when the full mark is 4. That is, over half of those students thought that they learned most of the course context well, the course context was not so difficult for most of the pupils, and at the same time, that was helpful. Next, in the second half part, talking about the intercultural communication and learning, the interactions between Guo-Tai and SVC is included as examples and apply Byram's ICC framework to analyze them. In the break time, the dimension of intercultural attitudes and the dimension of discovery and interaction skills took impressive parts while Guo-Tai students introduced their toys to those SVC students. Even though it's an extracurricular interaction, it's a real-time communication and interaction that Guo-Tai pupils naturally shared their interests to English native speaker and on the other hand, SVC students were open-minded and well-prepared for acquiring new knowledge of Taiwanese culture from these young kids. Furthermore, while introducing the theme of table manner, leading

teachers asked kids to answer whether the behavior was right or wrong in Chinese culture. To make this activity go on smoothly, pupils must have basic knowledge of Chinese culture and it's related to the dimension of knowledge in ICC model.

After sorting out Guo-Tai children's survey and SVC students' interview, I also contain my personal reflection and accordingly point out the limitation and potential improvement upon the whole project. Talking about the process itself, the main problem was hidden in the job division, especially for SVC students and FJU group leaders. As a FJU group leader, I was often curious about my duty because we were asked to keep the pupils quiet in the class and give them hints in the work stations. In other words, FJU group leaders were more like assistants in the summer camp and translators between Guo-Tai kids and SVC students. The situation was that kids were easily froze and stayed silent while they couldn't understand what SVC students said. At that moment, especially in the part of work stations, each group could only spend 20 minutes on each stage, so group leaders wanted us to give those kids a hand instantly. It could be seen as either a limitation or a chance for all the student teachers to brainstorm the methods of encouraging those kids to face this kind of affairs with specific strategies. Firstly, we could get to know more about the reason why these children were unwilling to speak. For example, kids were mostly unable to react in a short time or listen carefully, so we could teach them how to ask the SVC students slow down their speaking rate or repeat their words. After that, speaking of the students' learning outcomes, like I mentioned above, the majority of Guo-Tai students thought they learned a lot from the summer camp and they would be looking forward to the camp in the coming year. However, there are still 5 out of 44 students thought the teaching content was hard for them and 2 out of 44 didn't anticipate the project. The level of teaching content has always been a problem for educators due to the students with diverse level all mixed in a class. To deal with this phenomenon, the English teacher in Guo-Tai told me that the best way is designing the lesson plan in middle level for most of the students in a class. Nevertheless, we should come up with

plans for those high-level students to support other students.

From the preparation to the end of the project, there is always a better way to make the details reach a higher standard, but there are always some parts lead you to somewhere you never imagined. Viewing from the details, we could make a consummate preparation on the job division and the troubleshooting for possible problems in advance. Nonetheless, those cases really test our ability of crisis management. Plus, in terms of students' learning outcomes, according to Guo-Tai students' questionnaire, we did reach a certain level of achievement and effectiveness on teaching. In conclusion, after completing the whole service-learning teaching project, it's a memorable and meaningful teaching-and-learning experience for both of the student teachers and Guo-Tai students.

Word count: 1545



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



English Teaching
Intercultural Communication
Table Manner
Taiwanese Night Market
EFL SVC
Lesson Plan Friendship
Implementation Reflection FJU
Preparation Together
GUO-TAI
2019 American Hypermarket
Service Learning summer Camp
English Learning



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

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