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指導教授：施佑芝老師

Dr. Doris Shih

**The Teaching Experiences and Observation of the Students
Participating in the English Learning Program of Guo-Tai
Elementary School**

學生：謝安撰

Shine, An Hsieh

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Fu Jen Catholic University

Shine Hsieh

406110097

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I. Introduction

Before taking this course, I did not expect to have the chances to have real experiences of teaching students of Guo-Tai elementary school. At the beginning, I was motivated by my ideal career, which is becoming an English teacher; therefore, I decided to take this course, expecting to learn some psychological theories which can be used to educate and help the students while they're learning English. On top of that, I want to know more about how a professional teacher will do while teaching, guiding, and helping students, while facing some difficulties and obstacles.

Since that I only have two students to teach, which is Penny and Hol; therefore, I decided to coteach with Edward so that the students can make friends from other different classes. Also, Edward and I can work together to design our lessons and make them more creative and attractive to those students.



(Fig 1. The first day we met.)

II. Purposes

The purposes of this portfolio are to discuss the theories that were used in the lessons Edward and I taught to the students from Guo-Tai elementary school, the learning situations of the students, some of the difficulties that we face during the teaching process, and the reflection of my ten weeks teaching in Guo-Tai elementary

school. Our purposes for the ten weeks teaching are not only to help the students to improve their English abilities but also to teach them the right attitude of learning, the importance of politeness and kindness between their classmates, and accompany them through their learning processes.

III. My Students' Learning Motivation

To understand more about our students, each teacher will have to give a small test to our students to discover their learning motivation. However, due to the tight schedules Edward and I designed for the first few week, we did not have time to have our students to do the test. However, during the teaching process, we can still see their learning attitude and motivation. One the first week, we did a small activity to discover their habits and get to know more about them. We have the students to write down three things they like or dislike on a piece of paper and let the students to guess who the paper belongs to. From their reaction and contents, we found that their interest in learning foreign language and English are not that high. However, we found that they are not worried about speaking English in-class. Each time, when we have the students to repeat the word after the teacher, their voices are always loud and clear. Yet, their learning attitudes and in-class performances are totally different.

According to Penny's learning situation, I found that she is quite afraid of learning another



(Fig 2. The first lesson we had.)

language. Despite the fact the she has seldom interest in learning English, she still paid attention in the class. As for Hol, he is the students with better English level. In the first class, he can already write down all the English alphabet with less than three

mistakes, which is the best among the four students. Despite that he had already known all the alphabet, he can still pay full attention in class.

As for Eric and Yi, they also did not have high interest in learning English. Their interest and desire are not that high. For Yi, we found that his English level are not as high as the other. He is really paying attention in class; however, he seldom reviews the contents that were taught in the lesson, which can lead to quarrels with other students when it comes to group works. As for Eric, he could seldom pay attention in class. He always chat with others in class, and make small noises. However, after some classes, we found that he is the kind of students who need compliment from others. After praising him, he can perform better and better.

IV. Theories Used

Totally, we designed more than 10 different activities to teach them during lessons, such as laying out M (Appendix, part A, Lesson plan 3), color worksheet (Appendix, part A, Lesson plan 3), and hit the ghost (Appendix, part A, Lesson plan 1). Among all the activities, we also create some activities based on some educational psychological theories from the class so that we can teach the students in several different, and more entertaining methods.

A. Text-based instruction

For most of the lessons, in order to let the students to follow our lessons and the contents that we're teaching, we designed handouts for them to look at. Among the worksheets and the activities that we designed, several of them are based on text-based instruction ("Text-based"). For example, we taught them some basic

conversation while borrowing things from the other. At the same time, we were also teaching them the importance of politeness.

B. Cooperative language learning (see fig.3)

In order to let the students to understand the importance of group works, and know more about each other. We created several activities based on cooperative language learning. “Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups” (Richards and



(Fig 3. The students working in pairs.)

Theodore 192). Therefore, we designed several group works and activities, such as Hershey Kiss Race (Appendix 1, Lesson plan 4), alphabet card games (Appendix 2, Lesson plan 2 and 3), and Laying out M (Appendix 1, Lesson plan 3). At the beginning, we found that the students were not that used to working in groups or pairs. Some of the students can easily get into quarrels because they dislike someone, or they would prefer to be in groups with their best friends. Yet, after several weeks, we can see that they began to understand the importance of cooperation and become more willing to work with each other and help each other.

C. The audiolingual methods

In order to teach the students the correct pronunciation of English alphabet, we teach them alphabet through the audiolingual methods. According to main idea of the audiolingual methods, it mainly focuses on the practice of the pronunciation. During the lessons of learning alphabet, we follow the audiolingual methods to have the students to repeat the pronunciation after us. Also, “Hershey Kiss Race” (Appendix 1, Lesson plan 4), one of the activity that we have done on the Christmas week, we have

them to practice the correct pronunciation of the vocabulary. Through this methods, we believe the students can practice more about their English pronunciation.

V. Teaching and Instructional Processes

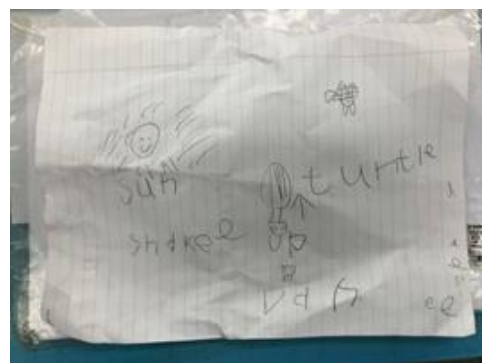
After knowing their learning motivation and English level, we began to design our lessons and activities. On the first week, since that we were not familiar with each other, we did a small activity to help them to get to know each other. We have the students to write down their Chinese name and English name, and three things that they like or they dislike. After that, they will have to pick a card and guess who the description belongs to.

As for the second week, we designed a worksheet, and a crossword puzzle to teach them about the cultures of Halloween. In the worksheet, we have about 20 words that related to Halloween, such as witch, black cat, pumpkin and so on. After the students finish learning the words, we design a game called “Hit the Ghost.” Through the game they can review the pronunciation of the word, and try to match the word to the picture (Appendix, part A, Lesson plan 1).



(Fig 4. The students learning about Halloween.)

For the following three weeks after the Halloween, we focus on the alphabet, so that it can help the students to catch up with their school works. We separate all the letters into three weeks, which is 8 to 9 per weeks. We design a set of worksheets with some in-class practice, picture drawing, and some homework for them to practice at home (Appendix, part B, Worksheets 3). Also, we connect the lesson with their textbook, with



(Fig 5. The students' picture drawings.)

some vocabulary from their textbook. They learned one alphabet at a time, then write down one of the vocabulary from their textbook, and draw a picture of the word. Also, to help them review the letters and the words that were taught before, we give them some small tests before class on that three weeks in order to help them review and help to memorize (see fig. 6). Last but not least, for the rest of weeks, despite that we have different topics, we still do some activities to help them review the alphabet, such as “Laying out M”, “alphabet cards game”, and “Find the missing letters” (Appendix, part A, Lesson plan 3, 4).



(Fig 6. The students working with each other.)

After they finished learning the basic alphabet, we begin to teach them words of different colors. For this lesson, we designed a worksheet with the words of the color and the color itself for the students to follow. Moreover, we did an activity by separating them into group and spell out the correct spelling of a color.

Last but not least, we gave them a lesson about Christmas (see fig. 7). Not only did we provide them with worksheet, but also did a big activity with Jack and Frank’s group. We taught them ten words about Christmas through the worksheet. After that, they have to know the pronunciation of the words. In the game, they



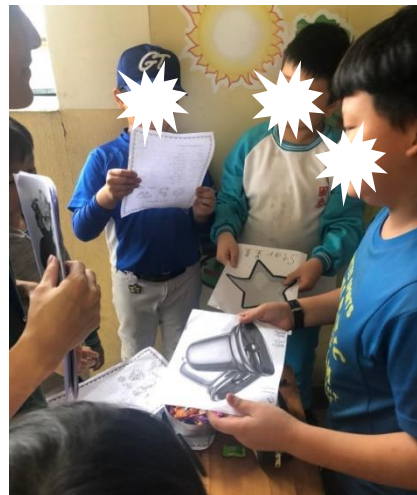
(Fig 7. Christmas activities.)

have to pick a picture and pronounce the word of the picture correctly. The student who got it correct will get a big spoon while the other will get a smaller one. They can fill the spoon with candies, and use their middle finger and little finger to hold the spoon from one side to the other side with their group’s bowl. In order to motivate the

students to participate in the game, they can have the candy that they successfully bring to the other side and pour them into their bowl (see fig. 8 and 9).



(Fig 8. The students playing candy races.)



(Fig 9. The students answering questions.)

VI. Assessing My Students

At first, we planned to give them some small tests before each class to help them to review their alphabet. However, we later found that it's hard for them to memorize the spelling of the vocabulary. Moreover, we found that they do not like taking tests. Therefore, we change our ways and do one or two small activities before each class so that they can have more interest in learning English. On top of that, beside the point cards given by Guo-Tai elementary school, we also designed a form to help us to analyze their in-class performances. If the students perform well in class, he or she can get one point. Likewise, if he or she did something wrong, not being polite to their classmates, forget to bring their homework or disturbing the class, one point will be deducted. The points they get will

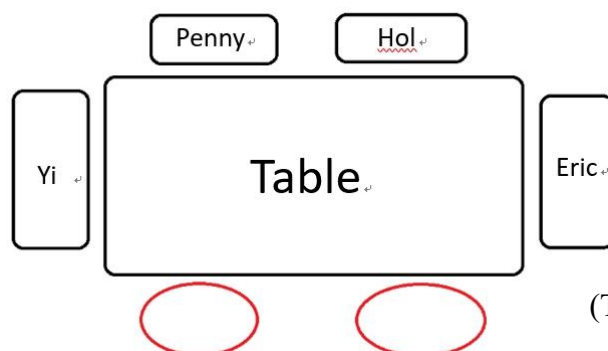
日期/姓名								
11/15	O	X	O	X	O	X	O	X
11/22								
11/29								
12/6								
12/13								
12/20								
12/27								

(Table 1. Evaluation sheet)

influence how many points he or she will get in the point card from Guo-Tai elementary school (see Table 1).

VII. Seating Charts

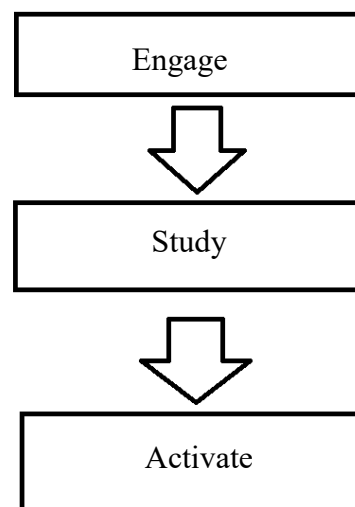
Since that our students are all third graders, consisted of three boys and one girl, on top of that, some of the students are close friends and will easily begin chatting with each other. Therefore, instead of letting the students to sit wherever they want, we designed a seating chart for them to follow. They will sit exactly the way you can see from the picture above (except activities). The red circles are places where the teachers sit. The reasons why we designed it this way is based on their in-class performances. Penny and Hol are the two students who are more silent and focused in the lessons; However, Eric and Yi cannot really focus in class. For example, Hal's English level is not as high as the others. He needs more help during the class. Therefore, we have him to sit beside one of the teachers so that we can help him more. As for Eric, he was a little noisy and lightly over active during the class. Therefore, we have Eric sitting beside the teacher so that we have better control on him. Also, from the first several weeks, we found that Penny and Eric can easily get into quarrels. So we separate them, with Hol sitting between two of them. That's how we designed the seating chart for the students (see table 2).



(Table 2. Seating chart)

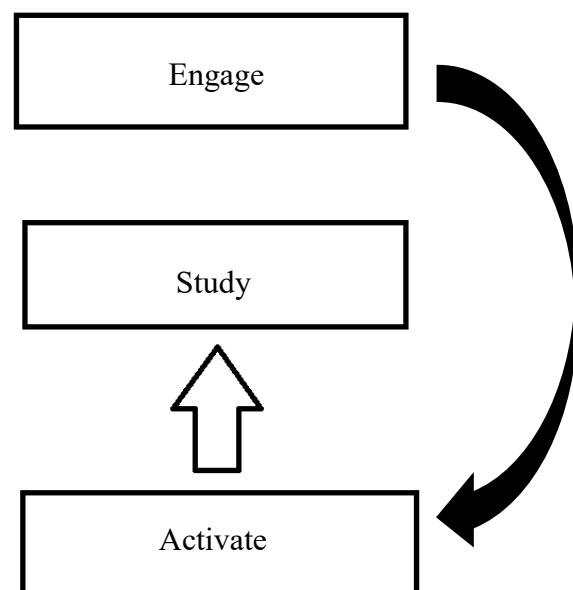
VIII. ESA Procedural Chart

At the beginning, we choose to follow the original ESA Procedural Chart, which is “Engage → Study → Activate.” To start the lesson, we usually give the students a small test to help them to review what they have learned last week so that they can not only review but also get on track better. After the test, we will begin the lesson, and end up with one or two activities (see table 3).



(Table 3. ESA Chart 1)

However, after a few weeks, we found that they are not really motivated and attracted. Also, having the small test cannot really help the students to engage in the lesson. Therefore, we decided to change the order of our lesson (ESA Procedural Chart). Therefore, from the next class, we begin our class with one or two small activities, comping engage and activate at the same time. By doing so, we will stimulate the students' learning interest. After that, we begin the lesson. After the change, we found that the students can focus more on the lesson after the activities. Also, we found that the small activities can stimulate their abilities to think and to learn. It can really help them to learn more, think more, and become more active in class. After they finish their lesson, we will begin another activity to wrap up the class. They can really help



(Table 4. ESA Chart 2)

to organize the lesson again and give them a deeper impression of the lesson (see table 4).

IX. Discussion and Reflection

After the ten weeks teaching at Guo-Tai elementary school, I found that being a teacher is a serious occupation that involves a lot of skills. Not only that we have to teach them the correct information, the right knowledge but also that we have to help them to study, to explain the contents in the way that the students can understand. Moreover, for those naughty students, we will have to be more patient to teach them and make them concentrate in class. It's not only about teaching skills, but more about love and patience.

As for me, I learned a lot from my students. Four students, with four different personalities, characteristics, English levels, and amount of interests. Combining all the elements into lessons that meet with all four students were hard to accomplish - The lessons should help them to improve their English levels, and the activities should stimulate their learning interests. It is undeniable that there were still several things that I've to improve as a teacher; therefore, thanks to this experience, I discovered the parts that should be improved, and I believe that everything will go better and better in the future. I felt like that I'm more than a teacher but also a mentor that listen to their words, and accompany them through the processes of learning and growing. It's something I'll never forget.



(Fig 10. The students play “Laying out M”)

X. Conclusion

After taking this course, I found that I received more than what I originally had expected. What I received the most is the teaching experience during the ten weeks teaching in Guo-Tai elementary school. Teaching my own students, helping them in learning English, boosting their interests in learning English, and accompanying them through the process of learning are the memories and experience that I will never forget. On top of that, I've learned a lot of educational psychological theories in class. I believe that no matter we will become a teacher or not, these theories will be useful in the future.

During the ten-week experiences, I believe that not only the students have learned something, but also I learned a lot from the students. How to teach the students correctly, understand their needs and help them to overcome all the difficulties are not something easy. You have to consider their English level, design the course that meet with their need and level, explain the texts in the way the students can understand are important while teaching.

To sum up, having the opportunity to participate in the course, English Teaching and Educational Psychological, is definitely an unforgettable experience. Being a teacher requires more than teaching skills, but it's about love and patience.

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Appendix 1: Lesson plans

Lesson Plan 1 (Harmer)

Coteaching: Edward Yu and Shine Hsieh

(Topic: Halloween)

- I. Description of the course on Oct. 25th
 - A. We had an activity related to Halloween.
 - B. They were all excited about the activities.
- II. Aims
 - A. Students will be able to recognize some basic elements of Halloween.
 - B. Students will learn more English words.
- III. Procedure
 - A. Warm-up
 1. Halloween Crossword Sheet (Created by Edward and Shine)
 - a. Reason of doing this activity
 - (1) Be familiar with English words.
 - (2) Increase their vocabulary size.
 - b. Procedure
 - (1) Distribute worksheets to each student and tell them we will have activity later based on the vocabulary we will teach today. And those who get the highest score can get special gifts.
(Trigger & Motivation)
 - (2) Teach them each word by showing pictures to them. At the same time, we teach them how to pronounce the word and what the meaning of the word is in Chinese.
 - (3) They write down the Chinese meaning of the word beside the English vocabulary on the worksheet.
 - (4) As they write the Chinese down, they need to repeat the word in English after finishing writing the Chinese.

B. Activity: Hit the Ghost

1. Reasons of doing the activity

- a. Through this activity, it is easier for students to memorize the words through the images of the words.
- b. Since the words of this activity come from the ones that we taught in the warm-up, we can also test whether they really focus in the lesson.

2. The procedure

- a. Since that during the warm-up, we teach them all the vocabulary that will be used in this activity, we spread all the pictures on the table and have all the students to stand up in a line.
- b. After that, they'll come up one by one to play this game. They'll have one chance for each turn. We will say a vocabulary, and that student will have 10 seconds to find the picture of the vocabulary (each turn). For example, if we say the word "vampire", then the student will have to find the picture of the vampire in 10 seconds. If they get it correct, they'll get 1 point. If they get it wrong, they'll not receive any point.
- c. Once a student gets five points in the activity, the game is over.

C. Wrap up

1. Bring the worksheet to the class next time.
2. Review the words we teach in class.

IV. Comments

- A. Students were concentrated when we were teaching vocabulary because we said the activity would be based on the vocabulary we taught.
- B. Time was not enough for doing a crossword puzzle.
- C. Time was not enough for students to memorize 20 words in such a short time, so they were mostly guessing what the word means when

looking at pictures during the activity. Probably, we should teach 10 or fewer words for such a short time for better effectiveness.

Lesson Plan 2 (Harmer)

Coteaching: Edward Yu and Shine Hsieh

(Topic: Learning ABC)

- I. Description of the course from November 15th to 29th
 - A. We teach the English alphabet with 26 letters in 3 classes
 - B. To boost their creativity, they need to draw pictures of the words while learning the letter and the vocabulary.
- II. Aims
 - A. Be able to remember the order of the English alphabet.
 - B. Be able to remember some vocabulary.
 - C. Boost the students' point of view of learning.
- III. Procedure
 - A. Lesson
 - 1. Alphabet Worksheet (Created by Edward and Shine)
 - a. Reason of doing this activity
 - (1) Be familiar with the order of the English alphabet.
 - b. Procedure
 - (1) Distribute worksheets designed by Edward and Shine to each student and tell them we will use the worksheets for the next 3 classes.
 - (2) Teach them the pronunciation of each letter and give them time to write down any words starting with the letter. For example, they will write apple when we teach the letter A. Those who finish writing first can get a point.
 - (3) Next, we ask them to draw the thing they write down.
 - (4) Then, we ask them to raise their hands to say the thing they draw. Those who first answer the correct answer and pronounce it correctly can get a point.

(5) Next class, we will have a quiz on what have learned last week. And those who get the highest score can get a point.

2. Homework: Alphabet writing

a. Reason of doing this activity

(1). Be familiar with writing the alphabet correctly.

b. Procedure

(1). We provide the students with lined paper.

(2). On each line, the students will have to write the letter correctly 5 times.

(3). Then, they'll have to spell a vocabulary that is learned in the class that begins with the alphabet.

B. Activity: Bingo game

1. Reasons of doing the activity

a. Through this activity, it can help the students to review the alphabets that are being taught during the class since that they have to write out the letters.

2. The procedure

a. We will give each of them a piece of paper for them to draw a bingo chart with nine spaces.

b. After that, they'll have to fill in the spaces with the letters that are taught during the class.

c. After that, one of the teachers will say a letter, and the students will have to cross out the letter. Once a student got three lines, he or she will become the winner of the game.

C. Wrap up

1. Bring the worksheet to the class next time.

2. Do the homework. Those who do the best in doing their homework can get a point, so do those who get the highest score in the quiz at the beginning of the class.

IV. Comments

- A. Students are eager to get points.
- B. Those who fail to pronounce any words lose the passion for enjoying the excitement of getting more points.
- C. Students began to memorize the order of the English alphabet and some words.
- D. Some students forgot to bring their handouts to class and did not finish their homework.
- E. For the activity, instead of having the teacher to say the letter, it would be better to have the students to say the letter one by one so that they can practice their pronunciation at the same time.

Lesson Plan 3 (Harmer)

Coteaching: Edward Yu and Shine Hsieh

(Topic: Color)

- I. Description of the course from December 6th to December 13th
 - A. Review the English alphabet.
 - B. We teach the students the vocabulary of 10 different colors.
- II. Aims
 - A. Review the English alphabet by recognizing the word cards when teaching colors.
 - B. Teach the students the basic colors that they can see in their daily lives.
 - C. Boost the students' point of view of learning..
- III. Procedure
 - A. Lesson
 1. Color Worksheet (Created by Edward and Shine)
 - a. Reason of doing this activity
 - (1) They can learn the vocabulary of 10 different colors through the words and the colored pictures on the worksheet.
 - b. Procedure
 - (1) Distribute the worksheets designed by Edward and Shine to each student.
 - (2) Before teaching them the pronunciation of the colors, we'll let them try to pronounce the words correctly so that we can notice whether they learned the pronunciation of each alphabet.
 - (3) After having the students to guess the pronunciation of words, we'll teach them how to read those words correctly and have them to write down the words again both in English and Chinese in order to have the students to practice their handwriting.
 - (4) At the same time, the students can also refer to the colored picture next to the words so that they can understand better.

2. Homework: None

B. Activity 1: Laying out the alphabet

1. Reason of doing the activity

- a. The activity can help the students to review the alphabet taught last three weeks.

2. The procedure

- a. To start the game, we divide the students into two groups (2 students per group) by drawing lots.
- b. After dividing the students into two groups, each group will have a set of cards with 26 letters.
- c. Then, they will start to work as a group to lay out the alphabet from the letter A to Z.
- d. The group finishes first is the winner, and they will get extra points.

C. Activity 2: Alphabets and vocabulary card game

1. Reasons of doing the activity

- a. Through the activity, they can review the alphabets and the vocabulary that was taught during the last three weeks. (Based on their textbook)
- b. Students can also practice the correct pronunciation of the vocabulary and alphabets.

2. The procedure

- a. On the table, there will be alphabet cards from A to Z (with the letters downward).
- b. The students will take turns to pick a card.
- c. Once they pick a card, they will have to say the letter, the correct pronunciation of the letter, and one of the vocabulary from their textbook. If they got them correctly, they have one point.
- d. Once a student reaches 4 points, the game is over.

D. Activity 3: Laying out M (adapted from Laying out Sevens)

1. Reason for doing the activity

- a. To help the students to review the order of the alphabet.

2. The procedure

- a. To start the game, we shuffle two sets of alphabet cards (52 cards in total) and divide the cards equally among 4 students.
- b. The students who have the cards “M” put down the card M first.
- c. Then, the students will take turns to put down their cards. (One card at a time)
- d. Rules: The students can only place the alphabet before and after the one that is on the table. For example, if there is only the letter “M”, the next student can only place the letter “L” or “N”. If there are letters “G” to “R” on the table, the next students can only place the letter “F” or “S”.
- e. If the students do not have the card to place, they will have to pass.
- f. The one who has the least cards on their hands win.

C. Wrap up

1. Review the color worksheet and the alphabet.

IV. Comments

- A. Students are eager to get points.
- B. The time control can be improved since that we did not have enough time to finish the “Laying Out M” activity.
- C. Most of the students memorize the order of the English alphabet and some words quite well, but their pronunciation can be improved.
- D. Some students still forgot to bring their handouts to class and did not finish their homework.

Lesson Plan 4 (Harmer)

Coteaching: Edward Yu and Shine Hsieh

(Topic: Christmas)

- I. Description of the course from December 20th
 - A. Play some activities to help them learn some words related to Christmas.
 - B. Review the alphabet.
- II. Aims
 - A. Review the English alphabet through activities.
 - B. Students will be able to recognize some basic elements of Christmas.
 - C. Students will learn more English words.
- III. Procedure
 - A. Activity 1: Slapjack
 - 1. Reason of doing the activity
 - a. Help the students to review the pronunciation and the form of the English alphabet.
 - b. Boost their motivation in joining the class in the beginning.
 - 2. The procedure
 - a. The teacher will place all the cards for children, in case they place the card at a different pace to affect fairness.
 - b. At the same time, students have to say the English alphabet accordingly. For example, they have to say A, B, C, etc. simultaneously when the teacher places a card.
 - c. Once the card matches the word they say, they have to slap the pile. The one who slaps the slowest will take the pile. For example, when they say C and the card is C, they have to slap it as quick as possible.
 - d. When the teacher place all the cards, those who have no cards in hand win.
 - B. Lesson
 - 1. Christmas Handout (Created by Edward and Shine)
 - a. Reason of doing this activity

- (1) They can learn 10 vocabulary related to Christmas through the pictures of the words.

- b. Procedure

- (1) Distribute the handout designed by Edward and Shine to each student.
 - (2) There are 10 words related to Christmas being listed on the handout with Chinese meaning.
 - (3) The teacher will show the pictures of the words in the same order with the worksheet, and the students will have to repeat the words after the teacher.
 - (4) At the same time, the students can also take notes beside the word to help them to pronounce the word correctly.

2. Homework: None

- C. Activity 2: Hershey Kiss Race (Coteach with Jack and Frank's group)

1. Reasons of doing the activity

- a. Through the previous lesson, they can review what we taught in the lesson.
 - b. Through the activity, students can also learn better about the pronunciation of the words.

2. The procedure

- a. There will be two groups competing with each other (Our own group vs. Jack and Frank's group).
 - b. In the lesson part, they will learn ten words that are related to Christmas.
 - c. There will be a big bowl full of candy and two big spoons and two small spoons on one side of the hall. On the other side, there will be two bowls for two teams.
 - d. We will have one student from each team to pick a picture. After that, they will have to pronounce the word correctly. The one who pronounces the word correctly

will get the big spoon, while the other will get a small spoon.

- e. The students can fill their spoon with candies and use their little finger and middle finger to hold their spoons with candy to the other side and put candies into their bowls.
- f. Once candies fall out of the spoon, the candy will not belong to them. The candies that they have in their bowls belong to them.

C. Wrap up

IV. Comments

- A. Students were excited during activities.
- B. We have Jack and Frank's students join us, which made the activities more fun.
- C. Most of the students memorize the order of the English alphabet and some words quite well. During the activity, which they had to pronounce the word they randomly picked, they sometimes forgot the pronunciation.
- D. One student refused to join, but as we asked her and talked to her, she didn't want to tell us. We then took her to Kevin's group for drawing, but she hit other students in Kevin's group. We are not sure what happened to her, because she was very excited about the activity in the beginning.
- E. Every student in our group and Jack and Frank's was happy during and after the game. Other students were happy too because we delivered the rest of the candies the students in our group and Jack and Frank's group did not get during the activity to every student in Friday's class.

Appendix 2:Worksheets

【Evaluation Sheet】

日期/姓名								
11/15	o	x	o	x	o	x	o	x
11/22								
11/29								
12/6								
12/13								
12/20								
12/27								

Trick or Treat!

Halloween Crossword Puzzle

s o b z g h o s t s v l c m r
 p w r d w e n d y p a e u u o
 i z o w l i c f c i m t t m c
 d c o j s b t d c d p a c m k
 e y m y a n t c o e i i k y s
 r c l t f c y c h r r w c j b
 l a p m y n k u k w e a a h l
 s n g u c t j o z e p n n q a
 k d z o m b i e l b x n d r c
 e y a d o p d v t a s o y m k
 l b d s n e k y h u n v b l c
 e a j t s z t i b m e t w x a
 t g b k t y l j n o m u e y t
 o s b u e t r c r o s s j r k
 n g j i r p q x w n i g h t n

English	中文	English	中文	English	中文	English	中文
1.pumpkin		6.candy		11.spider		16.mummy	
2.jack o'lantern		7.candy bags		12.spider web		17.black cat	
3.witch		8.ghost		13.vampire		18.monster	

4.broom		9.night		14.bat		19.skeleton	
5.owl		10.moon		15.cross		20.zombie	

【Learning ABC】

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo Pp

Qq Rr Ss Tt

Uu Vv Ww Xx

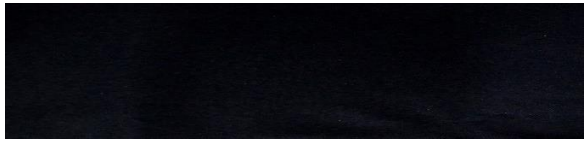






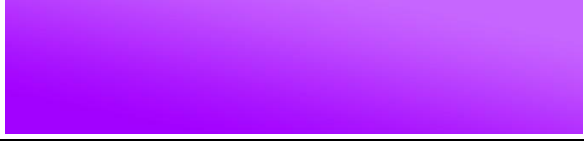


Yy Zz

_____ **A^BC**

【12/6 Color】

班級:

姓名:

	黑色 Black	
	咖啡色 Brown	
	紅色 Red	
	橘色 Orange	
	黃色 Yellow	
	綠色 Green	
	藍色 Blue	
	紫色 Purple	
	粉紅色 Pink	
	白色 White	

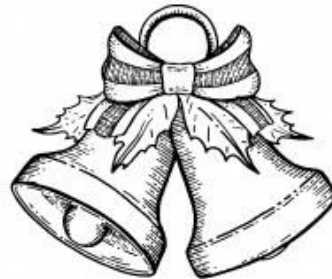
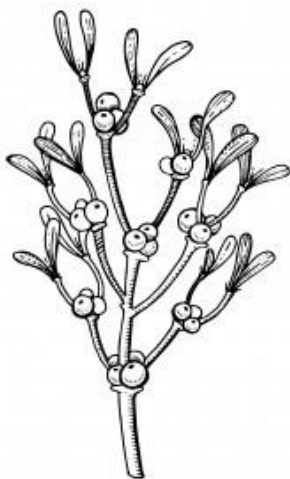


12/20 Merry Christmas!!!

班級:

姓名:

Angel	天使
Elf	小精靈
Candy cane	拐杖糖
Santa Claus	聖誕老人
Reindeer	馴鹿
Christmas tree	聖誕樹
Star	星星
Stocking	聖誕襪
Gift	禮物
Bell	鈴鐺



Merry Christmas!

Appendix 3: Photos



← The certification of Appreciation and the pass from Guo-Tai elementary school



All the teachers on Friday



← Giving candies to the students on the Christmas.



← The students playing
“Laying out M.”

The picture of we teaching. ↩



The students playing Christmas activity ↗



↑ The small gifts that we prepared
to the students on the last day.

