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指導教授：施佑芝老師

Dr. Doris Shih

**Interactive Teaching Strategies Applied in the Service
Teaching in Guo-Tai Elementary School**

學生：李孟阡、陳泰瑋撰

Natasha, Meng-Qian Li and Harry, Tai-Wei Chen

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Natasha Li 406110322

Harry Chen 406110384

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1. Introduction

1.1. Background of the service teaching

In the course “Introduction to TEFL”, students played the role as tutors to teach English to Guo-Tai Elementary School students in Xinzhuang. This Guo-Tai service teaching is an event which lasts 11 weeks. During the 11 weeks, Guo-Tai students (GT students) had English classes once a week, and each lesson lasted around 40 minutes. GT students who attend this program are those who need to be improved in English ability.

1.2. Motivation

In learning a new language, involving students in an easy and joyful environment is the most important thing to do. Since there is a chance for us to plan our own lessons in Guo-Tai service teaching, we planned to utilize as many interesting teaching materials as we can in order to encourage the students' learning motivation. Moreover, because this is also an opportunity for us to combine our interactive teaching strategies with the teaching methods learned in TEFL class, this paper would be beneficial for other teachers who intend to perform similar lessons.

2. Purpose

In the Introduction to TEFL class, students learned not the concept of TEFL and a variety of teaching theories useful for teaching English. Some methods are Total Physical Response (TPR), Audio-lingual Method (ALM), Direct Method (DM), Grammar-translation Method (GTM), Communicative Language Teaching (CLT), The Silent Way, and so on.

The teaching service in Guo-Tai Elementary School provided us with a chance to add the teaching theories into our lessons and put them into real practice. Thus, students will find out how these teaching theories could positively influence one's learning and performance. Together with the interactive activities that we plan to provide the students, we hope that the service teaching will serve as an effective and enjoyable program for GT students.

3. Students' pre-assessment results

3.1. Mark's pre-assessment result

Mark is a fifth grade student. In the first lesson, a short talk was provided in order to know his listening and speaking ability. During the process, Mark could not understand most of the English words (e.g., fruit, blue, friend, basketball) and commands (e.g., stand up, sit down). Also, he could not understand simple daily conversation patterns like "What is your name?" and "What do you like to do at home?"

Also, while being asked to read and spell the vocabulary in the textbook, Mark frequently pronounced and spelled the words incorrectly. It would be easier for Mark to memorize how to spell a word if he knows how to pronounce the word correctly. However, he seldom could achieve this goal because it was hard for him to pronounce the alphabet.

3.2. Betty and Lin's pre-assessment result

The English level of the two students are not quite the same. Thus, the scoring system was designed to be based mostly on luck in order to strengthen their learning motivation. Students sent to this program are those who do not do well on their academic works. As a result, besides giving lectures, I decided to let them have more interest in learning English, and tried not to involve them with difficult elements.

4. Teaching and instructional processes

4.1. Lesson plan

4.1.1. lesson plan model

The ASSURE model is applied in planning the lesson plans in order to make sure that the teaching process works thoroughly. There are six steps of making a lesson in the ASSURE model. Which are to (1) analyze learners, (2) state standards and objectives, (3) select strategies, technology, media and materials, (4) utilize technology, media and materials, (5) require learner participation, (6) evaluate and revise.

After the students' language level was analyzed, the standards and objectives were also set. The main purpose is for students to enjoy the process of learning English and get to like it. In order to involve students with a joyful

learning environment, activities were designed for them to enhance their learning motivation. Moreover, we set the standard that the student will be able to pronounce and spell the vocabularies in their textbook, be able to write down some sentence patterns, and get to utter correct phonetic sounds when they speak.

In order to create fun and enjoyable lessons, materials that might be interesting to them were selected and applied. Besides some blank sheets and scoring boards for them to practice and get points, some board games and online scoring systems like online dice and online name picker were used. Getting the lesson plans set, we planned the teaching role for utilizing the resources. We previewed and prepared the resources, prepared the environment, and noted how we were going to prepare the learners and provide the learning experience.

In planning how to require learner participation, practice and feedback activities were planned. Some practice activities are internet activities, group exercises, matching games, and writing games; some feedback activities are discussion activities and self-evaluation activities.

Since not all lesson plans are perfect, we evaluate and revise the lesson plans each week after the service teaching. For example, if one certain section takes up too much time, the section would be reviewed and arranged again in order to let students practice more efficiently. Some lesson plans are shown in the Appendix.

4.1.2. Mark's lesson plans

Lesson Plan 1
<p>Target Audience and Context: EFL student in Guo-Tai Elementary School</p> <p>Learner Level: Low intermediate</p> <p>Class Size: 1</p> <p>Class Length: 40 minutes</p>
<p>Terminal Objectives</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Identify animal words and animal photos.

- Utter animal words correctly.
- Express what animal he likes or dislikes in a complete sentence pattern.

Enabling Objectives

The student will be able to:

- Distinguish animal words through a drawing activity and a matching game.
- Utter animal words with a see-say activity and a what's missing game.
- Express what animal he likes or dislikes through completing a fill-in-the-blank activity

Materials

- Textbook (Dino on the go)
- Flashcards (Student's drawing)

Time and Materials	Procedures
10-15 min. Textbook	<p>Warm-up:</p> <ul style="list-style-type: none"> • Ask the student about the animals he likes and dislikes. • Ask the student to draw the animals he mentioned. The drawing then will become the flashcards used in the following activities. (If the student is not good at drawing, he can look at the animal pictures in his textbook.) • When the student finishes drawing each of the animal pictures, the teacher writes down the English word beside the picture and asks the student to repeat saying it after the teacher.
10-15 min. Flashcards (Student's drawing)	<p>Matching Game:</p> <ul style="list-style-type: none"> • Say an animal word, and ask the student to point to the corresponding flashcard.

	<ul style="list-style-type: none"> If the student becomes more and more familiar with each word and picture, the teacher then can say multiple words and ask the student to point to the corresponding flashcards in the correct order.
10-15 min. Flashcards (Student's drawing)	<p>See-Say Activity:</p> <ul style="list-style-type: none"> The teacher first shows each flashcard one by one and asks the student to say the correct animal words. <p>What's Missing:</p> <ul style="list-style-type: none"> The teacher randomly hides one to two flashcard(s) and asks the student to say the word(s) hidden.
10-15 min.	<p>Fill-in-the-blank Activity:</p> <ul style="list-style-type: none"> The teacher writes down the sentence pattern but deliberately skips the animal word. <p>Ex:</p> <p>I like _____(s) the most.</p> <p>I like _____(s) the least.</p> <ul style="list-style-type: none"> Put the flashcards in the blank and ask the student to say the whole sentence. When the student is saying the sentence, the teacher uses gestures (thumbs-up or thumbs-down) to help him understand the meaning of each sentence.

Lesson Plan 2

Target Audience and Context: EFL student in Guo-Tai Elementary School

Learner Level: Low intermediate

Class Size: 1

Class Length: 40 minutes

Terminal Objectives

The student will be able to:

- Identify locations and photos of locations.
- Utter locations correctly.
- Express where he wants to go in a complete sentence pattern.

Enabling Objectives

The student will be able to:

- Distinguish locations through a Q&A activity and a matching game.
- Utter locations with a see-say activity and an acting game.
- Express where he wants to go through substitution drills.

Materials

- Textbook (Dino on the go)
- Flashcards (Student's drawing)

Time and Materials	Procedures
10-15 min. Textbook	<p>Warm-up:</p> <ul style="list-style-type: none"> ● Ask the student about what locations he knows in English. ● Ask the student to draw the locations he mentioned. The drawing then will become the flashcards used in the following activities. (If the student is not good at drawing, he can look at the pictures of locations in his textbook.) ● When the student finishes drawing each of the pictures of locations, the teacher writes down the English word beside the picture and asks the student to repeat saying it after the teacher.
10-15 min. Flashcards	<p>Matching Game:</p> <ul style="list-style-type: none"> ● Say a location, and ask the student to point to the

(Student's drawing)	<p>corresponding flashcard.</p> <ul style="list-style-type: none"> ● If the student becomes more and more familiar with each word and picture, the teacher then can say multiple words and ask the student to point to the corresponding flashcards in the correct order.
<p>10-15 min. Flashcards (Student's drawing)</p>	<p>See-Say Activity:</p> <ul style="list-style-type: none"> ● The teacher first shows each flashcard one by one and asks the student to say the correct locations. <p>Acting Game:</p> <ul style="list-style-type: none"> ● The teacher does some actions usually seen in a particular location and asks the student to say the location. ● After a few rounds, the student can also be the actor. After the acting, the teacher says the location in Chinese and asks the student to translate it into English.
<p>10-15 min.</p>	<p>Substitution Drills:</p> <ul style="list-style-type: none"> ● The teacher writes down the sentence pattern first and asks the student to read the sentence <p>Ex:</p> <p>I want to go to the <u>bank</u>. (supermarket)</p> <p>I want to go to the <u>supermarket</u>. (zoo)</p> <p>.....</p> <ul style="list-style-type: none"> ● After the student understands the rule, the teacher can simply say the location and asks the student to write down the correct sentence.

Target Audience and Context: EFL student in Guo-Tai Elementary School

Learner Level: Low intermediate

Class Size: 1

Class Length: 40 minutes

Terminal Objectives

The student will be able to:

- Identify body parts words.
- Utter body parts correctly.
- Express complete sentences with the use of body parts.

Enabling Objectives

The student will be able to:

- Distinguish body parts words through a drawing activity and a listen and touch game.
- Utter body parts words with a see-say activity and a matching game.
- Express complete sentences with the use of body parts through completing a fill-in-the-blank activity.

Materials

- Textbook (Dino on the go)
- Flashcards (Student's drawing)

Time and Materials	Procedures
10-15 min. Textbook	<p>Warm-up:</p> <ul style="list-style-type: none"> ● Ask the student to draw different body parts. The drawing then will become the flashcards used in the following activities. (If the student is not good at drawing, he can look at the body parts pictures in his textbook.) ● When the student finishes drawing each of the body parts

	<p>pictures, the teacher writes down the English word beside the picture and asks the student to repeat saying it after the teacher.</p>
<p>10-15 min. Flashcards (Student's drawing)</p>	<p>Listen and Touch Game:</p> <ul style="list-style-type: none"> • The teacher says a body parts word and asks the student to touch his corresponding body part. • The teacher can also deliberately mislead the student by touching the wrong body part while saying a word, e.g., touching nose while saying eyes. This act would make the game even harder and funnier.
<p>10-15 min. Flashcards (Student's drawing)</p>	<p>See-Say Activity:</p> <ul style="list-style-type: none"> • The teacher first shows each flashcard one by one and asks the student to say the correct body parts words. <p>Matching Game:</p> <ul style="list-style-type: none"> • The teacher says a body parts word, asks the student to point to the corresponding flashcard, and has the student to utter the word. • After one round, the teacher puts the flashcards face down and repeats doing the previous step.
<p>10-15 min.</p>	<p>Fill-in-the-blank Activity:</p> <ul style="list-style-type: none"> • The teacher writes down the sentence pattern and asks the students to say the sentences. <p>Ex: I have <u>ten</u> fingers. I have _____ eyes.</p>

4.1.3. Betty and Lin's lesson plans

Lesson Plan 1

Target Audience and Context: EFL student in Guo-Tai Elementary School

Learner Level: Low intermediate

Class Size: 2

Class Length: 40 minutes

Terminal Objectives

Students will be able to:

- Identify words and photos related to different places.
- Utter the vocabularies correctly.
- Spell the vocabularies.

Enabling Objectives

The student will be able to:

- Distinguish animal words through a hitting game.
- Spell the words through a listen and spell activity.

Materials

- Textbook (Dino on the go)
- Paper
- Pencil
- Online dice

Time and Materials	Procedures
5 min. Textbook	Warm-up: <ul style="list-style-type: none"> ● Question and answer (background knowledge)

5-10 min. Textbook	<p>Presentation:</p> <ul style="list-style-type: none"> ● Question and Answer (Qs related to animals: looks, sounds...) ● Spelling (phonics)
25 min. Textbook Pencils Papers	<p>Practice:</p> <ul style="list-style-type: none"> ● See-say ● Repetition ● Act and guess (Teacher act - students guess) ● Hitting game/ Circling game (Teacher says a word - students hit/ circle the picture and English word) ● Listen and spell
5-10 min	<p>Closure:</p> <ul style="list-style-type: none"> ● What's missing? (Teacher takes away a flashcard - students find out which one is missing)

Lesson Plan 2

Target Audience and Context: EFL student in Guo-Tai Elementary School

Learner Level: Low intermediate

Class Size: 2

Class Length: 40 minutes

Terminal Objectives

Students will be able to:

- Use patterns correctly.

Enabling Objectives

The student will be able to:

- Fill-in the blanks in a given sentence.
- Transform a sentence pattern into another form.

Materials

- Textbook (Dino on the go)
- Paper
- Pencil

Time and Materials	Procedures
5 min. Textbook	Warm-up: <ul style="list-style-type: none"> ● Review vocabularies related to animals. ● Listen to teacher and spell the word (Faster one gets more points)
5-10 min. Textbook	Presentation: How many ____ are there? There is/ are ____ ____ (s). <ul style="list-style-type: none"> ● Deductive method ● Question and answer
25 min. Textbook Pencils Papers	Practice: <ul style="list-style-type: none"> ● Teacher says answer- students make the original question

	<ul style="list-style-type: none"> Teacher draw animals- student A make a question- student B answer
5-10 min	<p>Closure:</p> <ul style="list-style-type: none"> Memorize (30 seconds to look at the picture in the textbook- close book- teacher asks a question- students answer)

Lesson Plan 3	
<p>Target Audience and Context: EFL student in Guo-Tai Elementary School</p> <p>Learner Level: Low intermediate</p> <p>Class Size: 2</p> <p>Class Length: 40 minutes</p>	
<p>Terminal Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Utter phonics correctly. 	
<p>Enabling Objectives</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> Identify the pronunciation of each phonics rule. Listen to a word and circle the word out correctly.. 	
<p>Materials</p> <ul style="list-style-type: none"> Textbook (Dino on the go) Paper Pencil 	

Time and Materials	Procedures
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5 min. Textbook	Warm-up: <ul style="list-style-type: none"> ● QA (Free talk of the pictures on the textbook- get to know how to say each word on the textbook)
5-10 min. Textbook	Presentation: <ul style="list-style-type: none"> ● Introduce the pronunciation of each phonics symbol. ● Demonstrate how to pronounce each word in the textbook.
25 min. Textbook Pencils Papers	Practice: <ul style="list-style-type: none"> ● Listen and hit (teacher utters a word- students hit the phonics symbol involved in the word.) ● See and say (Teacher writes a word with a phonics symbol- students utter the pronunciation.) ● Listen and circle (teacher says a word- students compare two written words and circle the correct one.)
5-10 min	Closure: <ul style="list-style-type: none"> ● Scan the whole textbook and find out any words that contain the phonics symbol and try to pronounce them. (Find one gets one point.)

4.2. Theories and approaches used in the teaching

During the teaching process, there were four major teaching methods involved. The four methods are CLT (Communicative Language Teaching), TPR (Total Physical Response), ALM (Audio-Lingual Method), and GTM (Grammar Translation). Also, Gardner's Theory of Multiple Intelligence was also considered when planning the lessons.

4.3. Theories used in Mark's teaching

4.3.1. CLT

Communicative language teaching focuses on the interaction between teacher and students and students' communicative competence. This method is applied to the "Q&A activity" in the warm-up section in class.

While applying CLT, I did not ask Mark to utter perfect vocabulary pronunciation or sentence structure. Once I could understand what he wanted to convey, I would give him some rewards for his interaction with me. Also, I would only ask him to repeat the correct vocabulary pronunciation or sentence structure after me once instead of explaining the correct form and interrupting our interaction.

4.3.2. TPR

Total physical response is a useful teaching method for teaching young learners since they usually are not patient enough to stay on their seats while learning. This method is applied to different activities such as "Listen and Do" and "Acting Game" in class. By allowing Mark to stretch his body based on the teaching content, he became more concentrated and excited in class compared to the time when moving is not allowed.

4.3.3. ALM

Audio-Lingual Method focuses on structure and form more than meaning. To make the learners familiarized with the structure and form, "repetition usually plays an important role in ALM. This method is applied to different activities such as "Listen and Say" and "See-Say" in class.

While applying ALM, I did not ask Mark to always know the meanings of vocabulary and sentence patterns since it might lower down his learning motivation. In contrast, I hoped the students could automatically understand and memorize the form and structure through repeating looking and saying the words and sentence patterns. The outcome mostly turned out to be satisfactory.

4.3.4. GTM

After the application of ALM, Mark became more and more familiar with the vocabulary and sentence patterns. Based on this condition, the grammar translation method was conducted to make sure whether he grabbed the correct meanings of the learning content. This method is applied to different activities such as “Substitution Drill” and “Fill-in-the-blank Activity” in class.

While applying GTM, I would use more Chinese than I usually did in class to clarify the meanings for Mark since it is our mutual native language. It would help avoid ambiguity and guide him through the complex grammar rules more efficiently.

4.4. Theories used in Betty and Lin’s teaching

4.4.1. CLT

The goal of the classes is to involve students in the language environment more. Thus, utilizing communicative language teaching is the main focus in the classes. Q&A sections would be a great example of CLT. Moreover, in each presentation and practicing states, communication skills are what I present to the students the most because I would guide them to the topics/ main ideas through having short talks with the students.

4.4.2. TPR

Total physical response is largely placed in presentation and practice sections. It works very well especially with young children because visual aids and body movements can involve them more in classes and it does not bore them in most situations. For example, especially with two students, they are asked to guess what the teacher is doing and utter the correct vocabulary/ sentence pattern accordingly as fast as they can.

4.4.3. ALM

Audio-Lingual Method is mostly applied in repetition practices for the students to familiarize the vocabularies and sentence patterns. Besides this, cue practices might be a part of this method as well since

the teacher utters a word and the students have to transform it into a fixed sentence pattern orally.

4.4.4. GTM

Grammar translation method is mostly applied in closure activities since the students have already grasped the main ideas of the class and have practiced enough of the learning points. An example of it would be to translate a vocabulary/ sentence into English when the teacher provides it in Chinese.

4.5. Co-teaching in holiday lessons

4.5.1. Design of lessons

During holiday lessons, the structure of our lesson plans consist of 3 phases. They are warm-up and presentation, practice, and DIY. The whole process was conducted under a whole English environment, in which the teachers and students tried to use English instead of Chinese as much as possible to communicate with each other. The purpose of this act was to expose the students to a special holiday environment just as experiencing the holidays in a foreign country.

In the warm-up and presentation phase, students were asked to come up with as many objects or ideas related to the holiday discussed. Also, they were welcomed to share their background knowledge about the holiday with the use of simple English and motions. Then, teachers would tell them the English vocabulary. Sometimes, if the terms were objects, teachers would ask them to draw the objects on the paper to create flashcards. The main purpose of this phase is to trigger as much knowledge from the students and to teach them new terms related to the holiday.

In the practice phase, students were asked to practice recognizing and pronouncing the terms mentioned in the first phase. One of the activities is called “Look and Say”, in which students looked at different flashcards and said the vocabulary immediately after seeing it. Another activity is called “Act and Say”, in which one person acted out one of the terms for others to guess what term was being acted. While performing these activities, a scoring system was always conducted to motivate students. The main purpose of this

phase is to leave a deep impression of each term in the students' mind and potentially result in long-term retention.

In the DIY phase, teachers provided students with the material needed for completing a small work. For example, students got glue, scissors, a piece of orange cellophane, and different types of candy to make a work called "candy pumpkin". The main purpose of this phase is to involve learner participation.

4.5.2. Lesson plans

Halloween Lesson Plan
<p>Target Audience and Context: EFL student in Guo-Tai Elementary School</p> <p>Learner Level: Low intermediate</p> <p>Class Size: 3</p> <p>Class Length: 40 minutes</p>
<p>Terminal Objectives</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Become familiarized with background knowledge (vocabulary, stories, and idioms) related to Halloween. ● Recognize and utter terms related to Halloween. ● Complete a craft related to Halloween. <p>Enabling Objectives</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Get to know the background knowledge through sharing their background knowledge. ● Recognize and utter terms with a look and say activity and an act and say game. ● Complete a craft while following the teacher's instructions. <p>Materials</p> <ul style="list-style-type: none"> ● Textbook (Dino on the go) ● Flashcards (Student's drawing) ● Scissors, cellophane, candies, tape

Time and Materials	Procedures
10-15 min. Textbook	<p>Warm-up + Presentation:</p> <ul style="list-style-type: none"> ● Ask the student to share the ideas and objects related to the holiday. ● Ask the student to draw the objects they mentioned. The drawing then will become the flashcards used in the following activities. (If the students are not good at drawing, they can look at the pictures in their textbook.) ● When the student finishes drawing each of the pictures, the teacher writes down the English word beside the picture and asks the students to repeat saying it after the teacher.
10-15 min. Flashcards (Student's drawing)	<p>Practice:</p> <ol style="list-style-type: none"> 1. Look and Say Activity: <ul style="list-style-type: none"> ● The teacher first shows each flashcard one by one and asks the students to say the correct terms. 2. Act and Say Game: <ul style="list-style-type: none"> ● One of the students is responsible for acting out a specific term, and the other students try to guess what the term is. ● A scoring system is applied during the game to motivate students.
10-15 min.	<p>DIY:</p> <ul style="list-style-type: none"> ● The teacher distributes the material needed for completing the craft to the students. ● The students follow the teacher's instruction to complete their own crafts.

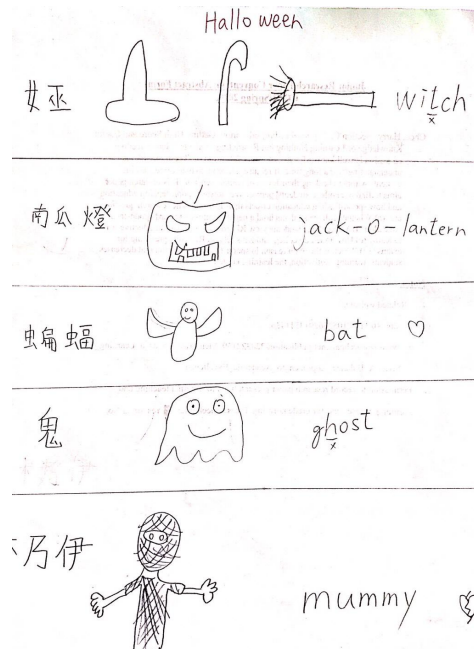
Christmas Lesson Plan	
<p>Target Audience and Context: EFL student in Guo-Tai Elementary School</p> <p>Learner Level: Low intermediate</p> <p>Class Size: 3</p> <p>Class Length: 40 minutes</p>	
<p>Terminal Objectives</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Become familiarized with background knowledge (vocabulary, stories, and idioms) related to Christmas. ● Recognize and utter terms related to Christmas. ● Complete a craft related to Christmas. <p>Enabling Objectives</p> <p>The student will be able to:</p> <ul style="list-style-type: none"> ● Get to know the background knowledge through sharing their background knowledge. ● Recognize and utter terms with a look and say activity and an act and say game. ● Complete a craft while following the teacher's instructions. <p>Materials</p> <ul style="list-style-type: none"> ● Textbook (Dino on the go) ● Flashcards (Student's drawing) ● Scissors, long plastic bags, markers, tape, marshmallow 	

Time and Materials	Procedures
10-15 min. Textbook	<p>Warm-up + Presentation:</p> <ul style="list-style-type: none"> ● Ask the student to share the ideas and objects related to the holiday.

	<ul style="list-style-type: none"> ● Ask the student to draw the objects they mentioned. The drawing then will become the flashcards used in the following activities. (If the students are not good at drawing, they can look at the pictures in their textbook.) ● When the student finishes drawing each of the pictures, the teacher writes down the English word beside the picture and asks the students to repeat saying it after the teacher.
10-15 min. Flashcards (Student's drawing)	<p>Practice:</p> <p>3. Look and Say Activity:</p> <ul style="list-style-type: none"> ● The teacher first shows each flashcard one by one and asks the students to say the correct terms. <p>4. Act and Say Game:</p> <ul style="list-style-type: none"> ● One of the students is responsible for acting out a specific term, and the other students try to guess what the term is. ● A scoring system is applied during the game to motivate the students.
10-15 min.	<p>DIY:</p> <ul style="list-style-type: none"> ● The teacher distributes the material needed for completing the craft to the students. ● The students follow the teacher's instruction to complete their own crafts.

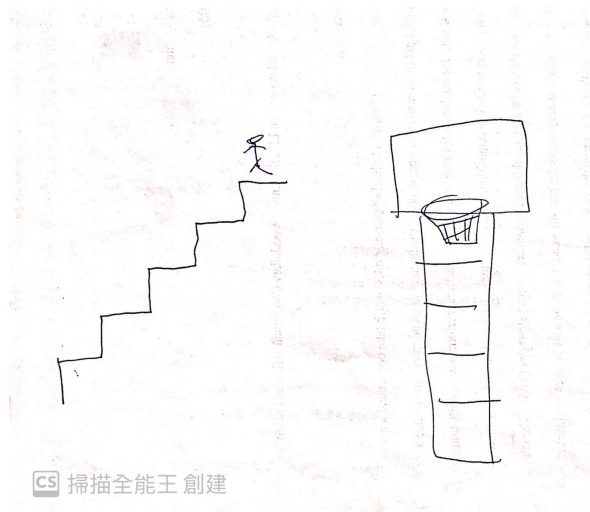
4.5.3. Photos

4.5.3.1. Flashcards students made in co-teaching sessions

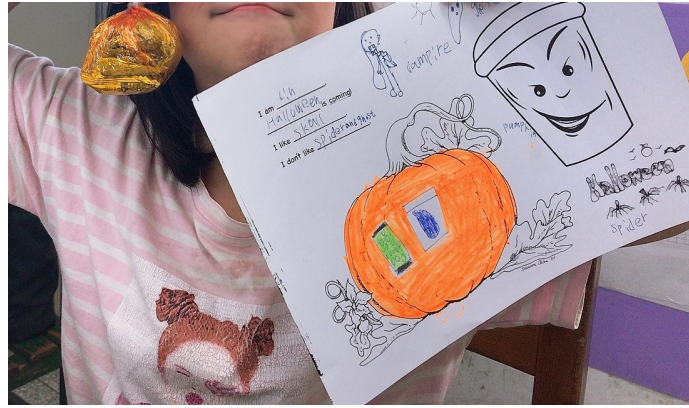


4.5.3.2. Two of the scoring systems applied to Betty and Lin

The scoring systems are related but designed in different themes. Once a student gets an answer correctly or once she presents her own ideas in a lesson, they can roll an online dice and climb up to the stairs or the ball frame accordingly. They can get a point once they reach the top.



4.5.3.3. The Halloween worksheet and the DIY craft

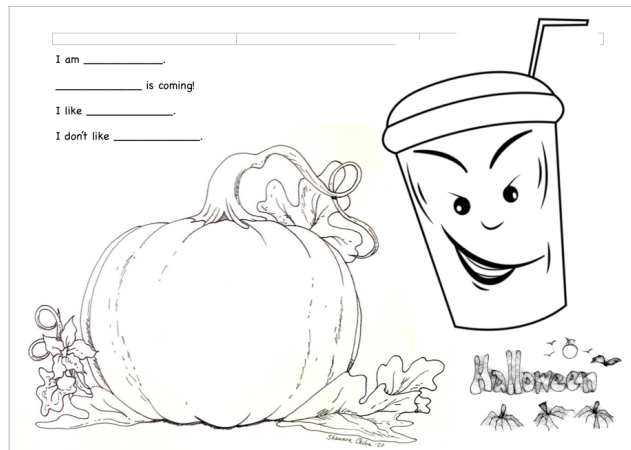


4.5.3.4. The Christmas DIY craft



4.6. Worksheet

In the holiday co-teaching, worksheets were provided for students for their reference. The worksheets did not have many words because they were designed for them to put their own thoughts and sets of vocabularies. Also, there are areas for them to color, which might make it more fun in the whole language teaching environment.



5. Reflection

5.1. Overall reflection

5.1.1. Mark's teaching

Mark is a shy student who is not very confident in speaking English. However, with the use of several motivating activities, he enjoyed the learning environment and tried hard to absorb as much content as he could. I could see his improvement no matter in uttering different English words or in expressing ideas with the use of the sentence pattern taught to him. Despite the fact that I played the role as a helper and motivator, his performance would always encourage me to think more about my teaching styles and to revise my lesson plans. I am glad to have this valuable chance to help Mark keep going on his English journey.

5.1.2. Betty and Lin's teaching

Betty and Lin are two outgoing students. Thus, it made the teaching process even easier because they were willing to try new things and to follow the steps that the teacher commanded. Also, I figured out that through in-class practices, they could memorize most of the words being taught. I consider this service a success one for Betty, Lin, and myself because we all got to learn a lot from each other.

As for the teaching methods and activities designed for the students, I am glad to see that the lessons worked well and the students were having fun at the time. Even after some lessons, the students

themselves were able to make up some activities that they wish can be provided by me. And ofcourse, I provided them to the students and it not only made them more active, but it also gave me some other ideas about activities/ games designing.

5.1.3. Co-teaching of holiday lessons

Students were mostly enjoying the co-teaching part because the flashcards were all designed by them. Also, they got chances to make DIY crafts related to Halloween and Christmas. Those are both unique experiences to them, and we know that they paid full attention in the programs.

Also, through the whole language environment, we could see how hard the students were trying to express themselves in such precious opportunities. Although the conversation might still be in words or short phrases, it was very helpful to them because they could experience something that does not usually happen in their school lives.

5.2. Challenging parts/ problems to be improved in the future

Overall in our teaching processes, the lecture went well most of the time. There were two things to concern. The first one is, because we focus more on the part of the learning environment and try to involve them in joyful lessons, they might not be able to improve their academic performance too fast. Thus, the academic performance can be put into consideration in the future.

Another challenge happened in the co-teaching lessons. Because we decided to produce a whole English environment, there must be some interferences happening in class such as (1) students did not understand what the teachers meant, and (2) students misunderstood the teacher's commands. In order to solve this problem, we than applied TPR a lot in the sessions, and it helped a lot.

6. Conclusion

It is a pleasure for us to attend the Guo-Tai service teaching program. The best thing that we think the program is giving us is that there is a stage for us to really plan the lessons and materials that we hope to bring to the students. By this program, we realized that the teaching methods in our minds are actually workable in real practices. What's more, we are very glad that the outcomes are good in most situations. For example, the students liked the activities that we planned for them, and the teaching methods we learned in class were applied successfully because we saw the students' improvements during and after classes.

We will not stop teaching and looking for better ways to equip us with more teaching knowledge. And we are very thankful that we have the chance to be a part of it.

6.1. The certificates of appreciation from the school



References

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