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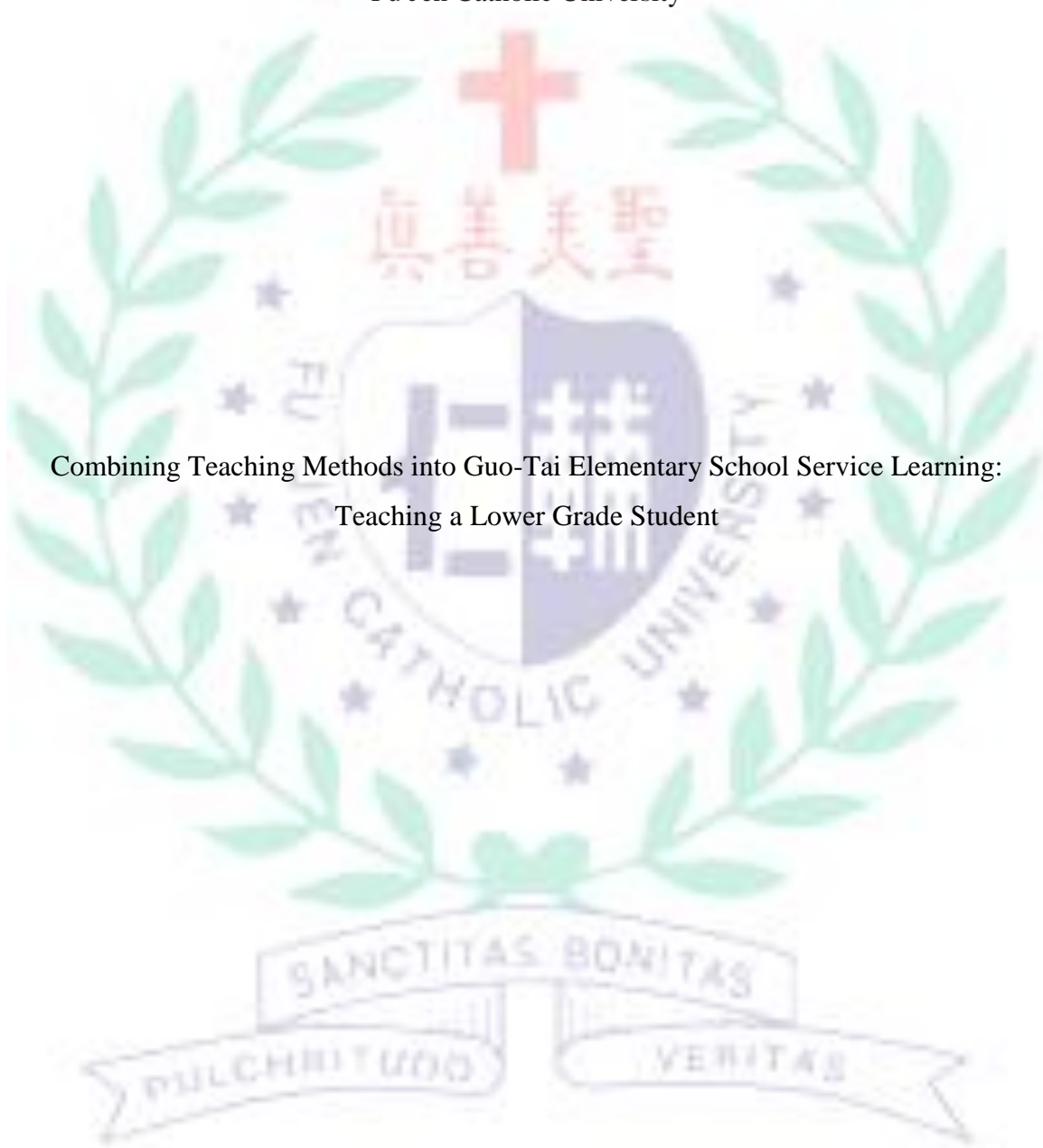
Dr. Doris Shih

**Combining Teaching Methods into Guo-Tai Elementary
School Service Learning: Teaching a Lower Grade Student**

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Combining Teaching Methods into Guo-Tai Elementary School Service Learning:
Teaching a Lower Grade Student

Jennifer Yuan

406110762

Combining Teaching Methods into Guo Tai Service Learning

Doris (Yu-Chih) Shih

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I. Introduction to the strategies of Guo-Tai Service Teaching

Teaching is not only for sharing your idea or knowledge to someone else, but it is a chance to know yourself better and what you need to improve (Garfield). I applied for this class since I love children; furthermore, I wanted to help students get interested in learning English. Besides, I have also been a part time job worker in cram school since freshman; however, most of my students are between 15 to 18 years old. Therefore, thanks to the opportunity of this course it helps me attain another experience in Guo Tai second graders.

Guo-Tai service learning is mainly focused on remedial teaching which I have never tried before. Moreover, my target learner is only a second grader as well which means it's the crucial process for learning foreign language. I want to share my learning experiences when I study English with them. Since its remedial teaching, I hope I can increase their motivation and interests for learning English at 7:50 every Monday morning.

II. Purpose of this paper

This portfolio will cover my experiences in Guo-Tai Elementary School service teaching as well as the methods that I applied for teaching. The teaching methods will be focused on Total Physical Response (TPR), Direct Method, and Audio Lingual Method (ALM). Moreover, the following sections will be clearly detailed for my lesson plan.

III. My Student Information

Name: Jerry

Grade: second grade in the Guo-Tai elementary school

Pre-Assessment Worksheet

We designed this worksheet for our students because we wanted to know the students' level in English learning. Therefore, the worksheet is mainly based on the acknowledgment of phonics and alphabets since these are the basic and crucial part for foreign language learners. If students have basic knowledge on alphabets and pronunciation, we can design different types of topics for them.

The worksheet will be divided into three parts: pronunciation, writing down the alphabets, and reading the vocabularies in correct pronunciation. Therefore, the worksheet not only helps us understand the level of students but it also allows students to process the four major steps (listen, speak, read, and write) in learning.

常用 插入 繪圖 設計 版面配置 參考資料 郵件 校閱 檢視

Times New R... 12 A A A abc A

貼上 B I U abc X₂ X² A A A

AaBbCcDdEe 內文 AaBbCcDdEe 無間距 樣式窗格

Pre-Assessment Worksheet

406110762 Jennifer Yuan

407110733 Terry Lee

407560081 Betty

Test Grade: 2grades

Before testing the degree and the motivation of students, each student is allowed to speak English to introduce to themselves. For example, if we say good morning, they need to give us respond and tell us their English name. After, in order to test the degree of our students, we make this simple worksheet for them.

A. 請讀出下列字母的發音

1. Aa Ee Ii Oo Uu

2. Ff Yy Ww Nn Qq

3. Pp Jj Cc Mm Gg

B. 請寫出聽到的英文字母

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

C. 請唸出下列英文單字

1. Dog 2. Cat 3. Ant 4. Fish 5. Hat 6. Ink

Results of Pre-Assessment

Students' Names	Sarah	Ivy	Peter	Jerry
Part A	6/15	6/15	4/15	9/15
Part B	3/8	2/8	0/8	5/8
Part C	0/6	0/6	0/6	2/6

At the beginning, Betty, Terry, and I co-taught for second grade students. After the results of pre-assessment, I decided to teach Jerry alone since he is better than other learners, especially in the pronunciation part. Therefore, Betty and Terry would be responsible for Sarah, Ivy, and Peter.

During the process of pre-assessment, my student (Jerry) could accurately identify and understood the pronunciation in each of the characters from Aa to Zz. Moreover, he is easy to follow teachers' pace, compared to other students, when we ask students to write down the characters. Therefore, due to his having no trouble telling the characters and phonics, he helped and gave me a chance to design different topics to teach in further classes instead of focusing on phonics only which will be shown on my lesson plans below.

IV. Theories Use

Studying with a pleasant atmosphere is helpful for students in learning (Young). Since my student is a second-grade learner and we only have a meeting for 30 minutes on a day per week, I think there is no need to give too much pressure on my student. Therefore, some methods I will use will be the Total Physical Response (TPR), Direct Method, and Audio-Lingual Method (ALM).

Since my target learner is only a second grader and only familiar with the words Aa-Zz, the first method I would like to apply is TPR for my student. Knowing how the words form and the meaning before they can apply the words (Asher). Moreover, I like to prepare colorful flashcards with some cute images on it for my students. Thus, the flashcards can not only increase their motivations on learning but also increase their attention. During the process, I usually ask my student to find the features on flashcards together and the action helps him to memorize the words easily. For example, when I teach the topic of color, I usually ask my student to point out the color according to his hair or clothes.

The reason I applied the direct method as my second method is because I think although he is only a second grader, he behaves astonish when speaking the pronunciation. Therefore, I want to teach my student more vocabulary and simple sentences. For example, in lesson plan 3 and 4, I will ask them “what is your favorite

color/ fruits?” After, he needs to respond and ask the question with me. The interaction between the student and teacher will be lasting until he is all familiar with the words and listening and speaking helps him memorize the meaning and the pronunciation further (Outline Tutoring). Moreover, he will also do some filled in the blank activity after the conversation.

The last method I will use is ALM although he doesn't need to read paragraphs, I hope my student can learn the sentence and vocabularies well by using Repetition Drill. By repeating with the teacher, the student will be more familiar with the target language (Larsen).

V. Teaching and Instructional Process

I plan that every beginning of the class, I will spend one minute listening to my students pronounce from Aa-Zz since it is still the basic part for learning new vocabularies. After that, I will start the class. I design some topics for him to learn not difficult vocabulary such as Halloween, fruits, color, and day. Moreover, each topic would also be related to the previous week so that I can teach and review words at the same time which will be shown clearly on my lesson plan below.

5.1 My Ideal lesson topics will be included:

Learning without burden and increasing the confident on English learning is essential for second grade learner. The class was beginning at the early Monday morning so that I wanted to increase student's interests on learning English by presenting interesting topics for him to learn without giving him extra pressure. Instead of increasing the chances that my student will reject learning English, I promised him that I won't give him burden and extra homework frequently. Especially, he is in the stage of first beginner, I would like to emphasized the learning on recognizing English alphabets Aa-Zz as well as the simple vocabularies such as color, day, and fruits. Besides, in Halloween week, I also prepared an activity for student to learn. My purpose and my ideal lesson plan are to build up student's fundamental on English alphabets and interest in English learning.

- ABC learning
- Halloween

- Fruits and color
- day and color

5.2 My General Teaching Procedure

Since my student is only a second grader, I think it is still important for him to review the phonics every week before teaching the new topic.

- Reviewing Aa-Zz every morning
- Asking about their condition
- Showing the pictures
- Teaching vocabularies
- Showing video (if the topic need in that week)
- Writing worksheet

5.3 Lesson Plan One- Knowing ABC

With the help of pre-assessment to my student, I have further understanding on my students' English level. Therefore, in the second week, I would like to teach English characters individually. In lesson plan one, my purpose is to strengthen student's memory on English characters since learning characters is the first step for learning second foreign language. Besides, due to my student performed well on telling Aa-Zz, I would directly teach him on writing, recognizing, and pronouncing character from Aa-Zz. To make the process smoothly and enhance student's ability, I would apply ALM method to help him memorize English characters by listening ABC song since learned by listening would able to increase his interests and attention on learning. Last but not least, I also prepared worksheets and flashcards for him to practice in order to make sure that the student could process the stable learning quality.

Target Audience and Context: EFL students in Guo-Tai Elementary School, Taiwan

Teacher: Jennifer Yuan 406110762

Learner Level: beginner

Class size: one

Class length: 30 minutes

Terminal Objectives

Students will be able to:

- Identify the letter Aa – Zz
- Write the alphabetical order from Aa- Zz
- Pronounce, distinguish, and memorize the letters from Aa- Zz

Enabling Objectives

Students will be able to:

- Identifying Aa – Zz by flashcards.
- Practice writing Aa – Zz through worksheet
- Distinguish pronunciation Aa – Zz that be used in the related vocabulary
- Repeat the pronounce by teacher

Materials

- Pens and pencils
- Printed Aa – Zz flashcards from Internet
- ABC song on YouTube
- Printed Aa – Zz worksheet from Internet
- Self- made paper worksheet for distinguish A-Z related vocabulary
- Printed extra worksheet from Internet as his home homework

Time and Materials	Procedures
3 min.	<p>Welcome</p> <ul style="list-style-type: none"> - Using 國泰葵花寶典 to greet with them. For example, using “Good morning”, “How are you?” and they need to give the teacher a response. - Introduce the name to each other - Asking the motivation for learning English - Tell students what we are going to do for today’s class.

<p>10min. Identify Aa – Zz</p>	<p>Main Task (1): Acquiring the skills of writing Aa-Zz and what is Aa-Zz</p> <ul style="list-style-type: none"> - Using flashcards to help student distinguish Aa-Zz - Student will identify the name of each letters Aa-Zz - Ask the student to write Aa-Zz by handout - Teacher will ask student to write the letter randomly Aa-Zz and student need to write down the answer
<p>6min worksheet practicing</p>	<p>Main Task (2): Distinguishing the alphabetical letter and the pronounce Aa-Zz</p> <ul style="list-style-type: none"> - Student will be asked to memorize the alphabetical order by ABC song - Using ABC song again to teach student the pronunciation of letters - Guide students to review the letter and pronounce Aa-Zz and the student is allowed to repeat after what the teacher said. For example, A[a], B[b]. A letter plus the pronounce
<p>6 min worksheet practicing</p>	<p>Post-Task: Identify the pronounce Aa-Zz</p> <ul style="list-style-type: none"> - Ask the student to identify the pronunciation of the first letter in vocabulary and they need to write down the letters - Ask the students to pronounce the letters randomly for the first time. Second time will be repeated by the teacher - Recap the pronunciation Aa-Zz

<p>3-5 min</p> <p>Printed homework as their practice after the class</p>	<p>Extra- class Work</p> <ul style="list-style-type: none"> - Writing alphabetical order through worksheet to help student memorize the letter easily - Student is required to finish homework before the other week - Teacher will recap and ask them to write Aa-Zz again through worksheet in next week
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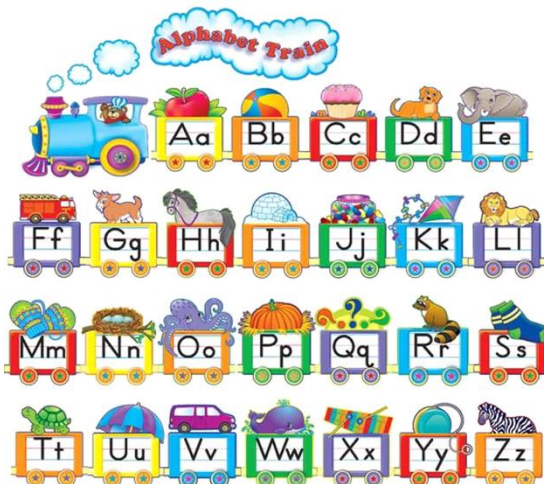
ABC Song:

Source: <https://www.youtube.com/watch?v=75p-N9YKqNo>



Flashcards

Source: https://www.pinterest.com/pin/598838081689681297/?nic_v2=1a5C1peAX



Worksheet for practicing alphabetical order

Source:

<https://www.education.com/slideshow/preschool-end-of-school-year-assessments/letter-formation-assessment/>

Letter Formation

Name: _____ Date: _____

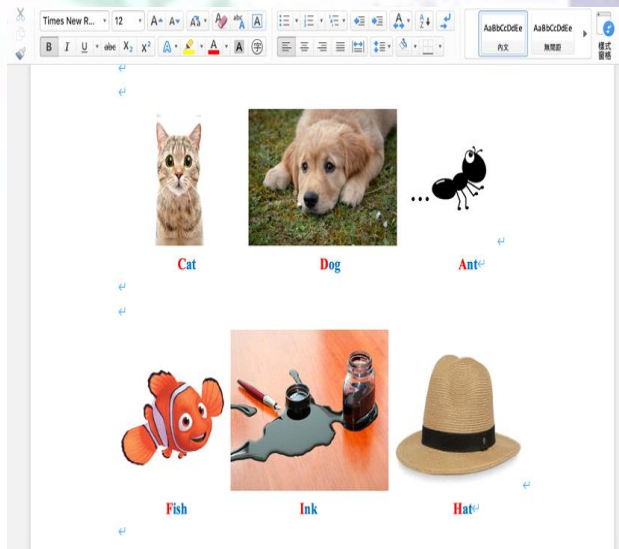
Can you write all your letters? Trace and write every letter of the alphabet to see how many you can make on your own.

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 ___

Education.com

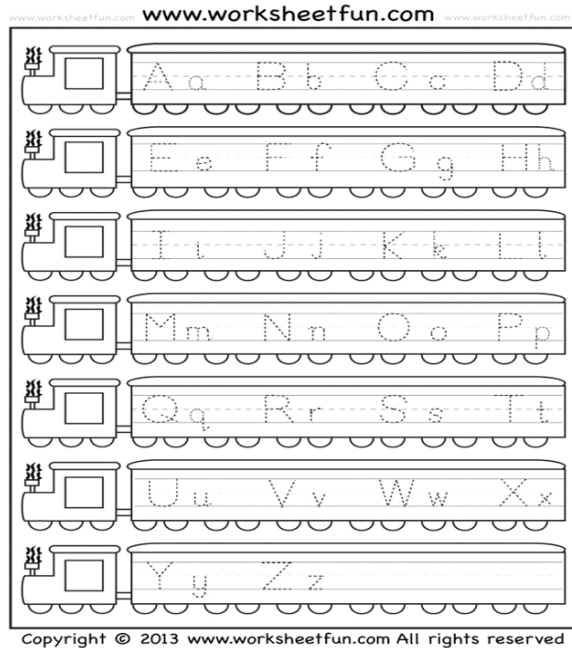
Find worksheets, games, lessons & more at education.com/resources
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Self-made flashcards



Extra homework for student

Source: www.worksheetfun.fun



5.4 Lesson Plan Two - Happy Halloween

In Halloween teaching, I would like to co-teach with Terry and Betty since we were all teaching the same grade students. Therefore, my student will be asked to acquire and review the alphabets from Gg to Ll for the first ten minutes with other students. In the last 20 minutes, they will start to get in touch with the Halloween vocabulary. The method we applied is TPR. We will work with the students and ask them to write down the features of the vocabulary respectively. After, we will guess the words together based on what we wrote on the paper. (In the picture below)

Lesson Plan 2

Target Audience and Context: EFL students in Guo-Tai Elementary School,
Taiwan Learner Level: Beginner
Class Size: 1
Class Length: 30 minutes

Terminal Objectives

Students will be able to:

- Identify the alphabetical letter Gg-Ll
- Read and pronounce the alphabetical letter Gg-Ll and their related vocabulary
- Write the alphabetical letter Gg-Ll and their related vocabulary
- Identify and pronounce Halloween related vocabulary
- Describe the characteristics of characters and activities of Halloween

Enabling Objectives

Students will be able to:

- Practice identifying Gg-Ll through “searching flashcards activity”
- Repeat Gg-Ll and their related vocabulary after the teacher
- Distinguish Gg-Ll when two different alphabetical letters are shown to them
- Acquiring Halloween’s vocabulary by repeating the pronunciation after the teacher
- Write down the characteristics of characters and activities
- Say corresponding answer of the characteristics given by others through

“Halloween Activity”

Materials

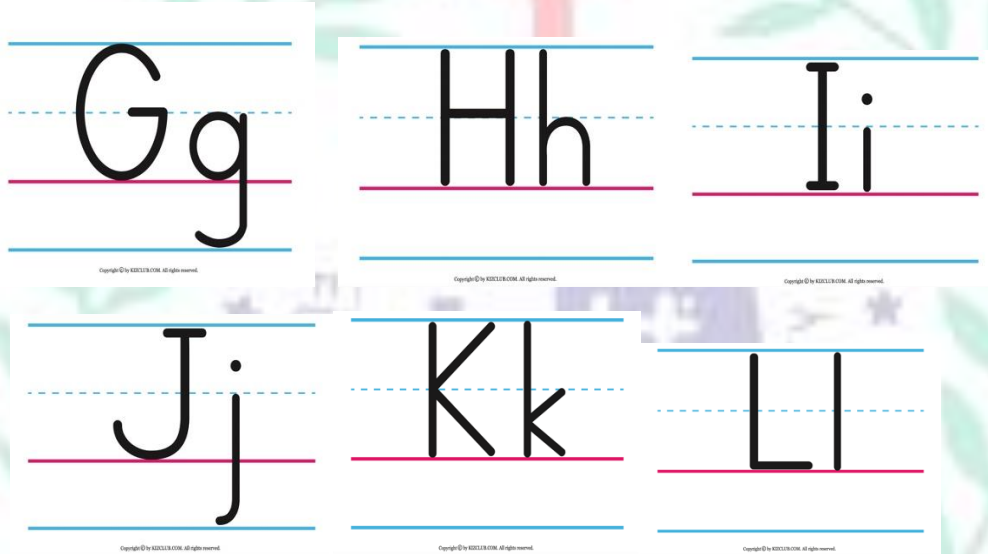
- Gg-Ll flashcards
- Pens and pencils
- Gg-Ll handouts
- Halloween powerpoint

Time	and	Procedures
Materials		Welcome
3 min.		<ul style="list-style-type: none"> • Ask how they spend their time on weekend • Tell students what we are going to do for today’s class

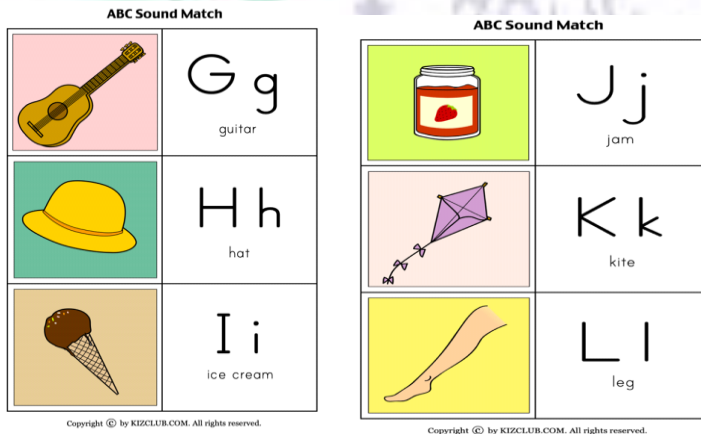
<p>5min.</p> <p>Gg-Ll</p> <p>handouts</p>	<p>Main Task (1): Having the basic ideas of alphabetical letters</p> <p>Gg-Ll</p> <ul style="list-style-type: none"> • Distribute blank paper to students and ask them to write down their names on the handouts • Ask the students to point at the designated alphabetical letter one by one and repeat the pronunciation of these words after the teacher • Ask the students to repeat the related vocabulary of each alphabetical letter taught today after the teacher • Ask the students to read the alphabetical letter or the vocabulary the teacher is pointing at
<p>5min.</p> <p>Gg-Ll</p> <p>Flashcards</p>	<p>Main Task (2): Distinguishing the correct alphabetical letter</p> <ul style="list-style-type: none"> • Show two flashcards with different alphabetical letters to students and ask them to select the correct flashcard based on what alphabets the teacher pronounce • Ask students to pronounce the alphabetical letter on the correct flashcard • Guide students to repeat the procedure for at least five times
<p>3 min.</p> <p>Gg-Ll</p> <p>Flashcards</p>	<p>Post-Task: “Searching flashcard activity”</p> <ul style="list-style-type: none"> • Ask the students to flip the correct alphabet flashcard based on the first alphabetical letter of the vocabulary that the teacher says • Ask the students to pronounce the alphabetical letter they flip • Guide students to repeat the procedure for at least five times
<p>10 min.</p> <p>Halloween</p> <p>PPT</p>	<p>Main Task (3): Getting close to Halloween vocabularies</p> <ul style="list-style-type: none"> • A brief introduction to Halloween • Introduce the meaning and pronunciation of each vocabulary • Ask students to repeat the pronunciation of vocabulary after the teacher

<p>5 min.</p> <p>Halloween</p> <p>PPT</p>	<p>Post-task: “Halloween Activity”</p> <ul style="list-style-type: none"> • Write down the characteristics of characters and activities • Say corresponding answer of the characteristics given by others
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Flashcards for practicing alphabets



Flashcards for practicing alphabets with pictures



Pictures for Halloween



<http://www.kindersmartstart.com/events/34/halloween-party-萬聖節派對/>



mummy



witch



ghost



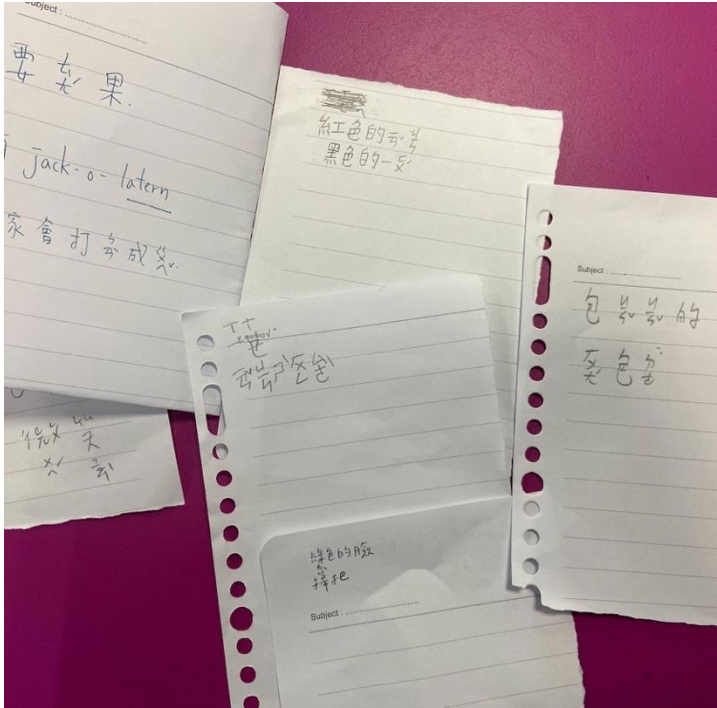
trick-or-treat



vampire

Picture of Halloween activity





5.5 Lesson Plan Three- Identify the fruits and color

In this lesson plan, I prepared some pictures for introducing fruits that he might have basic background knowledge before. At first, I asked the sentence in Chinese “what is your favorite color?” After, he mentioned he likes blue. Therefore, I began to tell him today’s topic is “Color”. At first, I’m worried if the vocabularies would be too difficult for them. However, to my surprised, the student pronounces well and he can memorize the meaning of the color in English. One of the interesting ways is that when I taught him “yellow”, I tried to use the animated character “*Minions*” to make a connection. If he forgot the meaning of “yellow”, I will use the character to remind him. Then he can respond me in sudden.

In the following week, I planned to teach fruits since it can make a connection between colors. For example, when I say “blueberry”, I will break the words into “blue” and “berry” to teach him. Therefore, I can teach and review the vocabularies at the same time. However, teaching fruits is little pressure to him since some of the vocabularies are more than two syllables such as watermelon, grapes.

Target Audience and Context: EFL students in Guo-Tai Elementary School, Taiwan

Teacher: Jennifer Yuan 406110762

Learner Level: beginner

Class size: one

Class length: 30 minutes

Time: week3 and week4

Terminal Objectives

Students will be able to:

- Memorize and pronounce color vocabularies (week 3)
- Identify and speak the sentence” What is your favorite color?” and “My favorite color is...” (week 3)
- Identify and pronounce the fruits name (week 4)
- Response and ask their/ teacher’s favorite fruits by conversation. “What is your favorite fruit?” and “My favorite fruit is...” (week 4)
- Combine the colors and the fruits “A red apple, green guava...” (week 4)

Enabling Objectives

Students will be able to:

- Week 3-- Identify the pronounce of color vocabularies through flashcards and self-made paper
- Week 3-- Pronounce and identify the color vocabularies
- Week 4-- Identify and pronounce of fruits vocabularies through worksheet
- Week 3, 4-- Repeat the pronounce and sentence by teacher
- Speak “What is your favorite fruit/color?” and respond “My favorite fruit/ color is...” with teacher
- Week 4-- Connect the color with the fruit

Materials

- Pens and pencils

- Flashcards for distinguishing colors and fruits
- Self-made paper worksheet for distinguish fruits and color
- Printed extra worksheet from Internet as his home homework

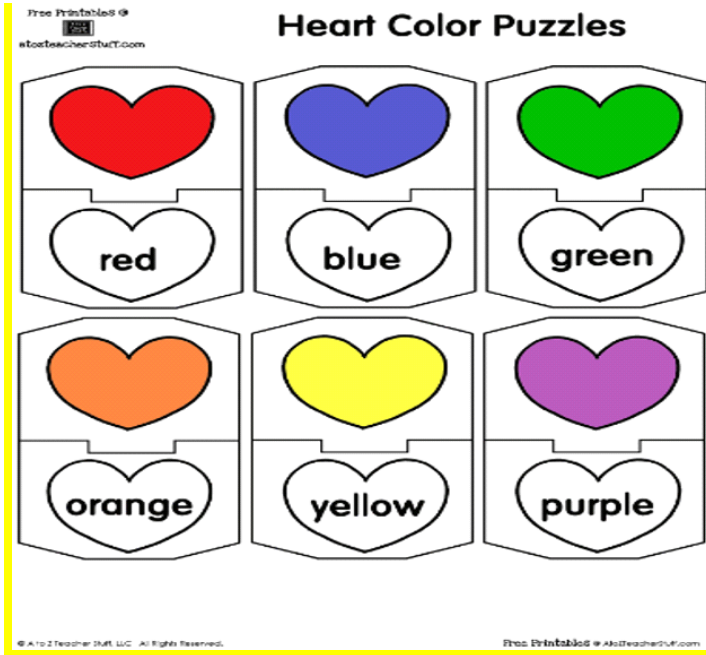
<p>Time and Materials</p> <p>3 min.</p>	<p>Procedures</p> <p>Welcome</p> <ul style="list-style-type: none"> • Using 國泰葵花寶典 to greet with them. For example, using “Good morning”, “How are you?” and they need to give the teacher a response. • Week 3-- Asking student’s preference of color • Week 4-- Asking student’s preference of fruit • Tell students what we are going to do for today’s class
<p>10min.</p> <p>flashcards for colors and fruits</p>	<p>Main Task (1): Pronouncing</p> <ul style="list-style-type: none"> • Week 3-- Using flashcards to help student distinguish colors in English name • Week 3-- Student will identify the name of each color by the fruits supported • Week-4—Using self- made worksheet to help student distinguish fruits in English name • Week 4—Student will identify the meaning of fruits in English name • Teacher will ask student to speak the words randomly to improve the pronounce

<p>6min worksheet practice</p>	<p>Main Task (2): Distinguishing color/ fruits in English name</p> <ul style="list-style-type: none"> • Week 3-- Student will be asked to memorize the pronounce and Chinese meaning of color in English • Week 3—Students can use the sentence and ask/ respond to the favorite color. • Week 4—Using self-made flash cards and worksheet to help student memorize and identify the fruits in English name • Week 3, 4-- Guide students to review the pronounce and the meaning of vocabularies again
<p>6 min worksheet practice</p>	<p>Post-Task: Connect the color with fruits (Week 4)</p> <ul style="list-style-type: none"> • Ask the student to identify the pronounce the words (color and fruits) • Test the words meaning and pronounce randomly to student • Student will be able to identify and connect the color to the fruits • Recap for the meaning and the pronounce of the words (color and fruits)
<p>3-5 min Printed homework as their practice after the class</p>	<p>Extra- class Work</p> <ul style="list-style-type: none"> • Week 4-- Using worksheet to help student memorize the fruits in English name • Week 4-- Student is required to finish homework before the other week • Week 3, 4-- Teacher will recap and ask them to speak and identify the meaning of color and fruits

Flashcard for teaching color (Week 3)

Source:

<https://images.app.goo.gl/86xMdjnakAnB8UXL9>



Self- made flashcards for student (Week 4)



Worksheet for practicing writing for fruits (Week 4)

Name: _____

Fruit Word Tracing

Trace the words below.



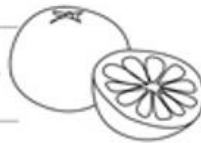
apple

watermelon



lemon

orange



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Early Childhood Educational Resources

Teaching Station

Source: <https://images.app.goo.gl/UvtzaYC7c91fTM2i9>

Extra-task work for student (Week 4)

FRUIT

Complete with the correct name, choose the words the box and color the pictures.

Banana	orange	pear	pineapple
Watermelon	Strawberry	grapes	apple
Peach			



ISLCollective.com

Source: <https://images.app.goo.gl/2pjiaHkVjvJeHikQ6>

5.6 Lesson Plan Four- Color and the day

In week five, I planned to teach the words from Monday to Sunday. However, since some words are multi-syllable such as Thursday, Wednesday. These kinds of words might be difficult for the second grader. Therefore, at first, I prepared some flashcards for him and he repeated the words by the teacher. After, I think listening is one of the useful ways for getting close to foreign languages. I also prepared the video on YouTube which is called “*Days of the Weeks Song*”. Therefore, the song might help the student memorize the word.

After the following week, I would like to combine “day” into “color”. Since the target learner is only a second grader, I think it is important for them to memorize the vocabulary by keeping practice. Therefore, I also found a worksheet on “Material for Teacher”, which helped me to combine the two topics together.

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

Taiwan

Teacher: Jennifer Yuan 406110762

Learner Level: beginner

Class size: one

Class length: 30 minutes

Time: week5 and week6



Terminal Objectives***Students will be able to:***

- Memorize and pronounce the day from Monday to Sunday (week 5)
- Identify and speak the sentence” What the day is?” and “Today is···” (week 5)
- Identify and quick review the color which taught in week 3 (week 6)
- Tell the color and the day by using worksheet (week 6)

Enabling Objectives***Students will be able to:***

- Week 5-- Identify the day through the video on YouTube
- Week 5-- Pronounce and identify the day by flashcards
- Week 6-- Identify the color and the day by worksheet

Materials

- Songs on YouTube
- Flashcards for distinguishing the “day”
- Worksheet for distinguishing color and the “day”
- Pencil, eraser, and colored pencils

Time and Materials 3 mins/5 mins.	Procedures Welcome <ul style="list-style-type: none"> • To ask student’s condition on early morning • Week 5-- Asking students what day it is • Week 6—Review the day and move on to the color learned in week 3
10mins/5mins	Main Task (1): Pronouncing <ul style="list-style-type: none"> • Week 5-- Using the video to raise up student’s interest of acquiring Monday to Sunday • Week 5-- Student will identify the name from Monday to Sunday by flashcards

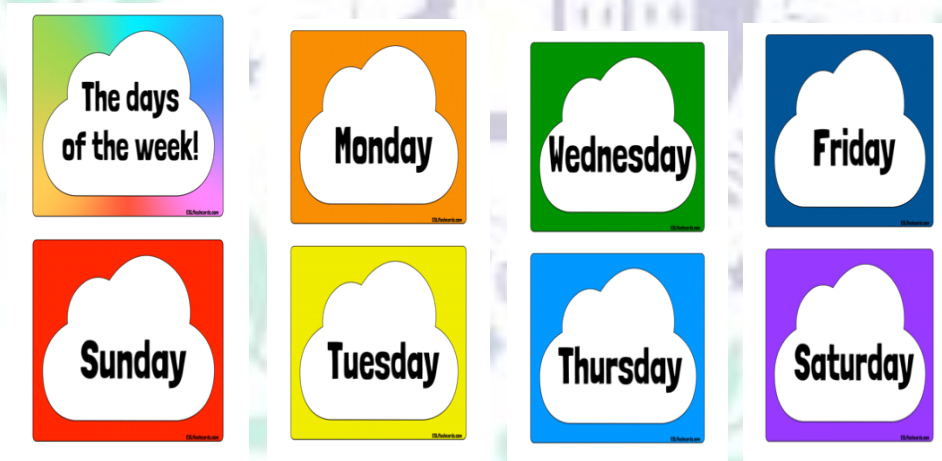
	<ul style="list-style-type: none"> • Week 6—Student will pronounce color and Monday to Sunday • Teacher will ask student to speak the words randomly to improve the pronounce
6min/ 10 mins	<p>Main Task (2): Distinguishing day/ color</p> <ul style="list-style-type: none"> • Week 5-- Student will memorize the pronounce of day from Monday to Sunday • Week 5—Student can identify the Monday to Sunday asked by teacher • Week 6—Using flashcards to help student memorize and identify the words in English name • Week 6-- Guide students to review the pronounce and the meaning of vocabularies again
5-6 mins	<p>Post-Task: Connect the color with day mainly based on using worksheet (Week 6)</p> <ul style="list-style-type: none"> • Ask the student to identify the pronounce of the words (color and day) • Test the words meaning and pronounce randomly to student • Student will be able to identify and connect the color to the day • Recap for the meaning and the pronounce of the words (color and days) • Filled the worksheet

The Days Song (Week 5)



Source: <https://www.youtube.com/watch?v=mXMofxtDPUQ>

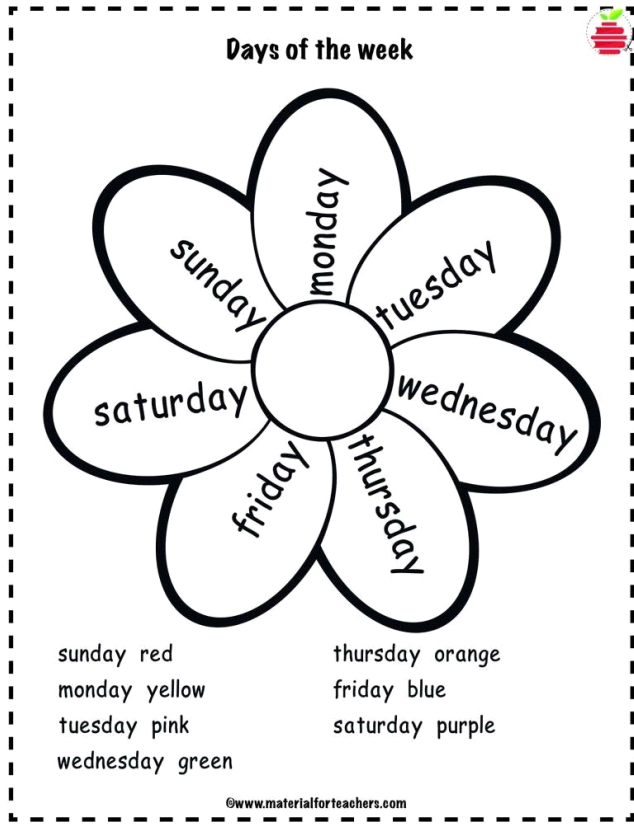
Flashcard (Week 5)



Source:

<https://www.eslflashcards.com>

Worksheet (Week 6)

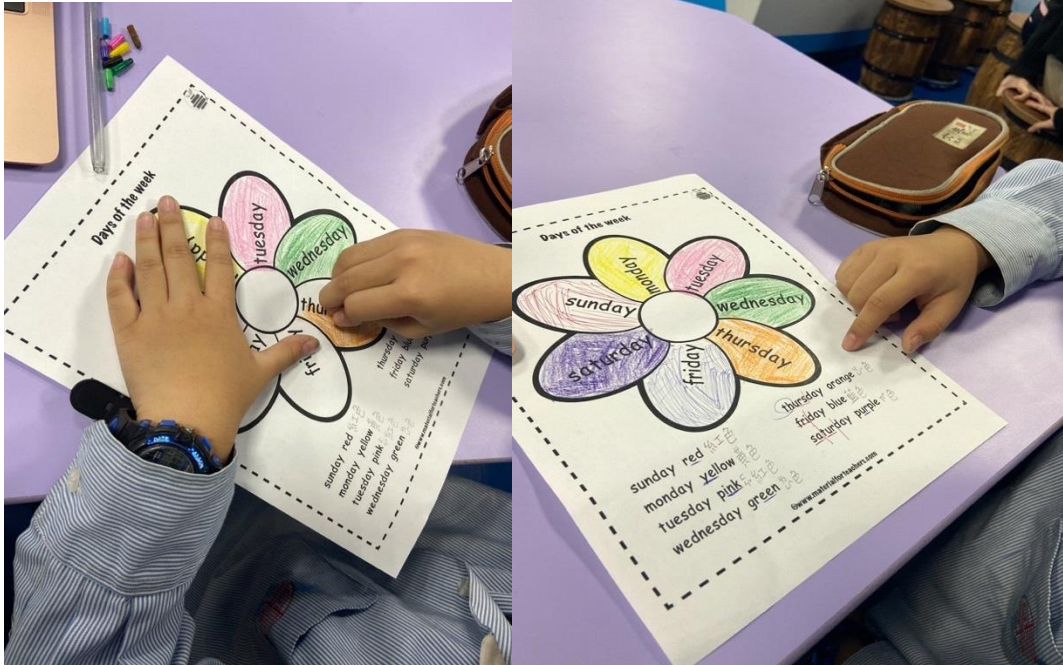


Source:

<http://www.materialforteachers.com>

Results and the process of filling the worksheet





VI. Discussion and Reflections

I appreciate the opportunity to teach Guotai students although we only have 30 minutes every Monday morning. My student is a second grader; however, his personality is between shy and outgoing. Therefore, he is not naughty like other students. Even though the course is for remedial teaching, I think my student still behaves well. As I thought, he just needs someone to teach him step by step patiently. After teaching, I found that he could easily follow my steps even in some difficult vocabulary such as grapes. Usually, I will spend almost 20 minutes focusing on pronunciation and acknowledgement of the words. From the second week, I teach color, I'm also wondering if my steps would be too fast for my student; however, to my surprise, he performed well which also makes me satisfied. Therefore, I think the learning motivation does not only belong to students. In my experience, my student also inspired my interests for teaching him.

VII. Conclusion

After the teaching services, I think time control is essential since we only have 30 minutes to teach students. For my students, although he is only a second grader, I want to teach him more other than phonics only. However, he might feel pressure when learning vocabulary among the short time one by one, especially. Therefore, using video and flashcards will be a useful way for me to teach the student. Most

importantly, the tools will also motivate student's learning interests. Besides, I usually don't give my student any additional homework since at the beginning of the class, I usually spend 2-3 minutes reviewing what I teach the previous week. Also, the topics will be related to each other. Therefore, by using the method, TPR, the student is willing to learn with me more. For example, when we learn "color", I usually ask him about the color around us such as his cloth or my pen. Therefore, we can say the color together. Or during Halloween week, we work with students to find out the features of Halloween vocabularies that we prepared. Furthermore, listening through the video can also help the student acquiring foreign language faster by using the ALD method. In conclusion, at first, I was about to co teach with Terry and Betty; however, after the pre assessment, I decided to teach my student alone since it might be wasting time for Jerry to learn phonics only during the whole classes. From the experience, I appreciate Jerry giving me a chance to teach further topics.

VIII. Works Cited

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IX. Appendix A- Thanking Card



XI. Appendix B- Picture in Class



