

天主教輔仁大學英國語文學系學士班畢業成果
ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY
GRADUATION PROJECT 2023

指導教授：曾明怡老師

Dr. Lydia Tseng

真善美聖

**2022 Tai-Ping Project:
It's More Blessed to Give Than to Receive**

SANCTITAS BONITAS

PULCHRITUDO

VERITAS

學生：莊皓詠撰

Terry Hao-Yung Zhuang

408110601 Terry Zhuang

TESOL:CCC_LOD

Professor Lydia Tseng

September 8 2022

My Reflection on 2022 Tai-Ping Project: It's More Blessed to Give Than to Receive

Introduction

Do you have experience of feeling satisfied after helping other people whether it is voluntary or obligatory? I believe that no matter in what situation you help someone, you more or less feel fulfilled. According to the article *Kindness matters guide*, evidence suggests that helping others can improve humans' psychological well-being. As the saying goes, "helping others actually helps yourself." The positive feeling we experience while assisting people in need can benefit us in various ways. In the 2022 Spring semester, I took the course TESOL & Cross-Cultural Communication: Service learning II. Students who enrolled in this course needed to complete two teaching projects; one of them is Tai-Ping Project.

In the Tai-Ping project, every two FJU students would pair up and tutor the pupils from Tai-Ping Elementary School in Hualien through Google Meet. I partnered with Will and taught two Tai-ping 5th graders called Hank and Shawn. Hank is a shy but attentive student who remembers details. It is worth mentioning that we taught him last year in the same course. And he became more outgoing this semester. As for Shawn, he is a bit impatient student who easily gets distracted when the tutoring was about finished. Although they are just beginners in English, they have good learning abilities. To specify, sometimes they might feel nervous and dare not to answer our questions at first. But their replies were actually close to answers or even correct after we encouraged them to respond. Apart from the tutoring sessions, Will and I would occasionally chat with pupils to better understand them.

On the whole, it was a precious opportunity to participate in this service-learning project. The reason is that I gained a general understanding of what it is like to be a TESOL teacher. Besides, I feel fulfilled after completing this project because we benefited others through our English skills. Just as the article mentioned, helping others makes me think more positively, which improves my mental health as well.

Lesson Plan

Considering students' learning motivation, Will and I decided to discuss the course content after our first meeting. Regarding the first lesson, we planned to share each other's campus and surrounding environment via Google Maps as an ice-breaking activity (though we already knew Hank). We also chatted with pupils to know what they like for preparing for later tutoring. After the first session, we knew that Shawn is fond of sports, especially basketball. As for Hank, he told us he wanted to learn English songs. And his favorite song is *Shape Of You* by Ed Sheeran. Therefore, the learning content of later sessions focused on sports and the song *Shape Of You*.

Although we already had a theme for later sessions, a question emerged: what aspects should we mainly focus on? Sport is a general term, which means we can discuss various things. However, we might lose the learning focus of tutoring if we teach aimlessly. Consequently, Will and I decided to concentrate more on culture-related content; in other words, providing pupils with more real-life examples. The reason we planned to do that is we would like to make a change. As mentioned earlier, Will and I also took this course last year. At that time, we realized that culture in the 4Cs framework, compared to other components, is more difficult to cover. That is why we aimed to talk more about culture-related content this semester. After reaching a consensus on teaching goals, we combined the Olympics and sports as the topic of

the later three lessons.

In the second session, we briefly introduced the background of the Olympics. We told pupils how does Olympics choose a host city at first. Then, we played the 2020 Tokyo Olympics Trailer and introduced the words of the objects shown in the video. The point is those objects are primarily related to Japan, which helped them learn more about Japanese culture. Furthermore, we mentioned other things from Japan by classifying them into food, clothing, education, and entertainment. After this session, we started to include the song *Shape Of You*. We first play the music video with Chinese subtitles and then introduced the lyrics verse by verse in the later lessons. We would select the words, which are simple and close to life, and categorize them into different parts of speech to teach. We also marked syllables in words to help pupils pronounce words better. After introducing the words, we would underline them in the lyrics and ask our pupils their meaning as pop quizzes. As for the sports part, we introduced several popular Olympics sports and also marked syllables in words in the third and fourth lessons. Besides, we suggested Taiwanese athletes who participated in the 2020 Tokyo Olympics when talking about the corresponding sports. It aimed to integrate what they learned with life and strengthen their impression of words. Regarding the final two sessions, we focused on Shawn's favorite exercise: basketball. We referred to several basketball terms, which include the positions and moves in this sport. It is worth mentioning that we introduced what each position generally does in a basketball team with several famous NBA players. Also, we added GIFs when talking about moves so they could understand what the words exactly mean.

Apart from the teaching part, we also created a Kahoot game for our pupils to review what they had learned so far in the fifth session. But it is pity that we only did it once since we didn't have ample time. The first reason is our pupil Shawn missed

the third session so we still used the same teaching material for the fourth one. And the second reason is sometimes they entered the online classroom late because of clean-up time. As a result, the time we had was rather limited. But as long as we had time, we would seize the moment and ask them what they had been doing.

Connection to 4C

As mentioned earlier, we would like to integrate course content with actual situation examples so our pupils could connect what they learn with life. In addition, we planned our course content based on pupils' interests to foster their learning motivation. For content in 4C, we talked about Japanese culture, the Olympics, sports, and an English song. As for communication, we mainly conducted our class in Chinese and only spoke English when introducing words and the song lyrics. Regarding cognition, we hoped our pupils know how an Olympics host city is chosen, what things symbolize Japanese culture, and what are popular sports in Olympics. Besides, we hoped they could be familiar with some professional Taiwanese athletes, general knowledge about basketball, and the words from an English song. Respecting culture, Will and I consider that the things close to life are also related to a part of the culture. Therefore, we introduced how an Olympics host city is chosen and integrated Japanese culture when talking about Tokyo Olympics. Also, we mentioned Taiwanese athletes when introducing popular Olympic sports. Furthermore, we presented some general basketball knowledge and NBA players when conducting the final two sessions. Undoubtedly, we still have room for improvement. But striking the balance of 4 dimensions in 4Cs in tutoring is somewhat challenging, not to mention in such a limited time. Even though having experience in this course last year, I still think I could do much better in designing courses this semester.

Reflection

Thanks to the advances in technology, we can conduct online teaching to tutor children in a remote area nowadays. This tutoring experience lets me know that helping others is not far away from me. As mentioned previously, an article suggests that helping others can improve psychological well-being. When engaging in this project, I indeed felt the same. I felt stress-free when interacting with our pupils because they are innocent and sincere. That is the first advantage I found while involved in this project. The second one is it helps develop adaptability because sometimes the sessions might not go according to plans. Although this is just a course, the unexpected happens in real life. As Bowen suggests, “Service-learning projects provided opportunities for “hands-on” application of knowledge and therefore had demonstrable relevance to the “real world” (5). Through participating in service-learning projects, we could be more capable of dealing with unforeseen situations in the future. The last advantage of service-learning I found is we can obtain a general understanding of teaching, which may benefit us one day. As suggested by Kendrick and Strange, one of the service-learning goals is to help students “to acquire a valuable teaching experience, which could impact future professional plans, such as pursuing a teaching career” (qtd. in Grim). Through taking part in a service-learning project, we can receive precious teaching experience in university, which may help us explore the responsibility of a job.

Apart from the benefits, there are also two things I could improve on while teaching in this project. The first one is properly placing the microphone to reduce its noise when using a headset with a microphone. I found this problem when reviewing the recordings of our tutoring. I thought that putting my microphone right in front of my mouth could make it sound clearer to pupils. However, I was wrong because it created more pops when I spoke, which might make listeners feel uncomfortable. It is

a pity that I didn't notice this problem then. And there are two solutions to this problem. The first one is putting the microphone a bit below, above, or next to my mouth. Namely, putting the microphone near my mouth is fine, but not putting it exactly in front of my mouth. The second solution is putting a microphone sponge on the microphone to reduce the pops. If we adopt both solutions, I believe we can make the microphone sound much better for listeners. The second thing I could improve is trying our best to balance the 4 dimensions of 4Cs in tutoring. As mentioned earlier, we tried to cover more culture-related content this semester. But it seems that we mentioned less communication instead.

In conclusion, I'm happy that I took this course during my time at university because it is quite meaningful. We benefited the people in need through our English skills. As mentioned earlier, "helping others actually helps yourself." This positive feeling is inexplicable but quite heartwarming. I still remember that Professor Lydia told us our pupils said that they like our course to their teacher after the last session finished. I think that is one of the most valuable gifts I received from this course, which also makes me understand the saying, "It's more blessed to give than to receive."

Word Count: 1790



Works Cited

Bowen, Glenn. "Service Learning in the Scholarship of Teaching and Learning: Effective Practices." *International Journal for the Scholarship of Teaching and Learning*, vol. 4, no. 2, Georgia Southern University, July 2010, <https://doi.org/10.20429/ijstl.2010.040218>. Accessed 11 Sept. 2022.

Grim, Frédérique. "Giving Authentic Opportunities to Second Language Learners: A Look at a French Service-Learning Project." *Foreign Language Annals*, vol. 43, no. 4, Wiley, Dec. 2010, pp. 605–23. <https://doi.org/10.1111/j.1944-9720.2010.01104.x>. Accessed 11 Sept. 2022.

"Kindness Matters Guide." *Mental Health Foundation*, www.mentalhealth.org.uk/explore-mental-health/kindness/kindness-matters-guide. Accessed 11 Sept. 2022.



Bibliography

Eppler, Marion A., et al. "Benefits of Service Learning for Freshmen College Students and Elementary School Children." *DOAJ (DOAJ: Directory of Open Access Journals)*, Dec. 2011.

Grassi, Elizabeth, et al. "Service-Learning: An Innovative Approach for Second Language Learners." *Journal of Experiential Education*, vol. 27, no. 1, SAGE Publishing, July 2004, pp. 87–110.

<https://doi.org/10.1177/105382590402700107>.

