

Service-Learning Project

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TSL 4363: ESL Classroom Experiences

Ms. Elif Saribas

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Service-Learning Project

Part 1: Demographics of the Learning Setting

I completed my service-learning hours working at UCF Global with Professor Ana Peterson. She taught reading and grammar classes in the UCF Global Intensive English Program (IEP). Each class had adult students, with most of them being Spanish, Portuguese, and Arabic speakers. Prof. Peterson's grammar class was held from 9:00-9:45AM, and her reading class was from 10:00-10:45AM. The purpose of UCF's Intensive English Program is to provide English language learners with linguistic, cultural, and academic skills that will allow them to succeed in their undergraduate and graduate study.

Part 2: Summary of the Instruction

The first volunteering session I was in was at the English Language Institute at Seminole State College. The lesson during that class focused on verb tenses and conjugation and preparing for a test they had in the next class. I started volunteering at UCF Global at the next session and every session thereafter until my hours were complete. Throughout these sessions, Prof. Peterson's grammar classes focused on noun clauses, active vs. passive voice, adjective clauses, as well as different organized activities she would have them do for extra practice and test review. During her reading classes, lessons would span from sentence functions, reading and writing comprehension, sentence-building exercises and essay prompts the students would do. Some class sessions focused more on test reviews, and some classes Prof. Peterson had me doing more teacher-planning work rather than assisting her with the lesson plan and helping the students. She allowed me to help her create tests, grading, attendance recording, and observing and writing notes on her students' final projects for further input in her grading system.

Part 3: Reflection of the Experience

This service-learning experience has contributed greatly to my past volunteer experiences and my teacher toolkit. Actively working in classes structured around teaching English as a second language with ELs has given me a lot of perspective on what class content would be centered around and what type of learning environment teachers can create for their EL students. It was also interesting to compare this experience, with teaching adults, to my previous experience of working just with children in elementary or high schools. The main focus of any course is to assess and address our learners' needs, and these service-learning hours have enlightened on me that providing a safe environment for students to not only converse with each other, but also to bond and develop connections with each other on a personal level, can positively affect their motivation to be in classes and to learn English.

Service-learning always contributes back to the community in a positive way, in my opinion. This is even more true when looking at the teaching profession. Teachers are often overworked and underpaid, but teachers also usually have a tight-knit community to assist each other. Service-learning provides a great opportunity for teachers in the field to have some assistance, and to impart wisdom and tricks onto the students doing the service-learning. This can be positive or negative but is all an experience that helps all parties involved. I think it is a necessary and integral part of getting certifications or a diploma in the educational field.

This service-learning experience has helped connect me with different communities and walks of life. I have got to meet many interesting people who have shared interesting stories with me, and I have been able to assist those same people and others in their English language learning experience. I think ELL programs are a bit of an unspoken part of our community, and

yet they are so incredibly important, especially in cities like Orlando that have such a large community of non-English speakers.

Completing service-learning hours always informs me more on the lifestyle and culture surrounding education and civic engagement. The community teachers form with each other is very tight-knit and fully welcoming of receiving and giving help. I feel that embalms the meaning of civic engagement, which is to act in ways that identify and address issues of public concern. Service-learning works hand-in-hand with this, giving pupils the ability to help and be mentored by more experienced teachers, whilst giving back to their community in ways that actually help those community members.

As I am sure it will come when I am starting to teach, I always feel inept in my teacher toolkit and in feeling confident enough to lead instruction. I think this is an internal thing that I must work on, simply by doing more volunteering and staying consistent with my studies and learning how to be a better teacher continuously. When it comes to service-learning, I usually hesitate on leading instruction if I am ever given the opportunity, because I feel almost overwhelmed by the responsibility of not messing up what I do since it will impact the learners in that situation. However, I am trying hard to work on that and build more self-reliance and confidence in that area, and I think the service-learning I have completed over this semester has greatly aided me.

Service-learning Log

Student Name: Evan Ortiz

Instructor Name: Nicole Hammond / Ana Petersen

Instructor Contact Information: ana.petersen@ucf.edu

Program Name: ELI @ SSC ; UCF Global JEP (Level 5)

Class Title: TSL4363 - ESL Classroom Experiences

Date/Time	Total Time	Brief Description of Lesson	Instructor Signature
01/25/24 9-10:45AM	105 min.	verb tenses & conjugation review & test	NA
02/01/24 9-11AM	2 hr.	Grammar class - noun clauses Reading class - vocab. review for test	all.
02/08/24 9-11AM	2 hr	Grammar class - active vs. passive voice Reading class - test preparation	all.
02/15/24 9-11:30AM	2.5 hrs	Grammar class - organized activities Reading class - test creation	all.
02/22/24 9:15-11:15AM	2 hr	Grammar class - adj. clauses & correcting essays Reading class - sentence function & final exam creation	all.
02/26/24 10AM - 1PM	3 hr	Final exam observation, attendance grading	all.
02/27/24 10AM - 1PM	3hr	Final exam observation & grading	all.
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