

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 2018

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**English Teaching and Educational Psychology Portfolio**

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10 Jan 2018

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## Introduction

English Teaching and Educational Psychology course provides students with the ability to understand not only the principles of English teaching, but also several theories of educational psychology. In this course, students will learn to integrate English teaching and educational psychological theories in order to design effective lesson plans for elementary school students. I am interested in being an English teacher in the future, but I am not sure if I am suitable for this position. Since this course provides students with the opportunity to work with students for tutoring sessions at Guo-Tai Elementary School, I would like to take advantage of this opportunity to find out whether I am good at teaching English as well as dealing with students.

### Purpose

This portfolio will include the lesson plans that I have designed for my students as well as teacher-student interaction and teaching experiences. This portfolio will show the way I teach my students and the theories that I apply.

### My Students' Learning Motivation

My two students are both in the third grade, one is a girl and the other one is a boy.

The girl is extremely shy and irresponsible, but the boy is more lively and active on the contrary. Both of them are not willing to learn English and have zero learning motivation. However, they seem to be more interested and focused as I start to integrate interactive games in my teaching. In the process of game-playing, I hope my students will eventually grow the passion and motivation to learn English.

### Theories Used

- A. The Affective Filter Hypothesis (by Stephen Krashen): According to Krashen, a number of “affective variables” play a vital role in second language acquisition. These variables include motivation, self-confidence, and anxiety. This affective filter does not impact acquisition directly but rather prevents input from reaching the language acquisition. In the process of my teaching, I always try to create a safe, relaxing environment in which students can learn. Since one of my students is extremely shy and irresponsive, it is very important for her to feel that she can make mistakes and take risks.
- B. The Input Hypothesis (by Stephen Krashen): According to Krashen, this hypothesis suggests that language acquisition occurs when learners receive messages that they can understand. This comprehensible input should be one step beyond the learner’s current language ability, represented as  $i + 1$ , in order to allow learners to continue to progress with their language development. Before I start teaching, I find out my students’ current language ability in order to come up with lesson plans designed for them.

## Teaching and Instructional Processes

Week 1 Lesson Plan: On the first day of meeting my students, I will introduce myself first and then ask my students to introduce themselves as well. After getting to know each other, I will try to ask them several simple questions to test their level.

Week 2 Lesson Plan: On week 2, I will teach my students numbers (from zero to thirty). I will ask them to write down in English the numbers they already know. Then, I will teach them the rest and ask them to memorize as many vocabularies as they can. To evaluate their performance, I will give them a math test (worksheet) and the numbers will all be in English.

-Goal: To have my students be familiar with numbers

-Objective: To ask them to write down the numbers in English and practice speaking and spelling

-Materials and Equipment: worksheets

-Procedures: First, to write down in English the numbers they already know. Second, to learn the rest and to memorize as many vocabularies as possible. Third, to do a math test in English.

-Evaluation: To do a math test

-Extra-Classwork: Math test

Week 3 Lesson Plan: On week 3, I will teach my students days, colors, and animals.

Days include Monday to Sunday; colors include the seven colors of a rainbow; animals include several common ones we see in a zoo. I will ask them to memorize as many vocabularies as they can. Moreover, I will give students worksheets to do. In the worksheet, they need to fill in the blank.

-Goal: To give students a basic understanding of days, colors, and animals in English



-Objective: To give students a basic understanding of the vocabulary for days, colors, and animals

-Materials and equipment: Worksheets

-Procedures: First, to teach them days, colors, and animals. Second, to memorize as many vocabularies as possible. Third, to do a worksheet.

-Evaluation: Worksheet activity

-Extra-Classwork: Worksheet

Week 4 Lesson Plan: On week 4, I will teach my students food and drinks. I will ask them to write down what they like to eat and drink first, and then teach them those words in English. I will ask them to memorize as many vocabularies as they can. I will give students worksheets with food and drink images on them and ask students to write down the names of the food and drinks.

-Goal: To give students a basic understanding of food and drinks in English

-Objective: To ask them to write down what they like to eat and drink first, and then teach them those words in English.

-Materials and equipment: Worksheets

-Procedures: First, to teach students food and drinks in English. Second, to ask them to memorize as many vocabularies as possible. Third, to give them worksheets and ask them to write down the names of the food and drinks.

-Evaluation: Worksheet activity

-Extra-Classwork: Worksheets

Week 5 Lesson Plan: On week 5, I will bring cards to class. I would like to change my teaching strategy with game-playing (e.g. slapjack) to make my students more interested and engaged. Since there are numbers on cards, I get to review numbers for

my students that I taught in the previous week.

-Goal: To review numbers

-Objective: To play card games such as slapjack

-Materials and Equipment: Cards

-Procedures: First, to review numbers with students. Second, to play card games with them

-Evaluation: Game-playing

-Extra-Classwork: Game-playing

Week 6 Lesson Plan: On week 6, I will give my students worksheets to fill out. In the worksheet, there will be three different topics for students to draw lines and match. Topic one is about days; topic two is about colors; and topic three is about animals. By doing this activity, I can find out whether my students understand and absorb what I taught.

-Goal: To review days, colors, and animals

-Objective: To ask students to draw lines and match for the three different topics

-Materials and equipment: Worksheets

-Procedures: First, to review days, colors, and animals with students. Second, to ask them to draw lines and match for the three different topics

-Evaluation: Worksheets

-Extra-Classwork: Worksheets

Week 7 Lesson Plan: On week 7, I will give my students worksheets. In the worksheet, there will be two charts. One chart is about food, and the other one is about drinks. The food and drinks on the charts will be images. When I point to one specific image, my students need to say the food or drink in English immediately. I will make this

activity a little bit like a competition, and the winner gets a special prize.

-Goal: To review food and drinks

-Objective: To ask students to say the food or drink in English immediately when I point to one specific image on the worksheet

-Materials and equipment: Worksheets with two different charts on them

-Procedures: First, to review food and drinks with students. Second, to make them compete and say the names of the food and drinks in English

-Evaluation: Worksheets

-Extra-Classwork: Worksheets

Week 8 Lesson Plan: On week 8, I will teach my students family members. I will ask them to draw a family dendrogram first, and then I will teach them how to say their family members in English. I will ask them to try to memorize as many vocabularies as they can. Moreover, I will make them practice speaking and spelling by asking them questions about their family members.

-Goal: To teach students family members

-Objective: To ask them to draw a family dendrogram first, and to teach them how to say their family members in English

-Materials and equipment: A sample of family dendrogram

-Procedures: First, I will ask students to draw a family dendrogram. Second, I will teach them how to say their family members in English. Third, I will make them practice speaking and spelling by asking them questions about their family members

-Evaluation: To ask students questions about their family members and encourage them to answer

-Extra-Classwork: To draw a family dendrogram

Week 9 Lesson Plan: On week 9, I will try to wrap up what I had taught in the past

few weeks by playing memory matching card game. There will be all kinds of images on the cards (including colors, animals, food, drinks, and family members). My students need to pick a card, recognize the image and say it in English, and then try to find the same image on another card. They not only need to recognize the images and say them in English, but they also need to memorize where the original card they have picked is and try to match up the cards with the same image. By doing this activity, I hope that they will absorb well with what I have been teaching them as well as enjoy learning English.

-Goal: To wrap up what I had taught in the past few weeks (colors, animals, food, drinks, and family members)

-Objective: By playing memory matching card game, students will get a chance to review what they have learned in the past few weeks

-Materials and equipment: Cards

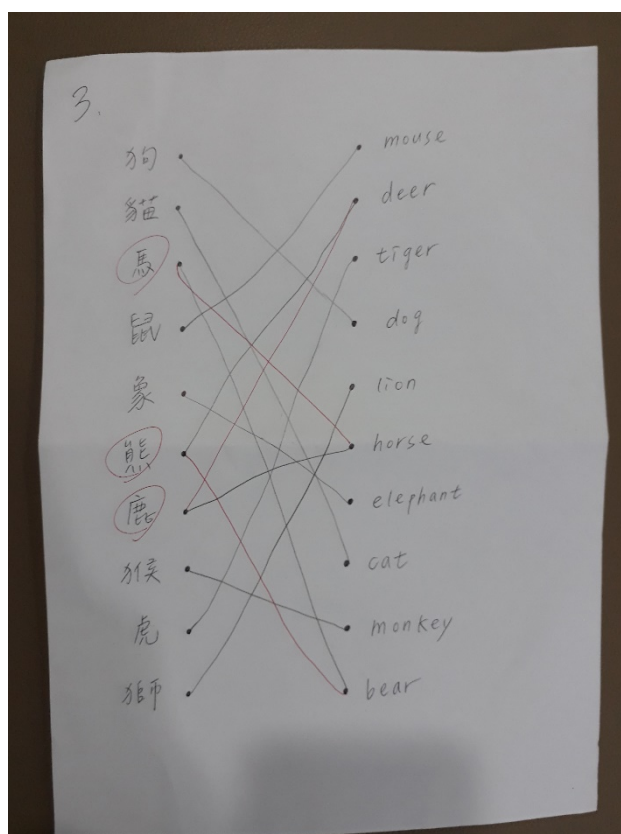
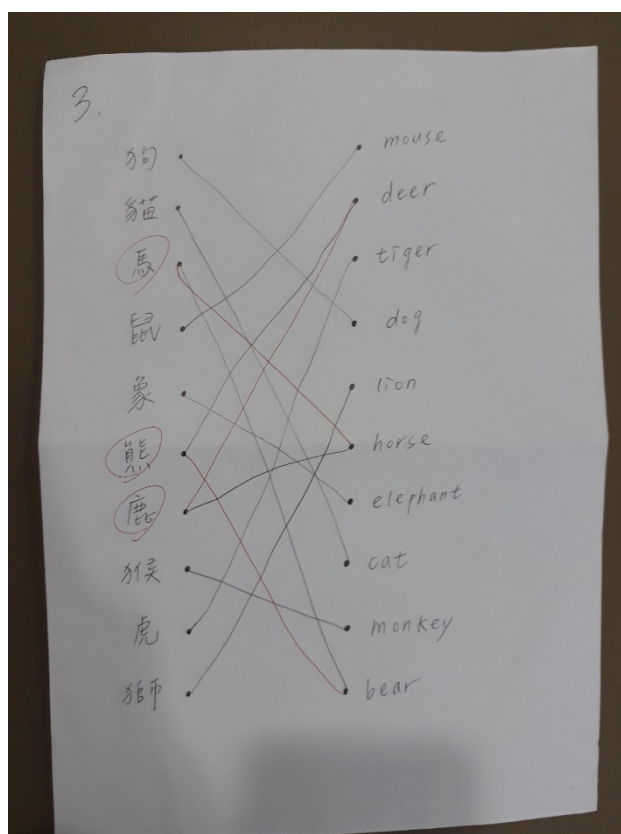
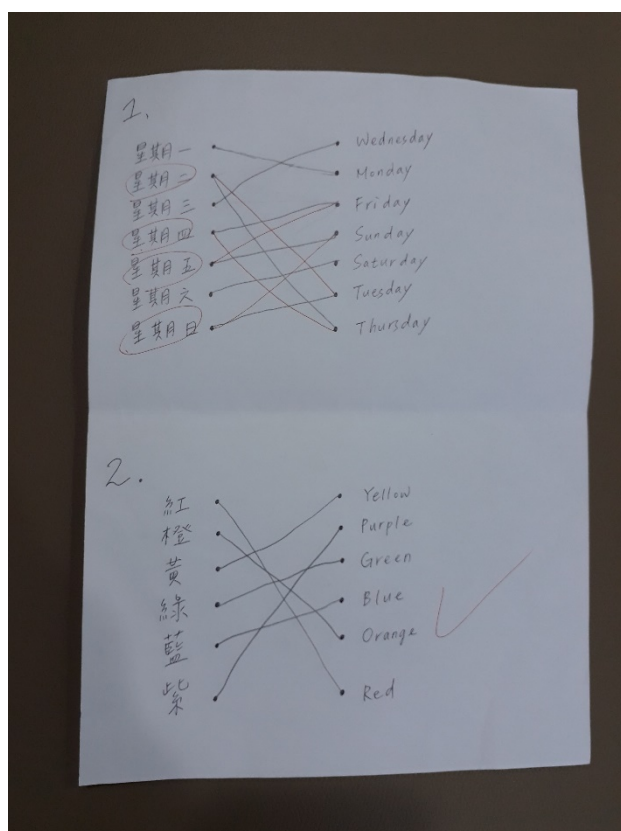
-Procedures: First, to do a quick review on the topics I have taught in the past few weeks with students. Second, to play a memory matching card game with them.

-Evaluation: By playing memory matching card game, students will be tested and evaluated with what they have absorbed

-Extra-Classwork: To play memory matching card game

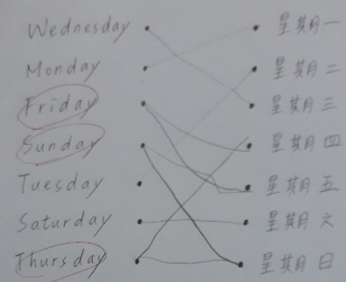
## Assessing My Students

Attached are the photos of worksheets.

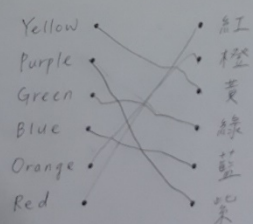




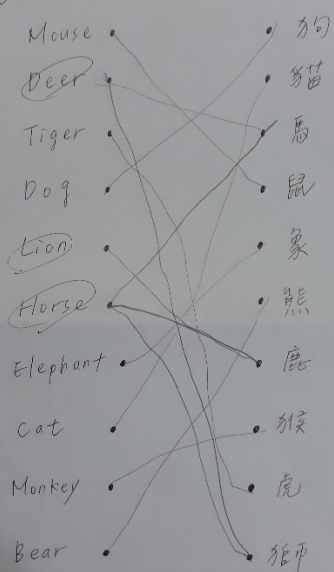
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### Discussion and Reflections

During these past nine weeks, I have got along well with my two students and have understood them better in terms of their characters, qualities, and language abilities. In the process of teaching, I have found that I may not be suitable for teaching elementary school students because they are dependent individuals who can be very uncontrollable, naughty, and irresponsible. I can tell from my students' behavior that I am not an intimidating teacher, so they know it is fine to ignore my instructions because there will be no punishment. I do not want to be the kind of teacher who scolds students and gives punishments; therefore, I need to find another way to make myself respectable. This service learning experience has allowed me to take a quick glance at how a teacher should behave, prepare lessons, and deal with students.



### Conclusion

Every student is a dependent individual and is very different from one another in characters, qualities, and language abilities. Hence, different ways of teaching should be applied to different students. It is the teacher's responsibility and obligation to make sure that their students are responding and making progress.

Works Cited

Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*. New York, NY: Prentice Hall, 1987.

## Appendix

Attached is a photo of me teaching my students.

