

天主教輔仁大學英國語文學系學士班畢業成果
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**English Teaching & Educational Psychology Teaching
Portfolio**

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Final Portfolio

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Introduction

I had prior work experience teaching at Joy English as a conversation teacher, and I have also coached students at Joy for English speech conversations. Teaching at Joy English was the first ever teaching experience for me, and it is also my only experience. I have to admit, I did not learn anything from that experience, I have no idea how to plan lessons or how to proceed with teaching. That is the reason why I have decided to take this course, to learn how to properly plan and execute lessons.

Purposes

This portfolio will present the learning outcomes of both me and my students. It contains the lesson plans I used, theories applied, assessment of student abilities and motivation, and reflection. I have learned a lot through the study and application of theories, and I have also seen my students improve in their abilities in the English language, it was a great learning experience for me and my students.

My Students

Originally, I was in charge of teaching only one student, which is Roy. After a brief discussion, Joey and me have decided to do two on two teaching instead so I ended up teaching two students instead, Roy and Andy. Both of the students are in the fifth grade, the two boys are good friends and interact a lot with each other during class. Their interactions with each other sometimes disrupt the class. Roy had problems pronouncing certain sounds and have problem memorizing the meaning and spelling of words. Andy had good pronunciation but also have problem memorizing the meaning and spelling of words. Both boys are very active and fast to react to any questions I throw at them, they enjoy learning English through games a lot.

Students' Learning Motivation

A motivation survey accompanied by some questions asked by me and Joey was conducted in order to gauge their attitude towards learning English as a subject in school. The result was that both Roy and Andy had no interest in English and even dislikes it. Out of all the subjects they learn in school (ex: math, science, art), both of them rated English as the most disliked subject of all. Both of them had zero motivation and zero interest in learning English.

Theories Applied

The two theories I applied in the process of this teaching project is the Natural Approach and Communicative Language Teaching. In my understanding, both of these theories put heavy emphasis on conversation. In the application of the Natural Approach, I asked the students to share their daily lives with me with simple English. (ex: what time they woke up, what time they went to bed, what they got for Christmas) In the use of Communicative Language Teaching, I asked the two students to interact with each other in English only, using sentence patterns I have taught to ask each other questions.

Teaching and Instructional Processes

My lesson plans will be attached in the appendix section. In the first two weeks, Joey and I taught together, we made use of the white board in the classroom and took turns teaching vocabulary and sentence patterns on stage while the other sits with the two students and offered assistance in understanding the content being taught. In the last four weeks, Joey could not make the classes because of his role as the stage manager's assistant in the senior play so I had to do one on two teaching. The main materials I used were the students' own English textbooks, I chose important vocabularies and sentence patterns in their textbooks and taught by associating the vocabularies and sentences with pictures in the textbook. I

always begin each class with a review session, and end with an activity, prizes are prepared each week in order to incentivize the students to prepare for and participate in the activities. (Thursday after class session is 90 minutes as opposed to the morning sessions which are 40 minutes, so I have plenty of time for reviews and activities)

Assessing my students

First two weeks:

No motivation to learn

Difficult to get the students to speak up

Both students scored lower than 60 in their school English test

Final few weeks:

Desire to learn

Students like to share their daily lives in English

Both students scored higher than 80 in their school English revision test

ESA Procedural Chart

Engage	Talk about their daily life (ex: Christmas presents, time they went to bed)
Study	Teaching pronunciation of words with repetitive exercise Teaching meaning of words by associating with pictures
Activate	Games and competition (ex: hangman, crosswords, spelling) Incentivize students with treats if they perform well

Discussion and Reflection

With the end of this project, I have learned a few key important things about teaching. I now understand just how important patience is, it is very possible to sculpt a student from disliking English to enjoying sharing using the English language, all it takes is a little

patience and enlightenment. I also understood the importance of using positive reinforcements. In the first few weeks, I did not prepare prizes and the students seemed very uninterested and unwilling to participate in the events, but in the following weeks where I prepared prizes for the winner, their attitudes towards English as a whole made a huge turn. In the whole entirety of this project, I could feel that both Roy and Andy genuinely enjoyed the classes, it felt amazing when I no longer had to ask them about their day and they would run up to me and share their routines with me automatically in English. Overall, it was really a great experience and I really enjoyed and learned a lot from it.

Conclusion

Teaching is not as simple as it seems, writing stuff on the board and explaining them. There are a lot of theories involved that can and cannot be put into application depending on the situation. I learned that being a good teacher requires a lot of professional knowledge and experience.

Appendix

Attached Lesson Plans:

Week 1

English Teaching and Educational Psychology – Lesson Plan 11/11

2017 11th November

Objectives:

At the end of this class, I should be able to grasp the student's:

1. competency in English reading, writing, speaking and listening
2. motivations for learning English

Materials and Equipment:

English learning motivation scale questionnaire

Procedures:

1. Introduction: get to know the student's interests and character.
2. Motivation scale

Evaluation:

none on first week

Extra-Classwork:

none on first week

Week 2

English Teaching and Educational Psychology – Lesson Plan 11/23

2017 23rd November

Goals:

1. At the end of this class, students should be able to have a good understanding of the conversations in their textbook.
2. Effective usage of vocabulary (pronunciation included) and sentence pattern of English textbook chapter one
3. Understand and use 祈使句 effectively

Objectives:

1. Be able to pronounce and spell chapter three vocabulary.
2. Be able to ask someone to do an action with the use of 祈使句

Materials and Equipment:

English textbook

Procedures:

1. Vocabulary: pronunciation and comprehension of chapter one vocabulary
2. Sentence pattern: basic sentence structure of 祈使句

Evaluation:

Vocabulary and usage of sentence pattern.

Extra-Classwork:

None this week

Week 3

English Teaching and Educational Psychology – Lesson Plan 11/30

2017 30th November

Goals:

1. At the end of this class, students should be able to have a good understanding of the conversations in their textbook.
2. Effective usage of vocabulary (pronunciation included) and sentence pattern of English textbook chapter two

Objectives:

1. Be able to pronounce and spell chapter three vocabulary.
2. Be able to ask someone to do an action with the use of 祈使句

Materials and Equipment:

English textbook

Procedures:

1. Review: Chapter one textbook vocabulary
2. Review: Sentence structure and usage of 祈使句
3. Vocabulary: pronunciation and comprehension of chapter one vocabulary
4. Game: Hangman competition

Evaluation:

Vocabulary and usage of sentence pattern.

Extra-Classwork:

None this week

Week 4

English Teaching and Educational Psychology – Lesson Plan 12/07

2017 7th December

Goals:

1. At the end of this class, students should be able to have a good understanding of the conversations in their textbook.
2. Effective usage of vocabulary (pronunciation included) and sentence pattern of English textbook chapter one and two

Objectives:

1. Be able to pronounce and spell chapter one and two vocabulary.

Materials and Equipment:

English textbook

Procedures:

1. Review: Chapter one and two textbook vocabulary
3. Vocabulary: pronunciation and comprehension of chapter one vocabulary
4. Game: Spelling competition

Evaluation:

Vocabulary

Extra-Classwork:

None this week

Week 5

English Teaching and Educational Psychology – Lesson Plan 12/09

2017 12th December

Objectives:

At the end of this class, students should be able to understand and use:

1. Vocabulary in their English textbook chapter two.
2. Sentence patterns in their English textbook chapter two.

Materials and Equipment:

English textbook

Procedures:

1. Review: spelling competition between the two students
2. Vocabulary: pronunciation and comprehension

Evaluation:

Vocabulary and usage of sentence pattern.

Extra-Classwork:

Take home review and test on next week

Week 6

English Teaching and Educational Psychology – Lesson Plan 12/16

2017 16th December

Objectives:

At the end of this class, students should be able to understand and use:

1. Effective usage of vocabulary and sentence pattern of English textbook chapter two.
2. Vocabulary in their English textbook chapter three.
3. Sentence patterns in their English textbook chapter three. (現在進行式 -ing)

Materials and Equipment:

English textbook

Computer (multimedia)

Procedures:

1. Review: spelling and pronunciation competition between the two students (chapter two)
2. Vocabulary: pronunciation and comprehension of chapter three vocabulary
3. Sentence pattern: (verb+ing = 現在進行式) show examples of already learned verbs + ing and incorporate in to "I am verb-ing" sentences.

Evaluation:

Vocabulary and usage of sentence pattern.

Extra-Classwork:

Take home review and test on next week

Week 7

English Teaching and Educational Psychology – Lesson Plan 12/23

2017 23th December

Goals:

1. At the end of this class, students should be able to have a good understanding of the conversations in their textbook.
2. Effective usage of vocabulary(pronunciation included) and sentence pattern of English textbook chapter three.

Objectives:

1. Be able to pronounce and spell chapter three vocabulary.

Materials and Equipment:

English textbook

Procedures:

1. Review: spelling and pronunciation hangman game for the two students (chapter three)
2. Review: (verb+ing = 現在進行式)
2. Vocabulary: pronunciation and comprehension of chapter three vocabulary

Evaluation:

Vocabulary and usage of sentence pattern.

Extra-Classwork:

None this week

Week 8

English Teaching and Educational Psychology – Lesson Plan 12/23

2017 23th December

Goals:

1. At the end of this class, students should be able to have a good understanding of the conversations in their textbook.
2. Effective usage of vocabulary(pronunciation included) and sentence pattern of English textbook chapter three.

Objectives:

1. Be able to pronounce and spell chapter three vocabulary.

Materials and Equipment:

English textbook

Procedures:

1. Review: spelling and pronunciation hangman game for the two students (chapter three)
2. Review: (verb+ing = 現在進行式)
2. Vocabulary: pronunciation and comprehension of chapter three vocabulary

Evaluation:

Vocabulary and usage of sentence pattern.

Extra-Classwork:

None this week

Final Presentation

Introduction

- Previous teaching experience
- Desire to learn more about teaching

Purpose

To understand and present the teaching outcomes

Student Motivation

Roy:

- Not motivated
- No interest in English
- Eager for class to end
- Unwilling to cooperate

Andy:

- Not motivated
- No interest in English
- Willing to cooperate

Theories Applied

- The Natural Approach
- Communicative Language Teaching

Teaching and Instructional Processes

Goals:	1. At the end of this class, students should be able to have a good understanding of the conversations in their textbook.
按	2. Effective usage of vocabulary (pronunciation included) and sentence pattern of English textbook chapter three.
Objectives:	1. Be able to pronounce and spell chapter three vocabulary.
Materials and Equipment:	English textbook.
Procedures:	1. Review: spelling and pronunciation hangman game for the two students (chapter three). 2. Review: (verb + ing 現在進行式). 3. Vocabulary: pronunciation and comprehension of chapter three vocabularies.
Evaluation:	Vocabulary and usage of sentence pattern.
Extra-Classwork:	None this week.

Assessing My Students

First two weeks:

- No motivation/desire to learn in the beginning
- Difficult to get the students to speak up
- Both students scored lower than 60 in a test (school) before we started

Last few weeks:

- Desire to learn in the final weeks
- Students like to share their daily lives in English in the final weeks
- Both students scored higher than 80 in their final revision test (school)

ESA Procedural Charts

Engage	Talk about their daily life (ex: christmas gifts)
Study	Teach pronunciation of words with repetitive exercises Teach meaning of words by associating them with pictures
Activate	Games and competition (ex: hangman, crosswords, spelling) Incentivize students with simple treats (positive reinforcement)

Discussion and Reflection

- Patience
- Positive reinforcements (prizes)
- Be more open and kind to students
- Competitive games

Class Photos



