

天主教輔仁大學英國語文學系學士班畢業成果  
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真善美聖

**English Teaching and Educational Psychology Portfolio**

SANCTITAS BONITAS

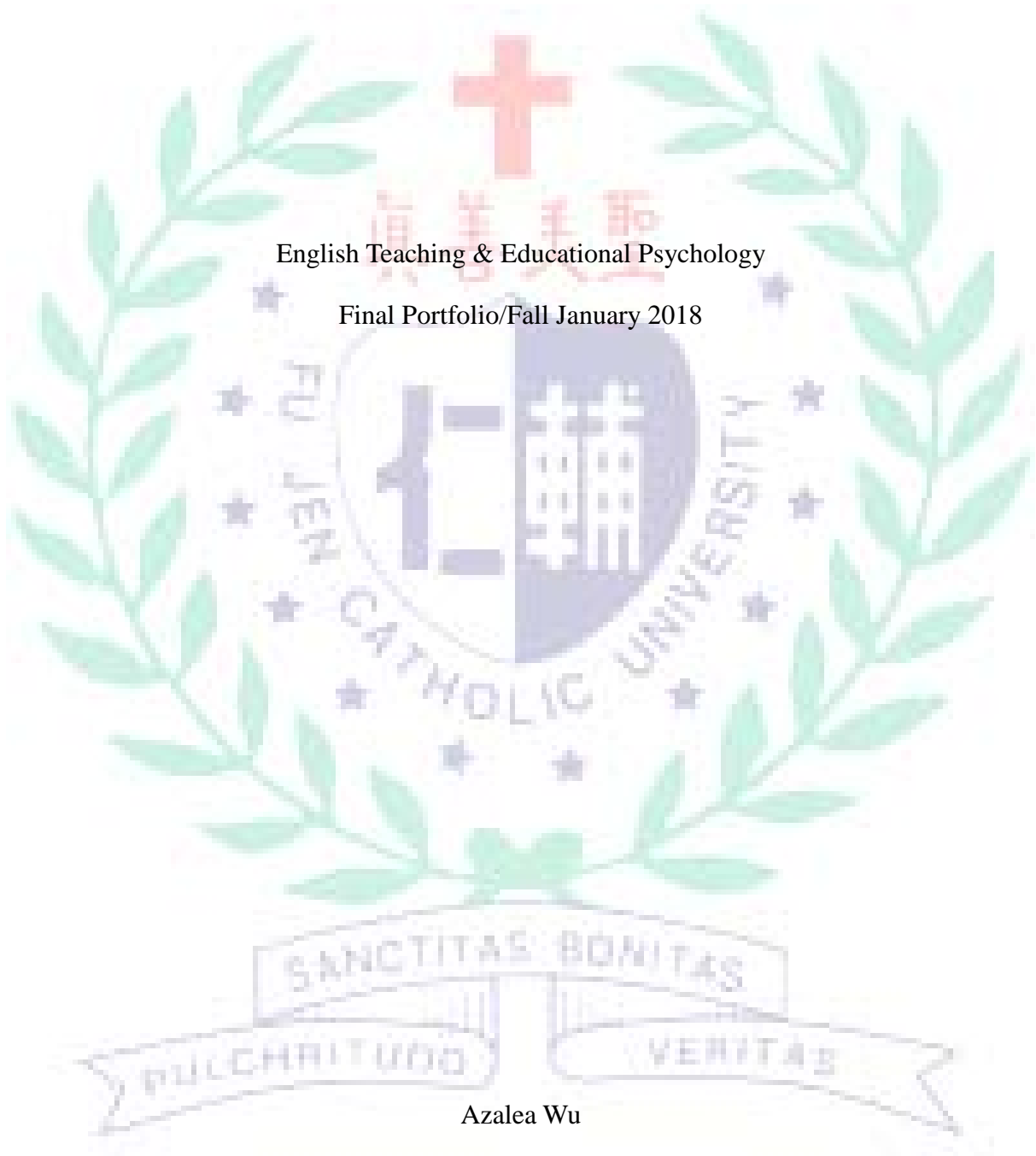
PULCHRITUDO

VERITAS

學生：吳心伶 撰

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Final Portfolio/Fall January 2018

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**I. Introduction:**

There are several motivations of taking this course. First, in order to fulfill the requirement of English department, I have to take the elective which belongs to the category of linguistics. Second, I have tutored a high school student, and I always want to find other students after the tuition was over. However, it is completely different to tutor a high school student from an elementary school student. Hence, I hope that I could learn how to use proper strategy to teach elementary school students from the service learning to Guo-Tai Elementary School. Finally, I am glad that I have the opportunity to help the student who needs extra assistance on learning. Apart from the service learning to Guo-Tai Elementary School, I have another service learning program to tutor another elementary school student through videoconferencing. From these experiences, I did harvest a lot.

**II. Purpose(s):**

This portfolio will include the student's motivation for English learning, the theories used, the teaching and instructional processes, the assessment of my student, the seating charts, the ESA procedural charts, the discussion and reflections, the conclusion of the service learning, the works cited, and the appendix.

**III. My student's learning motivation:**

- A. Do you have strong motivation to learn English to communicate to English speaking people? → No, he does not want to communicate with English speaking people.
- B. What's your attitude toward English speaking people? → He feels anxious and nervous toward English speaking people.
- C. Are you interested in foreign languages? → No, he is not interested in learning foreign language, inclusive of English.
- D. Do you desire to learn English? → No.
- E. What's your attitude toward learning English? → He is a little reluctant to learn

English because he has to copy the vocabularies as the penalty.

- F. What's your attitude toward learning English for practical purpose? → No, he is afraid of talking with English speaking people, so he is not likely to learn English for practical purpose (i.e. finding a job).
- G. What's your attitude your English teacher? → He likes his English teacher because she will give sweets (the reward) to the students.
- H. Are you worried about learning English outside of class? → No.
- I. What's your attitude toward your English course? → He has positive attitude toward his English course because his teacher design a lot of interesting activities for them.
- J. I am worried about speaking in my English class: Yes/**So so**/No
- K. My motivation to learn English is → My student is not sure about what his motivation to learn English is.
- L. Do your parents encourage you to learn English? Yes, my student's parents will ask him to copy the vocabularies and practice spelling them.

#### IV. Theories used:

- A. Neo-Piagetian Theory: Interaction with peers helps children realize that others often view the world differently than they do, and their own ideas are not always completely logical or accurate.
- B. Operant Conditioning Theory: giving the reward or the punishment to control the student's behavior
- C. Multiple Intelligences (the approach): design different activities and games to arouse the interest of the student in learning English

#### V. Teaching and Instructional Processes:

**Test the English level of the student** → **Teaching something that the student has learned and reviewing them** → **Compiling the teaching materials into units to make**

the content remembered more easily → Review

### **A. The lesson plan for the first class:**

- Goals:

To understand the student's motivation and attitude toward English learning

- Objectives:

1. To assist the child to recognize his/her interest in learning English
2. To help the child to describe his/her feeling when learning English or speaking English
3. To encourage the child to relate his/her life experience to English, etc.

- Materials & Equipment:

1. Questions from the mini-motivation/attitude test battery
2. The Chinese version that I made for the student

- Procedures:

I will introduce myself at the beginning. In order not to scare the child, I will orally ask them the questions listed on the paper and ask for their response. (7:50-7:53)

1. Do you have strong motivation to learn English to communicate to English speaking people? 你有很想用英文和別人溝通嗎? (7:53-7:55)
2. What's your attitude toward English speaking people? 你對講英文的人感覺如何? (7:55-7:57)
3. Are you interested in foreign languages? 你對外文很有興趣嗎? (7:57-7:59)
4. Do you desire to learn English? 你會很想學英文嗎? (7:59-8:01)
5. What's your attitude toward learning English? 你對學英文這件事的態度是? (8:01-8:03)
6. What's your attitude toward learning English for practical purpose? 你以後會利用英文能力來找工作嗎? (8:03-8:05)
7. What's your attitude your English teacher? 你對你的英文老師感覺如何呢?

(8:05-8:07)

8. Are you worried about learning English outside of class? 你對於課外還要上英文會感到擔心嗎? (8:07-8:09)

9. What's your attitude toward your English course? 你對你的英文課的感覺是?

(8:09-8:12)

10. I am worried about speaking in my English class: 我對於在英文課中說英文感到擔心:

Yes/So so/No (8:12-8:14)

11. My motivation to learn English is: 我學英文的動機是: (8:14-8:16)

12. Do your parents encourage you to learn English? 你的父母鼓勵你學英文嗎?

(8:16-8:18)

I might use the time left to test how many vocabularies the student can recognize and explain. (8:18-8:40)

- Evaluation:

The results will be recorded and reported to Professor Shih.

- Extra-classwork: No

### **B. The lesson plan for the second class:**

- Goals:

To teach the concept of time, day, and date (as a unit)

Because the English level of the student is not so advanced, I will not force him to learn too many things in a week.

- Objectives:

1. The student can describe the time.

2. When I ask my student "what time is it," he could recognize the time and show me the answer in proper sentences.

- Materials & Equipment:

1. Number cards (to identify the time)
2. The picture of the clocks (to make him illustrate the time I present)

- Procedures:

I will chat with the student first and encourage him to speak English confidently because he spoke in a really low voice last week. (7:50-7:53)

1. I will ask my student to row the number cards (from 1-12). (7:53-7:55)
2. I will ask the student to present the time by using the number cards. (7:55-7:57)
3. I will ask my student to write down the time that I present orally. (7:57-7:59)
4. I will ask my student to finish drawing the clock based on the time that I orally present. (7:59-8:02)
5. I will teach my student the concept of “a.m.” and “p.m.” (8:02-8:04)
6. I will teach my student different ways to present the time. I.e. half, quarter... (8:04-8:09)
7. I will teach my student the concept of “a period of time,” such as morning, afternoon, evening, and night. (8:09-8:11)
8. I will teach my student how to use different prepositions to link the time. I.e. in the morning, at 7 o'clock, at 4 p.m. etc. (8:11-8:15)
9. I will teach my student how to present the time in a sentence. (8:15-8:20)
10. I will review what I have taught in this class. (8:20-8:30)

- Evaluation:

The results will be recorded and reported to Professor Shih.

- Extra-class work:

1. Memorize Monday to Sunday before the next class
2. Bring the notebook to the class next week

**C. The lesson plan for the third class:**



- Goals:

To teach the concept of time, day, and date (as a unit)

Because the English level of the student is not so advanced, I will not force him to learn too many things in a week.

- Objectives:

1. The student can describe the time.
2. When I ask my student “what day is it,” he could recognize the day and tell me the answer in proper sentences.

- Materials & Equipment:

1. Number cards (to identify the day)
2. The hand-out presenting the sentences (i.e what do you do on weekend? What day is it?)

- Procedures:

1. I will begin with teaching something that I have not finished last week. Next, I will review the vocabularies and the sentences taught last week. (7:50-8:00)
2. I will ask my student to spell the vocabularies orally (from Monday to Sunday). (8:00-8:05)
3. I will ask my student to row the number cards (from Monday to Sunday). (8:05-8:08)
4. I will ask my student to write down the day that I present in Chinese. (8:08-8:10)
5. I will ask teach my student how to ask what day it is in complete sentences and how to response to the questions. (8:10-8:15)
6. I will teach my student how to combine the idea of day and time. i.e. I go jogging on Saturday morning. (8:15-8:20)
7. I will review what I have taught in this class. (8:20-8:30)

- Evaluation:

I will check the accuracy of the student as I ask each question. Furthermore, I will record the accuracy.

- Extra-class work:
  3. Memorize January to December before the next class
  4. Bring the notebook to the class next week

**D. The lesson plan for the fourth class:**

- Goals:

To teach the concept of time, day, and date (as a unit)

Because the English level of the student is not so advanced, I will not force him to learn too many things in a week.

Rather than ask the student to write all the time, I will design different activities based on the topic of the day.

The student becomes more and more willing to learn English as participating in the game that I design for him each week.

- Objectives:

1. The student can describe the date.
2. When I ask my student “what date is it,” he could recognize the date and present the answer in proper sentences.

- Materials & Equipment:

1. List of date (to clarify how to present the date)
2. The hand-out presenting the sentences (i.e what date is it?)

- Procedures:

1. I will begin with teaching something that I have not finished last week (the sentences for presenting the day). Next, I will review the vocabularies taught last week. (7:50-8:00)
2. I will ask my student to spell the vocabularies orally (from January to December).  
(8:00-8:07)

3. I will ask my student to row the number cards (from January to December). (8:07-8:09)
4. I will teach my student how to present different date (with the list of date). (8:09-8:14)
5. I will ask my student to write down the date that I present in English. (8:14-8:16)
6. I will ask teach my student how to ask what date it is in complete sentences and how to response to the questions. (8:16-8:20)
7. I will teach my student how to combine the idea of day and date. i.e. I will go hiking on December first, 2017. (8:20-8:25)
8. I will review what I have taught in this class. (8:25-8:30)

- Evaluation:

I will check the accuracy of the student as I ask each question. Furthermore, I will record the accuracy.

- Extra-class work:

1. Review all the content that I have taught in the unit of “time.”
2. Bring the notebook to the class next week.

**E. The lesson plan for the fifth class:**

- Goals:

To teach the concept of time, day, and date (as a unit)

Because the English level of the student is not so advanced, I will not force him to learn too many things in a week. Because I focused on the pronunciation of the students in past weeks, rarely could I finish everything I prepared for the class. This class would finish teaching and reviewing the concept of time.

- Objectives:

1. The student can describe the time, day, and date.
2. When I read the vocabularies, the student is able to spell them or recognize them from the number cards.

- Materials & Equipment:

1. List of date (to clarify how to present the date)
2. The hand-out presenting the sentences (i.e what date is it?)
3. Number cards for “time”
4. Number cards for “day”
5. Number cards for “month”

- Procedures:

1. I will begin with teaching something that I have not finished last week (the concept of using ordinal numbers to say the day). Next, I will review the vocabularies taught last week.

(7:50-8:10)

✘The student usually came late; he usually came to class around 8 o'clock.

3. I will ask my student to recognize the vocabularies of “day” when I orally present them.  
(From Monday to Sunday). (8:10-8:15)
4. I will ask my student to recognize the vocabularies of “month” when I orally present them.  
(From January to December). (8:15-8:20)
5. I will ask my student to write down the date that I present in English. (8:20-8:23)
6. I will ask teach my student how to ask what date it is in complete sentences and how to response to the questions. (8:23-8:28)
7. I will review the points that I have taught in this class. (8:28-8:30)

- Evaluation:

I will check the accuracy of the student as I ask each question. Furthermore, I will record the accuracy.

- Extra-class work:

Review all the content that I have taught in the unit of “time.”

**F. The lesson plan for the sixth class (a day off)**

**G. The lesson plan for the seventh class:**

● Goals:

To teach the some vocabularies relating to the classroom

Because the English level of the student is not so advanced, I will not force him to learn too many things in a week.

Because the student asked me whether he could have physical activity for the class, I prepared some cards with vocabularies printed below the pictures; then I would paste these cards in different places in the classroom and asked my student to find them. I hope the activity would enhance his interest towards English.

● Objectives:

1. The student can pronounce the vocabularies.
2. When I read the vocabularies, the student is able to spell them or recognize them from the cards.

● Materials & Equipment:

1. Cards with vocabularies and pictures
2. The hand-out that presents the concept of prepositions to indicate “space” (in, on, under, behind...)

● Procedures:

1. I will finish pasting all vocabulary cards in the classroom before 7:50.
2. I will ask my student to find out all cards. When he find any of the cards, he has to show me the card and pronounce the vocabularies printed on the card. (There are 15 vocabulary cards in total.) (7:50-8:05)
3. I will ask my student to pronounce all vocabularies after he finds every card. (8:05-8:10)
4. I will ask my student to fill the correlative prepositions based on the picture presented on the hand-out. (8:10-8:15)

5. I will correct the answers and explain the concept of all the prepositions of “space.”  
(8:15-8:20)

6. I will review the points that I have taught in this class. (8:20-8:30)

- Evaluation:

I will check the accuracy of the student as I ask each question. Furthermore, I will record the accuracy.

- Extra-class work:

Review all the content that I have taught in the unit of “time.”

#### **H. The lesson plan for the eighth (final) class:**

- Goals:

To review the vocabularies that I have taught in this semester

Because the student prefers physical activity, I will prepare some cards with vocabularies printed below the pictures; then I would paste these cards in different places in the classroom and asked my student to find them.

- Objectives:

1. The student can pronounce the vocabularies.
2. When I read the sentences that contain the learned vocabularies, the student is able to recognize them from the cards.

- Materials & Equipment:

1. Cards with vocabularies and pictures
2. Cards with prepositions indicating “places”

- Procedures:

1. I will finish pasting all vocabulary cards in the classroom before 7:50.
2. I will ask my student to find out all cards. When he find any of the cards, he has to show me the card and pronounce the vocabularies printed on the card. (There are 31 vocabulary

cards in total.) (7:50-8:05)

3. I will ask my student to pronounce all vocabularies after he finds every card. (8:05-8:10)
4. I will ask my student to recognize what words I mention in the sentences. (8:10-8:15)
5. I will ask my student to spell the 15 learned vocabularies. (8:15-8:20)
6. I will review the points that I have taught in this class. (8:20-8:30)

- Evaluation:

I will check the accuracy of the student as I ask each question. Furthermore, I will record the accuracy.

- Extra-class work:

Review all the vocabularies that I taught in these two weeks

**VI. Assessing My Students:**

I did not design the rubrics to assess my student because I would like to create an environment without pressure. Nevertheless, I kept records for his performance of the learning process (from the second class to the final class).

A. The student could spell “one, two, five, six, seven, nine, ten, and eleven,” but he could not spell “three, four, eight, and twelve.” Furthermore, he had difficulties telling “tw” and “th.” The student understood the concept of a.m. and p.m.

	Spelling the numbers	Understanding the concept of a.m. and p.m.	Being able to recognize the time presented in the sentences
Yes	75%	V	
No			V (need assistance from me)

B. The student could correspond the vocabularies to their Chinese translation, but he

could barely spell them correctly.

	Spelling the days (from Monday to Sunday)	Being able to recognize the time presented in the sentences
Yes		V
No	V	

C. The student could neither answer most of my questions nor correspond the vocabularies to the correct translations because the vocabularies of this class are too difficult for him. Moreover, I found him having difficulties pronouncing or memorizing the words with multiple syllables.

	Corresponding the vocabularies to their Chinese translation	Spelling the vocabularies (from January to December)	Describing the date in a complete sentence with the assistance of the worksheet
Yes			
No	V	V	V (I had to directly tell him the answer and asked him to remember it.)

D. In the fifth class, I reviewed all the content taught in the unit of “time” and assessed my student.

	Spelling the numbers	Spelling the days	Spelling the months	Describing the dates with
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				ordinal numbers
Yes	V (75%)			
No		V	V	V (even though with the handout besides)

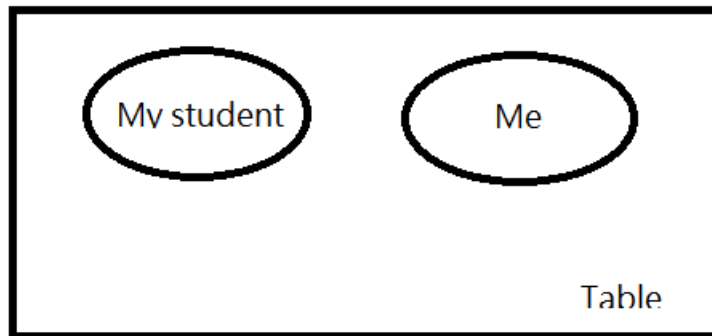
E. I did not have service learning on week six because I had an interview on Wednesday in that week.

F. Topic: items in the classroom

	Pronouncing the vocabularies	Recognizing the vocabularies cards when I orally presented them
Yes	V (30%)	V (80%)
No		

G. I used the same flash cards and added eight new vocabularies in the final class. I found that he could memorize some of the vocabularies taught in the last class.

	Pronouncing the learned vocabularies	Recognizing the learned vocabularies when I orally presented them	Pronouncing the vocabularies	Recognizing the vocabularies when I orally presented them
Yes	V (30%)	V (90%)		V (60%)
No			V	

**VII. Seating Charts:****VIII. ESA Procedural Charts:**

Engage	I would tell my student that I prepared some sweets as the reward, and he could get the reward as long as he performed well. Moreover, I would introduce what we were going to learn in the class.
Study	I only focused on this procedure in some of my classes because my student's concept of "complete sentences" was ambiguous. Thus, it was too hard for him to learn how to present ideas in a complete sentence in just one class.  Furthermore, he was not concentrated while I was teaching him how to construct a complete sentence. However, I would focus on the pronunciation of my student.
Activate	I always prepared the flash cards for the in-class activities for my student because he did not like to do hand-writing work. He expressed intense interests in physical activities, so I developed some activities to make him physically active in my class.

## IX. Discussion and Reflections:

It is a precious experience that we can have opportunities to do service learning at Guo-Tai Elementary School because we can apply what we have learned at school to the real teaching. As a good teacher, patience is essential. Moreover, utilizing the theories that we have learned allows us to make the most suitable lesson plans for our students. Last but not least, we must have flexibility to deal with different obstacles or emergencies. Being patient and flexible, and making use of different theories for teaching are what I have learned in the service learning.

A good teacher should have great patience with the student. My student's motivation for learning English was low, and he was easily distracted. Consequently, he was not able to answer most of my questions correctly, and I had to explain similar concepts several times. Furthermore, he would be naughty when I did not prepare sweets for him. It was always difficult to keep his attention. However, I never lost the temper during the service learning because I knew doing so would worsen the condition. In the final class, I asked my student whether or not he started to think that English was interesting and like it. Although he gave me the negative answer, he said that he liked my English teaching because I was not mad at him when he could not answer the questions, and I would prepare sweets for him. Not every student is able to perform well on his or her study; nonetheless, it is important to keep the interests of him or her in learning. An impatient teacher could be enraged by any inappropriate behaviors. Therefore, patience could be one of the most significant elements for the teachers.

We learned a lot of theories of education, and the experience enabled us to enhance the effectiveness of teaching with these theories. I applied two theories and one approach to make my tuition better. The theories that I used are Neo-Piagetian Theory and Operant Conditioning Theory. Originally, my student told me that he did

not want a partner for learning even though I tried to persuade that it would be more interesting for him to have a partner because he could compete with his partner. One day, I had another student (Charlotte's student), so my student had to learn English with the partner. To my surprise, he actually performed better when he had a partner because he had to work harder to get the reward. My student realized that others viewed the world differently between the interactions with his peer, including he himself. Moreover, his own ideas might not be always correct or accurate. Therefore, this situation proved Neo-Piagetian Theory. Besides, I also applied Operant Conditioning Theory to my teaching. The student would receive the reward as long as he fulfilled my requirement of the class. If my student had a partner, the one who performed better would get the reward. In other words, the student could not get the reward if he did not satisfy my requirement; that would be the punishment for him. With the reward and the punishment, I could effectively control my student's behavior because he would concentrate on fulfilling my requirement. In addition, the approach that I adopted is "Multiple Intelligence" because it is hard to know my student thoroughly in such a short time. I have to design different activities for my student because I could not tell which teaching strategy would increase the most efficiency of English learning for him. In the process of exploration, I found that the learning outcome was best with the visual aids and physical activities. He also performed the best in the last two classes because the flash cards I prepared were colorful and attracting.

At the beginning, I hoped that I could strictly follow my lesson plan and completely taught what I prepared. However, I found that it was impossible to exactly finish all the content that I prepared for the class because my student was often late; my student could not remember so many words in one class, either. Moreover, it was a little demanding for my student to learn something out of his textbooks because he

could not even understand what he had learned well. Consequently, I only taught him two units. One was time, and the other was items in the classroom. He would learn the related vocabularies and some simple sentences of the topics. Because “time” and “items in the classroom” were close to his life experience, it would be easier for him to get my points.

#### **X. Conclusion:**

The service learning did not last for a long time, but I have learned a lot from it. For me, it was not only service learning, but it was also a valuable life experience. Because I had another service learning program this semester, I did learn much on how to become a nice teacher and develop appropriate teaching strategies. In order not to scare the student, I had to be patient. Understanding how to apply the theories to real world is also significant. Finally, a good teacher should also be flexible to deal with different difficulties and emergencies. The service learning enables me to explore the possibility of the future job, and it made a good time for me as well.

#### **XI. Works Cited**

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- Richards, J. C. & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. (3rd ed.), Cambridge: Cambridge University Press.
- Staddon, J., & Cerutti, D. (2003). Operant conditioning. *Annual review of psychology*, 54, 115.

**XII. Appendix:**




- My name is \_\_\_\_\_.
- I \_\_\_\_\_ years old.

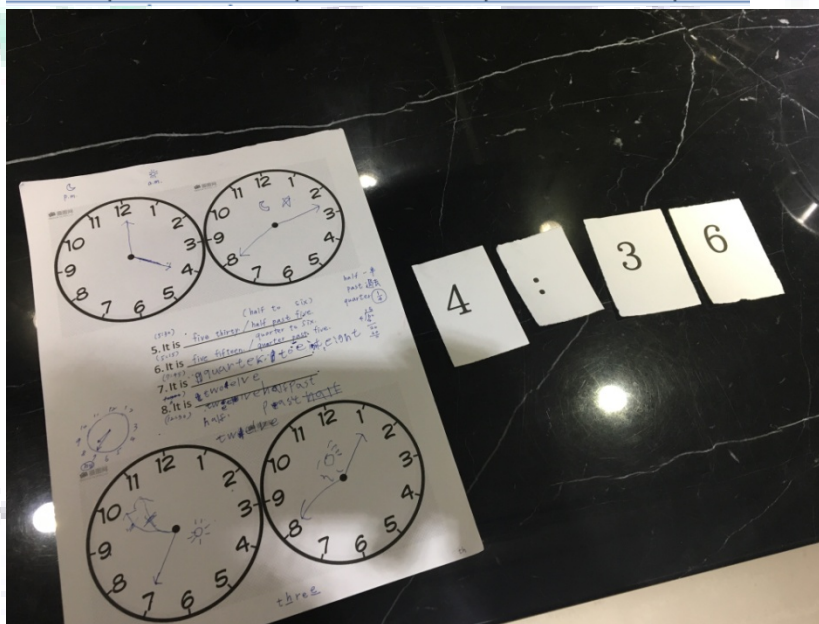
**Grammar practice:**

I _____ tall..	I _____ sick yesterday..
You _____ so nice..	You _____ charming yesterday..
He _____ my classmate..	He _____ from Japan..
She _____ Lily's cousin..	She _____ my teacher..
He is my best friend, _____ name is Jerry..	You are so kind to lend me _____ umbrella..

Please classify the vocabularies below.

- Purple, grapes, tiger, dog, apple, green, yellow, banana, kangaroo, strawberry, red, turtle.

Color	Animal	Fruits
		





Week	星期	1 January	星期一	Week
Monday	星期一	2 February	星期二	Weekend
Tuesday	星期二	3 March	星期三	星期一
Wednesday	星期三	4 April	星期四	星期二
Thursday	星期四	5 May	星期五	星期三
Friday	星期五	6 June	星期六	星期四
Saturday	星期六	7 July	星期天	星期五
Sunday	星期天	8 August		星期六
Weekend	週末	9 September		星期天
		10 October		
		11 November		
		12 December		

What's the date today?

The day  
In the date, in English, we use ordinal numbers to say the day:

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>	15 <sup>th</sup>	16 <sup>th</sup>	17 <sup>th</sup>	18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>st</sup>	22 <sup>nd</sup>	23 <sup>rd</sup>	24 <sup>th</sup>	25 <sup>th</sup>	26 <sup>th</sup>	27 <sup>th</sup>	28 <sup>th</sup>	29 <sup>th</sup>	30 <sup>th</sup>	31 <sup>st</sup>
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My birthday is on \_\_\_\_\_

年 | 月

Year | Month

一月	January
二月	February
三月	March
四月	April
五月	May
六月	June
七月	July
八月	August
九月	September
十月	October
十一月	November
十二月	December

Classroom Objects and Prepositions Cards:

- Chalk
- Air conditioner
- Backpack
- Pencil
- Eraser
- Blackboard (1+2=3)
- Computer
- In front of
- Power
- Monitor
- Teapot
- Pen and paper
- Calculator
- Clock
- Under
- Camera
- Fan
- Light
- Chair
- In
- Behind
- Window
- Teacher
- Desk

## Oops! It is Completely Different from What I Imagine.



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OUTLINE

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## Lesson Plan Area

FIRST STAGE SECOND STAGE FINAL STAGE

- Mini-motivation test
- Casual chat with the student
- Compile the teaching materials into the same unit  
--- **Time**
- Compile the teaching materials into the same unit --- **Items in the Classroom**

### THE FIRST CLASS





## THE FIRST CLASS

I showed a handout to test the English level of my student. Basically, there were all fill-in-the-blank questions.

**The result:**  
My student told me that he did not like to write. Furthermore, he did not take notes or memorize the vocabularies, either.

- My name is \_\_\_\_\_.
- I \_\_\_\_\_ years old.






**Grammar practice:**

I _____ tall.	I _____ sick yesterday.
You _____ so nice.	You _____ charming yesterday.
He _____ my classmate.	He _____ from Japan.
She _____ Lily's cousin.	She _____ my teacher.
He is my best friend, _____ name is Jerry.	You are so kind to lend me _____ umbrella.

**Please classify the vocabularies below:**

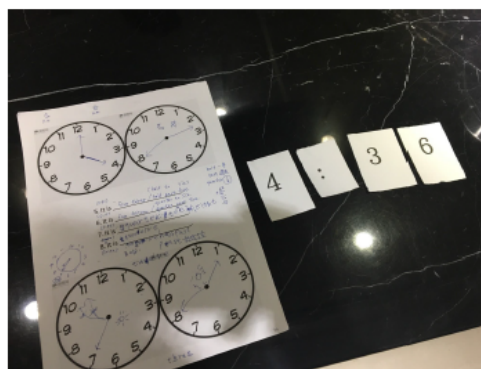
- Purple, grapes, tiger, dog, apple, green, yellow, banana, kangaroo, strawberry, red, turtle.

Color	Animal	Fruit
		



## MY ADJUSTMENT (THE SECOND CLASS)

I made my student roll the number cards and draw. Even though he did not practice writing and spelling, he expressed interest in learning through drawing.



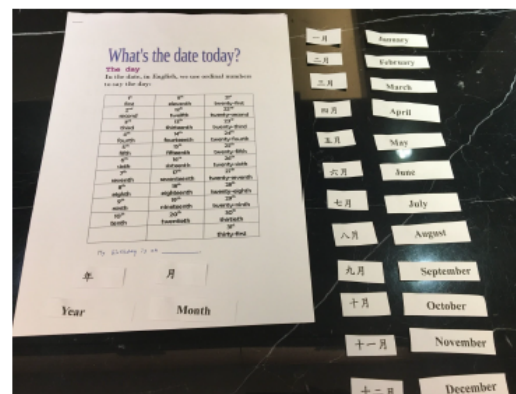
## MY ADJUSTMENT (THE THIRD CLASS)

Reviewing something that the student had learned in his English course would enhance his sense of achievement.



## THE FOURTH CLASS

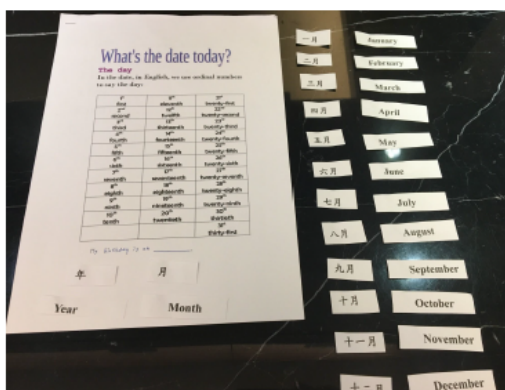
My student had a partner to learn with him this week, and he **participated in the activity more actively** this week. Moreover, the student who performed better would get the **reward**.



## THE FIFTH CLASS

I reviewed what I taught in the unit of "Time." My student told me he would like to have the more interesting activity, and he did not want to roll the cards.

→ Adjustment



## THE SEVENTH CLASS

I pasted the vocabulary cards somewhere in the classroom and asked the students to find them out (My student had a partner, Jimmy, this week).

Moreover, they had to pronounce the vocabularies so that they could get points.

**"Physical activity:  
both for fun and for  
learning"**

Finally, there was a game to test whether or not they knew how to pronounce the vocabularies (hitting the card as I pronounce it).

## THE FINAL CLASS

### First round:

Hit one card. **Second round:** Hit two cards. **Final round:**

Hit the vocabulary cards and the preposition card that he heard of.



## GRADUATION!

## THE THEORIES

### 1. Neo-Piagetian Theory: Creating disequilibrium →

Interaction with peers helps children realize that others often view the world differently than they do, and their own ideas are not always completely logical or accurate.

### 2. Operant Conditioning Theory:

Giving the reward or the punishment to control the student's behavior

### 3. Multiple intelligences

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