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真善美聖

English Teaching and Educational Psychology Portfolio

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First Time as a Teacher

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English Teaching & Educational Psychology

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SANCTITAS BONITAS

PULCHRITUDO

VERITAS

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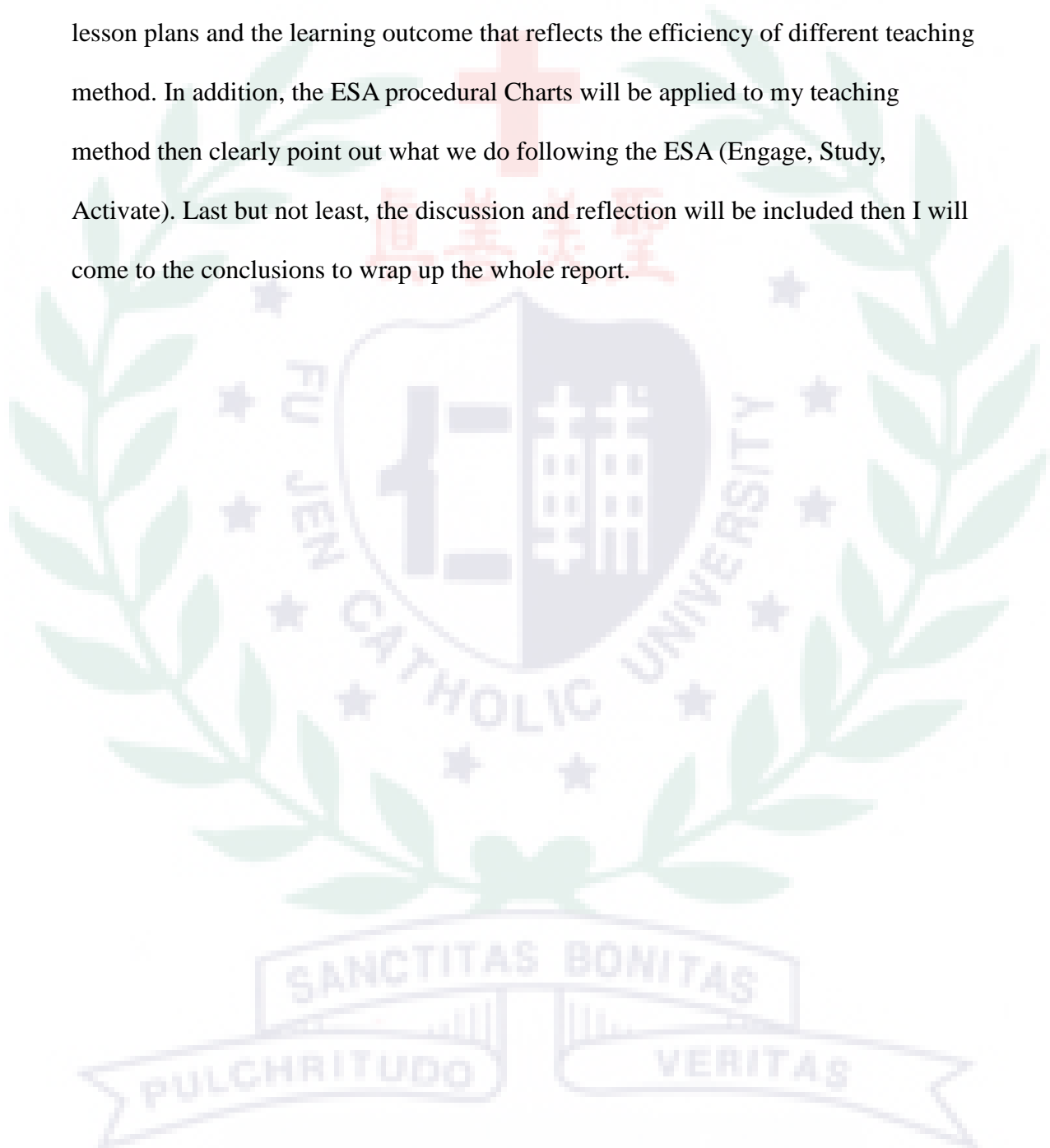
Introduction

This is my first time as a teacher. As a matter of fact, I had never taken teacher as one of my future career considerations; however, this fabulous experience grew me some interests in teaching which I found it's not plainly a boring and exhausting job.

What motivates me to sign up the class is my past working experience. Used to work as a reception in the English cram school, I was disappointed by the way they taught students, which discourage them to develop interest in learning English. They treated them like a troop of army and compulsively asked them to recite the texts in the student book and spell the words, otherwise, they can't go back home. From then on, I told myself that if I had a chance to become a teacher, the first goal for me is to create a happy learning environment and engage my students in the activities which could arouse their passions about English and learn English in a joyful way. As soon as I heard this opportunity, I signed up to see if I could also be a qualified teacher and share my passions about English with my students.

Purpose

The portfolio will include my students' motivations, theories I used, teaching processes and my own reflections. In this report, I will show the teaching process with lesson plans and the learning outcome that reflects the efficiency of different teaching method. In addition, the ESA procedural Charts will be applied to my teaching method then clearly point out what we do following the ESA (Engage, Study, Activate). Last but not least, the discussion and reflection will be included then I will come to the conclusions to wrap up the whole report.



My Students' Learning Motivation

First Class

At the first class, to understand their motivations toward English and learning and get to know each other, I designed a survey including some basic information (motivations, hobbies, interest and preference of learning method). One of my students, Jane, fifth grade, showed great interest in learning English and she preferred to learn English through movies. As for the fifth grade boy, Jason, he showed not much interest in learning English but if he had to choose, he preferred to learn English through songs. What they had in common is that they both like to draw; as a result, I kept that in mind so that I could design the most suitable learning method for them.

Last Class

Time flew by. To check out if their motivations changed after a few weeks learning, I conducted a survey at the last class. The result showed that they really enjoyed learning English through drawing and developed interests in English. Besides, compared to the motivation survey done at the first class, at the last class, they were not so afraid to speak English. They could answer my questions in English immediately, which reflected the positive outcome of few weeks learning.

Theories Used

Situational Language Teaching

Classroom activities: Repetition, Controlled oral-based writing tasks

To let them memorize those words in a natural way, I pronounced the words repeatedly and slowly then they would repeat after me. Through the repetition of the words, they could memorize and pronounce those words naturally. Afterwards, they were required to spell the words I said. It's difficult for them to spell; however, I found that by listening to the split syllables carefully, they could spell the words correctly even though it was the first time they saw this word. The most efficient way for them to memorize the words was to repeat several times and split the word into several syllables until they spelled them correctly.

Communicative Language Teaching

Classroom activities: Role Play, Collaborative learning through pair

Catching their attention and encouraging them to speak English, I designed a situation including the setting, role and dialogue so that they could imagine themselves in the real life situations and speak in English naturally. The setting is that they bumped into each other in the park so what they would say. Using the greeting words taught at the beginning of the class, they produced those words and sentences in the role play. Besides, the sentence patterns were provided in the worksheet so they could fill it out and then say it. Through this approach, they were encouraged to speak English in daily lives and communicate with each other in a natural way.

The Natural Approach

Class Activities: Teacher questioning

After presenting the words, I would ask them some questions related to the topic. When they answered the questions, they could immediately use those words they just learned.

Total Physical Response

Class Activities: Role Play, Games

One of them imitated the animal I assigned and the other guessed what animal is it.

The body movement could enhance their memories of the words they learned.

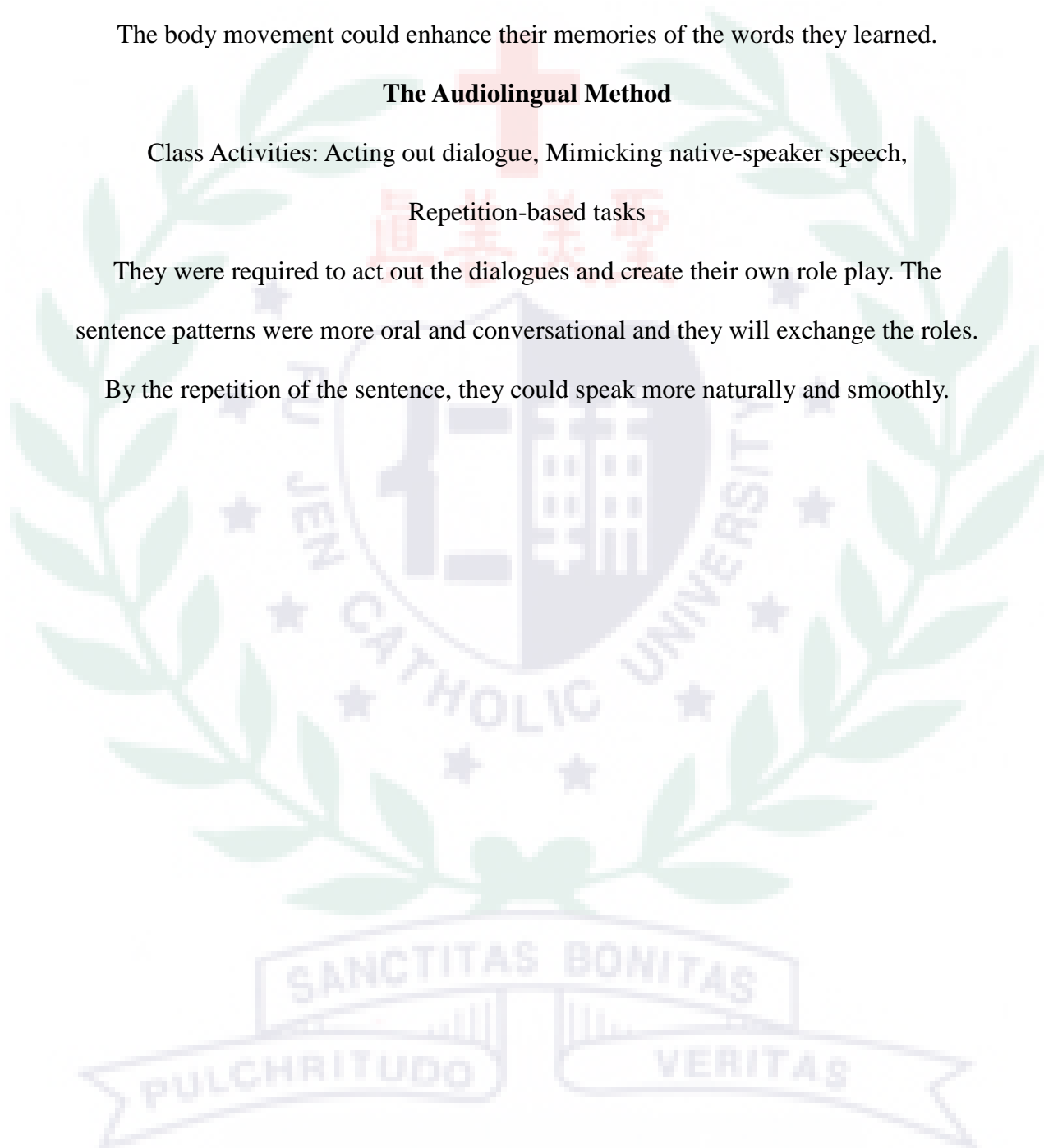
The Audiolingual Method

Class Activities: Acting out dialogue, Mimicking native-speaker speech,

Repetition-based tasks

They were required to act out the dialogues and create their own role play. The sentence patterns were more oral and conversational and they will exchange the roles.

By the repetition of the sentence, they could speak more naturally and smoothly.



Teaching and Instructional Processes

Lesson Plan –FJU W 1

| | | | | | | |
|--------------------|--|---|---|---------------------------------|-------------------|--|
| Materials | A survey of students | | Date | 106/11/13 | | |
| | Worksheets on greeting matching, and students' reflection | | Grade | __5_ graders | | |
| Planner | Shelly | | G-T Students | 林家浚 盧歆宜 | | |
| Major Goals | 1. Students will know how to greet someone they meet for the first time. 2. Students will know how to introduce themselves. 3. They can have a daily conversation naturally. | | | | | |
| Objectives | Students can 1. Naturally greeting someone and having a conversation. 2. Briefly introduce their leisure activities to others. | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | Paper, worksheets and a video | | |
| Activity | Time | Procedure | Vocabulary covered | Props/ Tools | Evaluation | |
| Warm up | 5 mins | Introduce myself and get to know each other | x | x | x | |
| Review | x | x | x | x | x | |
| Tutoring | 25 mins | 1. <u>Students do the motivation survey</u> (5mins) 2. <u>Do they know how to greet someone?</u> (10 mins) A. Video 3. <u>How to introduce their leisure activities</u> (5 mins) 4. <u>Create a situation(5 mins)</u> | How are you? How's it going? What's up? What do you do on weekend? | Worksheet and 2 pieces of paper | x | |
| Wrap up | 5 mins | 1. Review the daily conversation | | x | x | |

| | | | | | | |
|------------------------|--------|--|---|-------------------------|---|--|
| Extra-Classwork | 5 mins | Ask students to write down 1. What do they learn today? 2. Expectation from teachers | x | 2 pieces of blank paper | x | |
|------------------------|--------|--|---|-------------------------|---|--|

Teaching Process

At first, I introduced myself and got to know them by giving them the survey I designed (I forgot to collect the survey). The purpose of the survey was to know their interests, motivations of English learning and favorite singers. It came out to be that the girl liked to learn English but the boy didn't like to learn English. Although their motivations to English learning were quite different, what I was sure was that they didn't hate English. As a result, the way I taught really mattered.

The worksheets were given and we started from the activity one. Pretending that I met them for the first time, I said "how are you?" and they said, "I'm fine. Thank you and you?" After that, I demonstrated other way to greet others. For example, "what's up?" it was the informal way but useful for daily conversation. Nevertheless, I found that they were afraid to speak out in English even if I asked them to repeat after me. Lack of confidence was the main reason why they didn't want to talk.

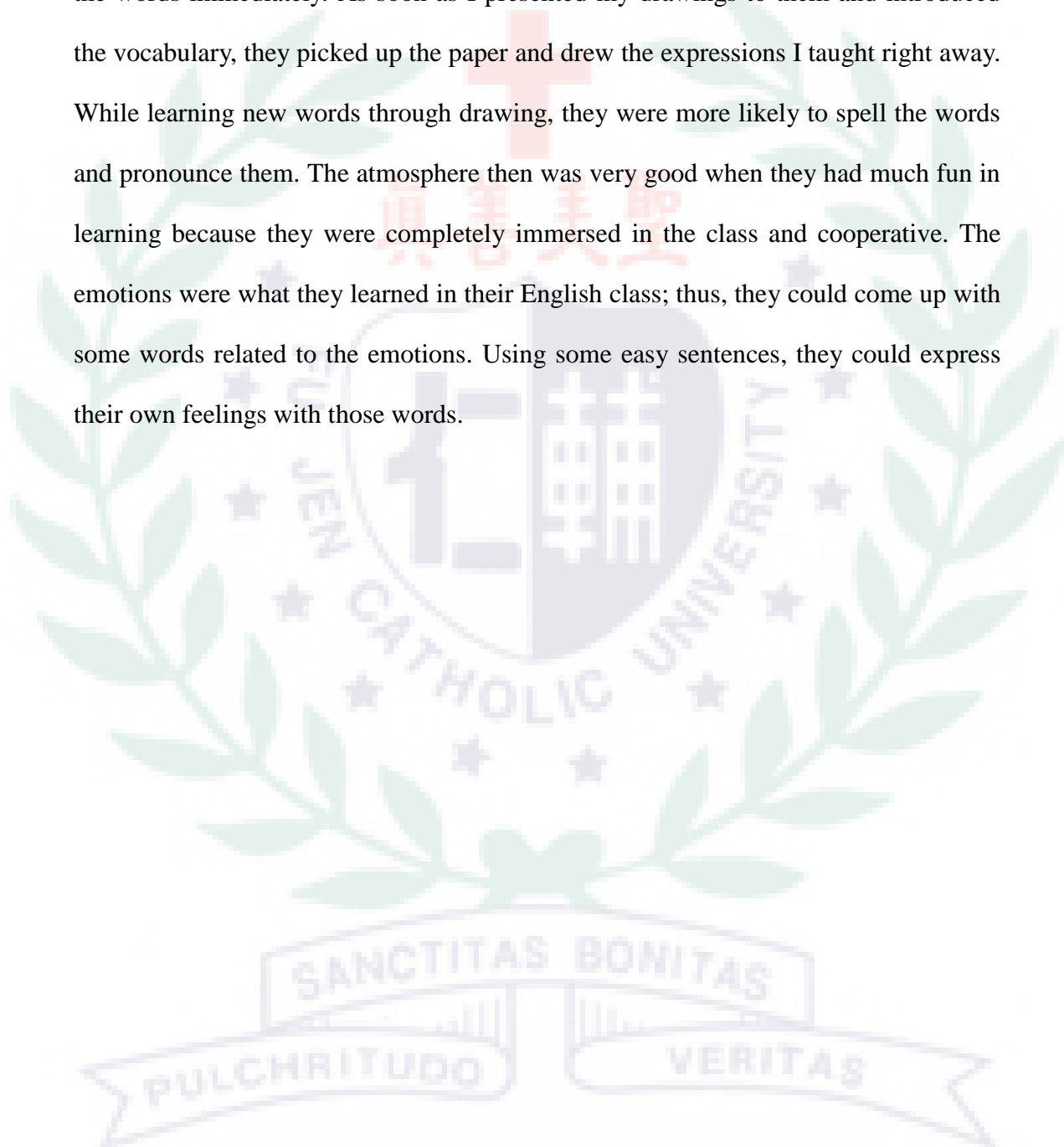
When we came to the activity two, they read the dialogue and filled it out. Perhaps, it was the first time they did the role play so it was awkward for them to act out. After giving them some of the hobbies in English, they filled out the worksheet and tried to repeat after me. They already made a big progress in speaking English though.

Lesson Plan –FJU W 2

| | | | | | | |
|-------------------------|---|--|--|----------------------|-------------------|--|
| Materials | Student book and blank papers | | Date | 106 / 11 / 20 | | |
| | Emotions work sheet | | Grade | __5th__ grade | | |
| Planner | Shelly | | G-T Students | 林家浚 盧歆宜 | | |
| Major Goals | 4. Students will learn some words about feelings and emotions. 5. Students can briefly express their emotions. | | | | | |
| Objectives | Students can 1. Identify some words related to feelings 2. Pronounce the words about emotions | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | Paper, chocolate bar | | |
| Activity | Time | Procedure | Vocabulary covered | Props/ Tools | Evaluation | |
| Warm up | 5 mins | Talk about how it's been this week | x | x | x | |
| Review | 5 mins | How to greet someone and talk about some leisure(Read a book, Walk around) | x | x | x | |
| Tutoring | 25 mins | 5. <u>Read through their students books</u> (5mins) 6. <u>List some words and sentences about emotions and feeling with work sheet</u> (10 mins) 7. <u>Bingo games!!(chocolate as prize</u> (10 mins) | Sad Happy Angry Tired Energetic Excited Scared | 2 pieces of paper | x | |
| Wrap up | 5 mins | Review today's words and sentences | | x | x | |
| Extra-Class work | 5 mins | Ask students 3. What do they learn today? 4. Expectation from teachers | x | | x | |

W2 Teaching process

I drew some facial expressions beforehand as a teaching material. At first I thought that the vivid drawings could strengthen their impressions and relate them to the words immediately. As soon as I presented my drawings to them and introduced the vocabulary, they picked up the paper and drew the expressions I taught right away. While learning new words through drawing, they were more likely to spell the words and pronounce them. The atmosphere then was very good when they had much fun in learning because they were completely immersed in the class and cooperative. The emotions were what they learned in their English class; thus, they could come up with some words related to the emotions. Using some easy sentences, they could express their own feelings with those words.



Lesson Plan –FJU W 3

| | | | | | | |
|-------------------------|---|--|--|-------------------|-------------------|--|
| Materials | Student book and blank papers | | Date | 106 / 11 / 27 | | |
| | Animals work sheet | | Grade | __5th__ grade | | |
| Planner | Shelly | | G-T Students | 林家浚 盧歆宜 | | |
| Major Goals | 6. Students will know words about animals 7. Students can briefly describe how many animals are there. | | | | | |
| Objectives | Students can 3. Describe how many animals are there 4. Know what kind of food those animals eat | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | Papers | | |
| Activity | Time | Procedure | Vocabulary covered | Props/ Tools | Evaluation | |
| Warm up | 5 mins | Talk about how it's been this week | x | x | x | |
| Review | 5 mins | How to express their feelings today | x | x | x | |
| Tutoring | 25 mins | 8. <u>Recognize some animals (5mins)</u> 9. <u>Introduce the sentences to them to describe what they see. (10 mins)</u> 10. <u>Game time!(How many are there?)</u> | Elephant Monkey Giraffe Horse Koala Eagle Lion | 2 pieces of paper | x | |
| Wrap up | 5 mins | Review today's words and sentences | | x | x | |
| Extra-Class work | 5 mins | Ask students 5. What do they learn today? 6. Expectation from teachers | x | | x | |

Week 3 Teaching Process

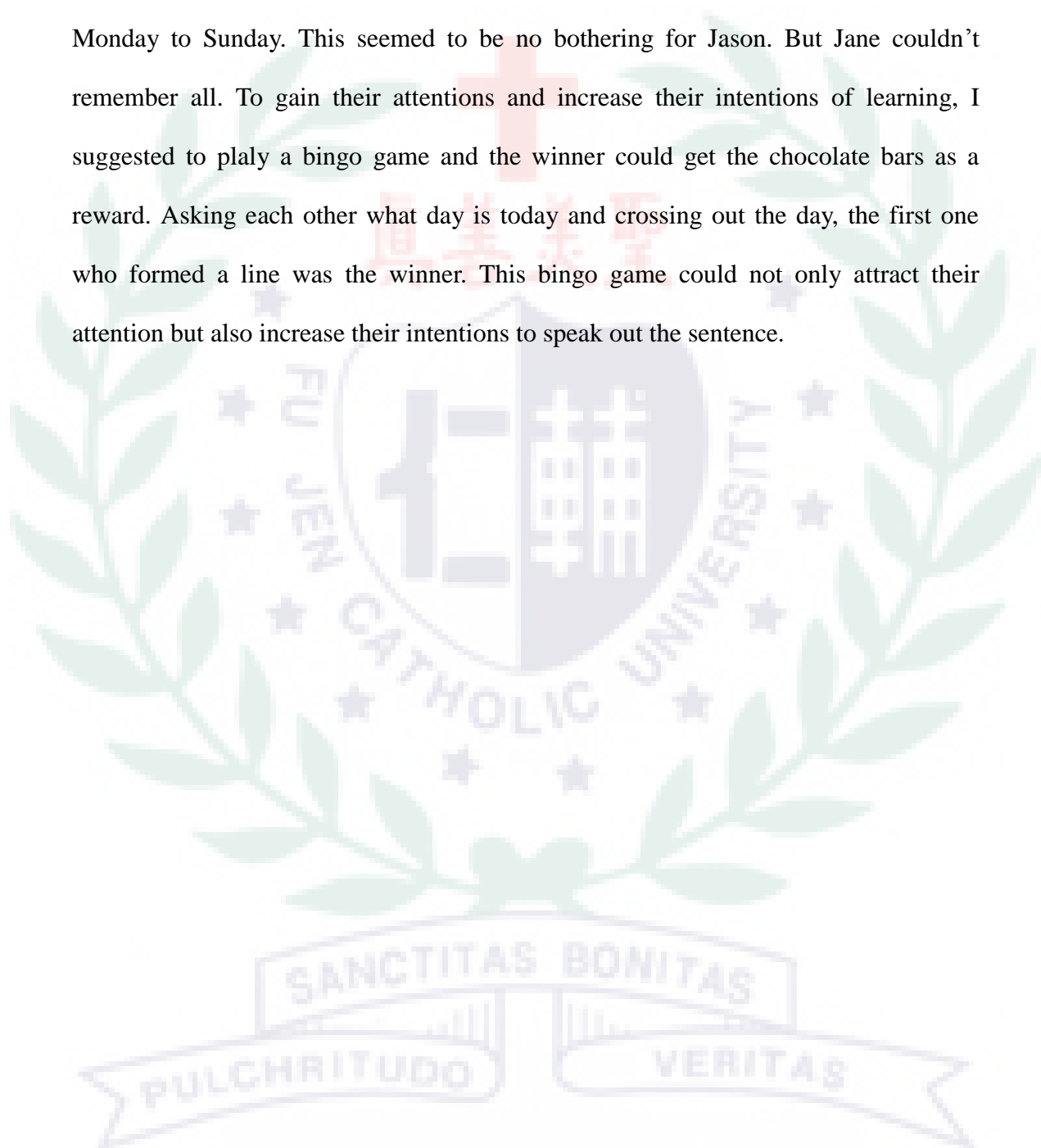
At the beginning, I asked them to speak out all of the animals they could think of. With no pressure, some of the animals were mentioned but they couldn't spell them. Hence, by observing my lip shape to know how I pronounce it, they could spell it correctly. The best way for them to memorize the words was carefully listening to my pronunciation and observing my mouth shape at the same time. The sentence pattern for this lesson was to describe how many animals they saw. They asked each other what they saw in the picture and described it (picture in my phone). Besides, describing what animals they like was also the focus of the class. This kind of sentence could be practically used in the daily conversation. Lastly, the game was called "Guess what". One of them had to guess what animals the other was acting out. Jason was outgoing so he really enjoyed acting; as for Jane, she was too shy to act out. However, with the hints I gave them, they could get to the answer. As the Totally Physical Response was applied, not only did they have fun in acting out but also memorize those animals in English.

Lesson Plan –FJU W 4

| | | | | | | |
|-------------------------|---|---|--|-------------------|-------------------|--|
| Materials | Student book and blank papers | | Date | 106 / 12 / 4 | | |
| | Bingo Game | | Grade | __5th_ grade | | |
| Planner | Shelly | | G-T Students | 林家浚 盧歆宜 | | |
| Major Goals | 8. Students will know from Monday to Friday. 9. Students can describe what day is today. | | | | | |
| Objectives | Students can 5. Describe what day is today. 6. Spell Monday...Friday. | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | Papers | | |
| Activity | Time | Procedure | Vocabulary covered | Props/ Tools | Evaluation | |
| Warm up | 5 mins | Talk about how it's been this week | x | x | x | |
| Review | 5 mins | Recognize some of the animals | x | x | x | |
| Tutoring | 25 mins | 11. <u>Ask them how to say from Monday to Friday(5mins)</u> 12. <u>Introduce them to the month of the year. (10 mins)</u> 13. <u>Game time!(Date bingo)</u> | Monday Tuesday Wednesday Thursday Friday Saturday Sunday | 2 pieces of paper | x | |
| Wrap up | 5 mins | Review today's words and sentences | | x | x | |
| Extra-Class work | 5 mins | Ask students 7. What do they learn today? 8. Expectation from teachers | x | | x | |

Week 4 Teaching Process

At the moment I asked them what day is today, Jason replied me without hesitation. It really impressed me that Jason instinctly and determinedly recited from Monday to Sunday. This seemed to be no bothering for Jason. But Jane couldn't remember all. To gain their attentions and increase their intentions of learning, I suggested to play a bingo game and the winner could get the chocolate bars as a reward. Asking each other what day is today and crossing out the day, the first one who formed a line was the winner. This bingo game could not only attract their attention but also increase their intentions to speak out the sentence.



Lesson Plan –FJU W6

| | | | | | | |
|-------------------------|--|---|---|-------------------|-------------------|--|
| Materials | Student book and blank papers | | Date | 106 / 12 / 18 | | |
| | | | Grade | __5th_ grade | | |
| Planner | Shelly | | G-T Students | 林家浚 盧歆宜 | | |
| Major Goals | 10. Students will know some food in English 11. Students can describe what kind of food they like | | | | | |
| Objectives | Students can 7. Describe what they like to eat 8. Match the food to the word | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | Papers | | |
| Activity | Time | Procedure | Vocabulary covered | Props/ Tools | Evaluation | |
| Warm up | 5 mins | Talk about how it's been this week | x | x | x | |
| Review | 5 mins | What day is today? | x | x | x | |
| Tutoring | 25 mins | 14. <u>Present them some words about food</u> (5mins) Listen check and draw 15. <u>Ask them how to introduce their favorite food to others</u> (10mins) 16. <u>Situation (How to order in the McDonald)</u> | Water Juice Soda Rice Noodles Dumplings Pizza Soup | 2 pieces of paper | x | |
| Wrap up | 5mins | Review today's words and sentences | | x | x | |
| Extra-Class work | 5mins | 9. What do they learn today? 10. Expectation from teachers | x | | x | |

Week 6 Teaching Process

By asking them what kind of food they liked, I could know if they could express what they liked to eat with easy sentence. Actually, they could think of a lot of food but it was difficult for them to speak in English. However, they still could listed some food like hamburger, banana and apple though. The goal for this lesson was to let them know how to order in the restaurant; therefore, I asked them how to order something in the restauratn. Jason said, "I want a hamburger." He did it very well. As for Jane, she was afraid to speak English but she could repeat after me. The role play was quite difficult for them but they could speak out the food they wanted. For this time, I introduced some words to them with drawings which arouse their interest in learning.

Lesson Plan –FJU W9

| | | | | | | |
|-------------------------|---|--|--------------------|-------------------|-------------------|--|
| Materials | Student book and blank papers | | Date | 107 / 01 / 08 | | |
| | | | Grade | __5th_ grade | | |
| Planner | Shelly | | G-T Students | 林家浚 盧歆宜 | | |
| Major Goals | 12. We will review all of the vocabulary 13. They could know the meanings and apply them to the daily conversation | | | | | |
| Objectives | Students can 9. List some of the words related to different topic 10. Remember some words | | | | | |
| Time | 40 minutes (7:50-8:30) | | Props/ Tools | Papers | | |
| Activity | Time | Procedure | Vocabulary covered | Props/ Tools | Evaluation | |
| Warm up | 5 mins | Talk about how it's been this week | x | x | x | |
| Review | 5 mins | What kind of food do you like? | x | x | x | |
| Tutoring | 25 mins | 17. <u>Ask them what we have learned so far?</u> (5mins) List all the words they remember 18. Go through all of the pictures and pronounce it (10mins) 19. Bonus Time!!! (Prize: chocolate bars) Through acting to see if they could apply it to the daily conversations | | 2 pieces of paper | x | |
| Wrap up | 5mins | Motivation survey about their interest in English | | x | x | |
| Extra-Class work | 5mins | 11. What do they learn today? 12. Expectation from teachers | x | | x | |

Week 9 Teaching Process

For the last class, I designed a game for them to review the previous lessons. The game was like a competition so that they would actively answer the questions to win the prize (chocolate bar). Firstly, I asked them how to greet someone. They forgot how to say but they spoke out after I gave some hints. Second part was about emotions. Who could spell out the emotion as soon as possible was the winner; as a result, they tried their best to spell them. It was hard for them to spell without listening to my pronunciation; however, after I slowed down and repeated several times, they could spell correctly. For the third part, I read through all of the animals and asked them to guess what he/she was acting out. During the acting time, I found that it took time for them to think of the animal in English instantly but they really enjoyed acting and guessing. When it came to the food, they forgot the words I had taught so I reviewed the words. The last class was coming to the end and I gave them the survey about their motivations of English learning in order to know whether intentions would get higher than the first class.

Assessing My Students

My students gave me positive reflections after a few times class, which were great encouragement for me to get better in teaching. Assessment of my students was not very important for me especially by testing because the purpose of my teaching was to ignite their passions toward English. In their future lives, the passions about English would accompany with them or even become their motivations to learn something.

The enthusiasm they showed and how focused they were as drawing could reflect that they were engaged in the class and enjoyed learning very much. In addition, the performance in the activities we did was impressive. Even though they were afraid of speaking English, they would repeat after me and write those new words down by concentrating on listening to my pronunciation. The positive encouragement gave them confidence in speaking and spelling.

Getting more and more praises, they were more confident in speaking out naturally without fear of making mistakes. Making mistakes was not a big deal. What mattered the most was what they learned from the mistakes and the pleasant moment we shared during the class. At the last class, they both showed enormously great interest in learning English, which meant that my mission accomplished. The results of the survey were positive, therefore, I had much more confidence and passions in teaching with these positive feedback.



Seating Charts



ESA Procedural Charts

W1

1. Engage: Students looked at the worksheets and try to find out some of the greetings words they knew.
2. Activate: Students looked at the sentence and tried to pronounce it after me.
3. Study: I explained what they meant and in what situation they could say.
4. Engage: Students looked through the role play setting and sentence patterns.
5. Activate: Students acted out and had basic conversation with each other as if they were in the park.
6. Study: I gave them some of the phrases they could use and explained the meaning. For example, reading a book, jogging.
7. Activate: I encouraged them to set up a situation and act out with daily conversations.

W2

1. Engage: I introduced the expressions I drew to them to gain their attentions.
2. Activate: Students drew the expressions and spelled the words.
3. Study: I repeated every words and asked them to repeat after me.

W3

1. Engage: I introduced the animals I drew to them and encouraged them to speak out all of the animals they knew in English.
2. Activate: Students drew the animals I taught them and acted out.
3. Study: I went through the vocabulary and asked them what is it.
4. Engage: I taught them how to describe the number of the animals.
5. Activate: Students described how many animals they saw in the picture.

W4

- 1.Engage: I asked them what day is today
- 2.Activate: Students could immediately say it from Monday to Friday
- 3.Study: Students spelled from Monday to Friday and memorized the order.
- 4.Engage: I introduced the bingo game to them and showed the prize as a reward.
- 5.Activate: Students asked each other what day is today and crossed out the day he/she said.

W6

- 1.Engage: I asked them what they liked to eat and what kind of food they could think of in English.
- 2.Activate: Students could express what they liked to eat.
- 3.Study: I listed some food and introduced to them in Chinese.
- 4.Engage: I asked them if they knew how to order in Mcdonald in English so that they wouldn't starve to death abroad.
- 5.Activate: One of the student acted as customer and the other one as cashier. They could easily express what they wanted.
- 6.Study: I wrote down the sentence they could say when ordering.

W9

- 1.Engage: I designed a game for them as a competition to review what they had learned so far.
- 2.Activate: Students answered the question I had listed in the past few weeks.
- 3.Study: I gave them some hints to help them get the memories back and translated

those sentence into Chinese.

4.Engage: To win the prize, they were engaged in the competition.

5.Activate: One of the part is to act out the animal and the other guessed what is it.



Discussion and Reflections

The first time as a teacher was an extremely great and unforgettable experience. Not only did I gain more confidence in teaching but also the positive feedback they gave at the last class warmed my heart. Before I first met my students, I was anxious about teaching and thought of several situations that may happen in class. What should I do if they couldn't focus on the class? What if the way I taught was boring for them? Nevertheless, after the first class, it dawned on me that I thought too much. The responses and reaction they had gave me confidence in teaching because they seemed to be engaged in the English class and willing to do the activities I designed. I found that lack of confidence in speaking English was the reason why they didn't want to speak in English. Therefore, the final goal I wanted to achieve was to build up their confidence in English and inspire them to have passions about this language. English is not a subject but an interesting language. When the first class ended, I set up this goal in my mind.

The atmosphere when they learned was really good. Through the drawing method, they not only had fun when learning new words but also memorized those words effectively. Learning in an interesting way increased their intentions of learning English so they were never absent and late. In the class, sometimes they felt anxious when they didn't know how to spell out the word but I encouraged them to listen carefully to my pronunciation. They both had potentials in spelling correctly by listening. The result reflected that it was more efficient to memorize the words naturally.

At the last class, my aim was achieved when they showed their motivations of English learning. Besides, they asked me was there any English class for the next semester. This would be my biggest motivation to teach in the future because the positive feedback was the power that push me to do better next time.

Conclusion

Teaching was not so annoying like I imagined. As long as I found the teaching method that fit the students, the teaching process would be easier. First time as a teacher, I really treasured this experience that taught me the most efficient way to learn a language was to build up the interests in this language.



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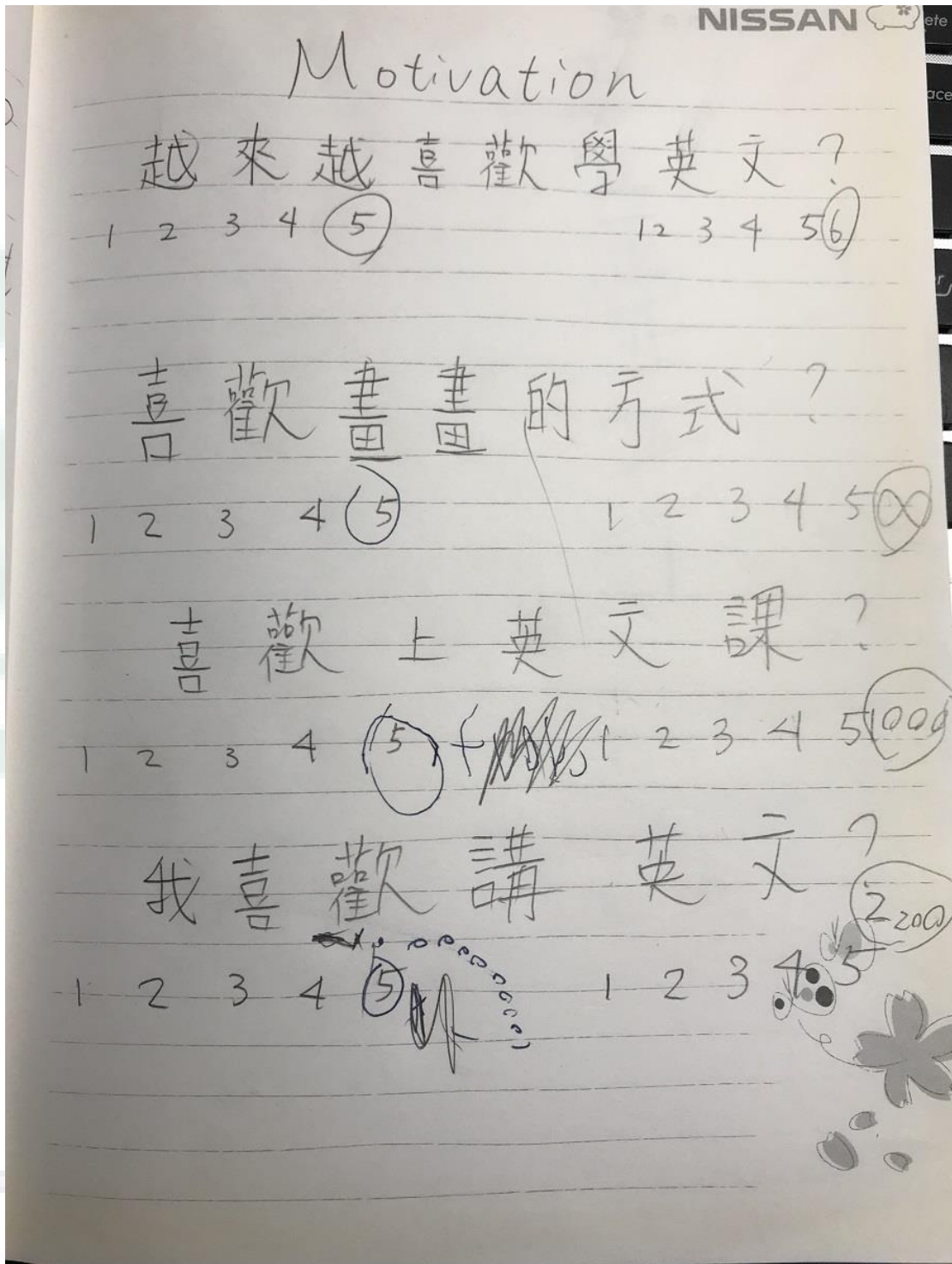
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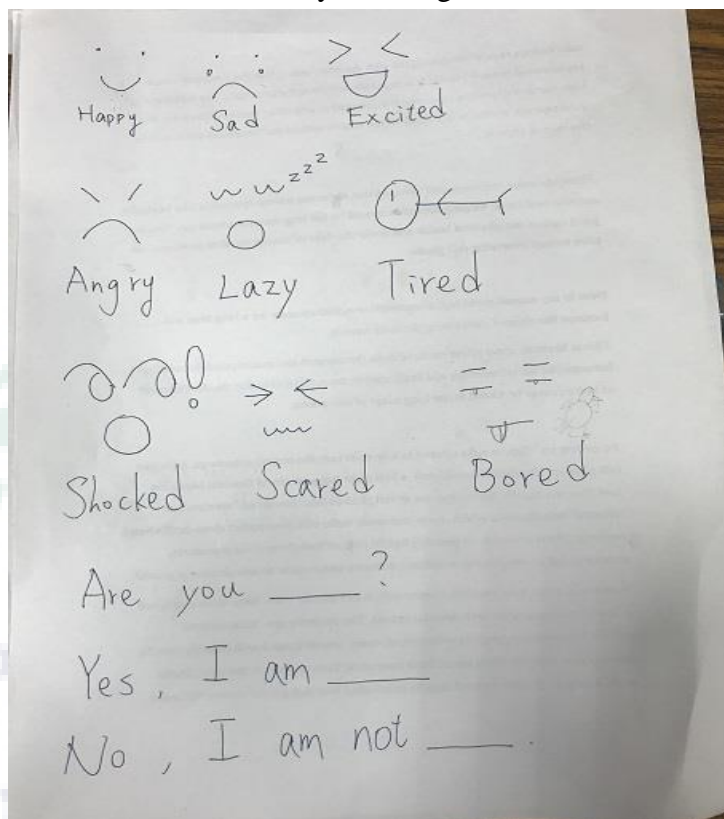


Appendix

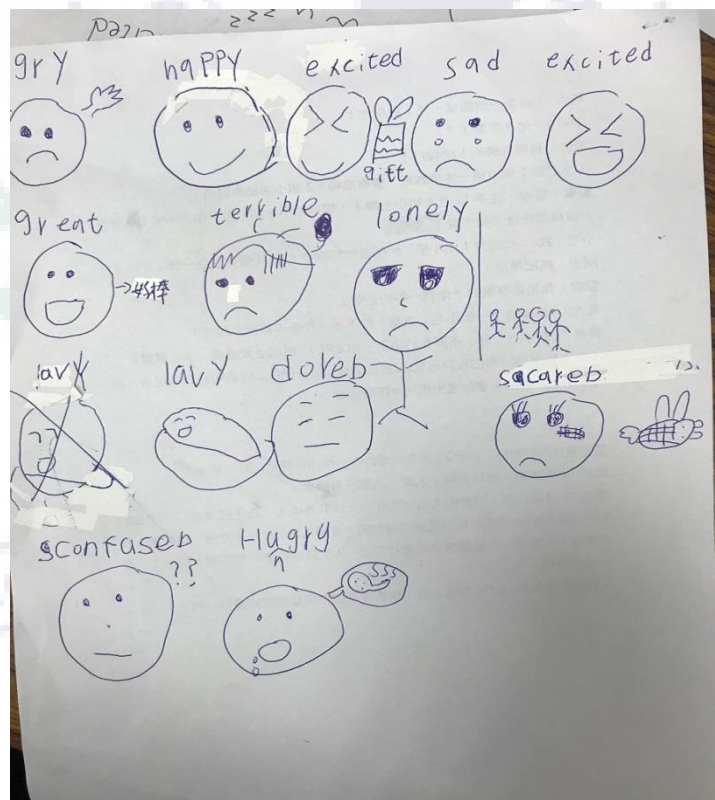
Motivation Survey Done in the Last Class



My Drawing



Student's Drawing



Greetings

Activity 1 - Matching

Questions

Hey, how are you?

How's it going?

How've you been?

What's up? (informal)

What's going on?

Answers

Fabulous

Good

What's up?

Not much

Nothing

Tired

Activity 2 - Daily Conversation

Setting: in the park

A. Morning, how are you?

B. tiredA. Not bad. book. And you? What are you doing here?B. reading.

A. Cool. Have a nice day! See you.

Now, it's your turn to create a situation

Step 1: Come up with a setting (in the restroom? Outside the grocery store? On the playground? In the night market?)

Step 2: Role setting (Friends? Family?)

Step 3: Have a daily conversation (Let the conversation go on)

Questions

1. What's your name?
2. Where are you from?
3. What are you doing here?
4. What do you do for a living?
5. What do you do on weekend?

PULCHRITUDO

VERITAS

