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English Teaching and Educational Psychology Portfolio

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Final Portfolio

Co-teaching in Guo-Tai Elementary School: Advantages and Disadvantages

Melody Cheng

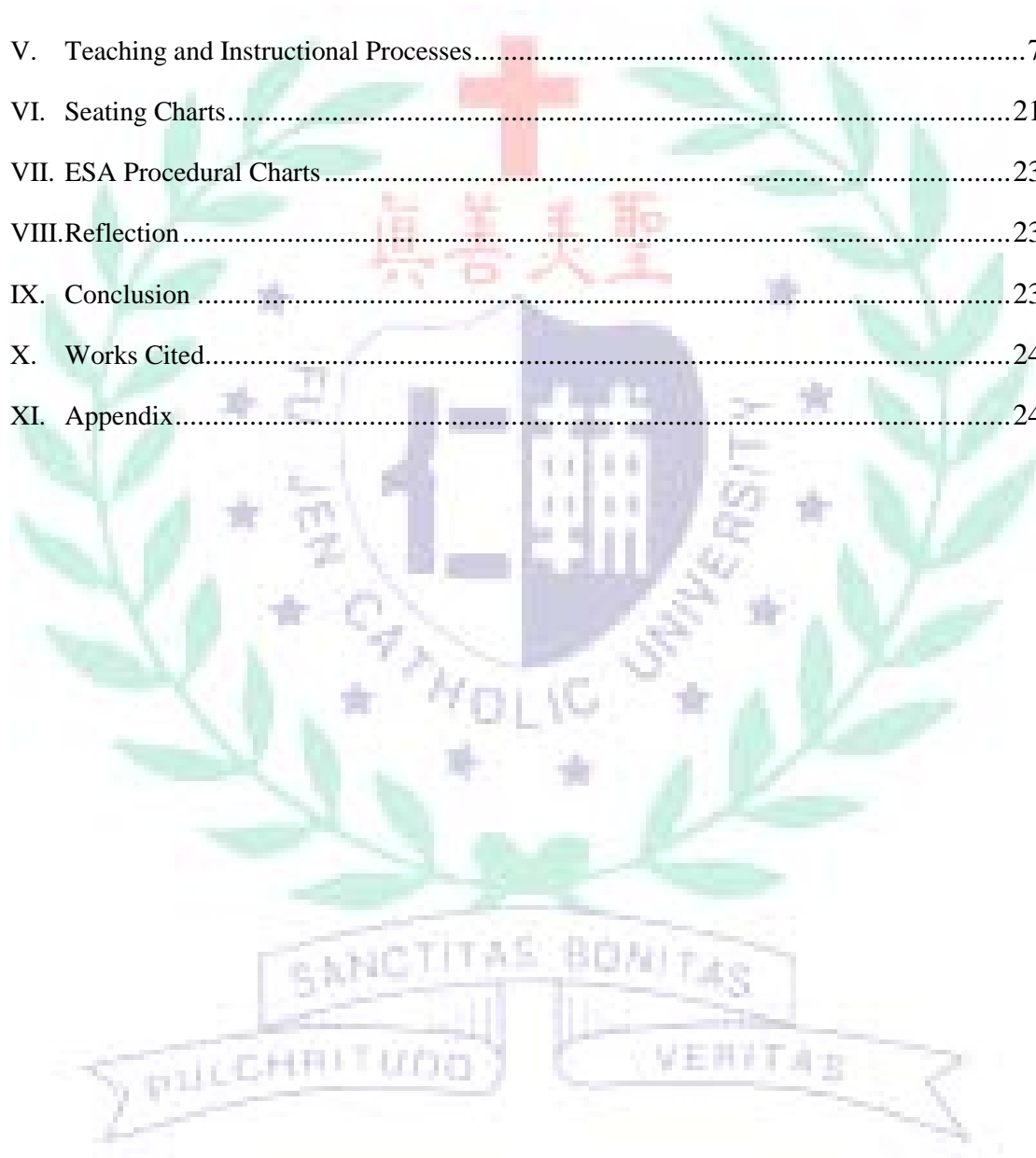
English Teaching and Educational Psychology

Instructor: Doris Shih

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I. Introduction

1. Motivation of Taking This Course

I had been a teacher assistant (TA) in the Ko-Jen English Center in the summer vacation, and I had teaching experiences from students who were in Kindergarten to students who were in the sixth grade of Elementary School.

Through the teaching progress of these students, I knew that I still had a lot spaces to improve. Furthermore, I understand the pleasure of teaching children, especially when I saw their improvements. Therefore, my motivation of taking this course was to learn more about teaching so that I can be a more professional tutor in the future. I enjoyed teaching children, and I supposed that this course could accumulate my knowledge of teaching and enhanced my teaching ability.

2. Background Information

We knew that we were going to teach in Guo-Tai Elementary School because the students in that school needed the remedial teaching. In other words, we knew that we might met students that were not interested in English at all, or they lacked educational sources.

I supposed that before starting teaching, we had to understand the fact that we had to have enough patience to teach these children. Since these children had to go to the remedial teaching class, they must have weaker performances of English. However,

Hence I supposed that it is really important that we should not prejudice. Every children had potential, and our job was to discover their potential. These students' academic performances might be bad, but that did not mean that they had low learning ability. I believed that if we had enough patience, we could see them improve and learn well.

II. Purposes

This portfolio will include and show:

1. Co-teaching's advantages and disadvantages
 - A. Advantages
 - i. Three teachers' ideas are surely more than one teacher's ideas
 - ii. When one teacher is teaching, the other two teachers can play the roles as guiders and peers
 - iii. Three teachers means that we can have different games and activities in class
 - B. Disadvantages
 - i. The student has to face three teachers at the same time
 - ii. Sometimes teachers may have different opinions toward teaching methods and contents
 - iii. Teachers have to spend more time on every week's units and lesson plans discussion
2. How teachers adjust their lesson plans in different weeks
 - A. Time management problem (teacher should teach slower or faster)
 - B. Review problem (whether the student can catch up the class)
 - C. Various units (student will be bored if teacher teach the same topic)
3. Some available ways to play games with students to arouse their interests
 - A. Different Games
 - i. Playing Cards Games (Big Two 大老二, Slapjack 心臟病, ...)
 - ii. Bingo Game
 - iii. Fishing Game (Paper made)
 - iv. Draw and Guess Game
 - v. "Hangman" (吊死鬼猜單字)

- vi. “Charade” (比手畫腳猜單字)
- vii. Sticky Ball Game (用球打擊白板上的單字)
- viii. Roles Playing Game (角色扮演)

B. Props

- i. Whiteboard and different colors markers
- ii. Playing cards
- iii. Crayons
- iv. Paper made props
- v. Story books
- vi. Online Music Videos

This portfolio can be seen as a teaching result record, and can also be a usable reference for other teachers who will teach in Guo-Tai Elementary School in the future.

III. My Student’s Learning Motivation

Before we started the eight weeks classes, we had ask the student to do the mini-motivation test. We gave her the original copy. First, we read the English sentences for her, and asked her view the copy with us. Then, we translated these sentences into Chinese, and asked her to write down the results. Below is the student’s mini-motivation test results.

Mini-motivation test statements	Scale (From 1 to 7)	Answer
My motivation to learn English in order to communicate with English speaking people is:	From weak to strong	5
My attitude toward English speaking people is:	From unfavorable to favorable	6

My interest in foreign languages is:	From very low to very high	4
My desire to learn English is:	From weak to strong	5
My attitude toward my English teacher is:	From unfavorable to favorable	6
My motivation to learn English is for practical purposes (e.g., to get a good job) is:	From weak to strong	4
I worry about speaking English outside of class:	From very little to very much	3
My attitude toward my English course is:	From unfavorable to favorable	7
I worry about speaking in my English class:	From very little to very much	2
My motivation to learn English is:	From very low to very high	6
My parents encourage me to learn English:	From very little to very much	5

From the result, we supposed that the student had a high motivation. The student was willing to learn and speak English although her pronunciation is not really good. The student tended to use Chinese spelling to record the sound of new English vocabulary, so we tried to teach her phonics and syllables.

IV. Theories Used

1. The Audio-lingual Method

A. Key Characteristics

- i. Teaching language mainly through speaking
- ii. Use of repetition
- iii. Little focus on writing while teaching
- iv. Teacher control

B. Teacher's role and student's role

- i. Teacher: Expert and the one who corrects error
- ii. Student: Imitator

C. Classroom activities

- i. Pronunciation activities
- ii. Repetition-based tasks

2. The Natural Approach

A. Key Characteristics

- i. Teaching focus on meaning
- ii. Learning second language is a naturalistic process
- iii. Learning vocabulary is essential

B. Teacher's role and student's role

- i. Teacher: Select and provide activities and materials which students need
- ii. Student: Communicative participant

C. Classroom activities

- i. Teacher questions and student responses
- ii. Exchange of meaningful information through role play and games

3. Total Physical Response

A. Key Characteristics

- i. Provide a stress-free learning class
- ii. Learning through body movement

B. Teacher's role and student's role

- i. Teacher: Director who control the language used in class
- ii. Student: Actor and listener

C. Classroom activities

- i. Role plays
- ii. Activities which require physical responses

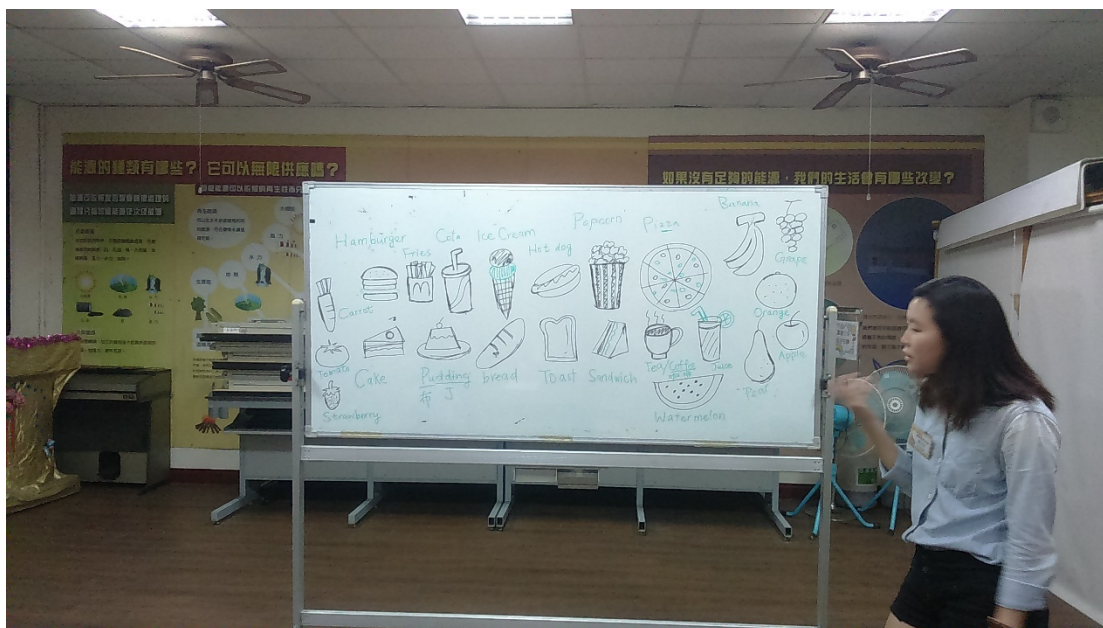
V. Teaching and Instructional Processes

1. Week 1

Stella, Vivian, and I were the three teachers who taught only one student in these eight weeks. In other words, we were the only group that needed co-teaching. For this kind of situation, we had to discuss and adjust lesson plans together, and decided which units we wanted to teach in the following weeks.

The first week was the time for us to be familiar with the student, Carol. We suppose that we can not only chat with her, but also try to teach her English words through playing cards. Vivian brought the playing cards. Before we started to play cards game, we first taught the student English from 1 to 13, and some special terms in the game (Jack, Queen, King, the last card...). Playing game was always a good and fast way to be familiar with new students.

We also chatted with her about her school and family situation. Through chatting, we learned that she likes drawing, and we knew that she was learning English about food at that time. Therefore, I drew food pictures on the whiteboard, and Vivian and Stella taught her. Picture 1 is the first day of our class, and later use the similar method to teach the student vocabulary.



Picture 1

We also discussed the possible units that the student would like to learn in the following weeks, and we listed a list. Overall, the first week was really successful. In the end of the class, the student was less shy, and she actively said goodbye to us.

Later, we decided the units for week 2, and I suggested that we could make review worksheet for the student. We also discussed how we divided the class time. Each teacher would have twenty five to thirty minutes, and the other two teachers could be assistants. We would each choose a unit, and prepare one's part separately. In-class handout or props could make and bring on our own. Below are the lesson plan for week one (Picture 2) and the review worksheet (Picture 3) that I made for the student.

Lesson Plan Week 01

- Goals: Get to know our student, and figure out her basic English knowledge
- Objectives: Finish the mini-motivation test, check the grammar and vocabulary level of the student's school textbook, and play games to get familiar with our student
- Materials & Equipment: The mini-motivation test, the playing cards, a whiteboard, and markers
- Procedures:

First 30 minutes, the student has to finish the mini-motivation test, and chat with us about her English learning experience.

The rest of the time, the student's English knowledge can be test through games and conversations. We also ask her what kind of things she wants to learn from the class. For example, units like food, animals, and cartoon.

This week, we will teach the student vocabulary including the playing cards and food.

Picture 2

Week 1 Worksheet

Number and Playing Cards

數字(撲克牌用法)

One 1 (Ace)

Two 2

Three 3

Four 4

Five 5

Six 6

Seven 7

Eight 8

Nine 9

Ten 10

Eleven 11 (Jack 騎士)

Twelve 12 (Queen 皇后)

Thirteen 13 (King 國王)

撲克牌

♠ → Spade 黑桃

♥ → Heart 紅心

♦ → Diamond 方塊

♣ → Club 梅花

Joker 鬼牌

Last Card 最後一張牌

Food 食物

Hamburger 漢堡

Fries 薯條

Cola 可樂

Ice cream 冰淇淋

Hot dog 熱狗

Popcorn 爆米花

Pizza 披薩

Cake 蛋糕

Pudding 布丁

Bread 麵包

Toast 吐司

Sandwich 三明治

Apple Pie 蘋果派

Tea 茶

Coffee 咖啡

Juice 果汁

Banana 香蕉

Grape 葡萄

Orange 橘子

Apple 蘋果

Beer 水梨

Picture 3

2. Week 2 and Week 3

We decided to use the audio-lingual method and the natural approach from week 2 to week 5 to arouse out student's interest of learning English, and hopefully we could really improve her English reading, writing, and speaking.

The second week and the third week were the same units. We taught the new units in week 2, and we review these units in week 3. The units of these two weeks were: an animation "Mysterious Joker" and the playing cards, shapes and colors, and animals. The animation was a unit that suggested by the student in the first week. We hoped that through teaching the animation which the student likes that she would be willing to pay attention in class.

In these weeks, we found out that time management was very important, and sometimes we had to be more authoritative. We taught the animation "Mysterious Joker" in the first thirty minutes, but the student was too exciting that she kept talking about the plots of the animation. We had to be more authoritative to stop her. Because of the chatting and trying to stop her, actually we hadn't finish the units. We decided to move half of the lessons to week 3.

Below are the lesson plans for week 2 (Picture 1), week 3 (Picture 2), and the review worksheet (Picture 3) that I made for the student.

Lesson Plan Week 02

- **Goals:** We will use the audio-lingual method and the natural approach to arouse our student's interest in learning English.
- **Objectives:** We have chosen some topics which the student is interested in, and we divided these topics into different units. We will have some activities to test student's understanding of our teaching. This week, the student will learn new vocabulary.
- **Materials & Equipment:** In-class handouts, the review worksheet, playing cards, crayons, a whiteboard, and markers
- **Procedures:**

We divided the class time into three sections, each section was about thirty minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week.

In week 2 and 3, we will have three units: The cartoon "Mysterious Joker" and the playing cards, shapes and colors, and animals.

Then, in the first section, Vivian will review the playing cards, and connect the playing card game with the new unit: "Mysterious Joker" which is a cartoon the student likes.

In the second section, Stella will teach the student the unit of shapes and colors, she will use crayons and handout to teach the student.

In the last section, Melody will use handout to teach the student the unit of animals.

Picture 1



Lesson Plan Week03

- Goals: We will use the audio-lingual method and the natural approach to arouse our student's interest in learning English.↵
- Objectives: This week, we will review the vocabulary which were taught last week, and examine the learning results through handouts and games.↵
- Materials & Equipment: In-class handouts, the review worksheet, crayons, a whiteboard, and markers↵
- Procedures: ↵

We divided the class time into three sections, each section was about thirty minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week. ↵

In week 2 and 3, we will have three units: The cartoon "Mysterious Joker" and the playing cards, shapes and colors, and animals.↵

In the first section, Vivian will review "Mysterious Joker" and the playing cards, and play "Hangman" (吊死鬼猜单字) with the student.↵

In the second section, Stella will review shapes and colors, she will make cards which the word and the color are different (like the word blue is printed in black) to play with the student. Also, she will use crayons, and asks students to draw the assigned shapes and colors.↵

In the last section, Melody will review the unit of animals, and she will play a guessing game. One people will draw an animal in ten seconds first, and the other people can only look five seconds, and also draw in ten seconds. The last people have to guess what animal it is. ↵

Picture 2





Picture 3

3. Week 4 and Week 5

Week 4 and week 5 were the same units. We taught the new units in week 4, and we review these units in week 5. The units of these two weeks were: marine life, instruments, and body parts.

So far, we found that the student's pronunciation is not really good.

The student tended to use Chinese spelling to record the sound of new English vocabulary, so we tried to teach her phonics and syllables. We also found that the vocabulary of week 4 and week 5 were hard for her, and her spelling really needed improvement. Therefore, we decided that although we would have new units in week 6 and week 7, we would still review these vocabulary.

Below are the lesson plans for week 4 (Picture 1), week 5 (Picture 2), and the review worksheet (Picture 3) that I made for the student.

Lesson Plan Week 04

- **Goals:** We will use the audio-lingual method and the natural approach to arouse our student's interest in learning English.
- **Objectives:** This week, the student will learn new vocabulary from new units: marine life, instruments, and body parts.
- **Materials & Equipment:** In-class handouts, the review worksheet, music from YouTube, a whiteboard, and markers
- **Procedures:**

We divided the class time into three sections, each section was about thirty minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week.

In week 4 and 5, we will have three units: marine life, instruments, and body parts.

In the first section, Vivian will teach the new vocabulary about instruments through a handout, and use YouTube to let the student recognize different instruments.

In the second section, Stella will teach the body parts through a handout, and she will also play a song includes body parts on YouTube.

In the last section, Melody will teach marine life through a handout, and play "Hangman" (吊死鬼猜单字) with the student. The student has to use the new vocabulary in the game.

Picture 1



Lesson Plan Week 05

- **Goals:** We will use the audio-lingual method and the natural approach to arouse our student's interest in learning English.
- **Objectives:** This week, we will review the vocabulary which taught last week, and examine the learning results through handouts and games.
- **Materials & Equipment:** In-class handouts, the review worksheet, props (a bingo game and a fishing game), a whiteboard, and markers
- **Procedures:**

We divided the class time into three sections, each section was about thirty minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week.

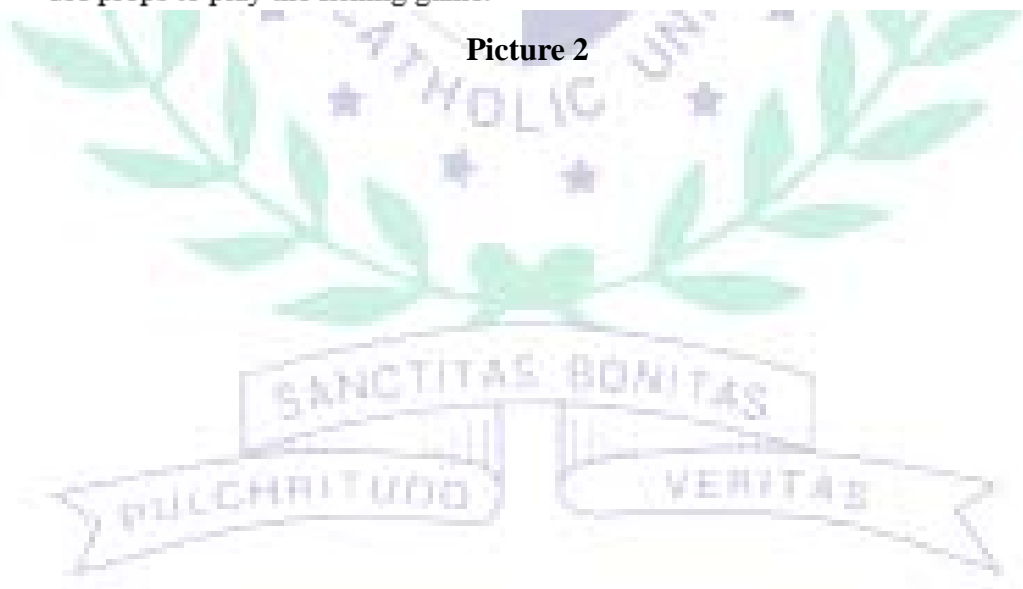
In week 4 and 5, we will have three units: marine life, instruments, and body parts.

In the first section, Stella will review the unit of body parts, and play a game without voice to guess words (比手畫腳猜單字). The winner will get a piece of cake.

In the second section, Vivian will review the three units' vocabulary, and she will use these words to play a bingo game.

In the last section, Melody will review the unit of marine life, and she will use props to play the fishing game.

Picture 2



WEEK 4 & 5 WORKSHEET

Marine life 海洋生物

Whale 鯨魚



Dolphin 海豚



Shark 鯊魚



Seahorse 海馬



Crab 螃蟹



Shrimp 蝦子



Starfish 海星



Shell 貝殼



Instrument 樂器

Piano 鋼琴



Violin 小提琴



Flute 長笛



Drums 鼓



Guitar 吉他



Ukulele 馬克麗麗



Triangle 三角鐵



Picture 3

In week 6 to week 8, we changed our teaching method into Total Physical Response in order to arouse out student's engagement in class.

It was near Christmas, so we planned to connect our lessons with the festival. Stella taught the student how to make a Christmas card, and I use two stories to arouse the student's interest of learning vocabulary related to Christmas. Vivian was responsible for reviewing vocabulary of week 4 and 5, and using games to test whether she had remembered the vocabulary. Unfortunately, she forgot many words. Therefore, we decided to keep reviewing until she remembered.

Below are the lesson plans for week 6 (Picture 1), week 7 (Picture 2), and the review worksheet (Picture 3) that I made for the student.

Lesson Plan Week 06

- Goals: We will use TPR to arouse our student's interest in learning English.
- Objectives: This week, the student will learn new vocabulary from the festival Christmas.
- Materials & Equipment: In-class handouts, the review worksheet, props (the Christmas card materials and two story books), a whiteboard, and markers
- Procedures:

We divided the class time into three sections, each section was about thirty minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week.

In week 6 and 7, our unit is Christmas, and we will review the vocabulary from week 4 and 5.

In the first section, Vivian will review the vocabulary from last week, and play a game only with actions to guess words ("Charade"-比手畫腳猜單字). The student has to tell us how many letters and how many syllables through actions.

In the second section, Stella will teach the student to make a Christmas card.

In the last section, Melody will teach the student vocabulary through reading the two English story books.

Picture 1

Lesson Plan Week 07↵

- Goals: We will use TPR to arouse our student's interest in learning English.↵
- Objectives: This week, we will review the vocabulary which taught last week, and examine the learning results through handouts and games.↵
- Materials & Equipment: In-class handouts, the review worksheet, props (a game only with actions to guess words), a whiteboard, and markers↵
- Procedures: ↵

We divided the class time into two sections, each section was about forty-five minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week. ↵

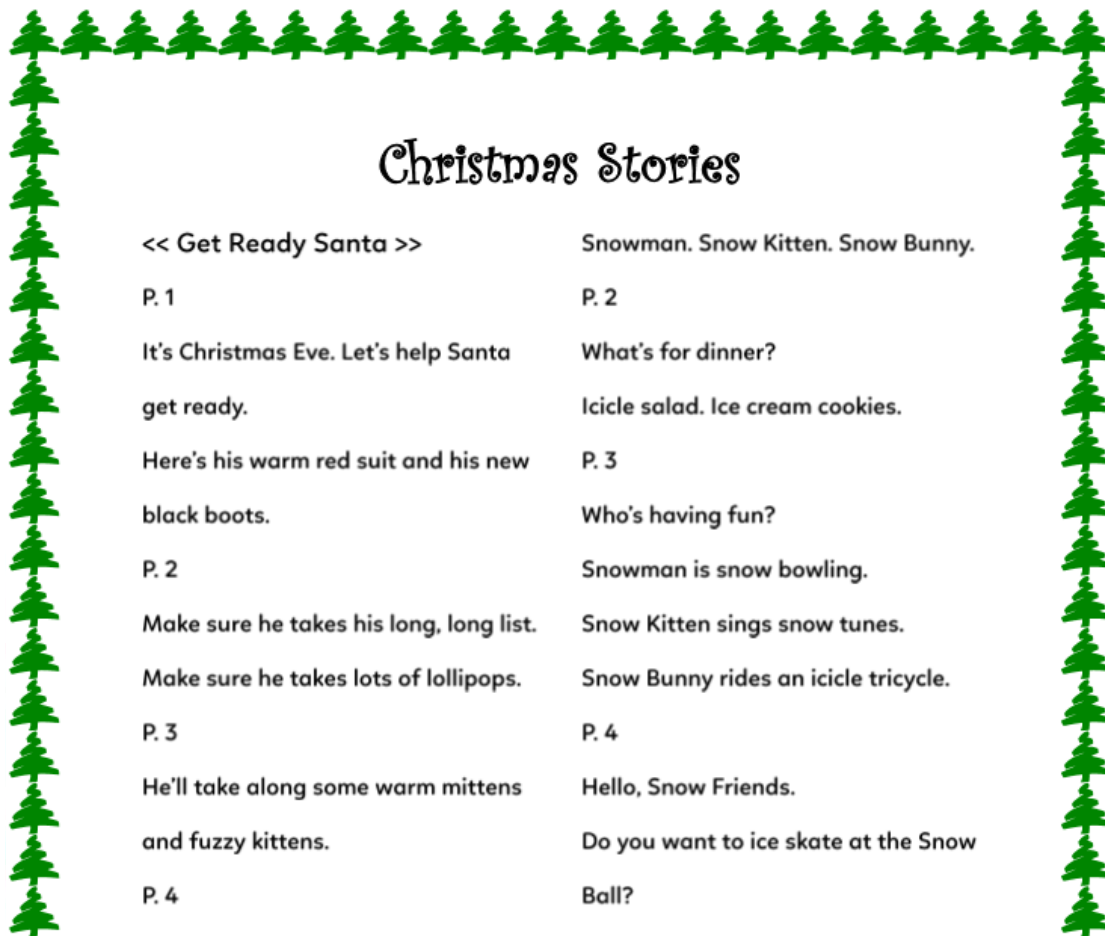
In week 6 and 7, our unit is Christmas, and we will review the vocabulary from week 4 and 5.↵

In the first section, we will review the vocabulary from last week, and play a game only with actions to guess words ("Charade"-比手畫腳猜單字). The student has to tell us how many letters and how many syllables through actions.

In the second section, we will review the stories first, and we will play the roles playing game (角色扮演). The student need to remember the stories characters and the actions they made in the stories.↵



Picture 2



Picture 3

5. Week 8

The last week our task was mainly examine whether she had remembered the vocabulary of week 4 and 5, including marine life, instruments, and body parts. We happily found out that she remembered most of the words, and used these words to play the game.

Below are the lesson plan for week 8 (Picture 1), and the list of her forgot words (only eight words!) that I drew for her (Picture 2).

Lesson Plan Week 08

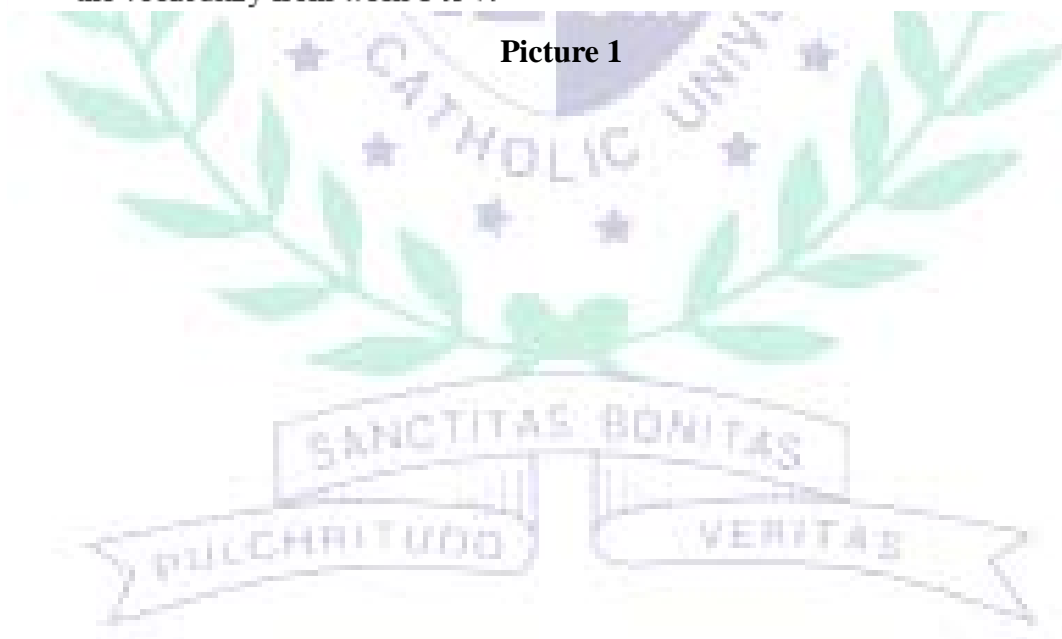
- Goals: We will use TPR to arouse our student's interest in learning English.
- Objectives: This week, we will review the vocabulary in these seven weeks, and read two new English stories.
- Materials & Equipment: Props (a game only with actions to guess words and two English story books), a whiteboard, and markers
- Procedures:

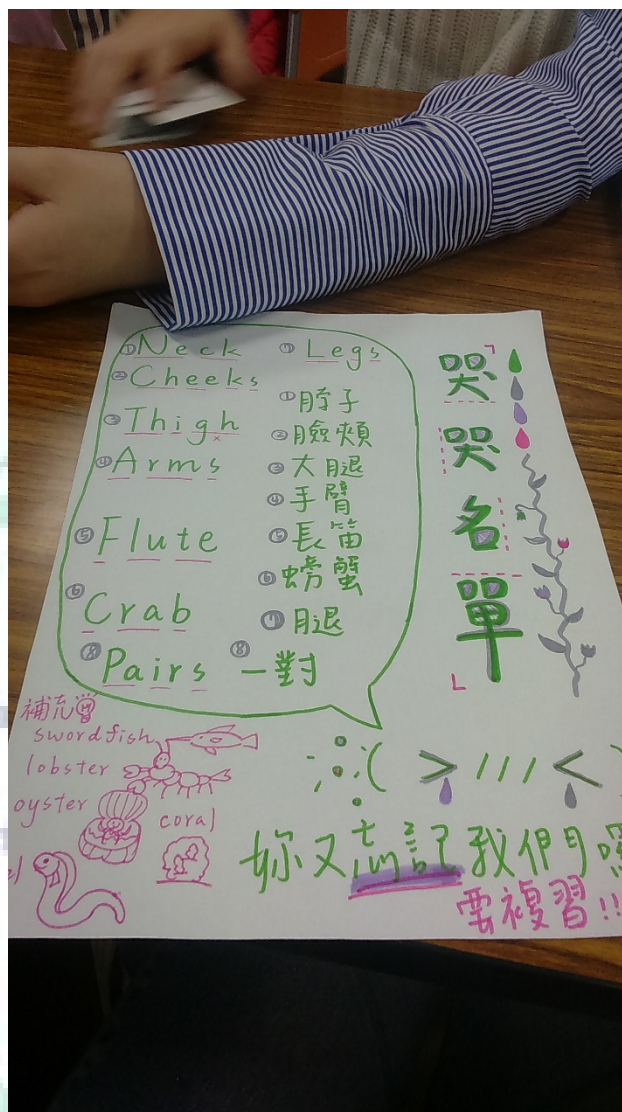
We divided the class time into three sections, each section was about thirty minutes. In week 8, we will review the vocabulary taught in these seven weeks, and examine the learning outcomes through games.

In the first section, Vivian will review the vocabulary from week 4 to 7, and play a game only with actions to guess words ("Charade"-比手畫腳猜單字). The student has to tell us how many letters and how many syllables through actions. **(The reason behind the repetition of the game is because the student didn't memorize the words and we had to keep reviewing.)**

In the second section, Stella will review the vocabulary from week 1 to 3, and play a game.

In the last section, Melody will read two English story books which contain the vocabulary from week 1 to 7.

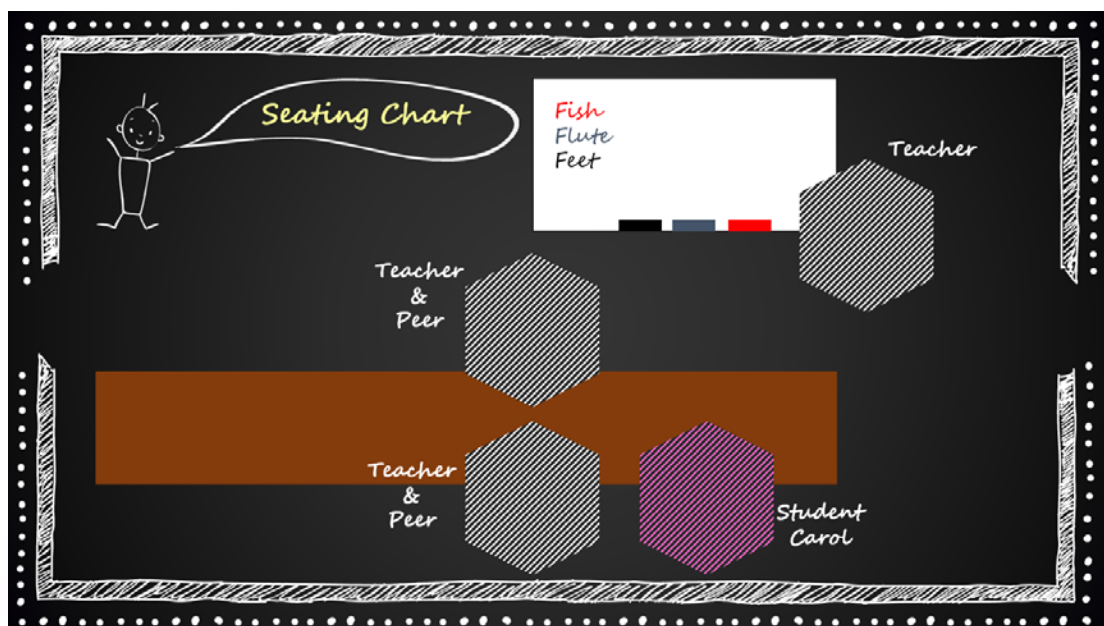




Picture 2

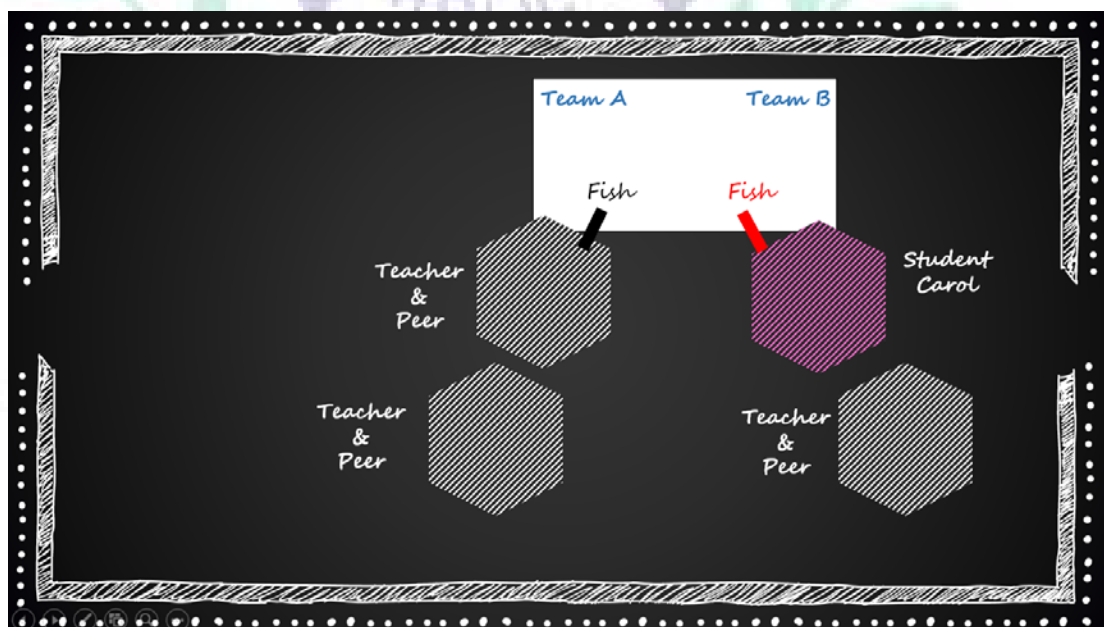
VI. Seating Charts

Because we had three teacher versus one student in the class, we decided that each teacher taught about twenty five to thirty minutes. At the same time, the other two teachers would be the student's guiders and peers. Picture 1 is how we usually arrange the class.




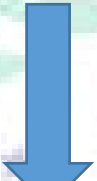
Picture 1

Sometimes we would make use of games to arouse the interest of the student, and also examine the learning outcome of the student. Three teachers would play the role of the student's peers, and we would divide into two teams. By forming two teams, the student would try her best to win the game. Picture 2 is how we play the game.



Picture 2

VII. ESA Procedural Charts

<p>Engage</p> 	The teacher and the student look at handout, pictures, or videos to learn new units.
<p>Study</p> 	The teacher teach the student how to pronounce the words, know the meaning of the words, and construct a new sentence.
<p>Activate</p>	Playing game in two groups, and using the new learned words in the game.

VIII. Reflection

These eight weeks was a great learning time for me. Although I was in the role of a teacher, I learned a lot from my student. I supposed that I still needed to practice how to combine the theories with the courses, and my content arrangement still had spaces to improve.

I learned that teaching really needed great patience and creativity. The student would easily lose her focus if the class was not interesting enough. Moreover, teachers had to learn how to control the atmosphere of the class. We could teach and learn in a stress-free environment, but we still needed certain rules to continue our syllabus.

I truly hoped that I could come up with more interesting teaching method, and combine with theories so that I could become a good teacher in the future.

IX. Conclusion

Learning a foreign language really need time, resources, and motivation. I believe that the most important requirement is motivation. Maybe these students

in the remedial teaching class really lack resources for learning English, but they can learn English well if they meet a patient and creative English teacher.

English teaching in the elementary school should focus on how to arouse student's interesting and how to establish English basic knowledge. From my student's performance, I suppose that learning phonics and syllables is really important for these young learners. However, Taiwan's elementary schools seldom put emphasize on phonics and syllables teaching.

I hope that our remedial teaching can help these children have a better basis of English knowledge, and can arouse their interests in English. This is the most essential function of our teaching.

X. Works Cited

Richards, J., & Rodgers, T. (2001). Major language trends in twentieth-century language teaching. In *Approaches and Methods in Language Teaching* (Cambridge Language Teaching Library, pp. 1-2). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511667305.002

XI. Appendix

This is my google drive's link of my review worksheets, my props, some photos of our class, and a short video of our game:

https://drive.google.com/open?id=14D02-iNRMN7MYb0_jVx60vUQEcJKBV0

[X](#)