

天主教輔仁大學英國語文學系學士班畢業成果  
ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY  
GRADUATION PROJECT 2019

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真善美聖

**English Teaching and Educational Psychology Portfolio**

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The background features a large, light blue watermark of the Fu Jen Catholic University logo. At the top is a red cross. Below it are the Chinese characters '真善美聖' (Truth, Goodness, Beauty, Holiness) in red. In the center is a shield with the Chinese characters '輔仁' (Fu Jen) in white on a dark background. The shield is surrounded by a laurel wreath and the text 'FU JEN CATHOLIC UNIVERSITY' with stars. At the bottom are three banners with the Latin motto 'SANCTITAS BONITAS PULCHRITUDO VERITAS'.

Final Portfolio

真善美聖

Joanna Chen

English Teaching & Educational Psychology

Professor Doris Shih

17 Jan 2017

SANCTITAS BONITAS

PULCHRITUDO

VERITAS

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## **I. Introduction**

My motivation to take this course is that I need professional knowledge of teaching for my current and future jobs. I believe that it is not enough for me to only have the knowledge of English itself. I have been working as an English private tutor for several students for nearly three years, and I recently become a teacher in a children English cram school. Having this course as my Learning Outcome Demonstration and experiences of teaching students in an elementary school would be a great advantage for me to apply for English teaching graduate school in the future. Besides, I would also like to have the chance to meet and spend time with children in Guo-Tai. It was truly a great opportunity for me to be a part of the project of Guo-Tai service learning.

## **II. Purposes**

The content and process of teaching, theories used, assessment of students, discussion, reflection will be included in this portfolio. Not only my students but also myself improve and acquire something informative and practical through the project. Thus, the learning outcome of both my students and myself will be presented in this portfolio.

## **III. My Students**

I was in charge of teaching two children. Both are third graders, one boy and one girl. The boy's name is Josh, and the girl's name is Molly. Josh is a shy and mild boy. He is willing to cooperate with his peers and me as well, but he is rather slow in terms of reaction and response. He has great pronunciation and basic level of English. Molly is slightly hostile to almost everyone and rather ambitious and competitive which is actually great for learning if she is guided in a right and suitable way despite of her relatively lower level of English.

#### IV. My students' Learning Motivation

I made a mini motivation survey to find out their attitude toward learning and even speaking English. The file of this survey is attached below. The result of Molly showed that she has high motivation to learn English, but she is scared to talk in English, especially in public. Josh's result is completely opposite. He has nearly zero motivation to learn English, but he is not scared of talking in English.

- |                         |                         |
|-------------------------|-------------------------|
| 1. 我會想要用英文跟外國人聊天        | 6. 你多想學英文?              |
| <i>超認同 認同 尚可 反對 超反對</i> | <i>超想 想 尚可 不想 超不想</i>   |
| 2. 你多喜歡說英文的人?           | 7. 你敢在英文課上說英文嗎?         |
| <i>超喜歡 喜歡 尚可 討厭 超討厭</i> | <i>超敢 敢 尚可 不敢 超不敢</i>   |
| 3. 我很想學英文               | 8. 你敢在英文課以外的時候說英文嗎?     |
| <i>超認同 認同 尚可 反對 超反對</i> | <i>超敢 敢 尚可 不敢 超不敢</i>   |
| 4. 你多喜歡學英文?             | 9. 你爸爸媽媽多鼓勵你學英文?        |
| <i>超喜歡 喜歡 尚可 討厭 超討厭</i> | <i>超鼓勵 鼓勵 尚可 反對 超反對</i> |
| 5. 你多喜歡你的英文老師?          | 10. 英文對你來說很難嗎?          |
| <i>超喜歡 喜歡 尚可 討厭 超討厭</i> | <i>超難 難 尚可 簡單 超簡單</i>   |

#### V. Theories used

I applied three theories for this project. The first method, Total Physical Response, focuses on physical actions, and the students need to listen and carry out the commands from the teacher. I said a number and a color, and they needed to find the number of objects of the color. The second approach which is the Natural Approach puts emphasis on vocabularies and conversations students need in their daily life. They need to know the meaning instead the form. Therefore, I taught them some conversations and vocabularies they could use in their

daily life. Last one is Communicative Language Teaching, and it emphasizes conversation. I asked them to communicate in English and practice the conversations I taught with each other or me.

## **VI. Teaching and Instructional Processes**

I will attach my lesson plans and handouts below. My students did not come on the first week, so I taught Angel's students with her. On the second week, I was too sick to go to Guo-Tai. In fact, I started to teach my students on the third week. On the fifth week, I substituted for Richard, so I taught four students at the same time. I was sick on seventh week, too. Therefore, Betty substituted for me. As for designing lesson plans, I always adjusted my lesson plans according to the evaluation of my students. If they were not familiar with the content I taught them, I would teach the same topic again. Throughout the project, I have taught them colors, shapes, animals, Christmas vocabularies, and some related conversations.

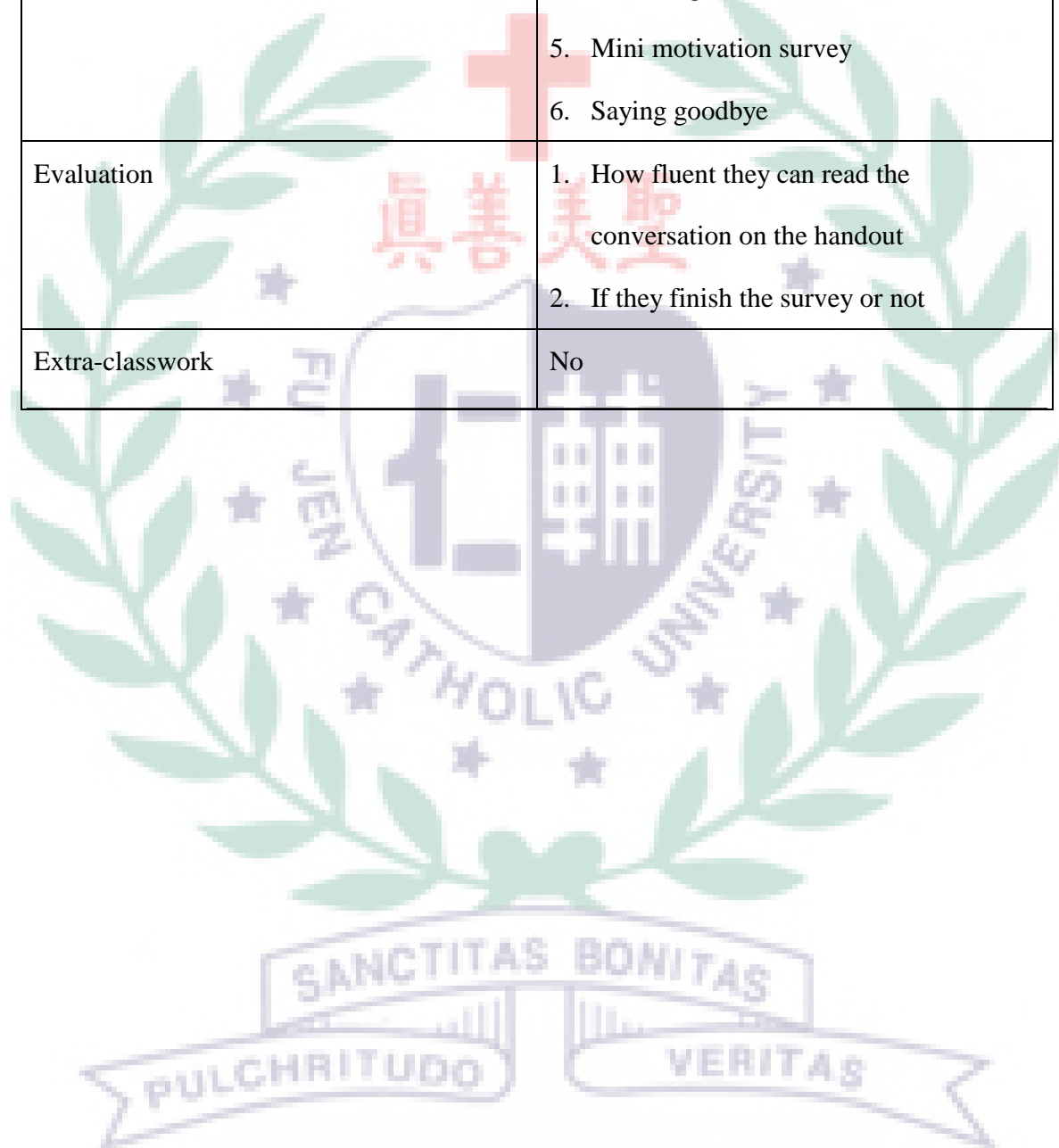


Week 3

30 November 2017

Goal	Teacher and two students will get to know one another.
Objectives	<ul style="list-style-type: none"> <li>● Two students will understand the importance and advantages of learning English.</li> <li>● Two students will learn what to say when they first meet someone.             <ol style="list-style-type: none"> <li>1. How to greet</li> <li>2. How to ask others what their names are</li> <li>3. How to ask others what their hobbies are</li> </ol> </li> <li>● Teacher will know how motivated the two students are to learn English.</li> <li>● Teacher will roughly know the English level of two students.</li> </ul>
Material & Equipment	<p>Mini motivation survey</p> <p>Three handouts for what to say when they first meet someone</p> <p>Blank papers</p> <p>Colored markers</p>

Procedures	<ol style="list-style-type: none"> <li>1. Saying hi</li> <li>2. Self-introduction</li> <li>3. Handout (filling in names and hobbies)</li> <li>4. Practicing handout conversation</li> <li>5. Mini motivation survey</li> <li>6. Saying goodbye</li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. How fluent they can read the conversation on the handout</li> <li>2. If they finish the survey or not</li> </ol>
Extra-classwork	No





Week 4

7 Dec 2017

Goal	Students will improve their conversation ability and enrich their vocabularies.
Objectives	<p>Two students will learn conversation and vocabularies of colors.</p> <ol style="list-style-type: none"> <li>1. How to ask what color it is</li> <li>2. How to answer the question</li> <li>3. How to say and spell “colors”</li> </ol>
Material & Equipment	<p>Three handouts for conversation (attached down below)</p> <p>Color cards</p> <p>Blank papers</p> <p>Colored markers</p>
Procedures	<ol style="list-style-type: none"> <li>1. Saying hi</li> <li>2. Teaching colors</li> <li>3. Teaching handouts</li> <li>4. Practicing handout conversation</li> <li>5. Games</li> <li>6. Saying goodbye</li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. How fluent they can read the conversation on the handout</li> <li>2. How well they memorize colors</li> </ol>
Extra-classwork	No

Week 5

14 Dec 2017

Goal	Students will improve their conversation ability and enrich their vocabularies.
Objectives	<p>Two students will learn conversation and vocabularies of the combination of colors and shapes.</p> <ol style="list-style-type: none"> <li>1. How to ask what color it is</li> <li>2. How to answer the question</li> <li>3. How to say and spell “colors”</li> <li>4. How to ask what shape it is</li> <li>5. How to answer the question</li> <li>6. How to say and spell “shapes”</li> </ol>
Material & Equipment	<p>Three handouts for conversation (attached down below)</p> <p>Color cards</p> <p>Shape patterns on papers</p> <p>Blank papers</p> <p>Colored markers</p>
Procedures	<ol style="list-style-type: none"> <li>1. Saying hi</li> <li>2. Teaching colors and shapes</li> <li>3. Teaching handouts</li> <li>4. Practicing handout conversation</li> <li>5. Games</li> <li>6. Saying goodbye</li> </ol>

Evaluation	<ol style="list-style-type: none"><li>1. How fluent they can read the conversation on the handout</li><li>2. How well they memorize colors and shapes</li></ol>
Extra-classwork	No



Week 6

21 December 2017

Goal	Students will improve their conversation ability and enrich their vocabularies.
Objectives	<ul style="list-style-type: none"> <li>● Two students will learn conversation and vocabularies of the combination of colors and shapes.</li> </ul> <ol style="list-style-type: none"> <li>4. How to ask what color it is</li> <li>5. How to answer the question</li> <li>6. How to say and spell “colors”</li> <li>7. How to ask what shape it is</li> <li>8. How to answer the question</li> <li>9. How to say and spell “shapes”</li> </ol> <ul style="list-style-type: none"> <li>● Two students will learn vocabularies and phrases about Christmas.</li> </ul>
Material & Equipment	<p>Three handouts for conversation (attached down below)</p> <p>Color cards</p> <p>Shape patterns on papers</p> <p>Christmas tree cards</p> <p>Blank papers</p> <p>Colored markers</p>
Procedures	<ol style="list-style-type: none"> <li>1. Saying hi</li> <li>2. Teaching colors and shapes</li> <li>3. Teaching handouts</li> </ol>

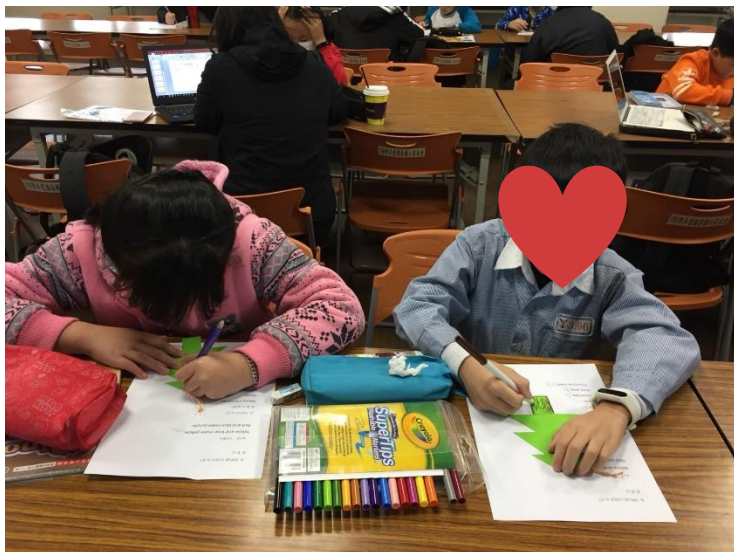
	<ol style="list-style-type: none"> <li>4. Practicing handout conversation</li> <li>5. Making Christmas tree cards</li> <li>6. Saying goodbye</li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. How fluent they can read the conversation on the handout</li> <li>2. How well they memorize colors and shapes</li> </ol>



Week 8

4 January 2017

Goal	Students will improve their conversation ability and enrich their vocabularies.
Objectives	<ul style="list-style-type: none"> <li>● Two students will learn conversation and vocabularies of animals.</li> <li>10. How to ask what animal it is</li> <li>11. How to answer the question</li> <li>12. How to say and spell animals</li> </ul> <p>Two students will learn vocabularies and phrases about Christmas.</p>
Material & Equipment	<p>Three handouts for conversation (attached down below)</p> <p>Animal cards</p> <p>Blank papers</p> <p>Colored markers</p>
Procedures	<ol style="list-style-type: none"> <li>1. Saying hi</li> <li>2. Teaching animals</li> <li>3. Teaching handouts</li> <li>4. Practicing handout conversation</li> <li>5. Saying goodbye</li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. How fluent they can read the conversation on the handout</li> <li>2. How well they memorize animals</li> </ol>
Extra-classwork	No



## VII. Assessing my students

	Molly	Josh
Comprehension of the content I taught	9	9
Fluency	7	8
Pronunciation	7	8
Spelling / Memorization	7	7
Cooperation	6	7
Class Manner	6	8

## VIII. ESA Procedural Chart

Engage	Chatting with my students
Study	Teaching the content I prepared
Activate	Practicing conversations and games for positive competitions between the two students

## IX. Discussion and Reflection

Through this project, I learn and gain some useful experiences. I now understand the importance of positive reinforcement and how to motivate them by a moderate amount of rewards. Besides, I learn that diverse activities would help students keep their focus on the class. I also notice a problem which is the distance between me and students. It really needs to be handled carefully. During the project, I could feel that Molly gradually gave me her trust, which is amazing. However, in the end, she became a bit impolite and talked about things that should not be mentioned in the class. Last, I think that I need to be more patience



to kids because they are still young and reckless. They need to be educated rather scolded. Overall, it has been a great time with these two kids. I do not regret that I devoted my time and efforts to teaching them.

## **X. Conclusion**

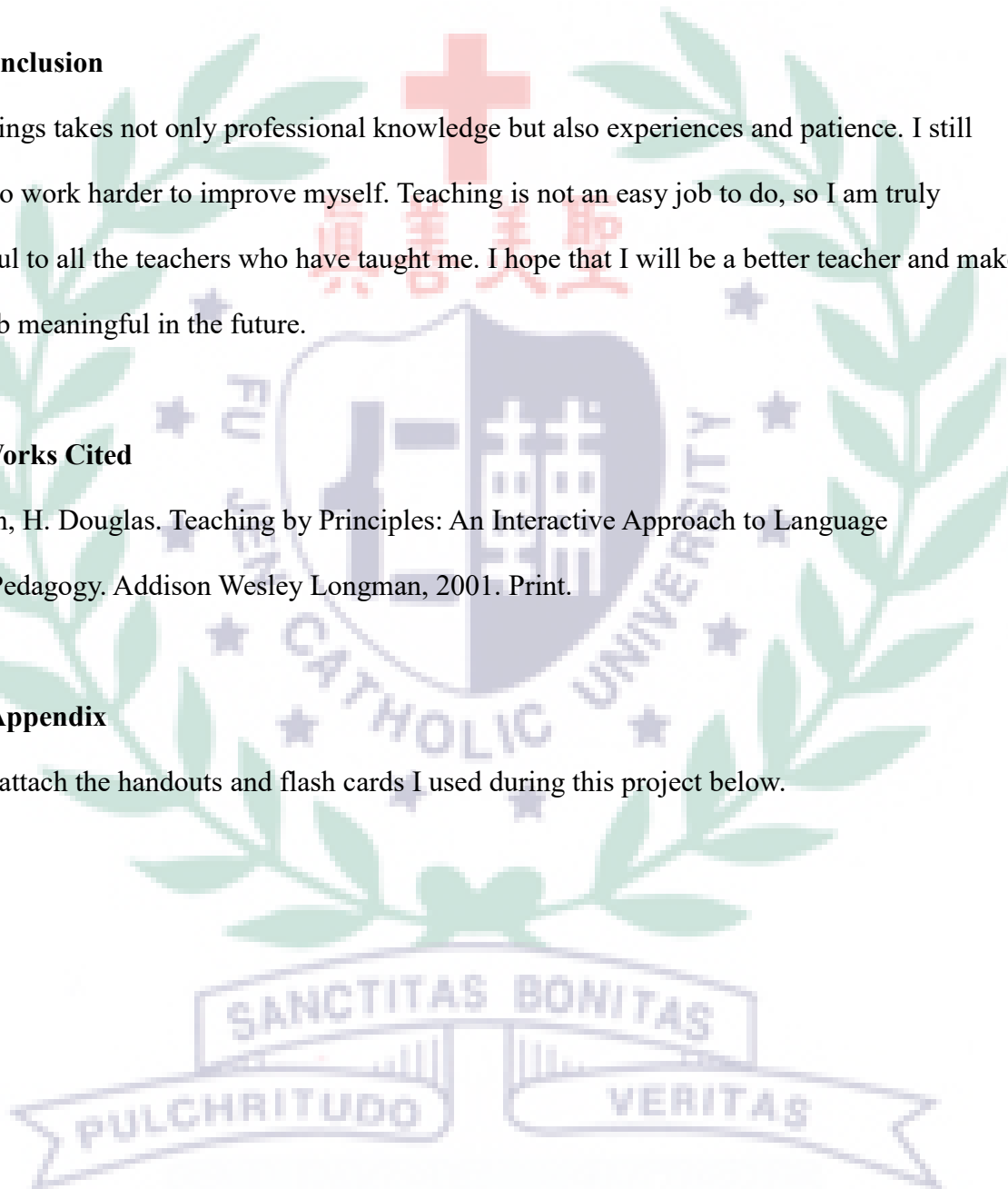
Teachings takes not only professional knowledge but also experiences and patience. I still need to work harder to improve myself. Teaching is not an easy job to do, so I am truly grateful to all the teachers who have taught me. I hope that I will be a better teacher and make my job meaningful in the future.

## **XI. Works Cited**

Brown, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy. Addison Wesley Longman, 2001. Print.

## **XII. Appendix**

I will attach the handouts and flash cards I used during this project below.



A: How are you? 你好嗎?

B: I am \_\_\_\_\_, and you? 我很.....那你呢?

A: I am \_\_\_\_\_. Thank you. 我很.....謝謝。

good    sad    so so / fine



A: Nice to meet you. 很高興認識你

B: Nice to meet you, too. 我也很高興認識你

A: What is your name? 你叫甚麼名字?

B: My name is \_\_\_\_\_. What about you? 我叫...你呢?

A: My name is \_\_\_\_\_. 我叫...

A: What color is it?

B: It is \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_.

Yellow and blue make yellow.

Red and blue make purple.



A: What is it?

B: It is a/an \_\_\_\_\_.

Merry Christmas.

Santa

reindeer

gift

sock

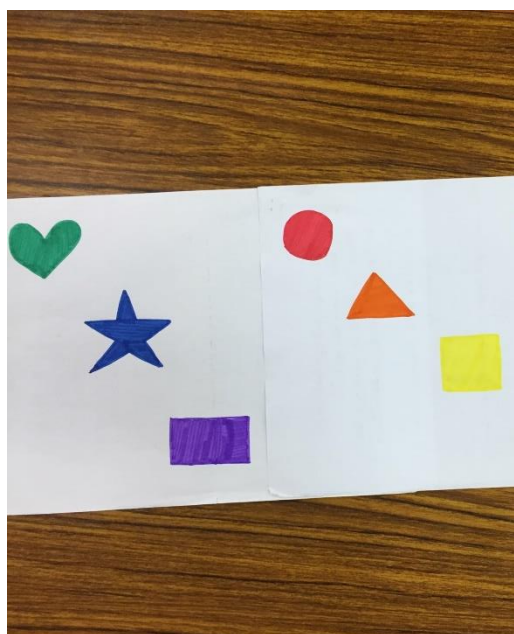
snow

snowman

New year

Christmas tree





A: What is it?

B: It is a/an \_\_\_\_\_.

Turtle

Rabbit

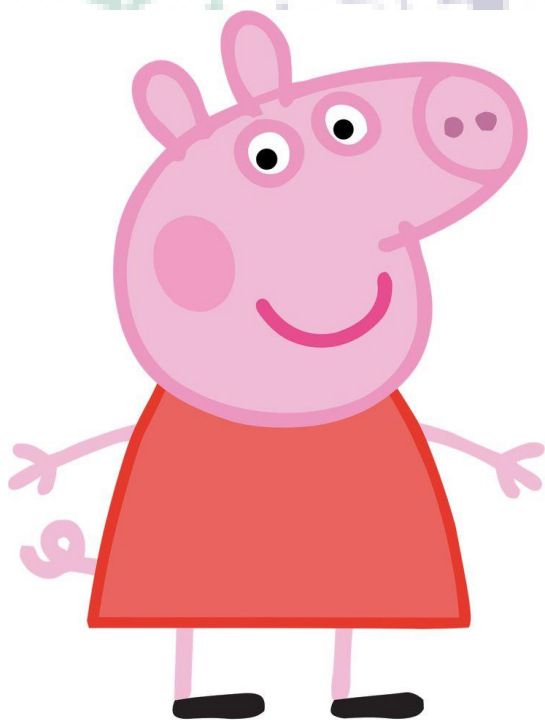
Snail

Cat

Dog

Pig







# English Teaching and Psychology Final Report

Instructor: Professor Doris Shih  
Grace Cheng, Gwen Fang, Joanna Chen, Richard Lin

## Content

- I. Introduction
- II. Purpose
- III. Student's Motivation
- IV. Theory used
- V. Teaching and Instructional Process
- VI. Assessing My Students
- VII. ESA Procedural Charts
- VIII. Discussion and Reflection
- IX. Conclusion
- X. Q&A

## Joanna's Part

### Introduction

#### My motivation and background to take this course

- Desire to learn more about teaching
- Professional knowledge needs for my job
- Desire to interact with students in Guo-Tai



## Purpose

To present the teaching and learning outcome of both my students and myself.

## Meet My Students



## My Students' Learning Motivation

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. 我會想跟其他同學聊天<br/>程度: 經常 尚可 不常 絕不常</li> <li>2. 你多喜歡跟誰聊天?<br/>程度: 經常 尚可 不常 絕不常</li> <li>3. 我喜歡學英文<br/>程度: 經常 尚可 不常 絕不常</li> <li>4. 你多喜歡學英文?<br/>程度: 經常 尚可 不常 絕不常</li> <li>5. 你多喜歡跟誰聊天?<br/>程度: 經常 尚可 不常 絕不常</li> <li>6. 你多喜歡學英文?<br/>程度: 經常 尚可 不常 絕不常</li> </ol> | <ol style="list-style-type: none"> <li>7. 你對在英文課上認真嗎?<br/>程度: 經常 尚可 不常 絕不常</li> <li>8. 你對在英文課以外時會說英文嗎?<br/>程度: 經常 尚可 不常 絕不常</li> <li>9. 你從這門課多喜歡學英文?<br/>程度: 經常 尚可 不常 絕不常</li> <li>10. 英文對你有什麼用?<br/>程度: 經常 尚可 不常 絕不常</li> </ol> |
|--|--|

Molly: Having higher motivation but scared to talk in English  
 Josh: Having Lower motivation but not scared to talk in English

## Approches and Methods Used

- **Total Physical Response** (Finding Colors in the classroom)
- **The Natural Approach** (Daily conversations and objects around them)
- **Communicative Language Teaching** (Practicing useful conversations)

## Teaching and Instructional Process

A: How are you? 你好嗎?  
 B: I am \_\_\_\_\_, and you? 我很\_\_\_\_\_, 那你呢?  
 A: I am \_\_\_\_\_, Thank you. 我很\_\_\_\_\_, 謝謝。  
 good sad so so / fine.  
 😊 😞 😊

A: Nice to meet you. 很高興認識你。  
 B: Nice to meet you, too. 我也很高興認識你。  
 A: What is your name? 你叫甚麼名字?  
 B: My name is \_\_\_\_\_. What about you? 我姓... 你呢?  
 A: My name is \_\_\_\_\_. 我叫\_\_\_\_\_

A: What color is it?  
 B: It is \_\_\_\_\_  
 \_\_\_\_\_ and \_\_\_\_\_ make \_\_\_\_\_  
 Yellow and blue make yellow.  
 Red and blue make purple.  
 A: What is it?  
 B: It is a/an \_\_\_\_\_

Merry Christmas.  
 Santa.  
 reindeer.  
 gift.  
 sock.  
 snow.  
 snowman.  
 New year.  
 Christmas tree.



Goal:	Teacher and two students will get to know one another.	Procedures:	Colored markers
Objectives:	<ul style="list-style-type: none"> <li>Two students will understand the importance and advantages of learning English.</li> <li>Two students will learn what to say when they first meet someone.</li> </ul> <ol style="list-style-type: none"> <li>How to greet.</li> <li>How to ask others what their names are.</li> </ol> <ul style="list-style-type: none"> <li>Students will learn how to say colors.</li> <li>Teacher will know how motivated the two students are to learn English.</li> <li>Teacher will roughly know the English level of two students.</li> </ul>	<ol style="list-style-type: none"> <li>Saying hi.</li> <li>Self-introduction.</li> <li>Handouts (filling in names and hobbies).</li> <li>Practicing handout conversation.</li> <li>Color cards (teaching colors).</li> <li>Game (finding colors in the room).</li> <li>Mini motivation survey.</li> <li>Saying goodbye.</li> </ol>	<ol style="list-style-type: none"> <li>How fluent they can read the conversation on the handouts.</li> <li>How well they memorize colors.</li> <li>If they finish the survey or not.</li> </ol>
Material & Equipment:	<ul style="list-style-type: none"> <li>Mini motivation survey.</li> <li>Three handouts for what to say when they first meet someone (attached down below).</li> <li>Color cards.</li> <li>Blank papers.</li> </ul>	Extra-classwork:	No

### Week 1 Lesson Plan

## Pictures



## Assessing my students

	Molly	Josh
Comprehension of the content I taught	9	9
Fluency	7	8
Pronunciation	7	8
Spelling / Memorization	7	7
Cooperation	6	7
Class Manner	6	8

## ESA Procedure Charts

Engage	Chatting with my students
Study	Teaching the content I prepared
Activate	Practicing conversations and games for positive competitions between the two students

## Discussion and Reflection

- The importance of **positive reinforcement**
- The distance between me and students needs to be handled carefully.
- **Diverse** activities
- Lack of **patience**

## Conclusion

Teachings takes not only professional knowledge but also experiences and patience.



## Works Cited

Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Addison Wesley Longman, 2001. Print.

Thank you for listening

