

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

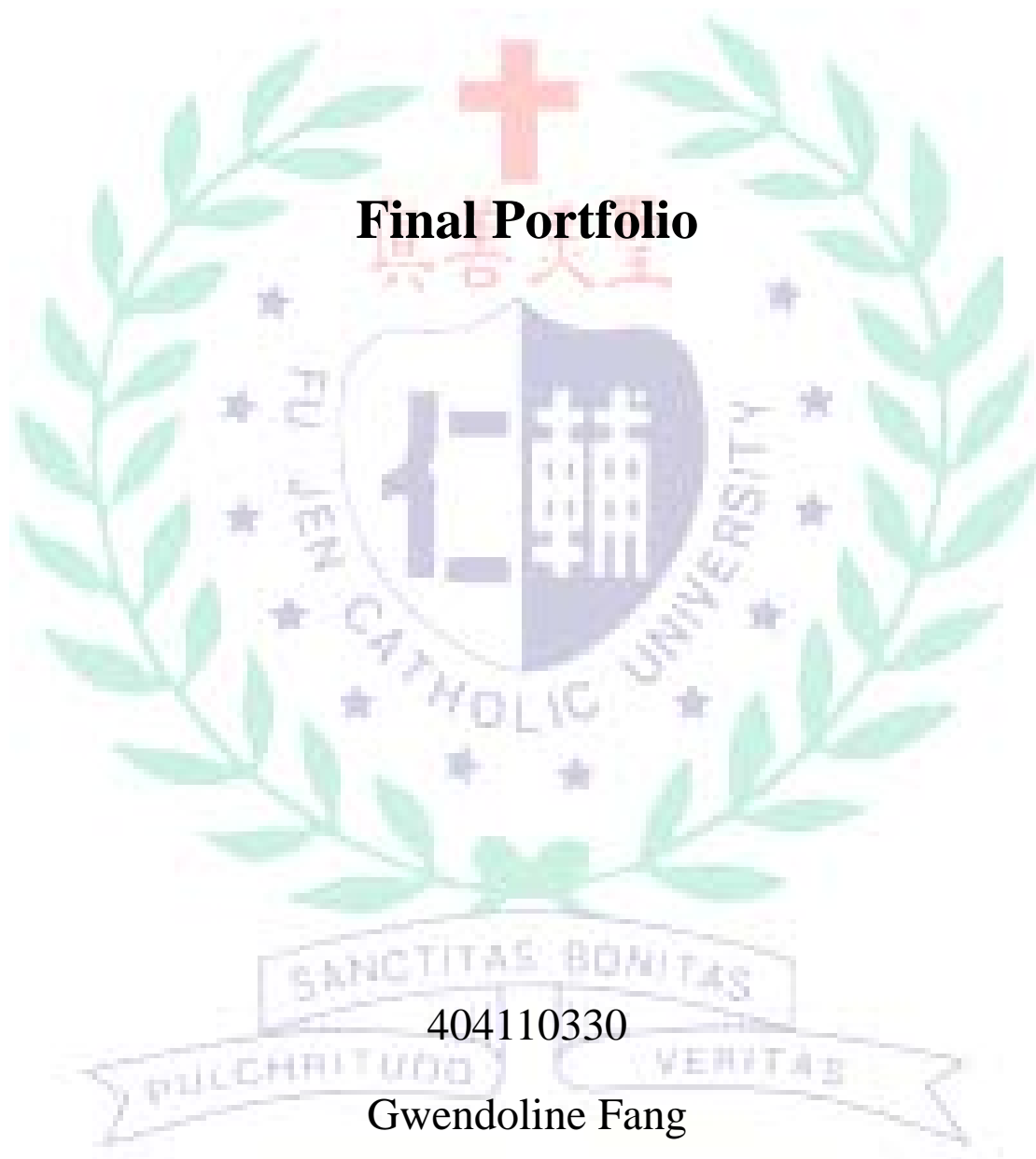
English Teaching and Educational Psychology Portfolio

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Gwen Ling-San Fang

English Teaching & Educational Psychology

Final Portfolio



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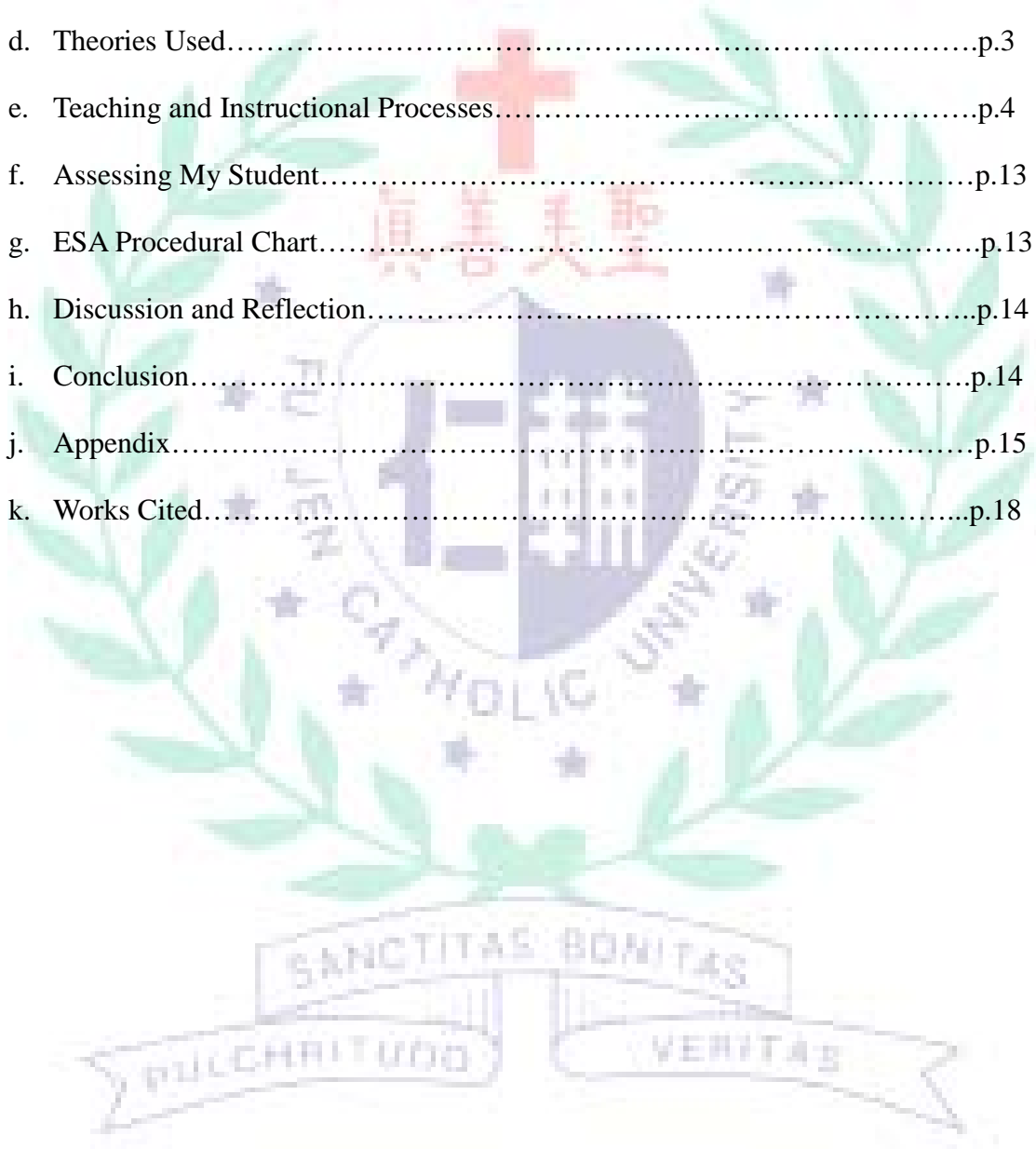
Gwendoline Fang

11th January 2018

Professor Doris Shih

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Introduction

◆ My Motivation and Background of Taking This Course

At the first two years of college I worked as a teaching assistant and a teacher in a cram school where I had learned English when I was a kid. But, I quit the job when I turned senior because I knew I would be overwhelmed with my homework in the third year of college. Thus, I have always been interested in how to teach students with different professional teaching theories and if those methods really help teachers to teach students more effectively. When I used to work in the cram school, there were students that are just hard to teaching on matter how we tried. From my observation, most of them come from the family where the parental figures are not very functional. That means that their parents have failed helping their kids with their academic works at home mostly because they must work till very late. Hence, those kids tend to have struggles keeping up with their classmates, and it has aroused my sense of compassion I want to know if there are more effective ways to teach them since they have already got low confidence in English.

Purpose

The purpose of this report is to show my teaching outcome and my student's learning outcome. For the past eight weeks, I have tried to teach her some daily vocabularies and greeting Q&As. During the process, not only my student has learned some English, but also I have acquired the knowledge of how to teach students who are very poor and less interested in English with educational theories.



My Student's Learning Motivation

For this project, I am in charge in teaching a sixth grader named Angel. She is about to go to junior high school, but her English is so poor that I don't think she can survive junior high school English class. When I was doing the mini motivation survey, she told me that she has no interest and motivation in learning English. Thus, I have assumed that she was forced to come to this class because her teacher thinks that she must learn more before she enters junior high. However, the lack of motivation is a very serious problem in this teaching project because it is hard for me to motivate her and to ask her to study hard. There are no any reasons why she should work hard on English, and I don't want to threaten her by saying "if you don't work harder I will punish you" or "if you don't study English harder, you will have a miserable future" something like that. She already has low confidence in English. What I should do is try to help her find a purpose that can make her sit in the classroom every Thursday morning and listen to me.

Theories Used

- **Audiolingual Theory**

I used this theory to teach my student because I think she is not very talkative. From my observation, she is more like the student that would rather just listen to teacher teaching her than interacting with the teacher in class. So, when I was teaching her vocabularies, I just kept repeating the words again and again. I think her pronunciation is quite good, so just listening to me repeating the words may be a good way for her to remember those vocabularies. At first, she didn't remember anything that I had taught her. However, after several weeks, she started to be able to pick some words that I taught her. At the last two weeks, she

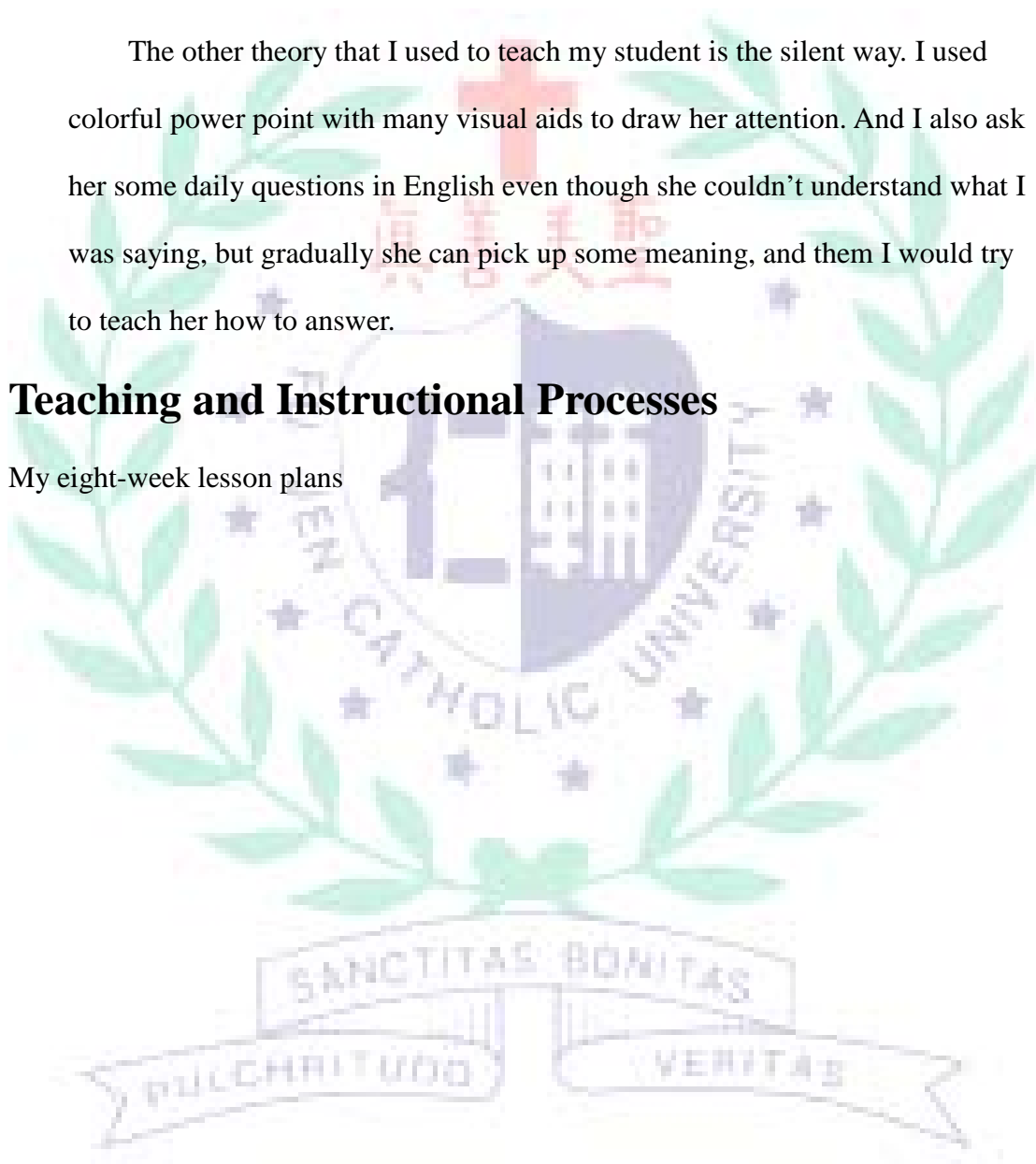
was already able to remember the words that I taught her on that day. Also, when I was teaching her, I always tried to find some topics that she might be interested in to talk about to not to make her feel bored of our class.

● The Silent Way

The other theory that I used to teach my student is the silent way. I used colorful power point with many visual aids to draw her attention. And I also ask her some daily questions in English even though she couldn't understand what I was saying, but gradually she can pick up some meaning, and then I would try to teach her how to answer.

Teaching and Instructional Processes

My eight-week lesson plans



Teaching Lesson Plan #1

Goals

I'd like to know more about my student and to understand what kinds of difficulties she has encountered during the process of English learning. Also, knowing the student's motivation toward English is important as well.

Objectives

First, I will have a casual conversation with my student and ask them some questions about their learning routines, maybe in English maybe not. And then I will give them the motivation survey to see if the student has great interest in English or not.

Materials & Equipment

I will prepare a set of motivation survey. For examples, I will ask her what does she want to achieve by learning English. Also, I will ask her about her motivation. Is there anything that pushes her behind to work harder on her English abilities.

Procedures

First, I will introduce myself to my student, and ask her introduce herself to me. And then I will try to understand her shortages and strength in English, so I can know where to put my emphasis at when I teach her. Next, I will give her the motivation survey as a method to understand her.

Evaluation

Not yet.

Extra-Classwork

Give the student a piece of vocabulary quiz to test her ability.

Teaching Lesson Plan #2

(The same with plan #1 because my student was absent last week)

Goals

I'd like to know more about my student and to understand what kinds of difficulties she has encountered during the process of English learning. Also, knowing the student's motivation toward English is important as well.

Objectives

First, I will have a casual conversation with my student and ask them some questions about their learning routines, maybe in English maybe not. And then I will give them the motivation survey to see if the student has great interest in English or not.

Materials & Equipment

I will prepare a set of motivation survey.

Procedures

First, I will introduce myself to my student, and ask her introduce herself to me. And then I will try to understand her shortages and strength in English, so I can know where to put my emphasis at when I teach her. Next, I will give her the motivation survey as a method to understand her.

Evaluation

Not yet.

Extra-Classwork

Give the student a piece of vocabulary quiz to test her ability.

Teaching Lesson Plan #3

Goals

After last week's mini motivation survey and basic knowing of my student, I have acquired that she is very poor at English, but her pronunciation is not bad. Thus, for this week, I'd like to teach her some basic daily questions and answers.

Objectives

Teach her daily conversations that are not very difficult to keep up with, so she can feel more confident in English.

Materials & Equipment

I will prepare some power-point slides to teach her. The power points will focus on some easy daily vocabularies that I think a sixth-grader in elementary school know.

Procedures

I will greet her in English and see how she reacts. This is to test her if she knows some daily conversation or not. Then, I will explain to her what those greetings mean and then teach her. At the end of the teaching, I will run through all the things that I have taught her and see how she learns. If she doesn't remember much, I will quickly review for her before the class ends.

Evaluation

After last week, I feel that she is not that talkative because I tried to know more about herself, but she did not really give much response. And her English so poor that I think she should start from the beginning, but doesn't have that much time to start over. So, I just teach as many things as I can.

Extra-Classwork

To remember all the Q&As that I teach her and I will test her next week.

Teaching Lesson Plan #4

Goals

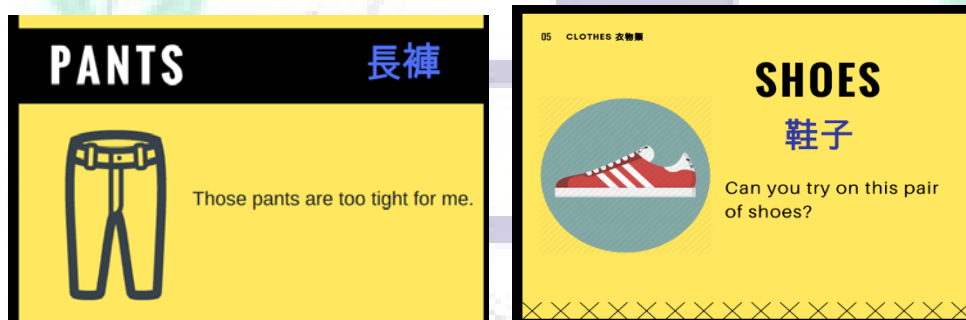
Help her review what I had taught her last week and teach her daily vocabularies, like clothe.

Objectives

I'd like to see if she has remembered the Q&As that I taught her last week or not. To see how if she review for herself after the class finished last week.

Materials & Equipment

Power point slides



Procedures

Still, this time I will greet her in English as I did last week, and I hope that this time she can answer all the questions correctly. And then teach her those vocabularies by repeating them again and again.

Evaluation

After last week, I have known that she is not a quick learner, so for this week, I think I should slow down a bit more to make sure she follows.

Extra-Classwork

No extra-classwork this week

Teaching Lesson Plan #5

Goals

I want to test her the words that she has learned from me last week, and I want her to have more interest and motivation in English

Objectives

This is to see how much she has learned till this week, and try to motivate her.

Materials & Equipment

Pop quiz sheets and movie clips (Conjuring 2)

Procedures

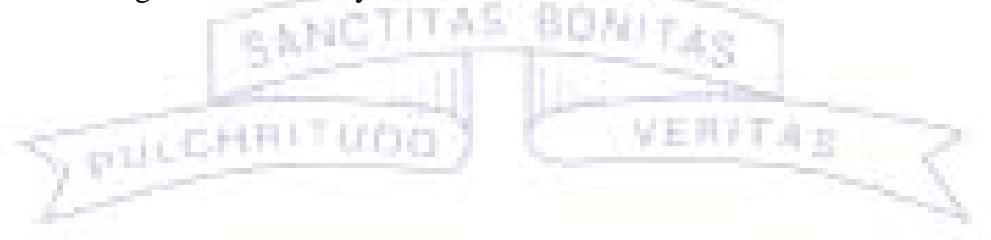
Give her a small pop quiz to see how much she has learned, but don't ask her to spell the words or the sentences, just read them correctly would be fine. And then I will let her watch some clips of horror movies and teach her words from the movie. This is to make her more interested in English since she has once said that she like horror movies.

Evaluation

She needs a lot of time to remember the pronunciation and meaning of those vocabularies, but mostly she can pronounce precisely.

Extra-Classwork

Talking about her family and friends to know more about her



Teaching Lesson Plan #6

Goals

I will continue to teach her the rest clothes vocabularies.

Objectives

I'd like her to learn all the clothes vocabularies a set.

Materials & Equipment

the power point slides that I had prepared before.

Procedures

First help her review the pop quiz and all the vocabularies that we have cover during the past few weeks. And then teach her the new ones.

Evaluation

I have realized that because my student is a slow learner, I usually need to spend a lot of time reviewing for her which has dragged down our schedules a lot. However, I still think that I should review for her every time we have class because I believe that if I keep giving her new stuff and not reviewing for her doesn't help her at all. Thus, I would rather make sure that she has indeed learned all the things that I teach her than giving her a lot but not knowing if she has aborted or not.

Extra-Classwork

No extra classwork

Teaching Lesson Plan #7

(student went to graduation trip last week, so the plan is the same)

Goals

I will continue to teach her the rest clothes vocabularies.

Objectives

I'd like her to learn all the clothes vocabularies a set.

Materials & Equipment

the power point slides that I had prepared before.

Procedures

First help her review the pop quiz and all the vocabularies that we have cover during the past few weeks. And then teach her the new ones.

Evaluation

I have realized that because my student is a slow learner, I usually need to spend a lot of time reviewing for her which has dragged down our schedules a lot. However, I still think that I should review for her every time we have class because I believe that if I keep giving her new stuff and not reviewing for her doesn't help her at all. Thus, I would rather make sure that she has indeed learned all the things that I teach her than giving her a lot but not knowing if she has aborted or not.

Extra-Classwork

No extra classwork

Teaching Lesson Plan #8

(student was absent last week, so the plan is still the same)

Goals

I will continue to teach her the rest clothes vocabularies.

Objectives

I'd like her to learn all the clothes vocabularies a set.

Materials & Equipment

the power point slides that I had prepared before.

Procedures

First help her review the pop quiz and all the vocabularies that we have cover during the past few weeks. And then teach her the new ones.

Evaluation

I have realized that because my student is a slow learner, I usually need to spend a lot of time reviewing for her which has dragged down our schedules a lot. However, I still think that I should review for her every time we have class because I believe that if I keep giving her new stuff and not reviewing for her doesn't help her at all. Thus, I would rather make sure that she has indeed learned all the things that I teach her than giving her a lot but not knowing if she has aborted or not.

Extra-Classwork

No extra classwork for this week

Assessing My Student

Pronunciation	7.5/10
Fluency	4/10
Comprehension	5/10
Listening	6/10
Concentration	4.5/10
Memorization	3.5/10

ESA Procedural Chart

Engage	talk about the things that we are both interested in (ex: k-pops)
Study	teach her how to pronounce the words and remember the Chinese meaning of the words
Activate	give her candy or let her watch YouTube videos as prizes

Discussion and Reflection

- Being a teacher needs to be extremely patient and passionate. This is a very tiring and energy consuming job especially when you are teach young age students. If you are not passionate enough about teaching, you will easily lose your motivation in it and it is not good for the students.
- The theories do help the teaching.
- Young age kids are rather difficult to teach because they are easily distracted. That is why using the right methods and materials is quite crucial.
- Lack of learning motivation is not good. This is definitely the biggest reason why my student and I had really hard time during this project. She was always absent and spacing out, and I tried my best to find her a learning motivation, but I failed.
- Have rewards for your students. This can be regarded as a little motivation for the students, but still not reliable in the long term.

Conclusion

Overall, I think the course is quite helpful and useful not only for the students that want to be teachers in the future, but also students like me. This class gives us a chance to evaluate ourselves as students since we have changed positions for eight weeks. However, I would like to make a suggestion here. That is maybe next time we can have the students that are more willing to participate in this project or who are more interested in getting their English improved. I think that if they forced the students to come here just because they are poor at English is not quite effective.

Appendix

● My final presentation on the teaching outcome

Gwen's Part

Introduction

MOTIVATION AND BACKGROUND OF TAKING THIS COURSE

- To learn how to teach students who are less interested in poor at English
- To know if it is better to teach young age students with educational psychology theories and methods
- To help those Gou-Tai elementary students gain with English learning

Purpose

- To show my teaching outcome and my student's learning outcome.



My student's motivation

- not very motivated
- seemed to be forced to come to the class
- always late or absent

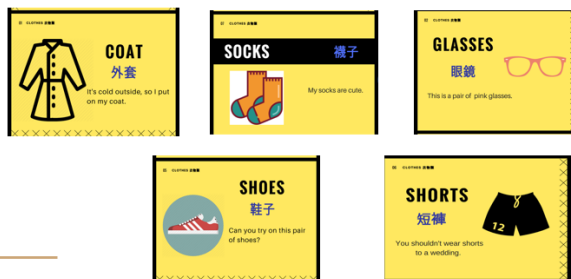


Theories Used

- ❖ **audiolingual** (repeating the words again and again, talking about funny things to arouse her interest and to make her stay focused on the lessons)
- ❖ **the silent way** (using colorful ppt slides as teaching materials, ask her daily questions and ask her to answer)

Teaching and Instructional Processes

- ★ the PPT slides that I prepared for my student



Teaching and Instructional Processes

- ★ A picture of me and my student, Angel



Assessing My Student

- not doing well at the beginning of this project
- hard to have a conversation with her
- low learning desire
- easily distracted by other things
- can remember parts of the words that i've taught her
- pronunciation is not bad

ESA Procedural Charts

engage	talk about the things that she is interested in (ex: k-pops)
study	teach her how to pronounce the words and remember the Chinese meaning of the words
activate	give her candy or let her watch youtube videos as prizes

Discussion and Reflection

- being a teacher needs to be extremely patient and passionate
- the theories do help the teaching
- young age kids are rather difficult to teach because they are easily distracted
- lacking of learning motivation is not good
- have rewards for your students

Works cited

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

