

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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English Teaching and Educational Psychology Portfolio

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I. Introduction

Dating back to the time that I pre-registered the courses, upon seeing the title of this course, “English Teaching & Educational Psychology”, I was attracted and immediately pressed the bottom to pre-register it because not only do I love children, but I also have enthusiasm in teaching; consequently, this course suitably meets my needs. In addition, the characteristics of this course is similar to that of my part-time job. I have been an assistant teacher at Joy English School, which is an English school aimed at teaching elementary school students. It is not until I started to teach them English that I realized that it is so joyful to be a teacher. What’s more, one of my ideal careers is to be an English teacher; as a result, the main reason why I choose to take this course is to gain some teaching experiences, so that I can add this experience to my resume in the future.

II. Purpose

There would be including the brief introduction and the learning motivation of my student, the teaching theories that I applied on my lecture, my weekly lesson plan; most importantly, my teaching materials; also, the evaluation of my student in this portfolio. Last but not least, I would sum up this portfolio with my personal reflection and conclusion of this whole program.

III. The self-introduction of my student

My student’s name is Raya, and she is a fourth grader. I think that I am very fortunate to have her as my student because she is very outgoing and talkative, which makes me get to know her more easily. She seems to put much trust in me that she automatically shares everything that happens in her daily life with me, and also her family background.

IV. The learning motivation of my student

In the first class, I originally decide to have a small motivation survey to see whether she is interested in English or not; nevertheless, I cancel it because after having a short talk with her, I find out that she has much passion in English. As a result, I choose to know her more deeply and thus build a reliable relationship with her rather than doing the survey. After the the first class, I discover her attitude towards learning English. She has the willingness to learn English well and also is eager to learn something new to her. What's more, she is very focused during the lecture.

V. Theory Used

A. Audio-lingual

I applied Audio-lingual to my teaching of the grammar part. I ask her to read through the patterns that I show on my PPT slides repetitively, in order to make her memorize the patterns. Also, this theory emphasizes the importance of pronunciation, which is also the part that I want her to improve. I would ask her to read every vocabulary after me. Once she pronounce it wrongly, I would repeat it again to ensure if she correctly pronounce it. In addition, I make use of visual and audio aids on the lecture. For the visual aids, I make PPT slides with adorable background every class, for the purpose of drawing her interest. Then, for the audio aids, I play the Christmas song for her, and sing with her around the Christmas.

B. Communicative Language Teaching

I would do the role play with her when I introduce the patterns to her. In addition, I would also put her in a real and personal experience; for instance, I ask her to imagine the scene that she just gets home, and she sees her mother cooking. She can describe this action as “She/My mother is cooking.”

C. Grammar Translate

Before I introduce the grammatical patterns to her, I would teach a group of vocabularies, which belong to the same category, such as “animals”, or “fruits”. Moreover, I put much emphasis on the grammar that I may sometimes illustrate the grammar in Chinese, so as to make her have clearer understanding of it.

VI. Teaching and Instructional Processes (weekly lesson plan)

Week 1 lesson plan	
Goals	<ul style="list-style-type: none"> • Get to know the students
Objectives	<ul style="list-style-type: none"> • Know the personality of the students, the general background information of her, and what is the weakest part of her English
Materials and Equipment	<ul style="list-style-type: none"> • paper • pen
Procedures	<ul style="list-style-type: none"> • I will first introduce myself • She can ask me whatever she wants to know from me • I will chat with her and kindly ask her about her difficulty in studying English • Build a reliable relationship with her
Extra Classwork	Not yet
Evaluation	Not yet

Week 2 lesson plan	
Goals	<ul style="list-style-type: none"> • Be able to recognize the vocabulary of colors • Be able to recognize the vocabulary of food • Learn different kinds of abilities in English • Be able to answer the question in a complete sentence
Objectives	<ul style="list-style-type: none"> • Make her know more vocabulary which are useful. Then, I want her to be able to answer the question in a complete sentence because I have discovered that she is not able to construct a sentence from last time. What's more, I make her learn the use of "can". Most importantly, I plan to her learn how to use "what" to make a interrogative sentence in lesson 2.
Materials and Equipment	<ul style="list-style-type: none"> • paper • pen • PPT slides
Procedures	<ul style="list-style-type: none"> • Greeting • Introduce the colors vocabulary to her • Teach the pattern which is related to the color • Introduce the food vocabulary to her • Teach the pattern which is related to the food • Introduce different kinds of abilities in English to her • Teach the pattern which is about "can", and also related to the abilities • Give the homework to her • Say goodbye
Extra Classwork	Homework (as a review of the lesson)

Week 2 lesson plan	
Procedures	<ul style="list-style-type: none"> • Greeting • Introduce the colors vocabulary to her • Teach the pattern which is related to the color • Introduce the food vocabulary to her • Teach the pattern which is related to the food • Introduce different kinds of abilities in English to her • Teach the pattern which is about “can”, and also related to the abilities • Give the homework to her • Say goodbye
Extra Classwork	Homework (as a review of the lesson)
Evaluation	<ul style="list-style-type: none"> • Participation - 9 • In-class activity- 8 • Fluency- 7 • Intonation- 7 • Accuracy- 7 • Grammar understanding- 7
Week 3 lesson plan	
Goals	<ul style="list-style-type: none"> • Be able to recognize the vocabulary of weather • Be able to recognize the vocabulary of fruits • Be able to recognize the vocabulary of the numbers from 11-20 • Be able to answer the question in a complete sentence

Week 3 lesson plan	
Objectives	<ul style="list-style-type: none"> • Make her know more vocabulary which are useful. Then, I want her to be able to answer the question in a complete sentence because she is weak at answering in a complete sentence. What's more, I make her learn the meaning of plural nouns. Most importantly, I plan to her learn how to use "How" to make a interrogative sentence in lesson 3.
Materials and Equipment	<ul style="list-style-type: none"> • paper • pen • PPT slides
Procedures	<ul style="list-style-type: none"> • Greeting • Introduce the vocabulary of weather to her • Teach the pattern - <p>Q: How is the weather?</p> <p>A: It is ____ (sunny/ windy/ cloudy/ snowy/ rainy)</p> • Introduce the fruits vocabulary to her • Introduce the number vocabulary (from 11-20) to her • Teach the pattern - <p>Q: How many ____ (apples/ bananas/ watermelons/ grapes/ strawberries/ papayas/ pineapples/ oranges) are there?</p> <p>A: There are ____ (eleven apples/ twelve pineapples).</p> • Give the homework to her • Say goodbye
Extra Classwork	Homework (as a review of the lesson)

Week 3 lesson plan	
Evaluation	<ul style="list-style-type: none"> • Participation - 9 • In-class activity- 8 • Fluency- 8 • Intonation- 8 • Accuracy- 7 • Grammar understanding- 7
Week 4 lesson plan	
Goals	<ul style="list-style-type: none"> • Help her review her school English lesson 4 • Help her review her school English lesson 5 • Be able to recognize the vocabulary of the numbers from 11-20 • Be able to answer the question in a complete sentence
Objectives	<p>• Last time I haven't finished the lesson; therefore, I make her learn the meaning of plural nouns, and number 11-20. Most importantly, I plan to her learn how to use "How" to make a interrogative sentence in lesson 4. The second main point this time is to help her review her school English lesson because last time she told me she had a hard time dealing with her school English lessons.</p>
Materials and Equipment	<ul style="list-style-type: none"> • paper • pen • PPT slides

Week 4 lesson plan	
Procedures	<ul style="list-style-type: none"> • Greeting • Introduce the number vocabulary (from 11-20) to her • Teach the pattern - <p>Q: How many ____ (apples/ bananas/ watermelons/ grapes/ strawberries/ papayas/ pineapples/ oranges) are there?</p> <p>A: There are ____ (eleven apples/ twelve pineapples).</p> • Introduce the vocabulary in Lesson 4 • Teach the pattern - <p>Q: Where is she/he?</p> <p>A: He's/ She's in the _____. He's/ She's at _____.</p> • Introduce the vocabulary in Lesson 5 • Teach the pattern - <p>Q: What are you doing?</p> <p>A: I'm _____.</p> • Say goodbye
Extra Classwork	No
Evaluaiion	<ul style="list-style-type: none"> • Participation - 9 • In-class activity- 8 • Fluency- 9 • Intonation- 8 • Accuracy- 8 • Grammar understanding- 7

Week 5 lesson plan	
Goals	<ul style="list-style-type: none"> • Make her be able to introduce her family. • Make her recognize the vocabulary of the animals • Make her be able to know how to introduce her favorite animals
Objectives	<ul style="list-style-type: none"> • At the end of the class last time, I asked her what does she want to learn for lesson 5 because I want to draw her interest in class. Then, she told me that she wanted to learn more about animals; therefore, I design a lesson that is mainly about animals. Also, family is considered to be important to me, so I want to teach her the family tree and also the useful pattern. The connection between these two parts is that I can change the subject of the pattern in the second part. For example, I may ask her “What does your sister like?”.
Materials and Equipment	<ul style="list-style-type: none"> • paper • pen • PPT slides • handout



Week 5 lesson plan	
Procedures	<ul style="list-style-type: none"> • Greeting • Teach the family tree to her • Teach the pattern- <p>Q: How many people are there in your family?</p> <p>A: There are <u>five people</u> in my family.</p> <p>There are <u>my mother, father, sister, brother,</u> and I <u>.</u></p> • Teach her the animals vocabulary • Teach the pattern - <p>Q: What animals do you like?</p> <p>A: I like <u>zebras</u>.</p> <p>Q: What animals does he/ she/ your mother like?</p> <p>A: He/ She/ My mother likes <u>zebras</u>.</p> • Play the matching • Say goodbye
Extra Classwork	Handout (matching activity)
Evaluation	<ul style="list-style-type: none"> • Participation - 10 • In-class activity- 9 • Fluency- 9 • Intonation- 8 • Accuracy- 8 • Grammar understanding- 7

Week 6 lesson plan (she didn't come this time)	
Goals	<ul style="list-style-type: none"> • Make her be able to know different holidays in English • Make her be able to know how to express her favorite holiday • Teach her a Christmas song
Objectives	<ul style="list-style-type: none"> • Since Christmas is around the corner, I decide to make my lessons more intriguing, for the purpose of drawing her attention in class. In lesson 6, I plan to teach her different holidays in English. After finishing teaching the vocabulary, I will teach her the pattern that is used to express one's favorite holiday. I will introduce more about Christmas, including teaching and singing a Christmas song with her as the ending of the lesson.
Materials and Equipment	<ul style="list-style-type: none"> • paper • pen • PPT slides • handout
Procedures	<ul style="list-style-type: none"> • Greeting • Teach the vocabulary of different holidays • Briefly talk about what would we do in different holidays • Teach the pattern- <p>Q: What is your/ his/ your mother's favorite holiday?</p> <p>A: My/ His/ My mother's favorite holiday is _____.</p> • Teach her the animals vocabulary • Sing a Christmas song with her • Say goodbye

Week 6 lesson plan (she didn't come this time)	
Extra Classwork	Handout (the lyrics of "Jingle Bell Rock")
Evaluation	No

Week 7 lesson plan (same as week 6 because she didn't come on week 6)	
Goals	<ul style="list-style-type: none"> • Make her be able to know different holidays in English • Make her be able to know how to express her favorite holiday • Teach her a Christmas song
Objectives	<ul style="list-style-type: none"> • Since Christmas is around the corner, I decide to make my lessons more intriguing, for the purpose of drawing her attention in class. In lesson 6, I plan to teach teach her different holidays in English. After finishing teaching the vocabulary, I will teach her the pattern that is used to express one's favorite holiday. I will introduce more about Christmas, including teaching and singing a Christmas song with her as the ending of the lesson.
Materials and Equipment	<ul style="list-style-type: none"> • paper • pen • PPT slides • handout

Week 7 lesson plan (same as week 6 because she didn't come on week 6)

Procedures

- Greeting
- Teach the vocabulary of different holidays
- Briefly talk about what would we do in different holidays
- Teach the pattern-
Q: What is your/ his/ your mother's favorite holiday?
A: My/ His/ My mother's favorite holiday is ____.
- Teach her the animals vocabulary
- Sing a Christmas song with her
- Say goodbye

Extra Classwork

Handout (the lyrics of "Jingle Bell Rock")

Evaluation

- Participation - 10
- In-class activity- 9
- Fluency- 9
- Intonation- 8
- Accuracy- 8
- Grammar understanding- 7

Week 8 lesson plan

Goals

- Make her be able to know different vehicles in English
- Make her be able to know different places in English
- Make her be able to know how to express how she goes to a place

Week 8 lesson plan	
Objectives	<ul style="list-style-type: none"> • It is important to learn how to express how one goes to a particular place; therefore, I decide to teach her about that by the final lesson. At the end of the class, I will take a picture with her and tell her how well-behaved she is, and say farewell.
Materials and Equipment	<ul style="list-style-type: none"> • paper • pen • PPT slides • handout
Procedures	<ul style="list-style-type: none"> • Greeting • Teach the vocabulary of different vehicles • Teach her vocabulary of different places • Teach the pattern- <p>Q: How do you go to school?</p> <p>A: I go to school _____ (on foot/ by bus/ by car/ by bicycle/ by MRT/ by taxi).</p> <p>Q: How does your father/your mother go to work?</p> <p>A: He/ She goes to work _____ (on foot/ by bus/ by car/ by bicycle/ by MRT/ by taxi).</p> • Say goodbye
Extra Classwork	Handout (match and mixed up sentence practice)
Evaluation	<ul style="list-style-type: none"> • Participation - 9 • In-class activity- 9 • Fluency- 8 • Intonation- 8 • Accuracy- 8 • Grammar understanding- 6

VII. Assessing my student

Raya	
Participation	9
In-class activity	8.5
Fluency	8
Intonation	7.5
Accuracy	7.5
Grammar Understanding	7

VIII. ESA Procedural Chart

Engage	Chat with her at the beginning of the class, and I will try my best to keep my intonation exciting.
Study	Teach her many vocabularies, and grammatical patterns
Activate	Sing and design some small in-class activity(matching exercise)

IX. Discussion and Reflection

After these total eight weeks, it dawns on me that I have much enthusiasm in teaching children because I can gain a sense of accomplishment when I help them figure out what they don't understand. I love my student, Raya, who is so well-behaved and cooperative in these eight weeks. Most importantly, I am so fortunate and glad to have this opportunity to teach in Guo-Tai elementary school. Without a doubt, I've gained a lot of teaching experience, which will definitely be beneficial to my ideal career. Through this program, I become more determined to be an English teacher as my career.

X. Conclusion

After the eight-week teaching experience, I find out that it is indeed not easy to be a teacher because I have to not only draw students attention, but also help them develop their interest in English. Since I believe that once the students embrace the language, they have a bigger opportunity to be proficient on it. As a result, I think I have to adjust my teaching method to a more interesting one,

for the purpose of rising their interest in English. What's more, as the saying goes well, "teach students in accordance with their aptitude", teachers have to adjust their teaching method and materials based on the levels of the students because there are various type of students in one class or group. Last but not least, being patient is very important as a teacher.

XI. Works Cited

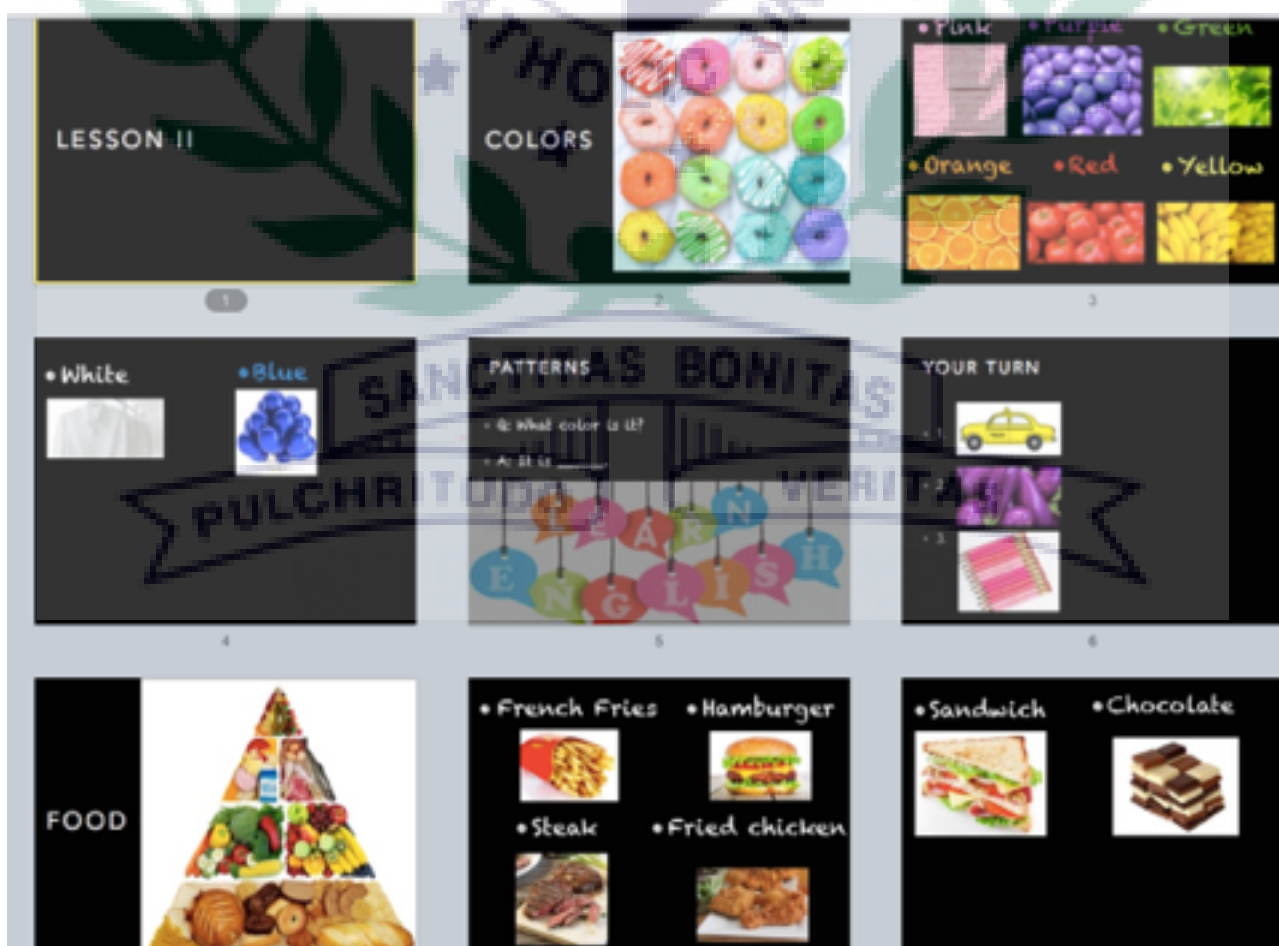
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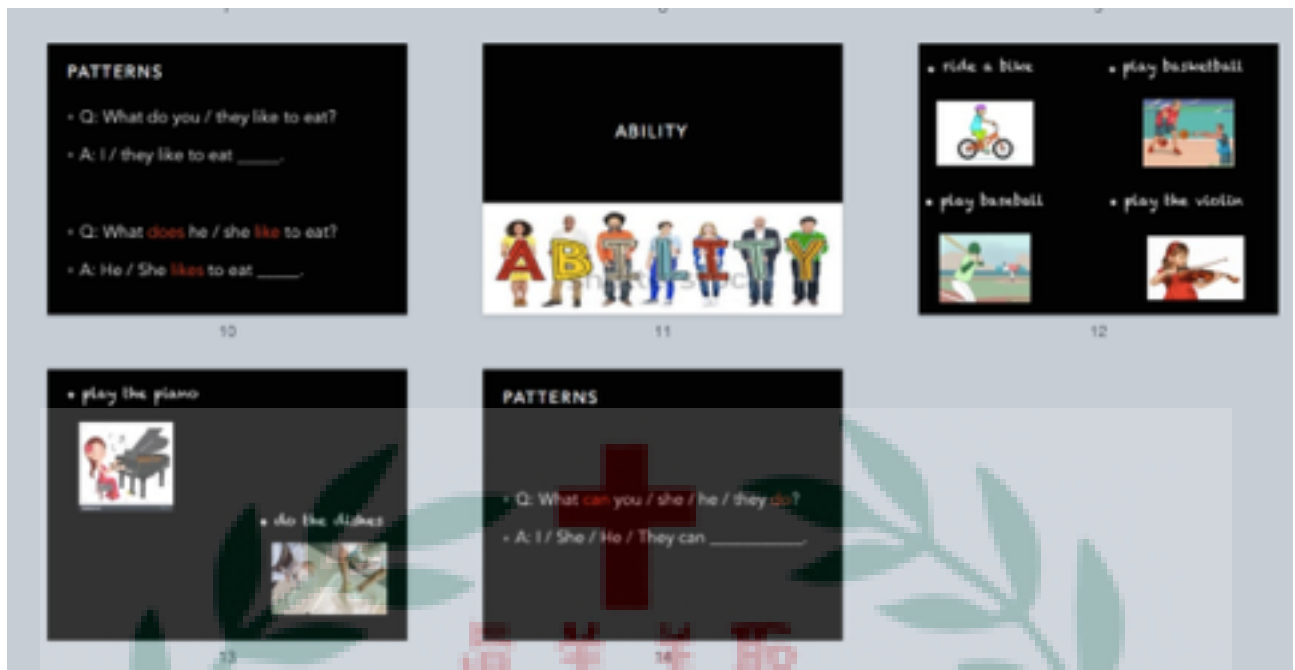
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XII. Appendix - Teaching materials(PPT slides, homework, and handout)

A. 1.Week 2 PPT slides





2. Week 2 Homework

Part A. Vocabulary

1. 紅色 _____
2. 紫色 _____
3. 藍色 _____
4. 牛排 _____
5. 漢堡 _____

Part B. Multiple Choice

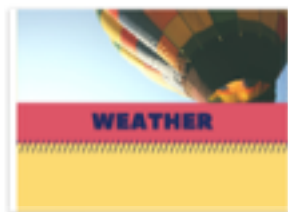
1. () ____ do you like to eat?
(A) What (B) How (C) Where (D) Which
2. () What color ____ it?
(A) are (B) is (C) this (D) that
3. () Q: What does he like to eat?
A: He ____ to eat sandwiches.
(A) like (B) is (C) are (D) likes
4. () Q: What can she do?
A: She can ____ the dishes
(A) does (B) did (C) do
5. () Q: What can he do?
A: He can _____.
(A) ride a bike (B) play the violin (C) play basketball (D) play the piano



B. 1.Week 3 PPT slides



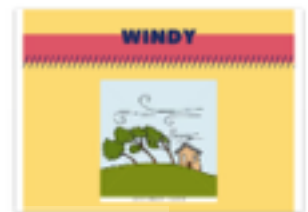
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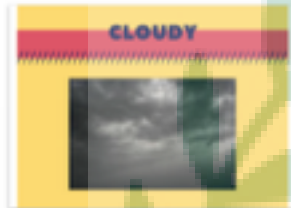
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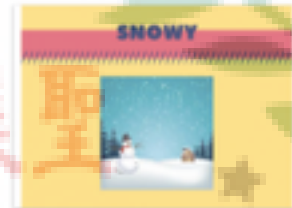
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6



7



8



9



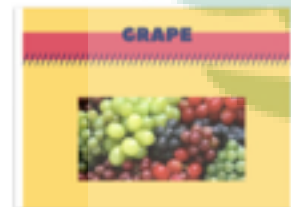
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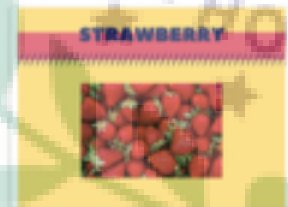
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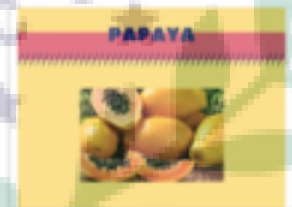
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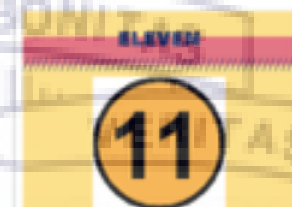
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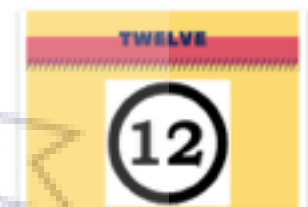
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19



20



21



22



23



24



2. Week 3 Homework

Part A. Vocabulary

1. 下雨的 _____
2. 下雪的 _____
3. 西瓜 _____
4. 木瓜 _____
5. 葡萄 _____

Part B. Multiple Choice

1. () Q: ____ are you ?

A: I'm fine, thank you.

(A) what (B) who (C) How (D) Why

2. () Q: How ____ trees are there?

A: There are eleven trees.

(A) much (B) many (C) are (D) do

3. () Q: How is the weather?

A: It is _____.

(A) sunny (B) rainy (C) cloudy (D) windy



4. () Q: What is this?

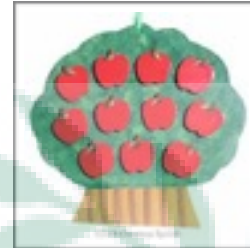
A: This is _____.



(A) a apple (B) a banana (C) a papaya (D) an orange

5. () Q: How many apples are there?

A: There are _____ apples.



(A) twelve (B) eleven (C) seventeen (D) twenty

C. 1.Week 4 PPT slides

Background watermark: 輔仁大學 (Fujian Catholic University) with a cross and the motto 真善美聖 (Truth, Goodness, Beauty, Holiness).

Slide 1: LESSON 4 (Intro)

Slide 2: LET'S LEARN (Intro)

Slide 3: WHERE (Intro)

Slide 4: AT (在 (這裡))

Slide 5: IN (在 (裡))

Slide 6: THE (這/那)

Slide 7: HOME (家)

Slide 8: PARK (公園)

Slide 9: SCHOOL (學校)

Slide 10: SUPERMARKET (超級市場)

Slide 11: BOOKSTORE (書店)

Slide 12:

- Where is she/ he? (他/ 她在哪)
- He's/ She's in the Supermarket... (他/她在超級市場)
- He's/ She's at Home... (他/她在家)

Slide 13: your turn (練習)

- Where is she?

Slide 14: LET'S LEARN (Intro)

Slide 15: DO / DOING (做 (某件事) / 正在做 (某件事))

Slide 16: COOK / COOKING (煮飯 / 正在煮飯)



17



18



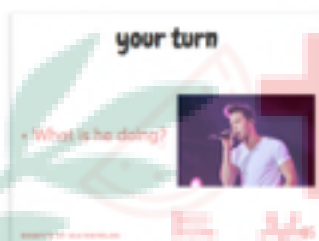
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22

D. 1.Week 5 PPT slides



1



2



3



4



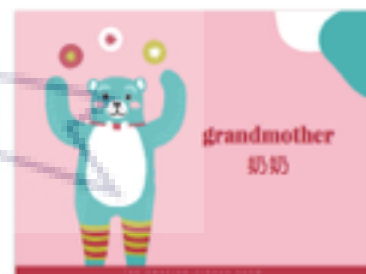
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6



7



8



Pattern

Q: How many people are there in your family?

A: There are five people in my family. There are my mother, my father, my sister, my brother, and I.

9

Your turn

How many people are there in your family?

There are ____ people in my family.
There are _____



10



ANIMALS



11



tiger
老虎

12



lion
獅子

13




rabbit
兔子

14



dog
狗

15



cat
貓

16



whale
鯨魚

17



dolphin
海豚

18



elephant
大象

19



kangaroo
長頸鹿

20



fox
狐狸

21



Pattern

Q: What animals do you like?

A: I like dolphins.

Q: How many animals do you like?

A: I like _____

22

Your turn

What animals does your father like?



23

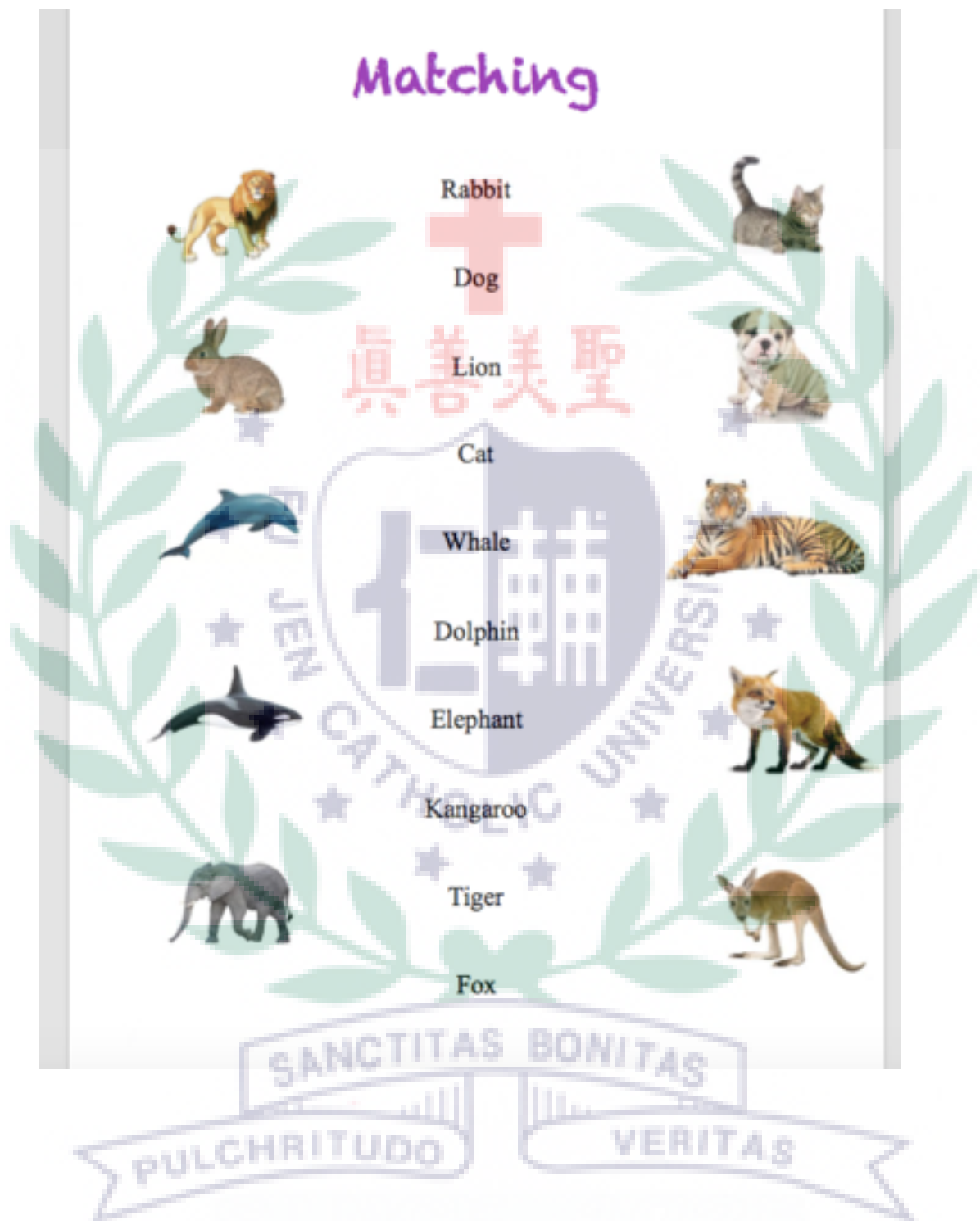
Bye Bye Raya



24



2.Week 5 Handout



E. 1.Week 6 PPT slides



2.Week 6 Handout

Jingle Bell Rock

Jingle bell, jingle bell, jingle bell rock

Jingle bells swing and jingle bells ring

Snowing and blowing up bushels of fun

Now the jingle hop has begun

Jingle bell, jingle bell, jingle bell rock

Jingle bells chime in jingle bell time

Dancing and prancing in Jingle Bell Square

In the frosty air.

What a bright time, it's the right time

To rock the night away

Jingle bell time is a swell time

To go gliding in a one-horse sleigh

Giddy-up jingle horse, pick up your feet

Jingle around the clock

Mix and a-mingle in the jingling feet

That's the jingle bell,

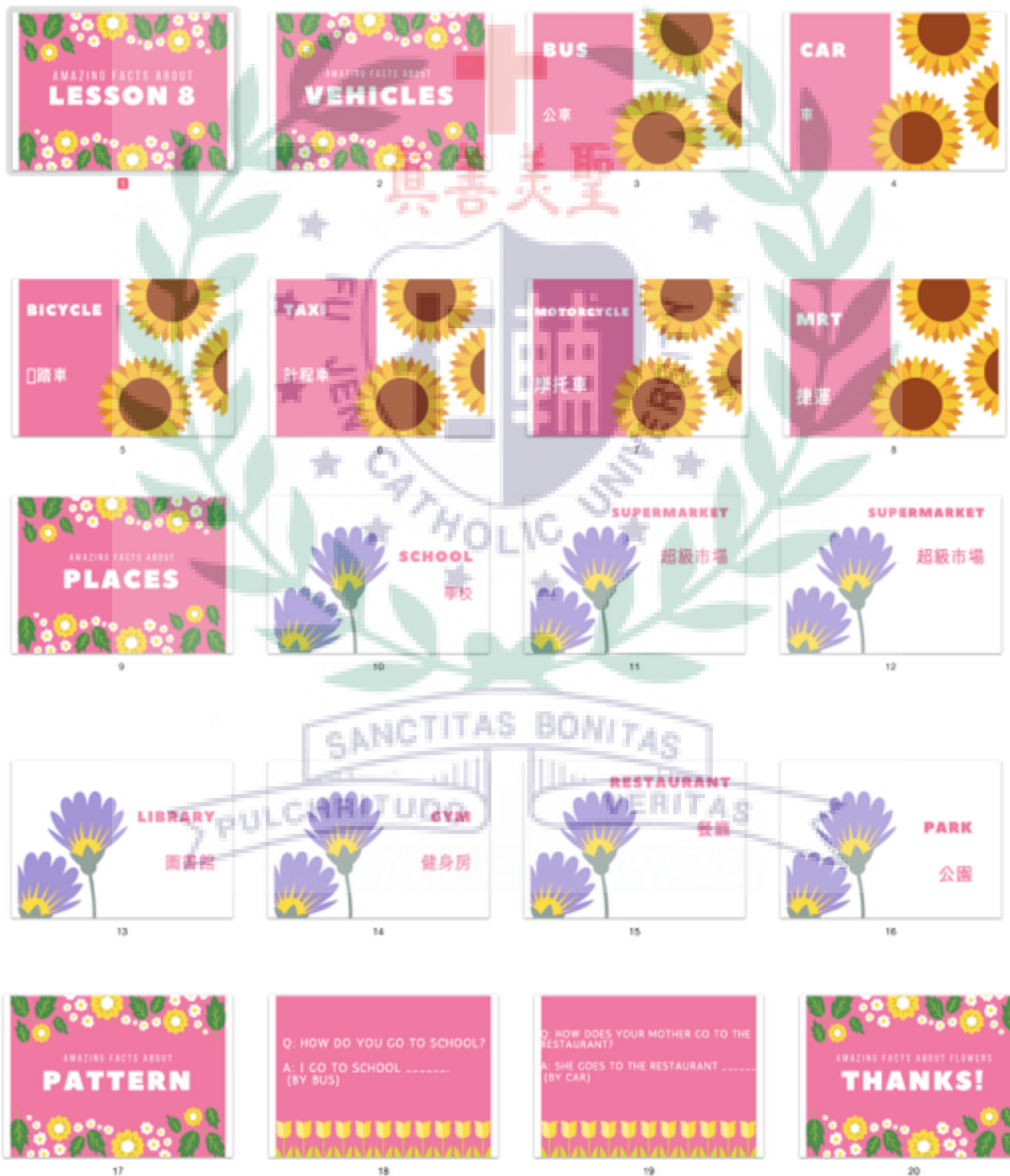
That's the jingle bell.

327 個字

That's the jingle bell rock

F. Week 7 (because my student didn't come on week 6, so the lesson plan remains the same as week 6)

G. 1. Week 8 PPT slides



2. Week 8 Handout

• Handout

I. Match



school



supermarket



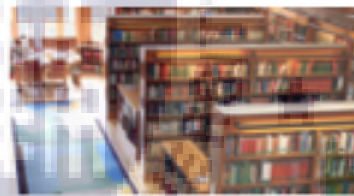
library



gym



restaurant



park

II. Mixed-up sentence

1. goes/ She/ zoo/ to/ bus/ by/ the/



2. school/ He/ goes/ by/ taxi/ to/

