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**English Teaching and Educational Psychology Portfolio**

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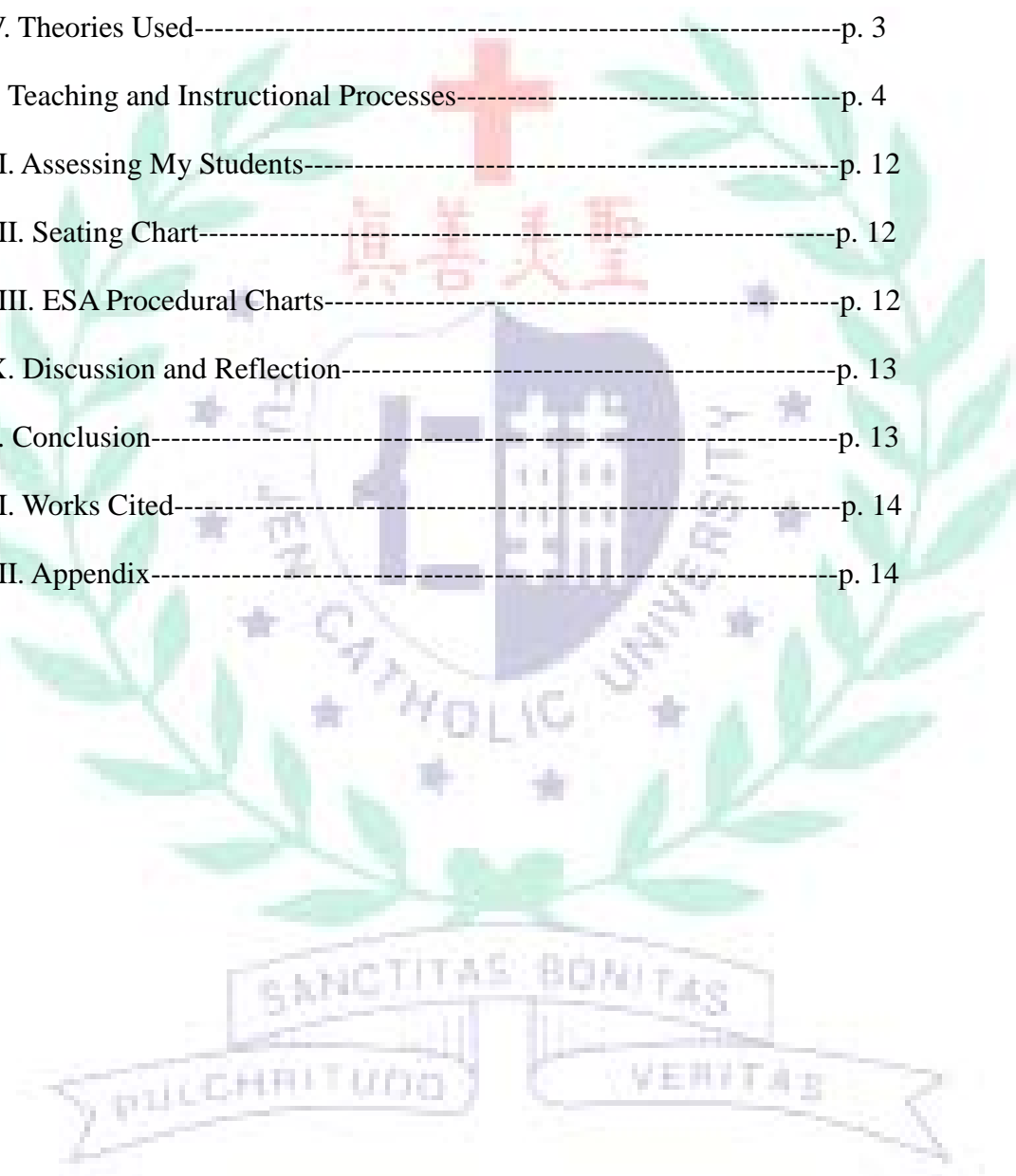
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Professor Doris Shih

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## **I. Inroduction: Motivation of taking this course**

The reasons why I take this course in this semester are because I want to learn how to teach younger kids English and I want to help students who have low interest in English and increase their desire of learning English.

## **II. Propose**

This protfolio will include my student's basic information and motivation of joining this project. This protfolio will also show my lesson plans through out the project, the theories I adopted to teach my student, and my reflection of this project.

## **III. My Student's Learning Motivation**

My stutent is studying in fourth grade, and his name is Kevin. Kevin is stuggling with longer volcabularies and sentences. He could not memorize them well. Therefore, he joined this project because he wanted to improve his English. And he wanted to gain higher score in his English class in school.

## **IV. Theories Used**

The theories I adopted within my teaching are the audiolingual method, the silent way, and communicative language teaching. I used the audiolingual method by repeating the volcabularies and syllables many times. As for the silent way, I prepared coloured pictures and flash cards to help my student connect the volcabularies with visual things. Last but not least, while teaching the sentences, I used the communicative language teaching by emphasizing the meaning of each sentence.



## V. Teaching and Instructional Processes

My previous two classes focused on teaching number 1 to 20 in English.

Although in the first class, I tried to teach him number 30, 40, 50, 60, 70, 80, 90, and 100 in English. My student was not able to learn so many numbers. It was already a little bit hard for him to memorize number 1 to 20 in English. Therefore, I changed my lesson plan 3. The below are the lesson plan 2 to 3:

### Lesson Plan 2

#### Lesson plan 2

A. Goals: Let my student understand number 1 to 20, 30, 40, 50, 60, 70, 80, 90, and 100 in English.

B. Objective: After going this lesson, student will be able to:

1. Recognize number 1 to 20, 30, 40, 50, 60, 70, 80, 90, and 100 in English.
2. Spell number 1 to 20, 30, 40, 50, 60, 70, 80, 90, and 100 in English.
3. Identify the number in English.

C. Materials & Equipment:

1. Number cards

D. Procedures:

1. Student will be able to pronounce and spell number 1 to 10 in English.
2. Next, student will be able to pronounce and spell number 11 to 15.
3. Then, student will be able to pronounce and spell number 16 to 20.
4. Finally, if the student is not struggling with the previous numbers, I will teach him how to pronounce and spell number 30, 40, 50, 60, 70, 80, 90, and 100 in English.

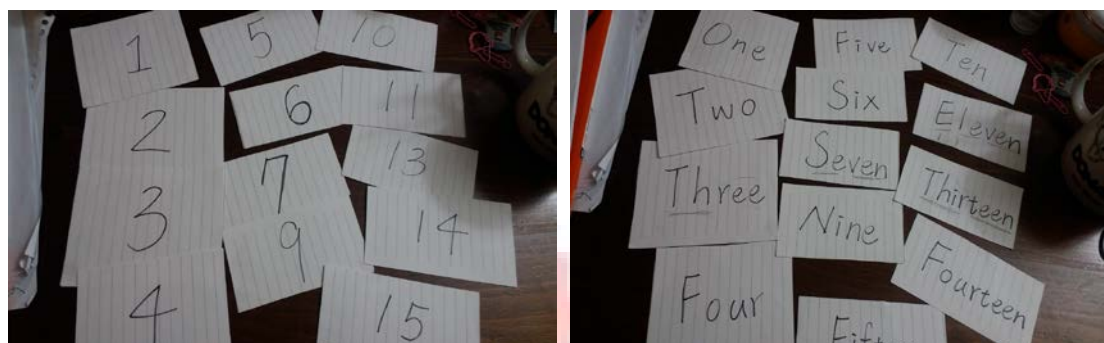
F. Evaluation:

I will let him have a small test to see how much can he identify numbers in English.

H. Extra-Classwork:

I will give him the number cards, and tell him that I will test him in oral next time.

## The flash cards I used



## Lesson Plan 3

### Lesson plan 3

A. Goals: Let my student understand number 15 to 20 in English.

B. Objective: Since last lesson I only taught him number 11 to 14, after going this lesson, student will be able to:

1. Recognize number 15 to 20 in English.
2. Spell number 15 to 20 in English.
3. Identify the number in English.

C. Materials & Equipment:

1. Number cards

D. Procedures:

1. Student will be able to pronounce and spell number 15 to 17 in English. (8:00~10)
2. Next, student will be able to pronounce and spell number 18 to 20. (8:10~20)
3. Finally, I will help him review number 11 to 20 in English. (8:20~25)

F. Evaluation:

I will choose a few number cards randomly, and ask him to pronounce and spell them.  
(8:25~30)

H. Extra-Classwork:

I will give him the number cards which he is not familiar with, and tell him that I will test him in oral next time.

Because my student told me that he wanted to improve his grade in English class, I decided to teach him the vocabularies that his English teacher additionally added in English class. There were five vocabularies, they were hospital, library, post office, restaurant, and shop. And after teaching him the locations in lesson 4 to 7, I decided to help him review the sentences about locations in the final lesson. The below are the lesson plan 4 to 8:

#### Lesson Plan 4

##### Lesson plan 4

A. Goals: Let my student understand the words hospital, library, and postoffice.

B. B. Objective: Because my student told me that he was learning place, and the words above are those his teacher taught them additionally besides the words on the textbook. And my student was not familiar and understand the extra words, so I will use pictures to let him understand. After going this lesson, student will be able to:

1. Recognize the word hospital.
2. Recognize the word library.
3. Recognize the word postoffice.

C. Materials & Equipment:

1. Pictures and word cards.

D. Procedures:

1. Student will be able to pronounce and spell the word hospital. (8:00~10)
2. Next, student will be able to pronounce and spell the word library. (8:10~20)
3. Finally, I will help him review number the word postoffice. (8:20~25)

F. Evaluation:

I will ask my student to match the pictures with word cards. (8:25~30)

H. Extra-Classwork:

He need to recognize and remember the words I teach because next time I will give him a little test before class.

## The pictures and words cards I used



## Lesson Plan 5 (My student didn't show up last week, so I use the same lesson plan.)

### Lesson plan 5

- A. Goals: Let my student understand the words hospital, library, and postoffice.
- B. Objective: Because my student told me that he was learning place, and the words above are those his teacher taught them additionally besides the words on the textbook. And my student was not familiar and understand the extra words, so I will use pictures to let him understand. After going this lesson, student will be able to:
1. Recognize the word hospital.
  2. Recognize the word library.
  3. Recognize the word postoffice.
- C. Materials & Equipment:
1. Pictures and word cards.
- D. Procedures:
1. Student will be able to pronounce and spell the word hospital. (8:00~10)
  2. Next, student will be able to pronounce and spell the word library. (8:10~20)
  3. Finally, I will help him review number the word postoffice. (8:20~25)
- F. Evaluation:
- I will ask my student to match the pictures with word cards. (8:25~30)
- H. Extra-Classwork:
- He need to recognize and remember the words I teach because next time I will give him a little test before class.

## Lesson Plan 6

### Lesson plan 6

A. Goals: Let my student understand the words restaurant and store.

B. B. Objective: Because my student told me that he was learning place, and the words above are those his teacher taught them additionally besides the words on the textbook. And my student was not familiar and understand the extra words, so I will use pictures to let him understand. After going this lesson, student will be able to:

1. Recognize the word restaurant.
2. Recognize the word store.

C. Materials & Equipment:

1. Pictures and word cards.

D. Procedures:

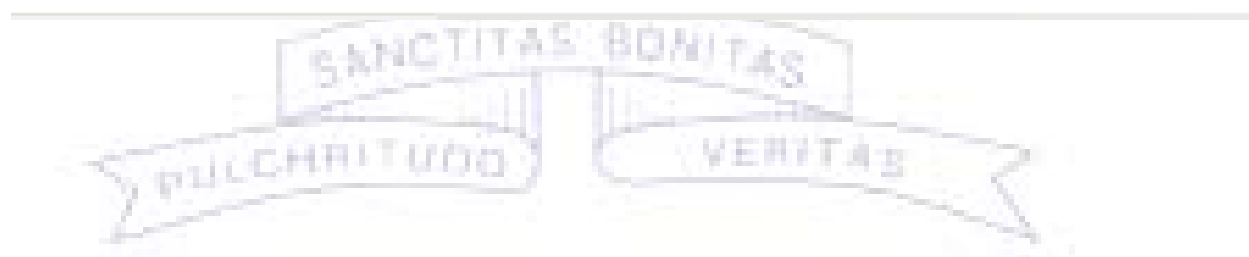
1. Student will be able to pronounce and spell the word restaurant. (7:50~8:10)
2. Next, student will be able to pronounce and spell the word store. (8:10~20)
3. Finally, I will help him review the two words. (8:20~25)

F. Evaluation:

I will ask my student to match the pictures with word cards. (8:25~30)

H. Extra-Classwork:

He need to recognize and remember the words I teach because next time I will give him a little test before class.



## Lesson plan 7

### Lesson plan 7

A. Goals: Help my student review the five words I taught him last two weeks.

B. Objective: I have already taught him five words, including hospital, library, postoffice, restaurant, and store. And I will help him to review and remember all of the five words. After going this lesson, student will be able to:

1. Remember five words.
2. Match words' Chinese with their English.
3. Match the pictures with the words.

C. Materials & Equipment:

1. Pictures and word cards.

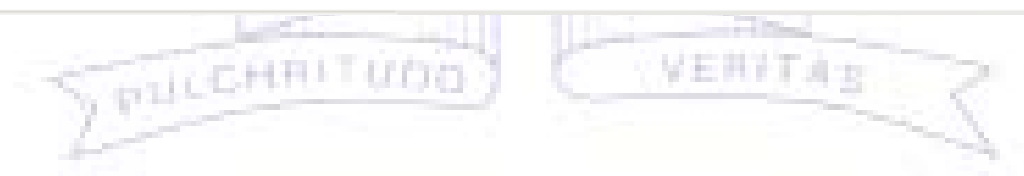
D. Procedures:

1. Student will be able to remember and spell the words hospital, library, and store without seeing the word cards. (7:50~8:00)

2. Next, student will be able to remember and spell the words restaurant and postoffice without seeing the word cards. (8:10~20)

F. Evaluation:

1. I will ask my student to match the pictures with word cards. (8:20~25)
2. I will say the words in Chinese, and he will have to tell me the words in English. (8:25~30)



## Lesson plan 8

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### Lesson plan 8

A. Goals: Help my student recognize the sentences about locations. Ex: Where is he?

He is at home.

B. B. Objective: I have already taught him five words, including hospital, library, postoffice, restaurant, and store. And I will help him to use these words into sentences about locations. After going this lesson, student will be able to:

1. Know the meaning of "Where is he/she?"
2. Know how to answer "Where is he/she?" Ex: "He/She is at home."
3. Know the meaning of "Where are you?"
4. Know how to answer "Where are you?" Ex: "I am in the library."
5. Bring the location words he learned into the sentences.

C. Materials & Equipment:

1. Pictures and word cards.
2. Sentences cards.





D. Procedures:

1. Student will be able to know and remember the meaning of "Where is he/she?" and answer it by saying "He/She is at home."
2. Next, student will be able to know and remember the meaning of "Where are you?" and answer it by saying "I am in the library."
3. Next I will review the vocabularies I taught two weeks ago for him.

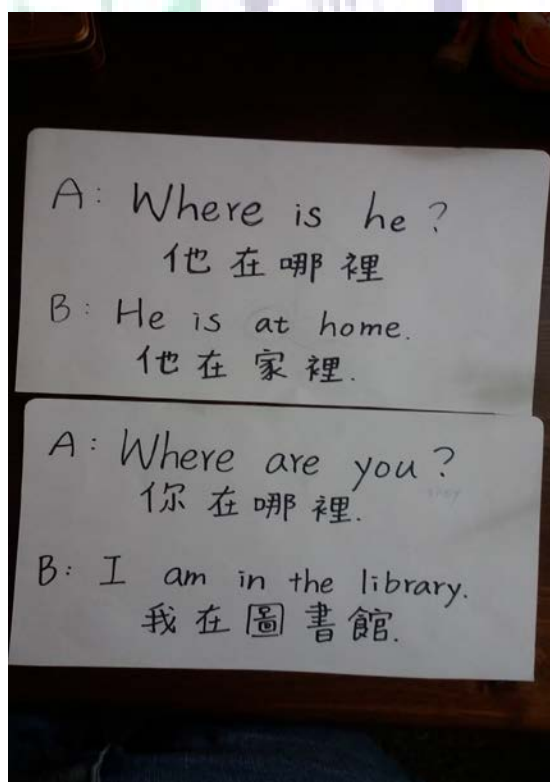
F. Evaluation:

1. After he is able to recognize those location sentences, I will ask him in Chinese, and he has to tell me the answer in English.

Ex1: 他在哪裡 → Where is he? 他在醫院裡 → He is in the hospital.

Ex2: 你在哪裡 → Where are you? 我在學校裡 → I am in the school.

The papers I used in class.

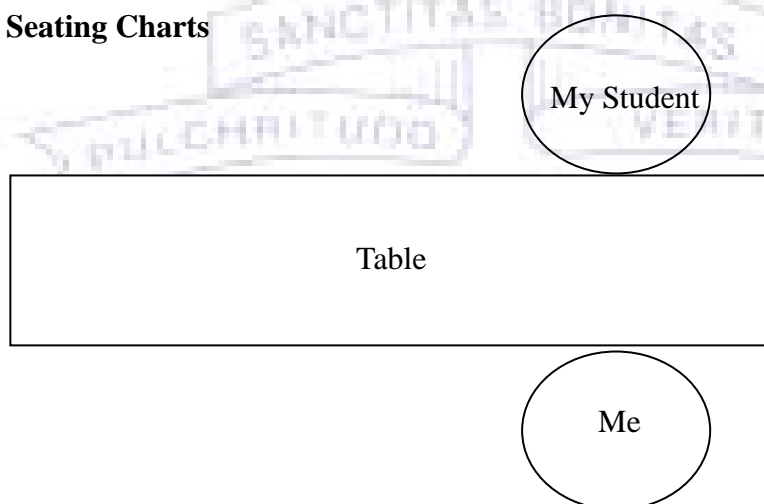




## VI. Assessing My Student

My student at first was easily to give up when he saw a word has more than five letters or a sentence. He would say it was too long and difficult for him to remember. However, I found out that he was able to remember some of the words I taught after I kept repeating the words and pronouncing the syllables. Also, I found out that sometimes he was able to pronounce the words but could not spell them correctly. But after practicing, he could match the words with pictures successfully.

## VII. Seating Charts



### VIII. ESA Procedural Charts

Engage	Preparing the pictures to help him remember the words.
Study	Teach him the words and match the word cards with the pictures.
Activate	Ask him to match the word cards with pictures by himself. Chinese→English

### IX. Discussion and Reflections

Being a teacher is not an easy thing, especially it was my first time as a teacher. After this project, I found out that when being a teacher, it requires a lot of patience. Because the student's ability of comprehending English is not as good as mine, I could not expect him to understand the words immediately. What the student needed was kept repeating and explaining the words for him. Besides patience, I found out that encouragement was very helpful when teaching the students. With proper encouragement, student would not resist English that much because he knew that actually it was not very difficult and his confidence would arouse. Thirdly, prizes also could do the same effect on the student. Preparing prizes, and giving them to the student would let him feel less painful when studying in English.

Last but not least, I think that changing the lesson plan according to the student's situation is also important. I learned that I should not teach too many words at once. For example, on the second week, I planed to teach my student number 1 to 20, 30, 40, 50, 60, 70, 80, 90, and 100 in English. However, during the class, I found

out that he was struggling with number 11 to 20 in English. So I changed my plan instantly. I decided to focus on number 1 to 20 in English. If I taught that many words as I planed to, my student might could not memorize any word.

## X. Conclusion

This project really benefits both me and my student. It lets me realize that being a teacher means taking lots of responsibility. And after this experience, I acknowledge how lucky I was when I was young. My parents could sent me to the English cramschool, and it help me develop my interest to English. My student may not study in cramschool, but after this project, I think that I help him not to resist English so much. And I think I showed him that learning English is fun. After taking this course, I think I know better about teaching theories and how to teach young kids, they are really helpful for my evaluation.

## XI. Works Cited

Karshen, Stephen D. *Priciples and Practice in Second Language Acquisition*. New York, NY: Prentice Hall, 1987.

## XII. Appendix

### My PPT



### Student's Basic Information



- Kevin
- Fourth grade
- Struggling with longer vocabularies.

### Motivation



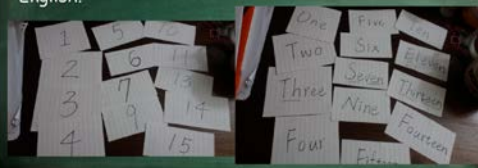
- Improve his English
- Get higher score

### Theories Used

- The audiolingual method.
- The silent way.
- Communicative language teaching.

### Teaching and Instructional Processes

- Lesson plan 1-3: Let him understand number 1-20 in English.



### Teaching and Instructional Processes

- Lesson plan 4-7: Let him understand and remember five vocabularies: hospital, post office, library, restaurant, and shop.



### Teaching and Instructional Processes

A: Where is he?  
他在那里?  
B: He is at home.  
他在家。  
A: Where are you?  
你在哪里?  
B: I am in the library.  
我在图书馆。



### Assessing My Student

- Easily to give up when he saw the longer vocabularies or sentences.
- Able to remember some of the words I taught after I kept repeating.
- Able to pronounce the words but could not spell them correctly.

### ESA Procedure Charts

Engage	Preparing the pictures to help him remember the words.
Study	Teach him the words and match the word cards with the pictures.
Activate	Ask him to match the word cards with pictures by himself. Chinese → English

### Discussion and Reflection

- More patience.
- Encouragement
- Do not teach too much words at once.
- Prepare prizes, like candy or chocolate.

### Conclusion

