

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

指導教授：施佑芝老師

Dr. Doris Shih

真善美聖

English Teaching and Educational Psychology Portfolio

學生：陳昱安撰

Charlotte Yu-An Chen

English Teaching & Educational Psychology

Dr. Doris Shih

Guo-Tai Elementary School Service Learning Portfolio

2017/11/13-2018/01/08

Charlotte Chen

404110483

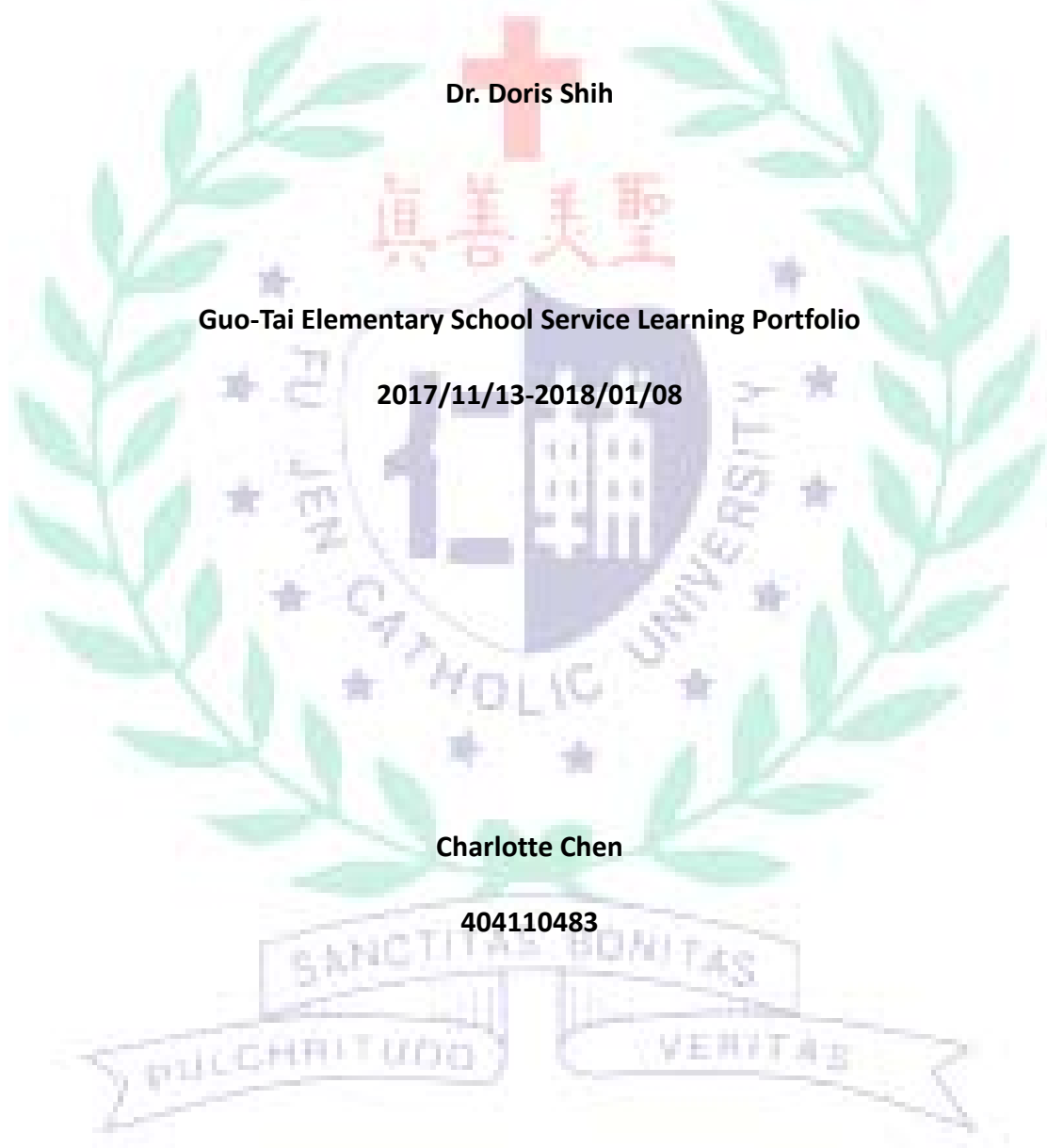


Table of Content

Introduction.....	p. 2
Purpose.....	p. 2
My Students' Condition and My Target in Teaching.....	p. 2-3
Theories Used.....	p. 3-4
Teaching and Instructional Processes.....	p. 4-5
Seating Charts.....	p. 5
ESA Procedural Charts.....	p. 5
Discussion and Reflections.....	p. 5-7
Conclusion.....	p. 7-8
Works Cited/References.....	p. 9
Appendix.....	p. 10



I. Introduction:

I have several experiences in teaching kids. For example, I attend a voluntary club, which main target is to help elementary school kids, especially for those came from more difficult families, with their homework. During the summer vacation at the end of freshman year, I joined Ms. Sy' project of service learning in the Philippine. And the summer next year, I work in a children's full-English day camp as the assistant of foreign teachers. Since I love kids, the experiences of getting along with kids are never unfamiliar to me. However, the process of dealing with kids is usually full of challenges. I gradually understand that with just love and patient is not enough for teaching, I need to acquire some professional knowledge of how to educate kids, as a result this is my main motivation of taking this course.

II. Purpose

The aim of the Portfolio is to demonstrate the full process of the teaching at Guo-Tai Elementary School. I record every details and thoughts, which come along with the interactions between my student and I. It includes the lesson plans and the adjustments I have made. Also, the methods and theory I used to assist my teaching. In the conclusion chapter, I will have my reflection, which is about my understanding and interpretation of being a good teacher.

III. My Students' Condition and My Target in Teaching

My student named Jimmy, he is in 5rd grade. Jimmy's English level is not well, he can understand some classroom directions and attempts to do simple assignments but with great hesitancy and misunderstanding. Also, his acknowledge of vocabulary is still greatly limited to commonly-used words. For example, he cannot recognize all the names of outdoor activities, sports or colors, etc. He reads and writes with some difficulty and may be unable to respond to some activities which involve independent decision making.

In such a short period of time, it is unlikely for me to promote his English level, but rather than getting higher scores on his tests and exams, I prefer to let him realize that English is a helpful tool to communicate with others and with the usage of English we are able to get the key to access a greater world. As a result, my aim in this course is to arouse his interest in learning English. I believe if learning English gives him a good first impression, he will learn by himself continuously and be excited to go on the journey of learning English in the future.

IV. Theories Used

In order to arouse student's interest in English and give him the sense of the spoken language, the method I used is The Audiolingual Method by Diane Larsen-Freeman. As its name suggests, this method encourages language to be taught through speaking. The theory recommends to use the target language as the language in the classroom, which is English under our circumstance. The importance

of practice is also mentioned in her concept. Repetition and drills are good for habit formation.

The activities Dr. Larsen-Freeman suggests are:

- **Pronunciation activities**
- **Pattern Drills**
- **Mimicking native-speaker speech**
- **Repetition-based tasks**
- **Acting out dialogues**

V. Teaching and Instructional Processes

- A. Theory used: The Audiolingual Method
- B. Materials & Equipment: English learning Cartoon and worksheet.
- C. Procedures: We will watch the cartoon first. **(Pattern Drills)** then read the print out dialogue together **(Mimicking native-speaker speech & Pronunciation activities)** and figure out the meaning of each line. Then, practice the dialogue with the student in a little variation. **(Repetition-based tasks)**
- D. Evaluation:

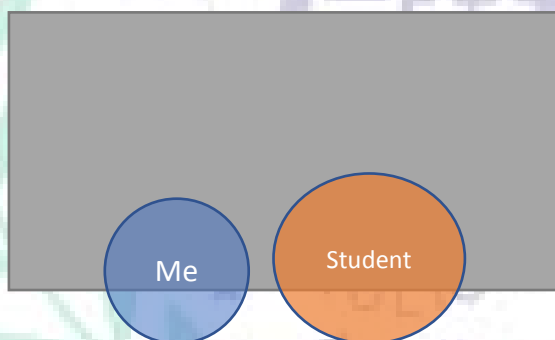
1. Student will be able to realize that the conversation is about greeting and school when hearing some key words or specific sentence patterns. **(A focus on sentence patterns)**

2. Student will be able to response in proper answers in the specific situation. (**Acting out dialogues**)

E. Extra-Classwork:

Design the dialogue worksheet and come up with another extended situational conversation based on the topic. Also, we play a board game at the last lesson, all the vocabulary used in the card are all shown up in the previous lessons before. (**Repetition-based tasks**)

VI. Seating Charts



I sit next to my student, for two reasons. First of all, I think sitting by each other's side makes people feel more relax and equal. I hope that my student can treat me as his friends and will not be afraid of me but feel free to talk anything with me. Secondly, when we are in the lessons, it is likely to have some in class exercises together, therefore, this seating arrangement is a perfect order to have a common view for both of us which helps me to read with my student.

VII. ESA Procedural Charts

Engage	Chatting with my student before the lesson starts.
--------	--

Study	Teaching the content that I prepared.
Activate	Practicing dialogues and games for the class, and have a short review of today's lesson before the end of the class.

VIII. Discussion and Reflections

For the eight weeks' lessons, I have learned a lot from my student, and at the end of the course I would like to share my understanding and interpretation of being a good teacher.

1. Friendliness and Geniality

I think the most crucial characteristic of a good teacher can have is to be friendly and genial with his or her students. It is a bonus if students can share their difficulties with their teachers, without being fearful or hesitant. I think students sometimes have feelings of their teachers as their enemies. Yet, with this mentality, they can never be intimate to each other. Moreover, think about the teachers that you admire who were not friendly, and were rather strict and harsh?

2. A Good Listener

Aside from being a good speaker, a good teacher should also have the characteristic of being an even better listener. As a recent goes, "If speaking is silver; then listening is gold." I always listen to what my student want to tell me,

and I find out the connection between him and I are getting stronger as time goes by. No one wants to hear every time, we need people who can listen to us as well. And when a good teacher develops this patient quality in himself or herself, he or she starts to become a good teacher.

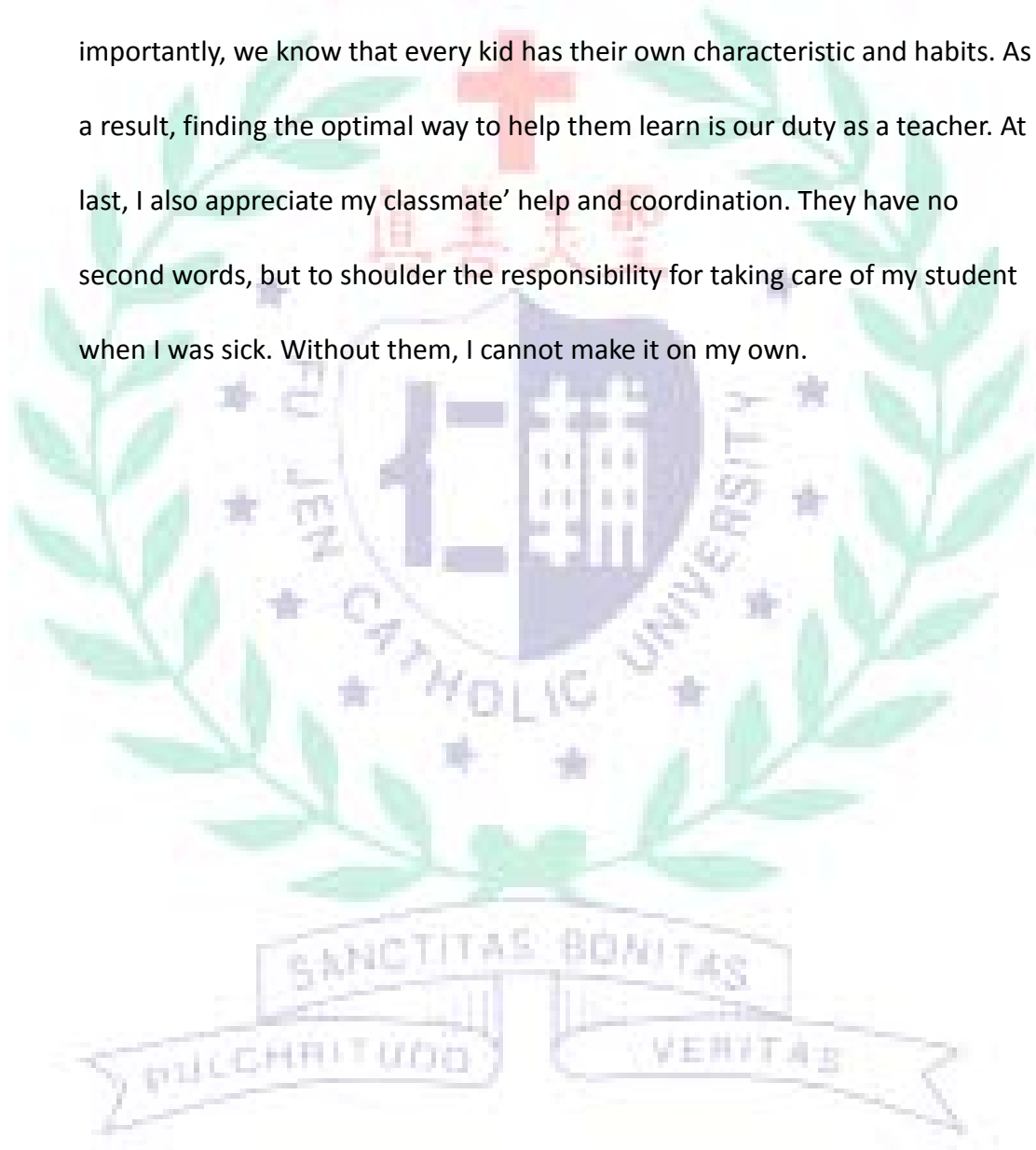
3. Be flexible:

Last but not least, I think having the characteristic of being flexible is the greatest thing that I've learned in teaching. Since my student were absent for three weeks due to his sickness, all my lesson plans have to be changed. At first, I was quite disappointed for the sense of vain, but after a short talk with Professor Doris, I realize that I should not keep that kind of negative thoughts anymore, since there are so many things in our life are unpredictable and requires flexibility, includes teaching.

Proper adjustment when timely issues or other fickle events come up is acceptable. Instead of staying strict with our lesson plans, sensing the needs of our students when necessary seems to be more important. In other words, if our aim is to help a child, then the alteration of our routines and rules should never be a big deal. What's more, we should always stay positive and be in control of our emotions when our best-made plans have to be changed if conditions are beyond our control.

IX. Conclusion

At the end of the semester, I would like to thank Dr. Doris for giving us such a precious experience. Through this experience, we get to have the chance to examine our teaching methods. In the process of adjusting the errors, we develop the ability of solving problems and confronting pressure. Most importantly, we know that every kid has their own characteristic and habits. As a result, finding the optimal way to help them learn is our duty as a teacher. At last, I also appreciate my classmate' help and coordination. They have no second words, but to shoulder the responsibility for taking care of my student when I was sick. Without them, I cannot make it on my own.



X. Works Cited/References

Diane Larsen, Freeman (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.




XI. Appendix

Good morning

Date:

Teacher: Charlotte

Student:



Good morning.

01_Good morning. - How are you?

02_Nice to meet you.

03_What's this? - What's that?

04_Who is he? - Who is she?

05_Whose bike is this? - What a nice bike!

06_Happy birthday! - This is for you.

07_How old are you? - I'm ten years old.

08_I like soccer. - Let's go!

09_Do you like cheese? - Do you like ham?

10_Do you have crayon? - . You're welcome.

11_How many bears? - Three bears.

Example of worksheets-1

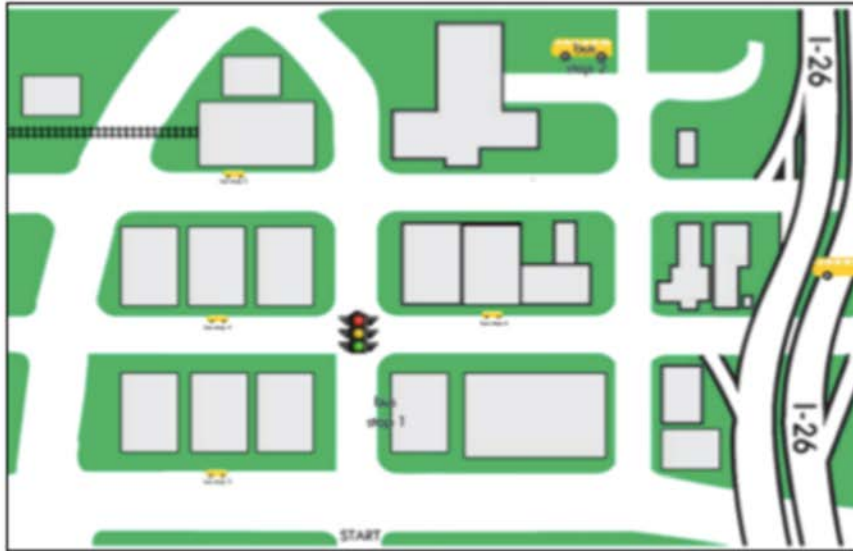
27_ Where is it? - Go straight. ↵

28_ Where is the post office? - Turn right. ↵

29_ Where is the restroom? - Go straight and turn left. ↵



↵



30_ Where is my cap? _____ ↵

31_ Where is my pencil? - It's on the chair. ↵

32_ Time for breakfast. Time for lunch. ↵

33_ What time is it? _____ ↵

34_ What are you doing? - I'm jumping. ↵

35. What are you doing? - I'm making cookies. ↵

36_ What's he doing? - He's dancing. ↵

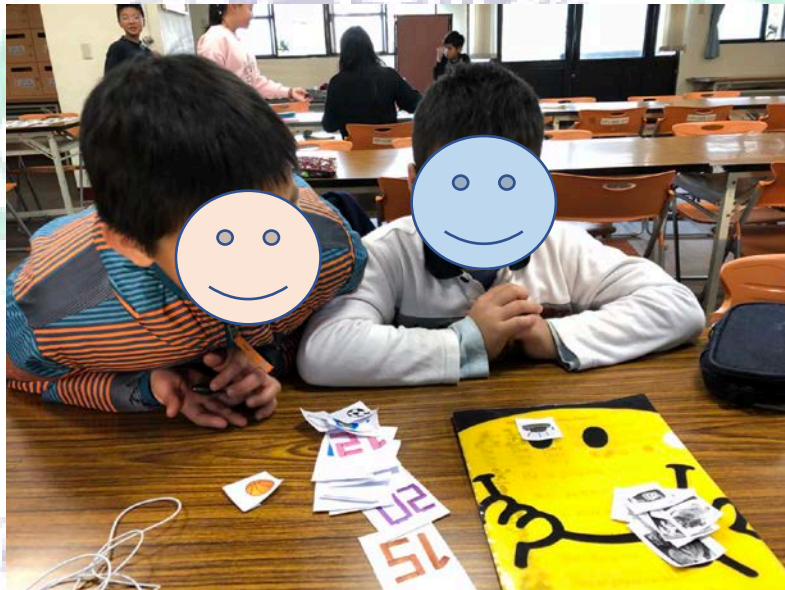
37_ What did you do? - We went to the park. ↵

38_ How was your summer vacation? - It was great. ↵

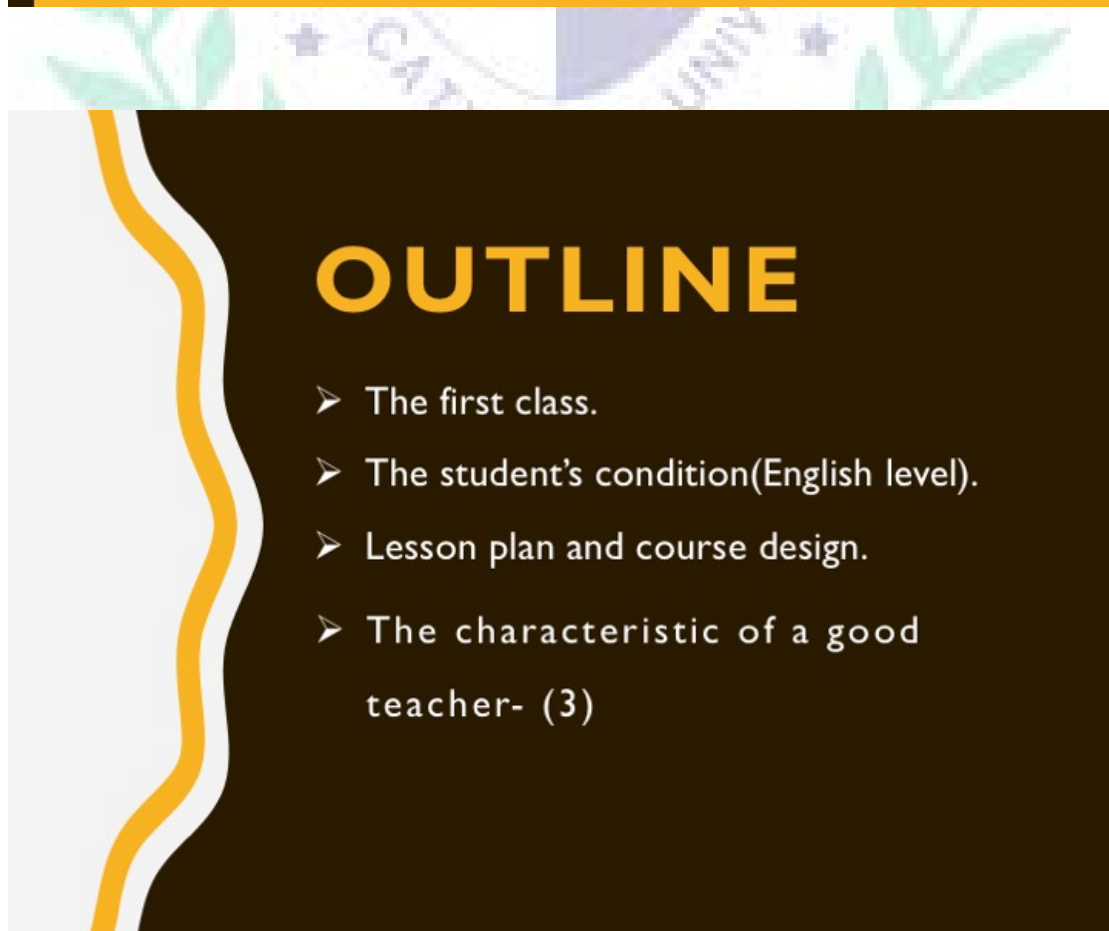
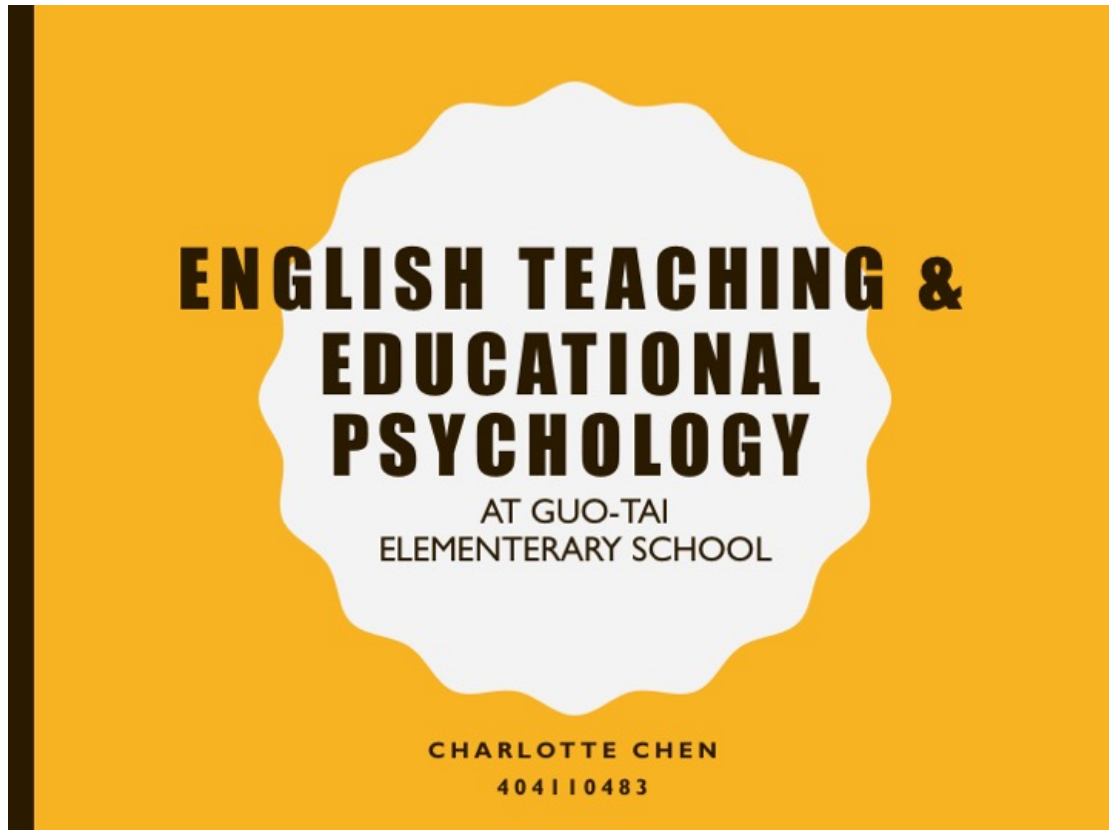
Example of worksheets-2



Kids are playing card games.



Final Presentation:



THE FIRST CLASS

Target:

Getting to know each other.

Procedures:

- Introducing /Changing information. (habits, favorite foods, etc.)

Evaluation

- Discover a little about the student's characteristic.
- Knowing about what English level is the student on.
- Knowing in what degree does the student want to learn English.



STUDENT'S CONDITION

Level: 5rd grade

- This student can understand some classroom directions and attempts to do simple assignments but with **great hesitancy and misunderstanding**. (e.g.)
- Vocabulary is still greatly **limited** to commonly-used words.
- He reads and writes with some difficulty. ()This student may be unable to respond to some activities which involve independent decision making.

LESSON PLAN

Theory used: The Audiolingual Method

Materials & Equipment : English learning Cartoon

Procedures: We will watch the cartoon first. (**“A language is what its native speakers say, not what they ought to say.”**) then read the print out dialogue together and figure out the meaning of each line.

Practice the dialogue with the student in a little variation. (**Mimicking native speakers**)

Evaluation:

Student will be able to realize that the conversation is about greeting and school when hearing some key words or specific sentence patterns. (**A focus on sentence patterns**)

Student will be able to response in proper answers in the specific situation. (**Acting out dialogues**)

Extra-Classwork:

Design the dialogue worksheet and come up with another extended situational conversation based on the topic. Also, we play a board game at the last lesson, all the vocabulary used in the card are all shown up in the previous lessons before.

ENGLISH LEARNING CARTOON



ENGLISH LEARNING CARTOON

--WORKSHEET

Good morning

Date:
Teacher: Charlotte
Student:



- 01_Good morning. - How are you?
- 02_Nice to meet you.
- 03_What's this? - What's that?
- 04_Who is he? - Who is she?
- 05_Whose bike is this? - What a nice bike!
- 06_Happy birthday! - This is for you.
- 07_How old are you? - I'm ten years old.
- 08_I like soccer. - Let's go!
- 09_Do you like cheese? - Do you like ham?
- 10_Do you have crayons? You're welcome.
- 11_How many bears? - Three bears.

27_Where is it? - Go straight.

28_Where is the post office? - Turn right.

29_Where is the restroom? - Go straight and turn left.

30



30_Where is my cap?

31_Where is my pencil? - It's on the chair.

32_Time for breakfast. Time for lunch.

33_What time is it?

34_What are you doing? - I'm jumping.

35_What are you doing? - I'm making cookies.

36_What's he doing? - He's dancing.

37_What did you do? - We went to the park.

38_How was your summer vacation? - It was great.

ENGLISH LEARNING CARTOON



ENGLISH LEARNING CARTOON



The characteristics of a good teacher

1. FRIENDLINESS AND CONGENIALITY

2. A GOOD LISTENER

Turkish proverb: "If speaking is silver; then listening is gold."

3. BE FLEXIBLE

-Stay in control of your emotions and positive when your best-made plans have to be altered due to circumstances beyond your control.

THANK YOU FOR YOUR LISTENING.