

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

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VERITAS

學生：蕭子瑜 撰

Vivian Tzu-Yu Hsiao

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Guo-Tai Service Learning: The Making of a Teacher

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Vivian Hsiao

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English Teaching and Educational Psychology

Guo-Tai Elementary School Service Learning Portfolio

106/11/14~107/01/02

Table of Contents

Introduction..... 4

Purpose..... 4

Student’s Motivation Survey 5

..... 5

Theories Used 6

Teaching and Instructional Processes..... 7

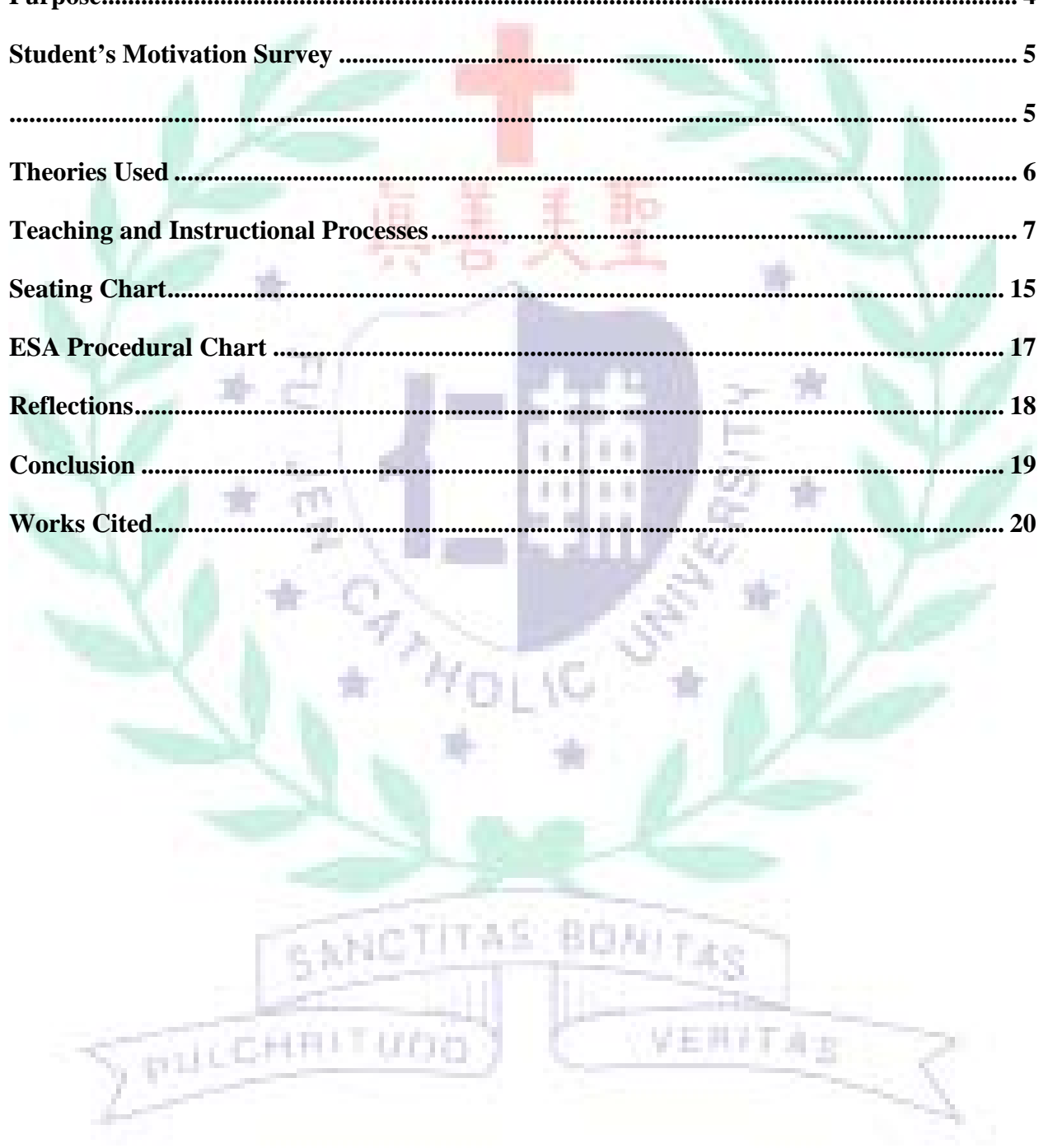
Seating Chart..... 15

ESA Procedural Chart 17

Reflections..... 18

Conclusion 19

Works Cited..... 20



Introduction

English Teaching and Educational Psychology is a course offered by Professor Doris Shih to help us, the students, learn about the principles of teaching, including the methods and theories, whilst also providing us with hands-on experience in the Guo-Tai service learning project. The goal of this class is to help us integrate the theories that we learn in the classroom into the teaching of Guo-Tai students in its required service learning tutoring sessions. Through this class, we are expected to utilize the above mentioned theories to conduct suitable lesson plans in our teaching sessions.

The reason I chose this course is because as a student double majoring in English and Psychology, I thought it would help a great deal in both aspects. I also understand that this is a course that introduces the psychology and theories behind teaching while also providing opportunities to put those theories to test in tutoring sessions at the neighboring elementary school, which I thought could benefit both the students and myself greatly. As an English major, the most common questions directed at me are whether I am tutoring anyone. The truth is, I had tutored a junior high school student previously but withdrew after discovering the student had zero motivation towards learning. I had been enthusiastic and optimistic when I initially accepted the job and owing to that personal failure, I decided to give it another try through this class.

Purpose

This portfolio will include the basic information of my student, introduce the lesson plans, the theories used, the games played to engage the student, and also, an insight to co-teaching with my fellow classmates, Melody and Stella.

In addition, I will show our efforts in helping the student, Carol, become better acquainted with English and to help her in pronunciation and spelling. I will attempt to include information from both the student and the teachers' perspectives to see how this project has benefited both parties with results that are advantageous to both sides as well.

Student's Motivation Survey

04110500
蕭子玉
Vivian.

Mini-Attitude/Motivation Test Battery
(Designed by R. C. Gardner, Ph.D.)

The purpose of this part of the questionnaire is to determine your feelings about a number of things. We want you to rate each of the following items in terms of how you feel about it. Each item is followed by a scale that has a label on the left and another on the right, and the numbers 1 to 7 between the two ends. For each item, please circle any one of the numbers from 1 to 7 that best describes you.

1. My motivation to learn English in order to communicate with English speaking people is:
WEAK ___1___2___3___4___5___6___7 STRONG
2. My attitude toward English speaking people is:
UNFAVOURABLE ___1___2___3___4___5___6___7 FAVOURABLE
3. My interest in foreign languages is:
VERY LOW ___1___2___3___4___5___6___7 VERY HIGH
4. My desire to learn English is:
WEAK ___1___2___3___4___5___6___7 STRONG
5. My attitude toward learning English is:
UNFAVOURABLE ___1___2___3___4___5___6___7 FAVOURABLE
6. My attitude toward my English teacher is:
UNFAVOURABLE ___1___2___3___4___5___6___7 FAVOURABLE
7. My motivation to learn English for practical purposes (e.g., to get a good job) is:
WEAK ___1___2___3___4___5___6___7 STRONG
8. I worry about speaking English outside of class:
VERY LITTLE ___1___2___3___4___5___6___7 VERY MUCH
9. My attitude toward my English course is:
UNFAVOURABLE ___1___2___3___4___5___6___7 FAVOURABLE
10. I worry about speaking in my English class:
VERY LITTLE ___1___2___3___4___5___6___7 VERY MUCH
11. My motivation to learn English is:
VERY LOW ___1___2___3___4___5___6___7 VERY HIGH
12. My parents encourage me to learn English:
VERY LITTLE ___1___2___3___4___5___6___7 VERY MUCH

Theories Used/Teaching Methods

Primarily, the theory we used was the social-cultural theory of Vygotsky. Owing to our circumstances, we had three teachers and only one student. We knew that the child would feel lonely, so we came up with the system of incorporating ourselves into the lessons as students with her, and when one person was playing the “teacher”, the other two would play the “students”. As the saying goes, two heads are better than one.

As for the teaching methods, we used three in total: the natural approach, the audio-lingual method, and total physical response. According to “Major Trends in Twentieth-Century Language Teaching”, the natural approach is, as the name presents, a teaching method that enables the learning process to flow naturally. There is no big emphasis on practice or accuracy, but rather on the meaning of the words and materials that the student requires. This type of approach is also beneficial in that it focuses on the exchange of information through games and role playing.

Another teaching method used is the audio-lingual method. This method is centered around speaking and sentence patterns. We realized early on that our student had some trouble with pronunciation and was somewhat weak in the grammar area. Therefore, through this method, we conducted games where she had to knock on the whiteboard and ask a certain question in order to get a certain response. The sentences were fixed and all she had to do was repeat the same sentence but with different nouns and verbs. This type of imitating and repetition helped her say her sentences faster and better.

Last but not least, we used total physical response. The theory involved is that through body movement, the student has to act out certain characters or roles; thus, resulting in them being more active and lowering their anxiety in learning new things. This method is demonstrated in our games of “Charades” where we would ask the student to act out certain animals or mimic playing a certain instrument for us to guess.

Teaching and Instructional Processes

404110249 Melody Cheng

403110838 Stella

404110500 Vivian

Lesson Plans Week 01~08

Lesson Plan Week 01

- Goals: Get to know our student, and figure out her basic English knowledge
- Objectives: Finish the mini-motivation test, check the grammar and vocabulary level of the student's school textbook, and play games to get familiar with our student
- Materials & Equipment: The mini-motivation test, the playing cards, a whiteboard, and markers
- Procedures:

First 30 minutes, the student has to finish the mini-motivation test, and chat with us about her English learning experience.

The rest of the time, the student's English knowledge can be test through games and conversations. We also ask her what kind of things she wants to learn from the class. For example, units like food, animals, and cartoon.

This week, we will teach the student vocabulary including the playing cards and food.

That first day, we sat with our student, a little fourth grade girl, and introduced ourselves one by one. Owing to us being quite intimidating, with three teachers and one student, we made sure to appear demure, but friendly. After a brief introduction, we asked her to help us finish the mini survey with Melody translating the questions one by one for her. We were happy to see that overall, her attitude towards English was quite positive. She told us her name is Carol and that she likes to draw. We asked her what TV shows she enjoyed watching and she told us she liked to watch a cartoon called "Mysterious Joker". Coincidentally, "Mysterious Joker" had various references to that of playing cards, and while we played, she mentioned that she knew what the

English word for 鬼牌 is. We ended the class on a good tone, with the promise that we would be teaching some of the subjects she mentioned she liked in the next class.

Lesson Plan Week 02

- Goals: We will use natural approach to arouse our student's interest in learning English.
- Objectives: We have chosen some topics which the student is interested in, and we divided these topics into different units. We will have some activities to test student's understanding of our teaching. This week, the student will learn new vocabulary.
- Materials & Equipment: In-class handouts, the review worksheet, playing cards, crayons, a whiteboard, and markers
- Procedures:

We divided the class time into three sections, each section was about thirty minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week.

In week 2 and 3, we will have three units: The cartoon "Mysterious Joker" and the playing cards, shapes and colors, and animals.

Then, in the first section, Vivian will review the playing cards, and connect the playing card game with the new unit: "Mysterious Joker" which is a cartoon the student likes.

In the second section, Stella will teach the student the unit of shapes and colors, she will use crayons and handout to teach the student.

In the last section, Melody will use handout to teach the student the unit of animals.

In this session, I taught her the name of the playing cards, like the eight of spade, the queen of hearts, the jack of diamonds, and the ace of clubs. The suits were a bit difficult for her to learn so by playing the card game "heart attack", we helped her in reciting again and again the suits shown. Then, we discussed her favorite cartoon, "Mysterious Joker", and she even introduced the characters to us. After my part, Stella gave her a worksheet and taught her the names of different colors and shapes, with Melody ending the class on a happy note with colorful pictures of animals.

Lesson Plan Week 03

- Goals: We will use natural approach to arouse our student's interest in learning English.
- Objectives: This week, we will review the vocabulary which were taught last week, and examine the learning results through handouts and games.
- Materials & Equipment: In-class handouts, the review worksheet, crayons, a whiteboard, and markers
- Procedures:

We divided the class time into three sections, each section was about thirty minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week.

In week 2 and 3, we will have three units: The cartoon "Mysterious Joker" and the playing cards, shapes and colors, and animals.

In the first section, Vivian will review "Mysterious Joker" and the playing cards, and play "Hangman" (吊死鬼猜單字) with the student.

In the second section, Stella will review shapes and colors, she will make cards which the word and the color are different (like the word blue is printed in black) to play with the student. Also, she will use crayons, and asks students to draw the assigned shapes and colors.

In the last section, Melody will review the unit of animals, and she will play a guessing game. One people will draw an animal in ten seconds first, and the other people can only look five seconds, and also draw in ten seconds. The last people have to guess what animal it is.

This week, I introduced the game of "Hangman" in an attempt to liven up the learning process. Reflective of the previous lesson Stella gave, we used shapes and colors as the base of vocabulary and took turns going on stage and choose a word for the others to guess. Carol showed great delight in playing the teacher so we had her memorize the word she was going to let us guess (with assistance from one of us) and the other two had to guess the word. Besides this game, Stella and Melody also supplied a worksheet and a game to help Carol remember words, both of which involve drawing.

Lesson Plan Week 04

- Goals: We will use natural approach to arouse our student's interest in learning English.
- Objectives: This week, the student will learn new vocabulary from new units: marine life, instruments, and body parts.
- Materials & Equipment: In-class handouts, the review worksheet, music from YouTube, a whiteboard, and markers
- Procedures:

We divided the class time into three sections, each section was about thirty minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week.

In week 4 and 5, we will have three units: marine life, instruments, and body parts.

In the first section, Vivian will teach the new vocabulary about instruments through a handout, and use YouTube to let the student recognize different instruments.

In the second section, Stella will teach the body parts through a handout, and she will also play a song includes body parts on YouTube.

In the last section, Melody will teach marine life through a handout, and play "Hangman"(吊死鬼猜單字) with the student. The student has to use the new vocabulary in the game.

YouTube became an incredible tool in this class. Owing to my having to teach her instruments, (as she told me earlier that she knows how to play the ukulele), I thought it would be easier for her to learn through the music they produce. In addition, I hoped that by using something other than worksheets can help her become more engaged in the unit and I wasn't disappointed. She caught on quite quickly and could identify the sounds pretty fast. Stella also used YouTube in teaching her the unit of body parts while Melody used the game of "Hangman" to the student memorize the words from the previous session.

Lesson Plan Week 05

- Goals: We will use the natural approach and total physical response to arouse our student's interest in learning English.
- Objectives: This week, we will review the vocabulary which taught last week, and examine the learning results through handouts and games.
- Materials & Equipment: In-class handouts, the review worksheet, props (a bingo game and a fishing game), a whiteboard, and markers
- Procedures:

We divided the class time into three sections, each section was about thirty minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week.

In week 4 and 5, we will have three units: marine life, instruments, and body parts.

In the first section, Stella will review the unit of body parts, and play a game without voice to guess words (比手畫腳猜單字). The winner will get a piece of cake.

In the second section, Vivian will review the three units' vocabulary, and she will use these words to play a bingo game.

In the last section, Melody will review the unit of marine life, and she will use props to play the fishing game.

This week the student wasn't in the best learning state. She was distracted throughout the lesson and the only way to motivate her was with a piece of cake that Stella had brought for her to "win". We reviewed the units from last time and discovered that she didn't review them herself so that the games were hard to play. Therefore, I placed the sheet regarding the vocabulary words beside her and had her along with Melody and Stella play a game of Bingo. In addition, Melody had made some props with magnets for Carol to "fish". With this interesting device, Carol recognized animals faster and became more focused.

Lesson Plan Week 06

- Goals: We will use TPR to arouse our student's interest in learning English.
- Objectives: This week, the student will learn new vocabulary from the festival Christmas.
- Materials & Equipment: In-class handouts, the review worksheet, props (the Christmas card materials and two story books), a whiteboard, and markers
- Procedures:

We divided the class time into three sections, each section was about thirty minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week.

In week 6 and 7, our unit is Christmas, and we will review the vocabulary from week 4 and 5.

In the first section, Vivian will review the vocabulary from last week, and play a game only with actions to guess words ("Charades"-比手畫腳猜單字). The student has to tell us how many letters and how many syllables through actions.

In the second section, Stella will teach the student to make a Christmas card.

In the last section, Melody will teach the student vocabulary through reading the two English story books.

This week, I taught Carol what syllables are. I sounded out every word from the vocabulary with her and together, we completed a worksheet. Then, I had her play a game of "Charades", where she had to pick a word out of a plastic bag and try to express to us without talking what the word is. The rule is that she has to tell us how many letters are in this word, how many syllables, and to act out the word in 90 seconds. Then, Stella gave Carol a small card to make, for it was Christmas and by the end of class, she had a little Santa card to take home with her. Last but not least, Melody read some stories about Christmas to her and we wrapped up the class.

Lesson Plan Week 07

- Goals: We will use TPR and the audio-lingual method to arouse our student's interest in learning English.
- Objectives: This week, we will review the vocabulary which taught last week, and examine the learning results through handouts and games.
- Materials & Equipment: In-class handouts, the review worksheet, props (a game only with actions to guess words), a whiteboard, and markers
- Procedures:

We divided the class time into two sections, each section was about forty-five minutes. We will give her the review worksheet first. The worksheet contains the vocabulary the student learned last week.

In week 6 and 7, our unit is Christmas, and we will review the vocabulary from week 4 and 5.

In the first section, we will review the vocabulary from last week, and play a game only with actions to guess words ("Charade"-比手畫腳猜單字). The student has to tell us how many letters and how many syllables through actions.

In the second section, we will review the stories first, and we will play the roles playing game (角色扮演). The student need to remember the stories characters and the actions they made in the stories.

This week was special because it was the week we used audio-lingual in our lessons. We had tried previously to teach Carol some basic sentence structures but none of them stuck, so this time, Melody wrote on the whiteboard 4 sentences that required two people to act out. Using the characters from the book she read to Carol in the previous class, one of us had to go behind the whiteboard and be asked by Carol questions to determine who we were (the character). The repetitiveness of the same sentence structure helped her memorize and say them more fluently. Additionally, we also picked up the game from last time and played "Charades" with better results.

Lesson Plan Week 08

- Goals: We will use TPR to arouse our student's interest in learning English.
- Objectives: This week, we will review the vocabulary in these seven weeks, and read two new English stories.
- Materials & Equipment: Props (a game only with actions to guess words and two English story books), a whiteboard, and markers
- Procedures:

We divided the class time into three sections, each section was about thirty minutes. In week 8, we will review the vocabulary taught in these seven weeks, and examine the learning outcomes through games.

In the first section, Vivian will review the vocabulary from week 4 to 7, and play a game only with actions to guess words (“Charade”-比手畫腳猜單字).

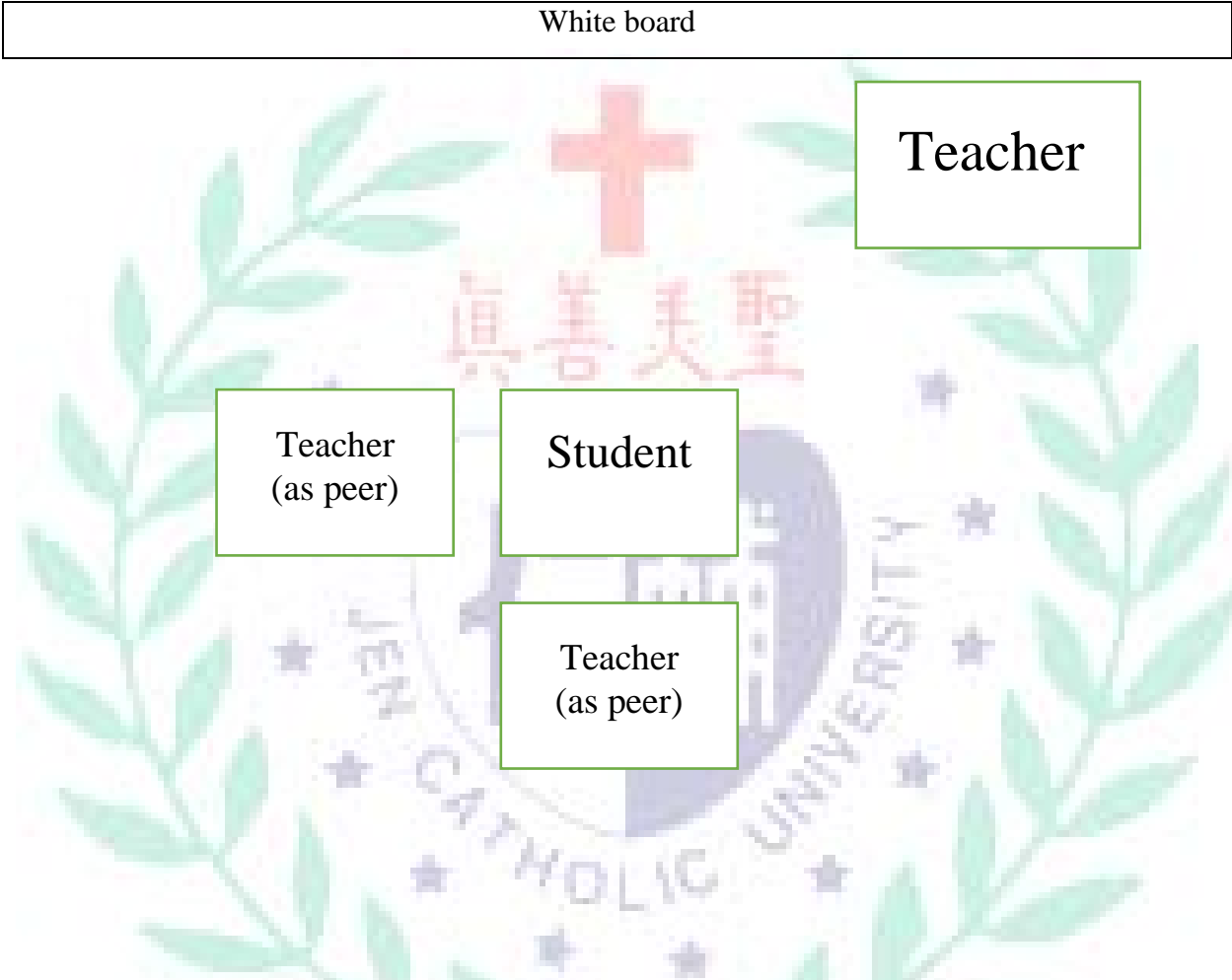
The student has to tell us how many letters and how many syllables through actions. (The reason behind the repetition of the game is because the student didn't memorize the words and we had to keep reviewing.)

In the second section, Stella will review the vocabulary from week 1 to 3, and play a game.

In the last section, Melody will read two English story books which contain the vocabulary from week 1 to 7.

In our last week of the lessons, we helped review everything we had taught thus far. This included playing card games and saying out loud what the suits and numbers were. We then played a game of “sticky ball” conducted by Stella where Carol had to hit certain parts of the whiteboard and put the words into a sentence structure to get a small prize. Then we played a last game of “Charades” and because she finally memorized the vocabulary, the result was more fun. To wrap up, Melody read two more story books to Carol and we ended class on a happy note.

Seating Chart



The reason behind this seating chart is because according to Vygotsky’s theory of cognitive development, social factors are a big influence on children’s cognitive growth; therefore, we decided that because there is only one student, Carol, we had to make sure that she didn’t feel isolated. Owing to each of us being assigned 30 minutes every session, we would take turns playing students. When one teacher stood up to teach their materials, the other two teachers would play the role of Carol’s peer. These roles include assisting her when she needs it, giving her clues, and doing the same assignments with her. For example, on the week that we played BINGO, I made sure that both Melody and Stella each had a BINGO sheet as well as Carol. I wrote on the white board the word already mentioned to tally which person got the first five lines

by correctly circling the words. By making it seem like a competition with peers, Carol could not only become more engaged in the game, but also get the assistance needed when she heard a word she did not know.

Another example this seating chart came to good use was when we were playing “Charades”. This is game that entails the player to try to tell their teammate without speaking the word they picked out of a small plastic bag, which only they knew. We had split ourselves into two groups, and took turns standing up next to the whiteboard to demonstrate the word picked. By aligning ourselves and positioning ourselves in a “team” with Carol, we demonstrated that we were “on her side” and that she wasn’t alone. Hopefully, with this kind of a seating chart, we put Vygotsky’s theory to good use and helped Carol in the learning process.



ESA Procedural Chart

(most lessons followed this flow chart; therefore, I placed only one)

<p>Engage</p>	<p>In this stage, I prepared worksheets with plenty of pictures. I had left spaces for her to draw her own images to match words as well.</p>
<p>Study</p>	<p>In this stage, I used the previous worksheets to help her memorize the words by linking them with the pictures (connect the dots). This took a bit of time for she would constantly only remember where a word was on page as opposed to its spelling.</p>
<p>Activate</p>	<p>Later on, I used games such as “Charades” to ask her to blindly pick a word (that she had previously learned), assess what the word meant, and to act it out for us to guess. In using a more active approach as opposed to paper based tests, I think it helped cement the word better in her mind.</p>

Reflections

After these eight weeks, I feel that I have matured along with the student. Before attending this service learning class, I had often felt that I couldn't really connect with little kids and I had worried about the best way to establish a dominance in the classroom while also not becoming unapproachable. Nonetheless, through the sessions, I came to realize that children are pretty straightforward and though they could be quite naughty or cheeky at times, they listen when you talk to them. I have also learned that sometimes rest is required and the student may have already had a long day at school, which would lead to her inattention in the sessions after school. Patience is also something I felt like I had acquired after teaching Carol. I have come to understand when she needs time to process the information given, though it could sometimes take a week or two for her to remember certain words or sentences. Besides the connection I built with the child, I was also able to utilize the theories and methods that we learned in class and to apply them when teaching the student. To me, I felt like the total physical response was the best way to help motivate her to learn, and with all of us goofing around and creating a more stress free environment, I could tell that we had managed to make English fun for her. I hope that through this experience, Carol has also benefited from these sessions and that she could avoid seeing learning English as a chore but rather a fun and engaging tool to use in the future in various aspects of her life.

Throughout the sessions, we, the teachers, had also faced difficulties for we had never experienced co-teaching before and had not realize the cooperation needed. There were tense moments where we had to compromise and design a syllabus that was based around a certain topic. On top of that, we each only had 30 minutes with the student at a time and we had to be careful not to go overtime for the next teacher would be affected. With many discussions, we came up with more lively and creative lessons and for that I am grateful I had the opportunity to work with them. Though there were disadvantages to co-teaching, there were also the advantages of the classroom always being lively for if the student felt bored, there was always a person there to talk to her and accompany her. With this semester coming to a close, I have learned more than I previously anticipated and look forward to try tutoring in the future.

Conclusion

After the putting the finishing touches onto the composition of this portfolio, I realized that I have taken away from this class more than I could have hoped for. Through teamwork and hard work, my teammates and I have managed to make eight lesson plans full of knowledge for the student to retain. We used the ESA procedure charts and managed to break down the steps of Carol's learning process and to reflect them with the right content. We took Vygotsky's theory to heart and became her peers to encourage her to both work and communicate more with us. All in all, this wraps up the entire experience of teaching at Guo-Tai Elementary School, and I couldn't be more proud of our work.



Work Cited

Richards, J., & Rodgers, T. (2001). Major language trends in twentieth-century language teaching. In *Approaches and Methods in Language Teaching* (Cambridge Language Teaching Library, pp. 1-2). Cambridge: Cambridge University Press. Print.



Appendix



→ Goodbye and thank you gift from Carol



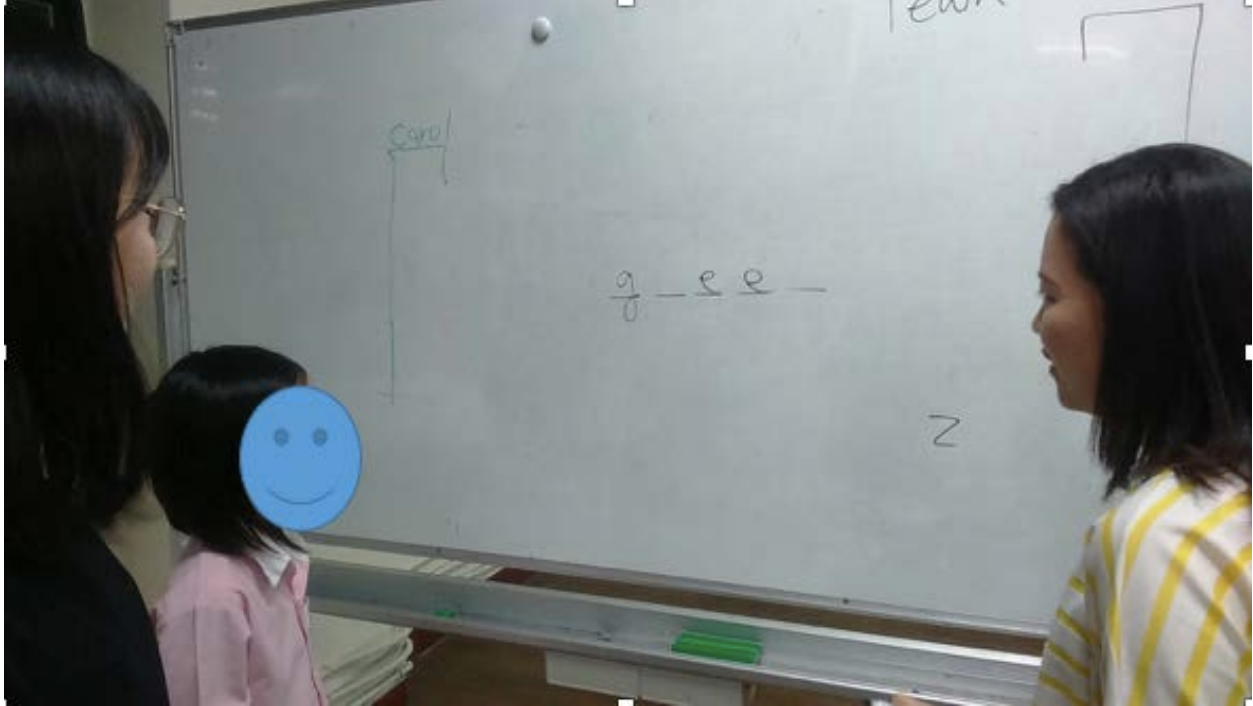
→ Carol and the Santa she made



→ Carol and I on the last day of class



→ me acting out a seahorse for my teammate, Stella, to guess (total physical response)




→ playing Hangman with Carol



→ helping Carol link words to pictures

Worksheets I made:

Mysterious Joker 怪盗捷克



Characters:

Joker

- likes to steal treasures
- likes to play video games
- likes to eat curry
- doesn't like cats
- is lazy

Hachi (8 of Hearts)

- is a ninja
- is clumsy 笨拙的
- is good at cooking

Spade (King of Spades)

- Joker's enemy
- Is smart
- Often gets a fever when he is bad

Dark Eye (Ace of Spades)

- Spade's assistant
- Is good at housework

Silver Heart

- Is the teacher of Joker, Spade, and the Diamond Queen
- Is a genius
- Also called the "Silver Magician"

Diamond Queen (Queen of Diamonds)









- Silver Heart's granddaughter
- Is cheerful
- Often gets in trouble

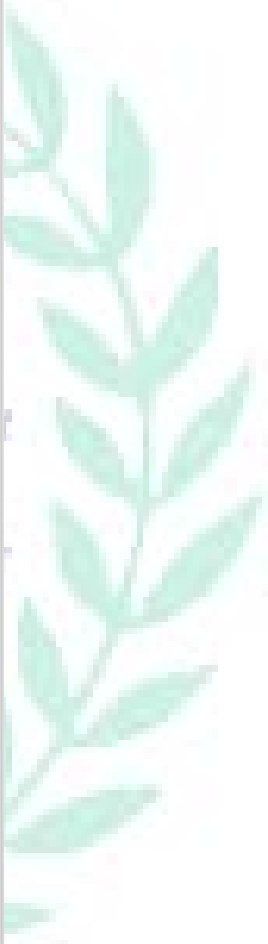
Roko (6 of Diamonds)

- Diamond Queen's dog
- Can speak
- Named by Joker

→ 2nd lesson: "Mysterious Joker"





Spade *	•	
Heart *	•	
Diamond *	•	
Club *	•	
King *	•	
Jack *	•	
Queen *	•	
Ace *	•	



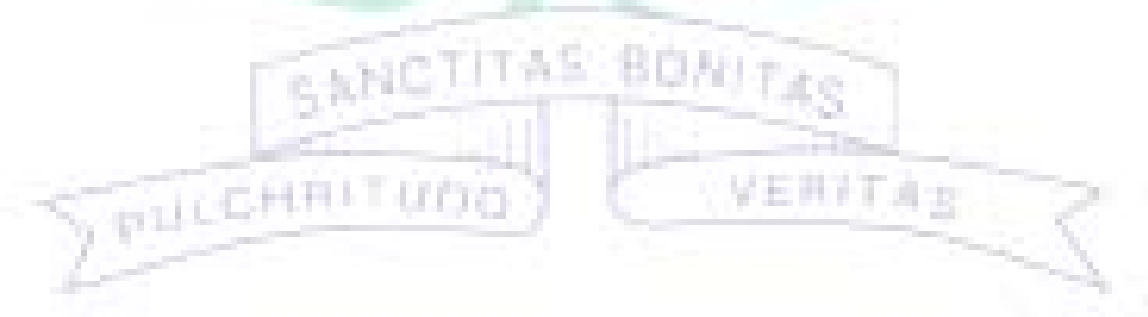
→ 2nd lesson: playing cards



Musical Instruments

- Piano • • 
- Guitar • • 
- Ukulele • • 
- Drums • • 
- Violin • • 
- Flute • • 
- Triangle • •  (Smaller)

→ Lesson on musical instruments





shoulders	nose	legs	guitar	seahorse
head	shrimp	toes	turtle	cheeks
starfish	violin	Thigh	ukulele	arms
crab	piano	shell	octopus	drums
knees	ears	triangle	backbone	jellyfish



shark	shrimp	dolphin	hands	knees
hip	neck	guitar	octopus	feet
triangle	legs	shell	seahorse	violin
cheeks	turtle	crab	fingers	whale
seal	mouth	flute	eyes	piano

mouth	nose	violin	ears	starfish
piano	whale	backbone	dolphin	hip
seal	ukulele	drums	crab	neck
hair	hands	cheeks	toes	shrimp
jellyfish	arms	seahorse	flute	shoulders



→ Bingo worksheet

___ letters; ___ syllables

Thigh, hip, backbone, neck,

Head, eyes, mouth, nose, hands, fingers, feet, toes

cheeks, shoulders, ears, legs, knees, arms, hair

Shark, whale, dolphin, seal

Jellyfish, crab, shrimp, shell

Fish, starfish, seahorse, octopus, turtle

Piano, guitar, ukulele, drums

Violin, flute, triangle

→ worksheet for learning syllables and for playing “Charades”

