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English Teaching and Educational Psychology Portfolio

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Final Portfolio

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I. Introduction

English is the most widely-spoken language in the world today, and most of the students have learned English when they are at a young age. Each of the core aspects of English learning is emphasized in students' learning process - reading, writing, listening, speaking. The tests put parents, student and teachers under pressure. Students try hard to get better grades to show their success in learning English. However, whether the better grades can help students master in English becomes a question. Hence, I am curious about how the students now think about English. Will they still have interest in English? Or, they simply see English as an essential tool? I would like to find out the answer. Moreover, personally, I always want to be a teacher when I was young. As soon as I attended the college, I started finding a tutoring job. It is not easy to find one because the parents always want a person who has teaching experience to teach their children. Hence, no matter in satisfying my curiosity or gaining teaching experience, this course provides a great opportunity for me.

II. Purpose

- A. To gain teaching experience.
- B. To find out what are features a good teacher should have.
- C. To see whether I am suitable to be a teacher
- D. This portfolio will include:
 - 1. My students' learning motivation
 - 2. Theories uses
 - 3. Teaching and instructional process
 - 4. Accessing my students
 - 5. Reflection

III. My Students' Learning Motivation

1. Hank and Kid's mini-attitude/ motivation test battery: The red marks represent Hank's result, and the black marks represent Kid's result.

Red: Hank
Black: Kid

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

2. Result

From the mini-motivation test battery, we can see that Hank gets a score of 5.18, and Kid gets a score of 6.45. The result shows that Hank has a lower motivation for learning English than Kid. The biggest difference between Kid and Hank is that Hank worries more about speaking English in English class. Hank has relatively poor command of English than other students. Even though he does not hate English class, it seems that he does not understand why he has to learn English. He cannot clearly remember the 26 alphabet letters; hence, he loses his confidence in learning and speaking English. On the contrary, Kid has a strong motivation to learn English because he wants to be a professional baseball player. This practical use may encourage him to

learn more English. However, the reason why Kid's has a relatively negative attitude toward English course is that he has to go to English cram school three times a week. The cram school creates a stressful learning environment for Kid to study English, and it may discourage him to learn English. Overall, since Guo Tai Elementary School provide a stress-free environment for their students to study English, most of their students have the relatively positive attitude toward learning English.

IV. Theories Uses

1. Situational Language Teaching (The Oral Approach)

Situational Language Teaching theory focuses more on the scientific approach to vocabulary selection and emphasis on spoken language. Hence, in our lesson plans, in order to let the students quickly remember the words, we only teach them the vocabularies they can often use in their life. Also, in this theory, language is introduced through situations. For example, Charlie taught his students the vocabularies about the directions. Then, the students will know how to use the words when they are asking for or giving direction to the foreigners. To illustrate more, it means that teacher plays a role of expert or guide in the teaching, and the students play a role of recipient and imitator. I also apply this theory to my teaching. In the classroom activities, I ask them to imitate our pronunciation, and repeat the vocabularies with us; for instance, the Christmas song activity. They listened to the Christmas songs, and they raised the vocabulary cards when they heard the Christmas vocabularies from the songs. By hearing the repeated words in the song, the students can make a strong impression of the vocabularies. Dictation is also a common way which will be used in situational language teaching theory to make sure that students can spell the words according to the syllables.

2. Multiple Intelligence

Multiple Intelligence focuses on the idea of learner's differences impact on learning, and the differences should be taken into account in teaching. For Hank, he has a very poor command of English comparing to other students. Therefore, as a teacher, I consider his ability and set a different standard for him. For example, if I say that students can get a candy after they answer 10 questions, Hank only needs to answer 5 questions to get the candy. Besides teaching him individually, I make some special rules for Hank to follow in every activity so that he will not lose his confidence during the games.

Multisensory activities and the use of reality are common classroom activities to multiple intelligences. Multisensory activities and the use of reality are common classroom activities to multiple intelligences. During the 6 six courses, I design several multisensory activities. For example, I taught the students the concept of time by using their sense of touch. I asked the students to arrange the number cards to the time they heard; meanwhile, they could place the hour hand and minute hand into the right order simultaneously. In week 5, I taught the students animal vocabularies by using their sense of sight. The students would hear the animal vocabularies with the instruction of putting left/ right hand or foot on the picture. As for the sense of hearing, the students were asked to find out the Christmas vocabularies from the Christmas songs.

3. Total Physical Response

Total Physical Response is providing a stress-free learning environment, teaching students with body movement. Providing a stress-free learning environment is an important task since the students do not have a strong motivation to learn English. The pressure may make them afraid of learning and speaking English. Also, Considering Hank's English level, I try to combine actions with the vocabularies so that he will memorize the vocabularies naturally. For example, the "Twister" game is related to this theory. When I tell the students to put their left or right hand on the picture,

they will not only understand the vocabularies of left, right, and hand but also the action of put.

The common classroom activities often use in total physical response are slide and presentation, so I made the slides every class. The slides are indeed useful for me to catch the students' attention; moreover, they can take notes by looking at the slides.



V. Teaching and Instructional Processes (Lesson Plans)

(1) Lesson Plan Week 1 (Nov. 15)- Plan for Needs Analysis

- **Goals:**

1. To get the student saying their motivation in learning English.
2. Find out the student's level.
3. Find out the background of student's English learning.
4. Find out what the students would like to learn.

- **Objectives:**

1. To help the child to recognize his interest in learning English.

- **Materials & Equipment:**

1. Mini-attitude/ motivation test battery designed by R. C. Gardner, Ph.D.


Mini-attitude/ motivation test

1. Do you have strong motivation to learn English to communicate to English speaking people? 你有很想用英文和別人溝通嗎?
2. What's your attitude toward English speaking people? 你對講英文的人感覺如何?
3. Are you interested in foreign languages? 你對外文很有興趣嗎?
4. Do you desire to learn English? 你會很想學英文嗎?
5. What's your attitude toward learning English? 你對學英文這件事的態度是?
6. What's your attitude toward learning English for practical purpose? 你以後會利用英文能力來找工作嗎?
7. What's your attitude your English teacher? 你對你的英文老師感覺如何呢?
8. Are you worried about learning English outside of class? 你對於課外還要上英文會感到擔心嗎?
9. What's your attitude toward your English course? 你對你的英文課的感覺是?
10. I am worried about speaking in my English class: 我對於在英文課中說英文感到擔心:
11. My motivation to learn English is: 我學英文的動機是
12. Do your parents encourage you to learn English? 你的父母鼓勵你學英文嗎?


2. A mini questionnaire designed by me.

Mini questionnaire


- 你會用英文簡單的自我介紹嗎？
- 你會唸這些單字嗎？
bike, apple, orange, dog, bus, banana, train, car, fish airplane, grape, monkey, rabbit
- 那你會把這些單字簡單分類嗎？ bike, apple, orange, dog, bus, banana, train, car, fish airplane, grape, monkey, rabbit



TRANSPORTATION
交通




ANIMAL 動物




FRUITS 水果

4. 填一下空格裡的字


(1) This is ____ apple.



(3) Here ____ two ____.



(2) This is ____ pen.



(4)

| | | |
|-------|---|----------|
| I ✓ | ✓ | happy. ✓ |
| She ✓ | ✓ | happy. ✓ |
| He ✓ | ✓ | happy. ✓ |
| We ✓ | ✓ | happy. ✓ |

● **Procedures (7:50~8:30):**

- Teacher introduces herself and asks the basic information of the student, including student's English name, the background of English learning. (5 min)
- Use the mini-motivation test to find out student's motivation in learning English. (10 min)
- Teacher asks what the student would like to learn. (10 min)
- Use the mini questionnaire to find out student's English level. (20 min)

● **Evaluation:** The results of the mini motivation and questionnaire will be recorded and reported.

● **Extra-Classwork:** No classwork this week

(2) Lesson Plan Week 2 (Nov. 22)- Vocabularies about sport

● Goals:

1. The students will learn the meanings of the vocabularies.
2. The students will know how to pronounce the words easily. (phonics)
3. The students will learn the difference between the use of go and the use of play, and how can each sport apply to them.

● Objectives:

1. The students can repeat the vocabularies with me.
2. The students can translate the vocabularies into Chinese.
3. The students can draw the images of the sports when I say the vocabularies.
4. The students can describe the actions or features of sports.

● Materials & Equipment:

1. A list of sport vocabularies
2. Papers
3. Color pencils
4. PPT



● Procedures (7:50~8:30):

1. Teacher teaches students how to **read** the sport vocabularies (10 min).
2. Teacher teaches students how to **use** the sport vocabularies (10 min).
3. Play game (I say you draw) to find out whether or not they understand the words. (20 min).
4. **We will play hang-man if we have more time.**

● Evaluation:

1. Teacher counts the number of correct drawings after the game.

- **Extra-classwork:** Students should review the vocabularies they learn today.

(3) Lesson Plan Week 3 (Nov. 29)- Time

- **Goals:**

1. The students will learn time-related vocabularies.
2. The students will learn how to count the numbers (1~24).
3. The students will learn the idea of half and quarter.
4. The students will know the difference of a.m. and p.m.

- **Objectives:**

1. The students can arrange the number cards to the right time.
2. The students can spell the numbers (1~24).
3. The students will draw the sun when they think of a.m. On the contrary, they will draw the moon when they think of p.m.
4. The students can draw 3:30 when I asked them to draw half past three.

- **Materials & Equipment:**

1. PPT



2. number cards (with the spelling at the back)
3. The picture of a clock



- **Procedures (7:50~8:30):**

1. Teachers teaches how to read and spell the numbers. (10 min)
2. Teachers teaches the idea of half and quarter. (5 min)
3. Teacher teaches how to ask and answer the question about time. (10 min)
4. Play game (draw or arrange the number cards). (15 min)

- **Evaluation:**

1. During the game, teacher will count the number of the correct answer.

- **Extra-classwork:** Review the numbers, and review the use of them.

(4) Lesson Plan Week 4 & 5 (12/6 & 12/13)- Vocabularies about animals

- **Goals:**

After this session, students will be able to know some vocabulary of animals.

- **Objectives:**

After this session, students will be able to:

- a) Pronounce and spell eight English words of animals;
- b) Match the pictures with the English names of eight animals.

- **Materials & Equipment:**

a) Animal vocabulary cards



b) Animal pictures



- **Procedures (7:50~8:30):**

Step 1: Warm-up (act the animals out and let them guess what are they in Chinese) (5 min session 1)

a) Review the idea of left and right.

Step 2: Instruction of pronunciation and spelling (5 min session 1)

Words selected: lion, panda bear, tiger, elephant, zebra, fox, horse, monkey.

Considering the fact that students cannot pronounce the English words naturally according to the spelling, teachers would intentionally correct and perfect their pronunciation so as to nurture their ability of pronouncing words according to the spelling.

For the six words in this session, three key pronunciation techniques will be taught:

- a) Consonants: “l-”, “p-”, “b-”, “t-”, “z-”, “f-”, “h”, “-m”
- b) “ph-”
- c) “-ant”, “-er”, “ey”, “-x”.

Step 3: Game 1- Twister (10 min)

Students will hear the words taught in this session with the instruction of putting left/ right hand or feet on the pictures. Then, they will find the correct picture on the floor and do the action which teacher asked them to do.

Step 4: Game 2 (10 min)

Students will be shown the pictures of the animals taught in this session and asked to point or circle the picture according to the pronunciation they hear. Teachers will pronounce the first word for all students and the quickest student will be credited the right to pronounce the next word they like for other students to point or circle it.

Step 5: Game 3 (10 min session 2)

Students will hear some descriptions of animals they learn in this session. They are supposed to act out the animals they hear. The descriptions will be read out first in English and then in Chinese.

Example:

“I have two big ears and a long trunk (nose). I am the heaviest and biggest animal on the earth.”

“I am the king of the zoo. All animals have to listen to my order.”

- **Evaluation: Listening Practice (10 min session 2)**

Students will listen to some conversations talking about animals they learn in this session. They are expected to write down the animal names they hear in the conversation.

Conversation 1:

A: Where is your favorite tourist spot in Taipei?

B: Taipei zoo. I went there last weekend with my mom.

A: What did you see?

B: Lions and tigers.

Conversation 2:

A: What is your favorite animal?

B: Tigers.

A: I think tigers are scary.

I like monkeys because they are friendlier.

- **Extra-classwork: Review the vocabularies (read & spell).**

(5) Lesson Plan Week 7 & 8 (Dec. 27 & Jan. 3)- Christmas Vocabularies

- **Goals:**

After this session, students will be able to know some vocabulary and sentence patterns of Christmas.

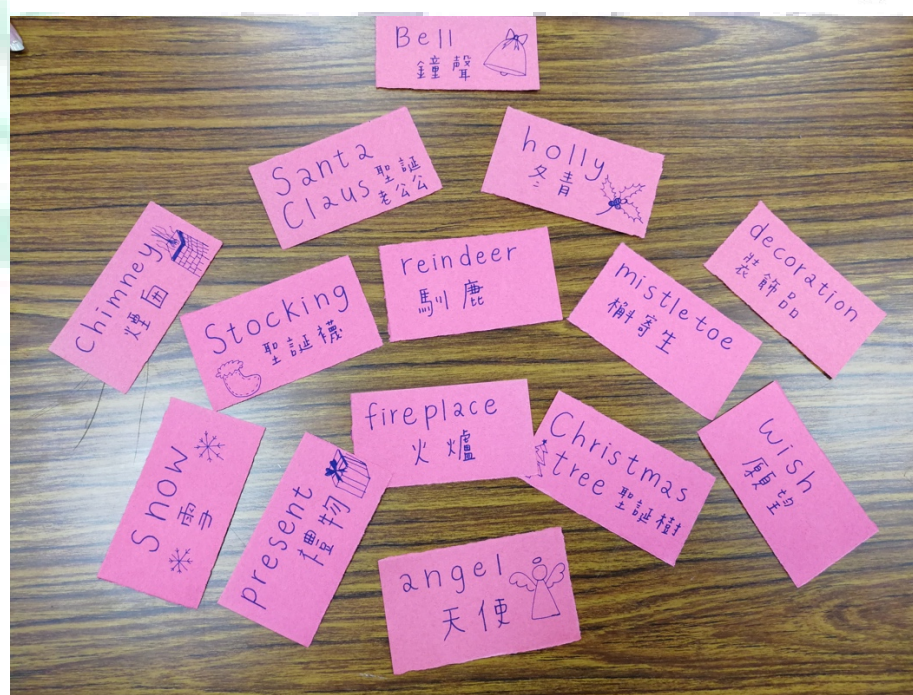
- **Objectives:**

After this session, students will be able to:

- a) Pronounce and spell English expressions of Christmas;
- b) Match the pictures with the English expressions of Christmas;

c) Make conversations related to Christmas.

● **Materials & Equipment: vocabulary cards**





Conversation 1

Situation: Jane and Lucy talks about shopping for Christmas gifts.

Jane: Hi, Lucy! Are you free tomorrow? I need your company to buy a Christmas gift for my sister.

Lucy: I'm not sure if I'm free tomorrow. I'll be helping my mom preparing the turkey. What time do you plan to go shopping?

Jane: Around 10am. Can you go?

Lucy: Yes, I think I can. What do you want to buy for your sister?

Jane: I want to buy her a handbag.

Lucy: A designer bag?

Jane: No! I can't afford a designer bag. Just a branded bag.

Lucy: There's a sale at Marks & Spencer. What if we go there?

Jane: Sounds like a good idea. Are you going to buy something, too?

Lucy: No. I just went there a week ago. I bought a beautiful purse for my mom.

Jane: Did you get a discount?

Lucy: Yes, 50% off.

Jane: Wow! Can't wait to go there! Anyway, I remember you said something about buying your nephew a toy car. Have you bought it?

Lucy: Yes, I have. I bought it online at Toys R Us.

Jane: Was it cheaper to buy it online?

Lucy: Well, it is easier to compare the prices. There are many shopping apps and websites that offer price comparison.

Conversation 2

Situation: Patrick and Tui talks about attending a candle light service on Christmas Eve.

Patrick: Hi, Tui! I'm going to attend a candle light service at the local church. Do you want to come?

Tui: Who else is going?

Patrick: Just Lucy, Andrew and Bob.

Tui: What about Jane? Isn't she coming?

Patrick: Jane and a couple of other college friends are responsible for holding the service. She's already at the church preparing for everything.

Tui: I see. Is she going to sing, too?

Patrick: Yeah. I heard she'll give a solo performance.

Tui: That's great. I like her voice. She's really talented. What about the carols? What songs will be sung?

Patrick: I don't know. May be 'Joy to the World' or 'Silent Night'.

Tui: When are you going, by the way?

Patrick: The service will start at 7pm. Can I pick you up at 6pm?

Tui: Sure, that's nice of you. Um, I never attend a carol service before. What should I wear?

Patrick: Just dress smart casual.

Tui: Do I need to bring a candle?

Patrick: No, you don't need to bring your own candle. Candles are handed out as we arrive.

YouTube Christmas song: <https://www.youtube.com/watch?v=O06dK2Lv9WM>

● Procedures (7:50~8:30):

Step 1: Christmas vocabularies (15 min)

Step 2: Conversations (15 min)

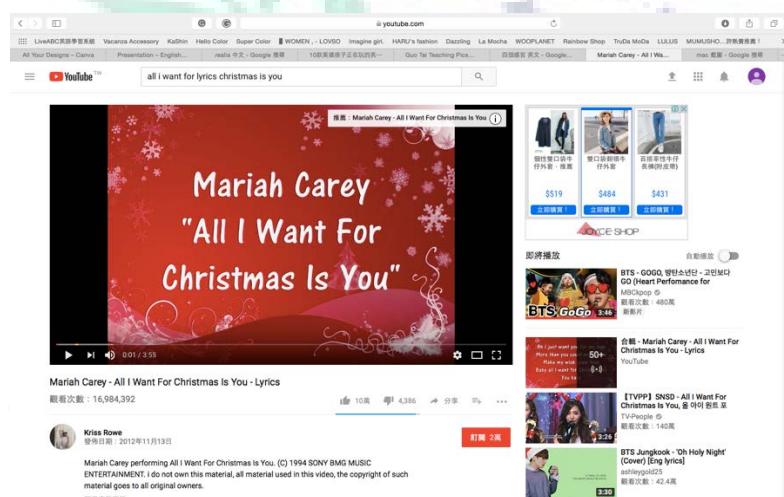
Step 3: Games (10 min)

● Evaluation:

1. Ask the students to listen to the song and find out the Christmas vocabularies.

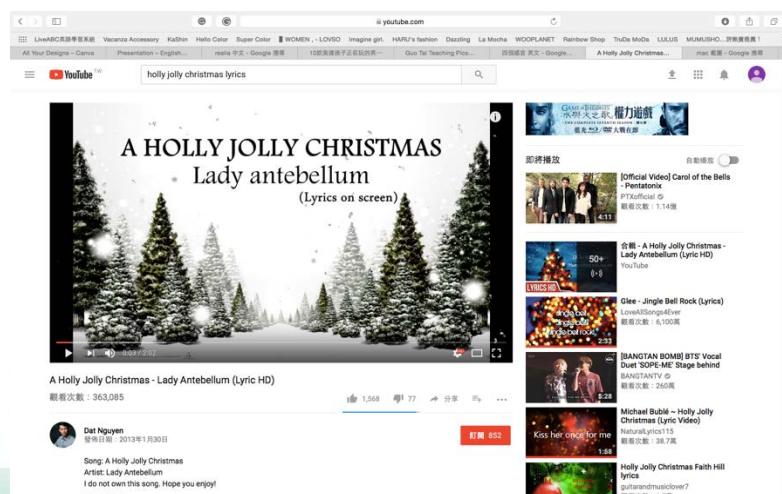
Step 1: Let the students listen to the Christmas songs

a. All I Want for Christmas is You <https://www.youtube.com/watch?v=tL6f6HqrHZY>



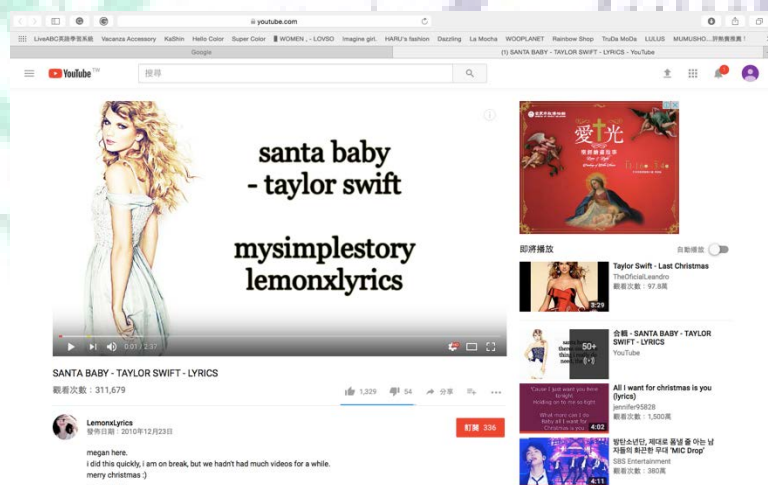
Vocabulary: presents, Christmas tree, wish, stocking, fireplace, snow, mistletoe, reindeer, Santa, bell

b. Holly Jolly Christmas <https://www.youtube.com/watch?v=CqLuqtaxS94>



Vocabulary: holly, snow, mistletoe, Santa Claus

c. Santa Baby <https://www.youtube.com/watch?v=Pe2LuoU72Ss>



Vocabulary: Santa, chimney, angel, Christmas tree, decorations

Step 2: Ask them to listen to the songs for the second time, and they should rise up the vocabulary cards when they hear the vocabularies in the song.

2. Ask them to find out the Christmas vocabulary cards I hide in the classroom.

Step 1: Ask them to find out the cards.

Step 2: The students should pronounce the words in order to get the points.

- **Extra-classwork:** no extra-classwork

VI. Assessing My Students (Reflection)

Week 1- Mini Questionnaire (pre-assessment) Result & My observation toward 2 Students

Figure of
mini
questionnaire

Mini questionnaire Name: Hank Name: kidd

1. 你會用英文簡單的自我介紹嗎？

2. 你會唸這些單字嗎？
bike, apple, orange, dog, bus, banana, train, car, fish, airplane, grape, monkey, rabbit

3. 那你會把這些單字簡單分類嗎？
 bike, apple, orange, dog, bus, banana, train, car, fish
 airplane, grape, monkey, rabbit
 交通 水果 動物 交通 水果 交通 動物

TRANSPORTATION 交通

ANIMAL 動物

FRUITS 水果

4. 填一下空格裡的字

(1) This is an apple.

(2) This is a pen.

(3) Here are two apples.

(4)

| | | |
|-----|-----|--------|
| I | am | happy. |
| She | is | happy. |
| He | is | happy. |
| We | are | happy. |

a) Mini Questionnaire Result:

Hank

When Hank sees the questionnaire, his first reaction is to refuse to answer the questionnaire. He believes that he cannot answer the questions correctly, so he

| | |
|------------|--|
| | <p>chooses to ignore the questions because he does not want to embarrass himself.</p> <p>Hence, instead of asking him to fill the questionnaire, I ask the Chinese meanings of some easy vocabularies on the worksheet. Then, he is willing to answer the questions. I find out that Hank knows the Chinese meanings when I says the English words; however, he cannot pronounce the words by himself.</p> |
| | <p>b) Observation:</p> <ol style="list-style-type: none"> 1. Background of his English learning: 3 courses a week in school (each course 40 minutes) 2. What he like to learn: something about cars and airplanes 3. How would he like to learn: through activities and games 4. Dream career: Piolet 5. Student's English level: He cannot clearly remember the 26 alphabet; thus, he can hardly pronounce any English words. Also, he only knows simple vocabularies; for example, apple and dog. |
| Kid | <p>a) Mini Questionnaire Result:</p> <p>When Kid sees the questions, he immediately starts filling the questionnaire. He can introduce himself in English. Even though he finishes introducing himself in one or two sentences, he shows that he has some ideas of the sentence structure. For the second and third question, I find out that he cannot pronounce some words.</p> <p>However, he knows most of the vocabularies, and he can divide them into categories.</p> |

b) Observation:

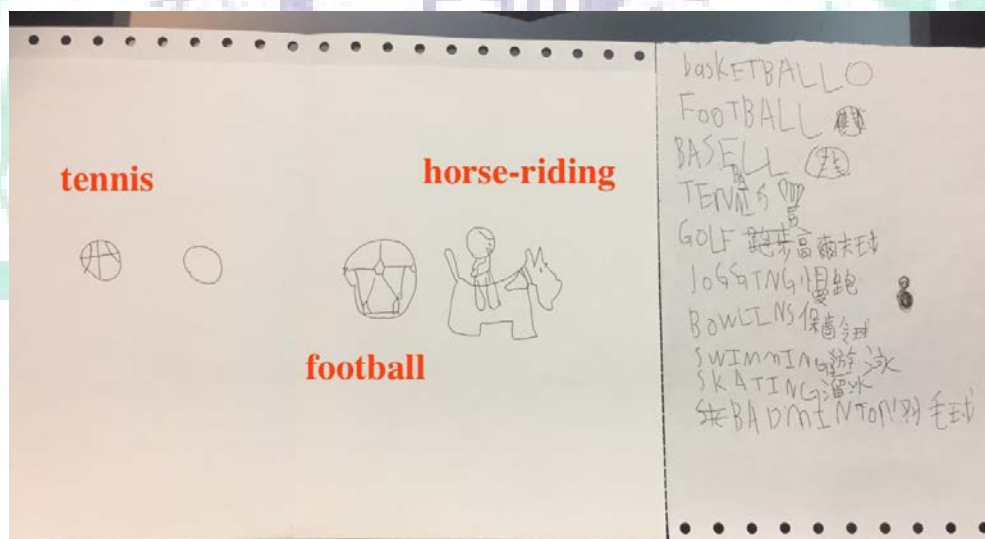
1. Background of his English Learning: 3 courses a week in school (each course 40 minutes) and 3 courses in cram school (each course 2 hours)
2. What he like to learn: something about sports and phonics
3. How would he like to learn: thorough activities and games
4. Student's English level: He can recognize most vocabularies he has learned before, and he can pronounce them if the teacher told them how to pronounce the words. However, he cannot remember the words by using phonics. For grammar, he has the idea of vowel and the idea of plural. From the mini questionnaire, I can tell that he also notices the be verb in English.

Week 2- Sport Vocabularies (I say you draw) and Conversation

a) I say you draw:

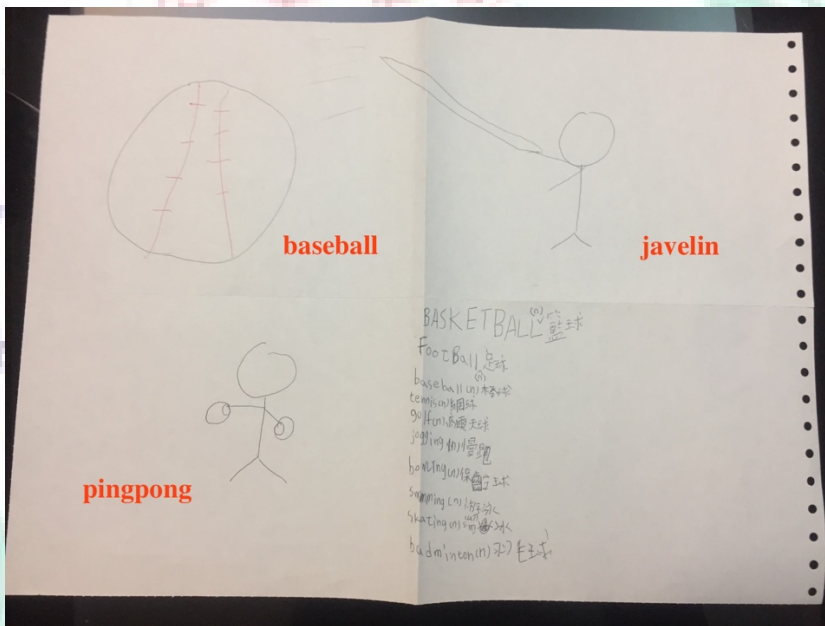
After learning the vocabularies, Hank still cannot match each vocabulary with its Chinese meaning. So, I ask him to draw me something related to the sports. When he finishes drawing the sports, I will tell him how to say them in English. As you can see in the picture, he draws a tennis ball, a football, and people who are riding a horse. I also ask him to repeat the old and new vocabularies again and again so that he can at least get some impressions of the vocabularies. Furthermore, I ask him to copy the vocabularies on the PPT, and draw a small picture for each vocabulary. Surprisingly, I find out that he can't turn the capital letter into small letter. Hence, it may be another point I need to teach him in the future.

Hank



b) Conversation:

After teaching them the difference of go and play, Hank can understand the word “play” is used with ball sports or competitive games where we play against another, and the word “go” is used with activities which people can do it by themselves. Even though, he is not familiar with the sentence structure, he is able to apply the ideas of play and go to other

| | |
|------------|--|
| | sports. |
| Kid | <p>a) I say you draw:</p> <p>After finish learning the vocabularies, he is able to draw the pictures of sports I have taught him. Moreover, he has a lot of curiosity. He is curious about the other vocabularies about sport; for instance, javelin and ping-pong. Even though he cannot spell the words, he can write down the Chinese meaning without looking at my PPT.</p>  <p>b) Conversation:</p> <p>Kid also understand the difference between “play” and “go”, and he can have a conversation with me by using this idea. For example, when I ask him what sport does he like to do, he answers that he likes to play baseball. He is also able to apply this sentence structure to other situation which is not related to sports. He tells me that if I ask him what he like do, he is going to answer me that he likes to play video games.</p> |

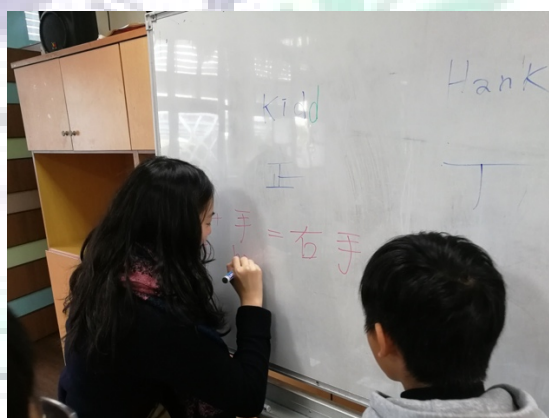
| Week 3- Time (Arrange the Number Cards/ Arrange the Hour Hand and Minute Hand) | |
|---|---|
| Hank | <p>a) Arrange the number cards/ Arrange the hour hand and minute hand:</p> <p>Since Hank can only count from 1 to 15, I ask him to arrange the times which only include the number from 1 to 15 during the competition with Kid. In order to let him have some improvement, I taught him how to count from 1 to 60. Even though he feels confused with number 7 and 8, he successfully counts the number from 1 to 60 at the end of the class. I find out that he actually knows how to count the numbers; however, he loses his concentration easily. That is the reason why he often forgets which number he is counting at the moment. Overall, I can see his improvement at last because he can count from 1 to 60 after two weeks.</p> |
| Kid | <p>a) Arrange the number cards/ Arrange the hour hand and minute hand:</p> <p>Originally, Kid already can count from 1 to 100, so this class will simply be a review for him. A.M. and P.M. are the two new ideas for him. So, I give him more difficult questions in order to make sure he can distinguish A.M. and P.M. He is able to draw a sun to represent A.M, drawing a moon to represent P.M. It means that he understands how to use these two abbreviations.</p> |

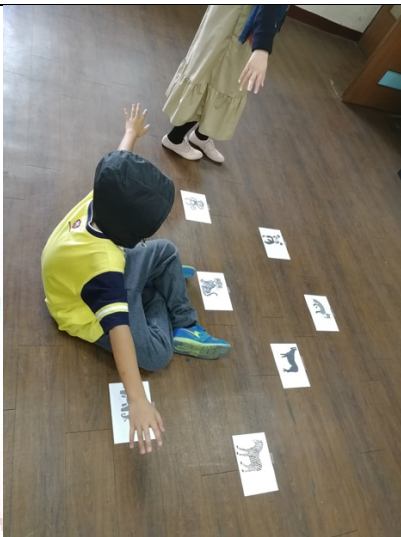

Week 4 & 5- Animal Vocabularies (Twister & Dictation)

a) Twister:

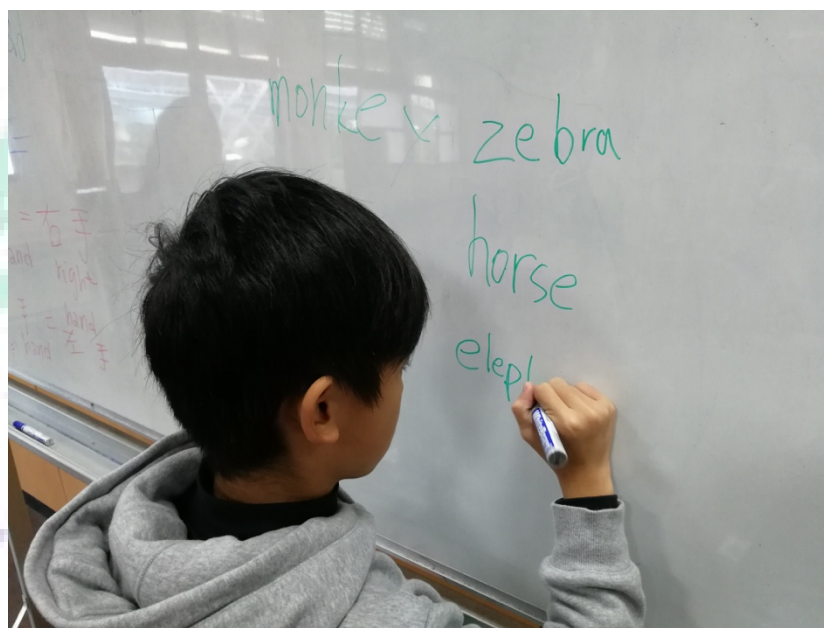
For this class, Hank can remember 6 out of 8 animal vocabularies. However, he gets confused with the vocabularies of the tiger and the lion. The biggest problem for him is that he does not know how to combine the words “right” and “left” with the words “hand” and “foot”. For him, he cannot really understand each word’s meaning. Hence, I give up on telling him the four vocabularies at the same time. I decide to let him know the idea of left and right first. I ask him to shout out “left” and “right” when he is raising his left and right hand. By doing so, he is able to remember the words through body movement. Then, I tell him the Chinese meaning of the word “hand”. Furthermore, I agree him to use only hands when he is competing with Kid. After the teaching and games, Hank is able to put his right or left hand on the right pictures according to my direction.

Hank



| | |
|------------|---|
| |  |
| | b) Dictation: Hank does not take dictation in this session. |
| Kid | <p>a) Twister:</p> <p>Kid learns the new words like panda and fox in this session. He is able to find out the right picture quickly, and he can do the exact actions which I tell him to do.</p>  |
| | <p>b) Dictation:</p> <p>I put more effort into teaching him how to spell the words correctly according to its pronunciation. I first explain the syllables of each vocabulary. Then, I tell him how to</p> |

pronounce each syllable. Kid has never done dictation before, but he can spell all the new words correctly after this lesson.



Week 7 & 8- Find Christmas Vocabularies (in the songs/in the classroom)

a) To find the Christmas vocabularies in the songs:

Hank finds this game is boring because there are too many vocabularies for him. However, it gives him the confidence to learn more new vocabularies when he can find some simple vocabularies like snow and angel. In order to encourage the students, I bring some candy cane for them. After this class, Hank is able to say the Chinese meanings of 5 Christmas vocabularies (snow, present, Santa Claus, Christmas tree, angel, wish, bell).

Hank



b) To find the Christmas vocabulary cards in the classroom:

In this game, Hank finds out the vocabularies quickly, but he cannot pronounce the words. Thus, I ask him to choose five cards. Then, I teach him the pronunciations again. Moreover, I ask him to repeat the vocabularies with me several times. After practicing the pronunciation of the 5 vocabularies, he is able to read the words when he sees the vocabulary cards.

Kid

a) To find the Christmas vocabularies in the songs:

Kid is good at finding the vocabularies in the songs. He is able to find out some vocabularies which only appear in song one or two times. Also, he can pronounce the

difficult words like chimney and mistletoe by simply listening to the songs. After this class, he can recognize all 14 vocabularies by saying their Chinese meanings.



b) To find the Christmas vocabulary cards in the classroom:

This game is a review for Kid because he already knows the pronunciation and the meanings of all the Christmas vocabularies I have taught him.

VII. Discussion and Reflection:

It is the first time for me to teach students. Before the first class, I was worried about whether the students could learn anything useful from me. Since I did not teach anyone before, I might not be able to teach the knowledge that the students need. Fortunately, both of my students are willing to cooperate. Even though their English levels are not the same, they will not refuse to learn English. Most importantly, they will not ignore me when I am teaching them. However, there are some problems coming out after the first and second class. Sometimes, Hank will refuse to play game when he keeps losing, and the situation becomes worse when Charlie and I teach together. His reactions have affected other students. Moreover, the other students start losing interest and concentrations after Hank refuses to the play games. I observed this problem, and I taught to him privately. I comforted and promised him that he could also get the gift if he could at least try hard in class. After the talk, Hank is more willing to participate in the activity. Thanks to the other students, they did not complain that my decision is not fair. They even encourage him by helping him to find the vocabulary cards.

From this experience, I realize that friends are especially important when children are learning new things. Friends can help and encourage them when they encounter difficulties, and friends may sometimes become their motivation to learn something new. Also, I am glad that I have this kind of great opportunity to find out whether or not I am suitable to be a teacher. During my teaching in Guo Tai Elementary School, I figure out some significant features of being a teacher. First of all, a teacher should always consider students' situation so that the teacher can modify the courses according to it. Secondly, a teacher should not only be the guider but also a friend with students. It is important for the students to know that the teacher always cares about them. Last but not least, a good teacher should always be aware of the improvement and degeneration of the

students. Appropriate encouragement and punishment can stimulate students to learn. This experience helps me a lot, and I would like to search for another opportunity to teach students again. It is always glad to see the students you teach make a great improvement. This is also the reason why I want to keep teaching.

VIII. Conclusion

Overall, this teaching experience does not only help me to understand how to be a teacher but also teach me what kinds of responsibility should a student take. Moreover, I have four interest observations after the teaching in Guo Tai Elementary School. The first observation is about the importance of interest and motivation. Interest and motivation are vital significance for elementary school students. Children are like sponges, and they can absorb the knowledge fast if they are able to access to the knowledge more often. To illustrate more, interest is one of the motivation which can stimulate children to get in touch with new knowledge. The second observation is that teaching is actually a mutual learning process. When students been taught by teachers, they are also assessing and teaching teacher. I also observe that educational psychology is extremely important in teaching. Students are sensitive. Teachers shall be cautious about peer pressure, students' confidence and self-esteem. Last but not least, teaching shall be based on the theoretical framework. We are not only teaching English but also influencing students' perception of English as well as the world. However, the theoretical framework may not always be suitable in every situation nowadays. Since the world now is more complicated than the world before, theories should be altered through different generation.

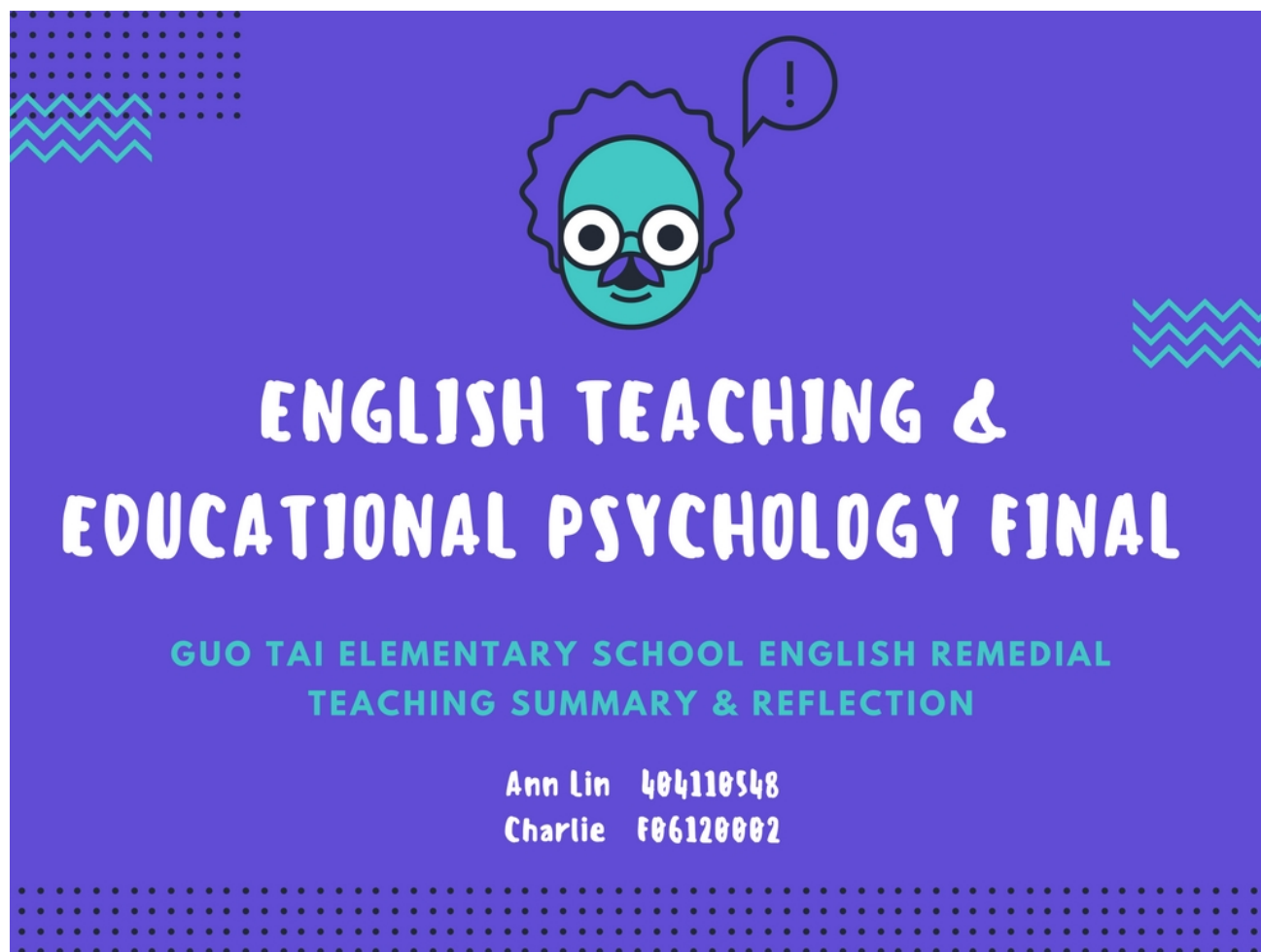
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IX. Appendix (Final Presentation PPT)



ENGLISH TEACHING & EDUCATIONAL PSYCHOLOGY FINAL

GUO TAI ELEMENTARY SCHOOL ENGLISH REMEDIAL
TEACHING SUMMARY & REFLECTION

Ann Lin 404110548

Charlie F06120002





OVERVIEW



1. Students' Features & Changes over 2 Months' Remedial Sessions




2. Teaching & Instructional Processes (Lesson Plans)


3. Theories Used in Teaching

- a. Situational Language Teaching
- b. Multiple Intelligence
- c. Gardner's Language Learning Motivation
- d. Vygotsky's Theory of Cognitive Development

4. Conclusion







- Hank -

Active
Poor English
Always absent-minded




- Kid -

Active
Confident
Good command of English




- Harry -

Smart
Good command of English
Sometimes absent-minded



- Janice -

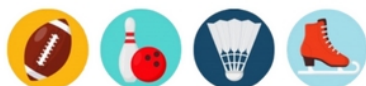
Attentive
Relatively poor command of English





LESSON PLANS

Week 1:
Sport Vocabularies



Week 2: Time



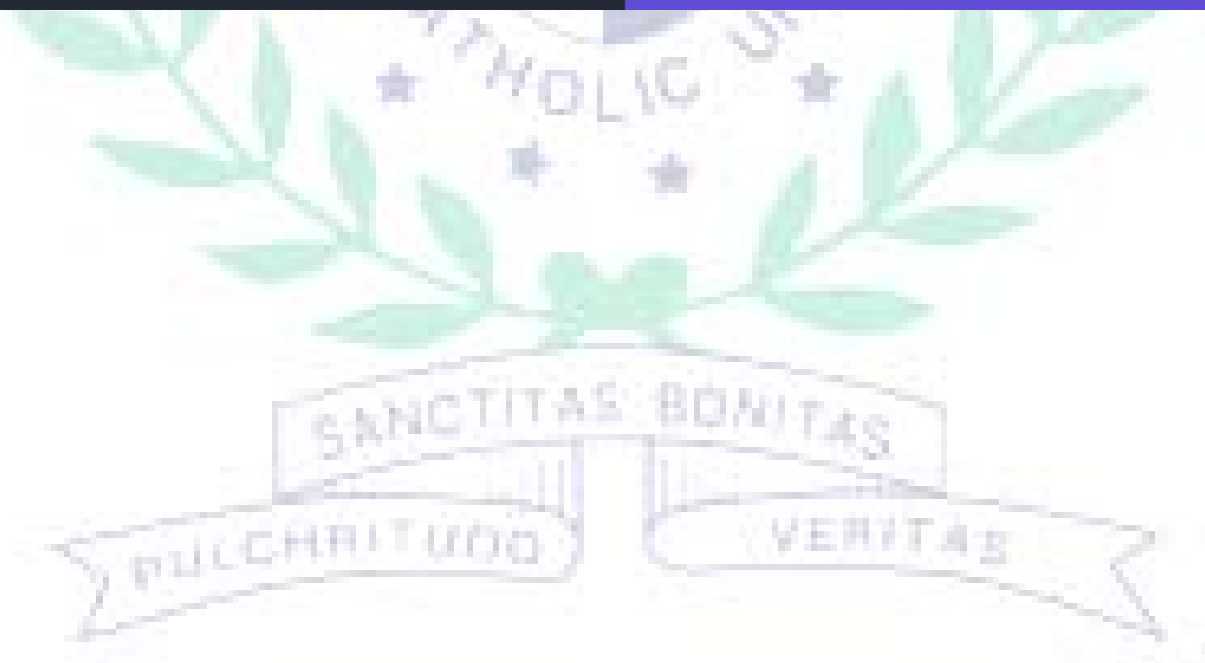
Week 1 & 2:
Asking for and
Giving Direction



Week 3 & 5:
Animal
Vocabularies



Week 6 & 7:
Christmas
Vocabularies



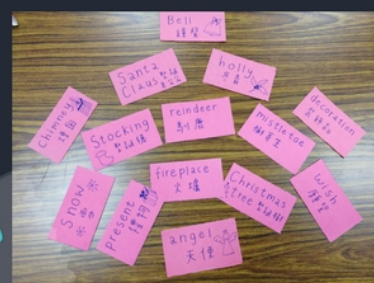
SITUATIONAL LANGUAGE TEACHING (THE ORAL APPROACH)

01 Key Characteristics:

1. More scientific approach to vocabulary selection
2. Emphasis on spoken language
3. Language is introduced through situations

02 Teacher role: Expert, Guide

03 Learner role: Recipient, Imitator



VOCABULARIES
CARDS





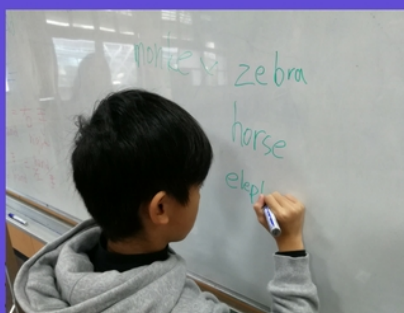
04

Common classroom activities:

1. Choral repetition
2. Dictation
3. Controlled oral-based reading and writing tasks



-REPETITION-



-DICATION-



MULTIPLE INTELLIGENCES



TOTAL PHYSICAL RESPONSE



01 Key characteristics:

1. Learner differences impact learning and need to be taken into account in teaching
2. Learners have multiple intelligences

02 Influence on current language teaching:

Awareness of learner differences

03 Common classroom activities:

1. Multisensory activities
2. The use of realia

01 Key characteristics:

1. A stress-free environment
2. Learning is supported through body movement

02 Influence on current language teaching:

1. Awareness of learner affect
2. More explicit attempts at lowering anxiety
3. Acceptance of errors

03 Common classroom activities:

1. Imperative drills requiring physical responses
2. slide/ presentation



-MULTISENSORY ACTIVITIES-



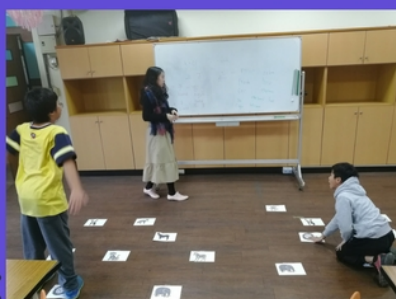
-TOUCH- (NUMBER CARDS)



-SIGHT- (ANIMAL PICTURES)



-HEARING- (CHRISTMAS SONG)



-SLIDE/ PRESENTATION-



Sport Vocabulary

1. BASKETBALL
2. FOOTBALL
3. BASEBALL
4. TENNIS
5. GOLF
6. JOGGING
7. BOWLING
8. SWIMMING
9. SKATING
10. BADMINTON

SPORTS I WANT TO TRY

Q. WHAT SPORT DO YOU LIKE TO DO?

A. I LIKE TO GO _____
PLAY _____

GO

PLAY

| | | |
|-------|--|--------|
| One | | Seven |
| Two | | Eight |
| Three | | Nine |
| Four | | Ten |
| Five | | Eleven |
| Six | | Twelve |

1

2

3

4

5

6

7

8

9

10

11

12

Q: WHAT TIME IS IT?
A: IT IS _____ O'CLOCK.

*QUATER: 15 MINUTES 15

*HALF: 30 MINUTES 30

HOOR 小時

MINUTE 分鐘

SECOND 秒



GARDNER & LAMBERT: MOTIVATION THEORY

Gardner and Lambert (1959, 1972) have also identified **TWO** reasons for people to learn a different language.

INTEGRATIVE MOTIVE: An ability to relate to the language of a community different than yours and it represents an interchange between "self-concept, attitudes and motivation".

INSTRUMENTAL ORIENTATION: Allows the learner to gain something from acquiring the language, for practical reasons, such as in the case of getting a job or enhancing one's education.



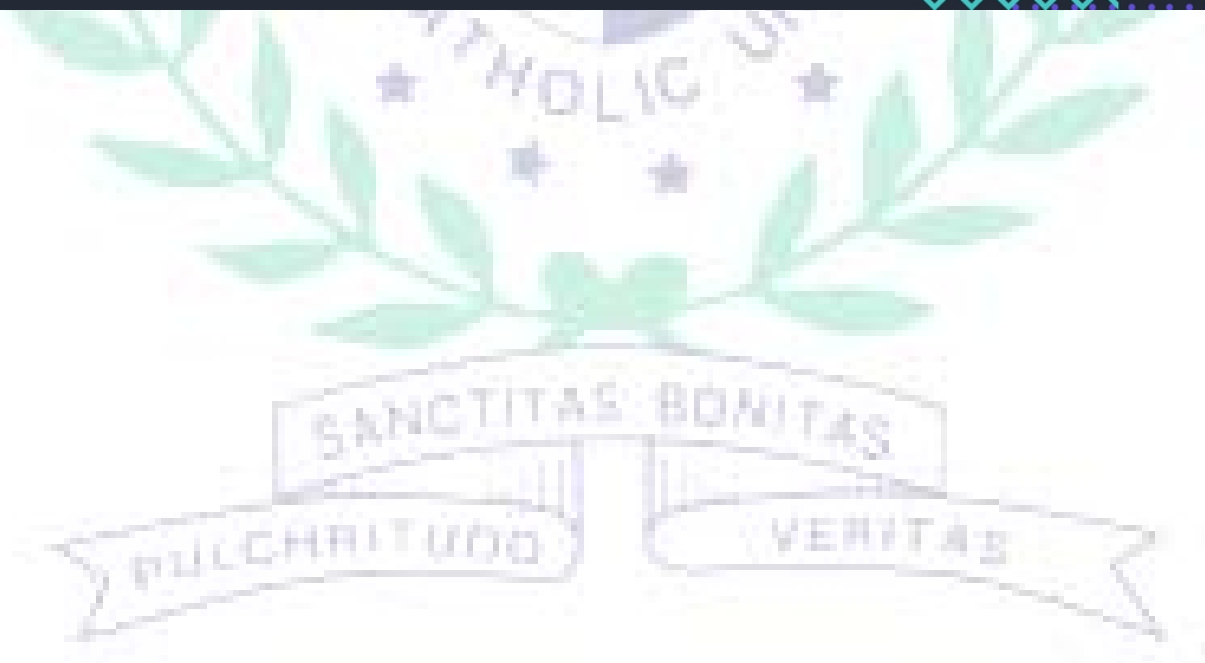
MINI- MOTIVATION TEST BATTERY

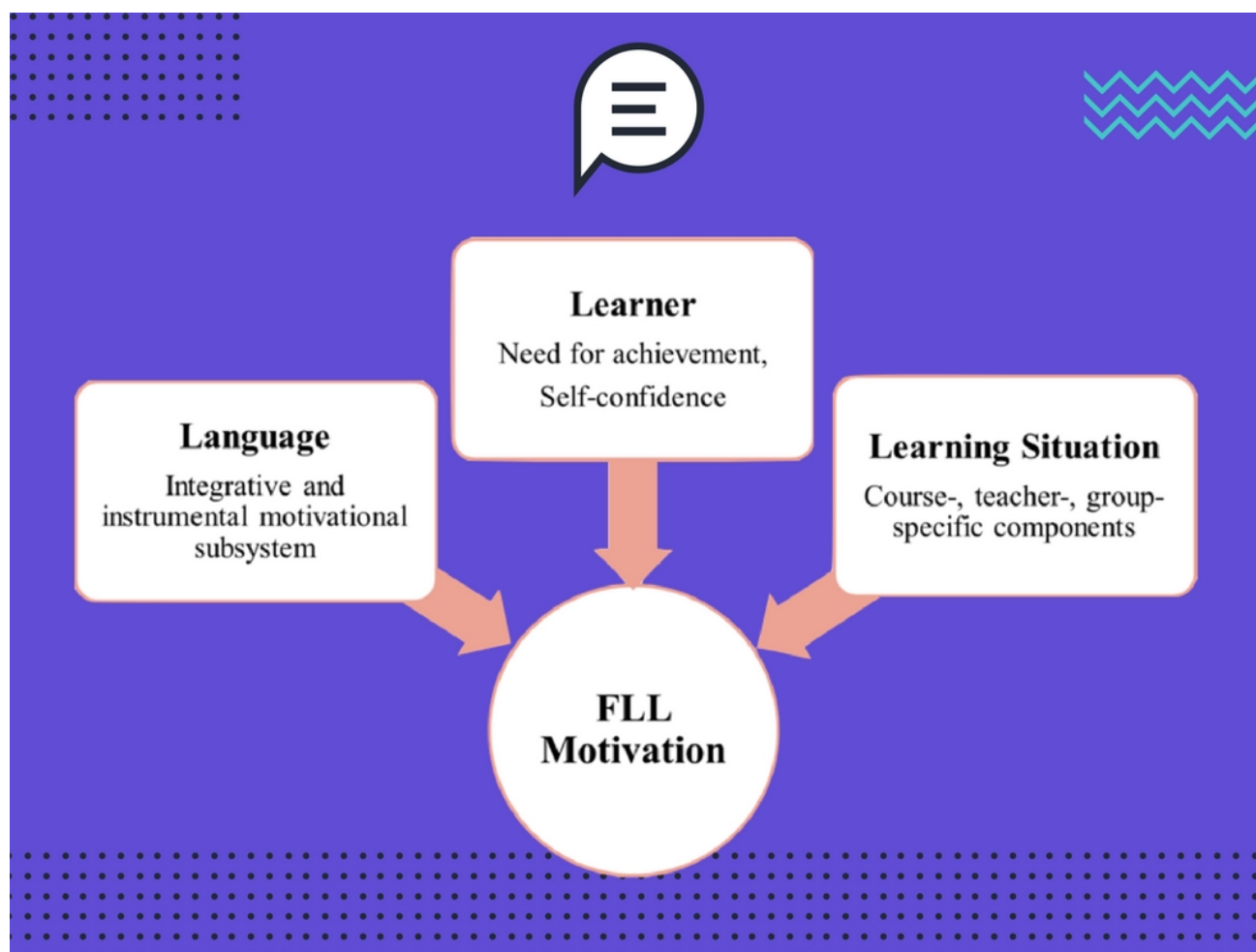
1. My motivation to learn English in order to communicate with English speaking people is:
WEAK __1: __2: __3: __4: __5: __6: __7 STRONG
2. My attitude toward English speaking people is:
UNFAVOURABLE __1: __2: __3: __4: __5: __6: __7 FAVOURABLE
3. My interest in foreign languages is:
VERY LOW __1: __2: __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

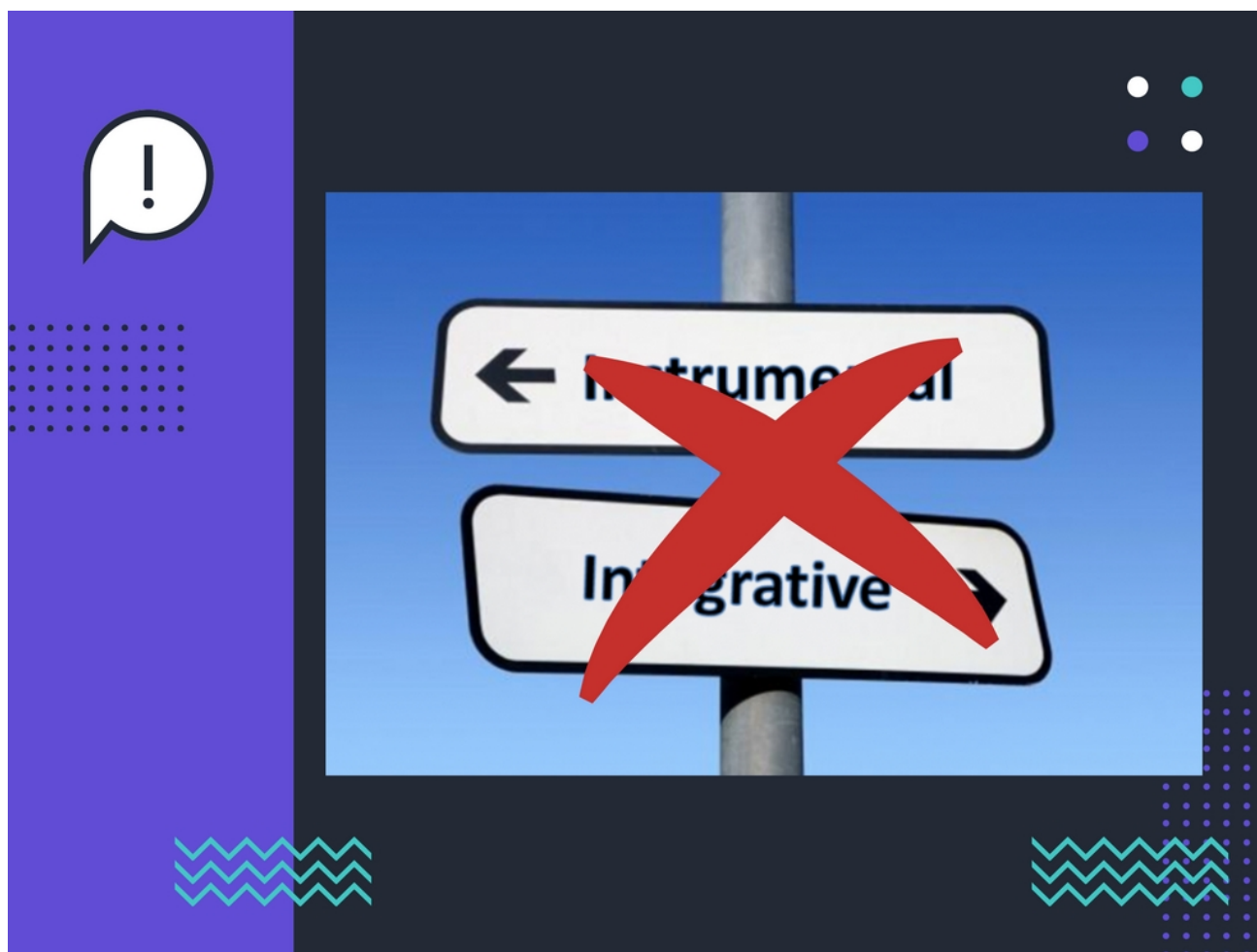


MINI-MOTIVATION TEST BATTERY

| | |
|--------|------|
| HANK | 6.25 |
| KID | 5.10 |
| JANICE | 4.71 |
| HARRY | 4.36 |



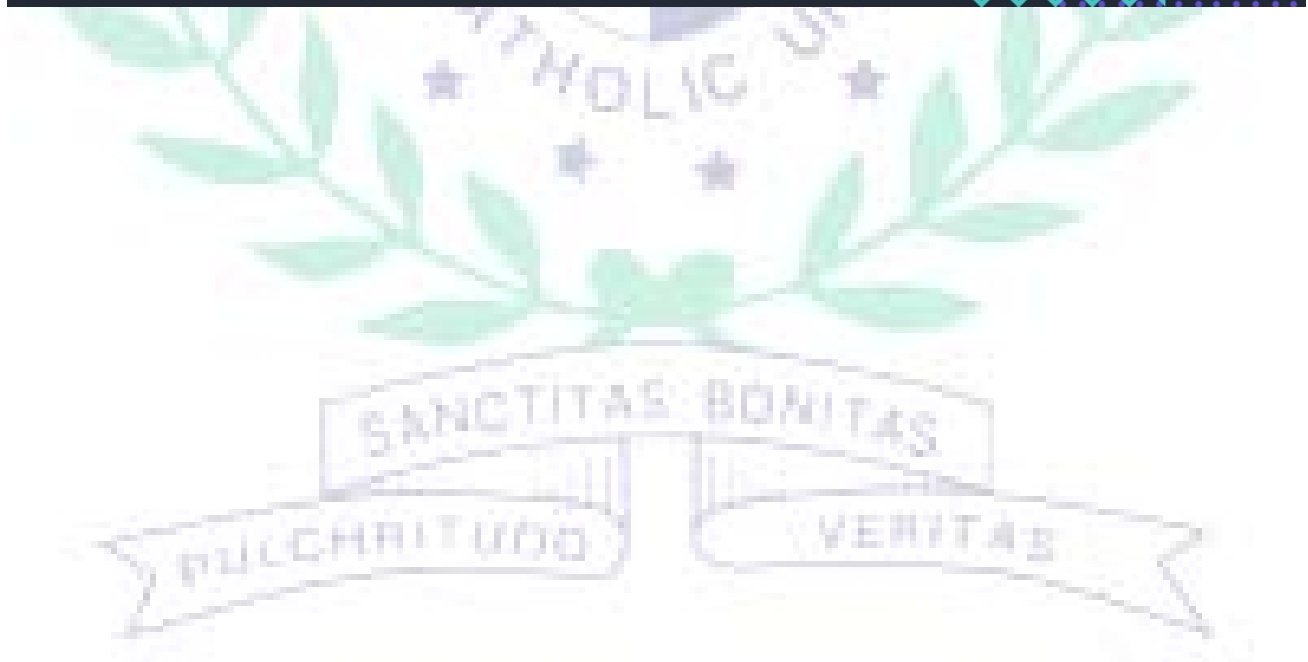






VYGOTSKY'S THEORY OF COGNITIVE DEVELOPMENT: ZPD & SCAFFOLDING







Zone of Proximal Development
Assistance (guidance): Teachers

Student:
Where is the _____?

Teacher:
It's beside/in front of/behind the _____.

Student: How can I get there?
Teacher: Turn left/right.





**Assistance
(guidance):
Peers**

*** Please pick out
the Christmas
word you hear
from the song.**

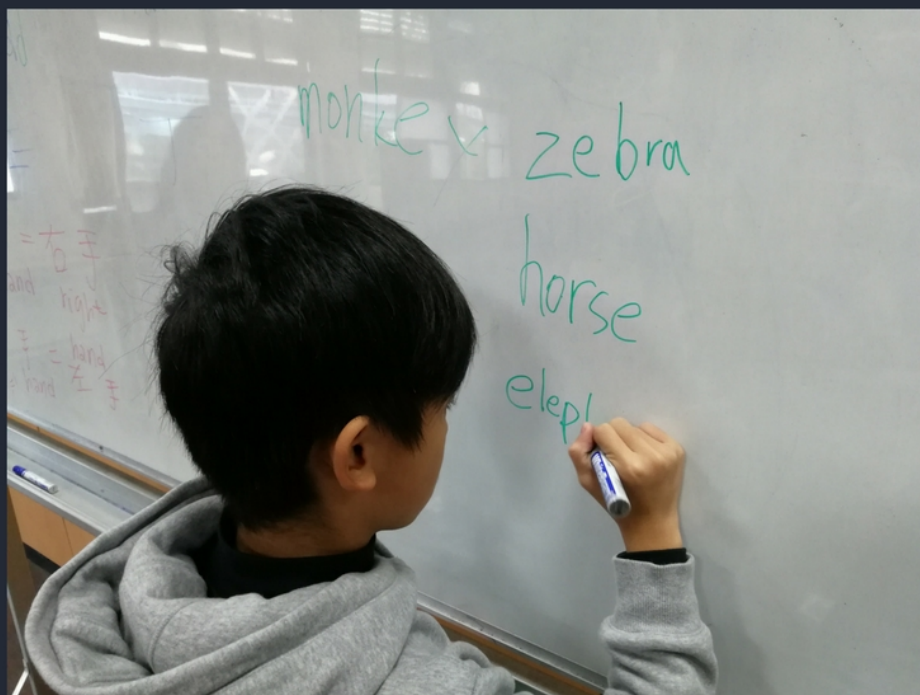
**Cooperation /
Competition**



Scaffolding: the instructor becomes a supportive tool for the student in the zone of proximal development. The characteristics of an ideal teacher are those of a scaffold:

- It provides support
- It functions as a tool
- It extends the range of the worker
- It allows to accomplish a task otherwise impossible
- It is used selectively, when needed





Scaffolding

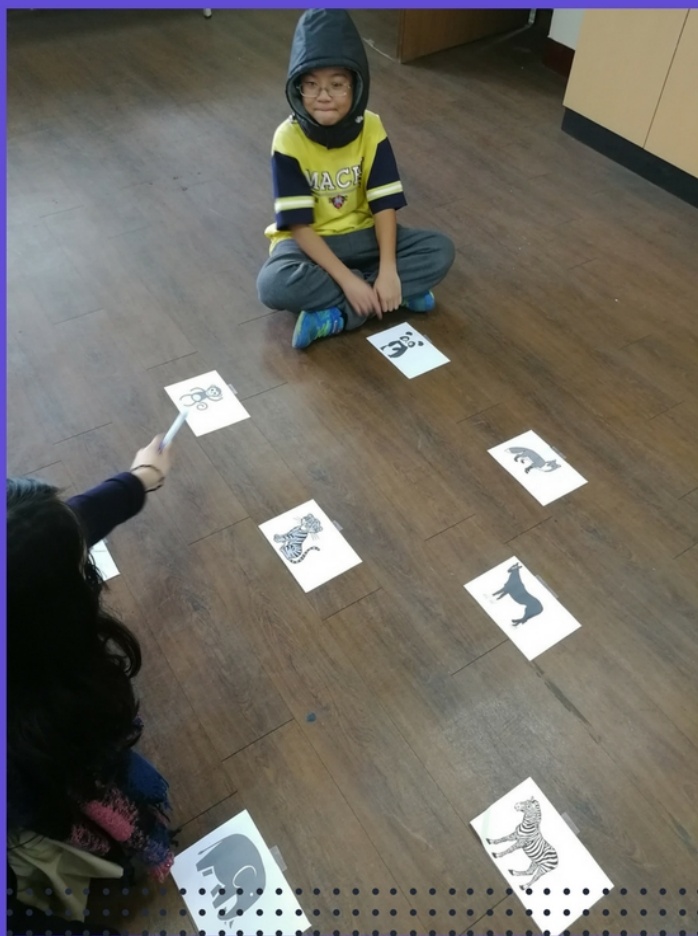
**Assistance
(guidance):
Teachers**

**Write down the
words according to
the pronunciation.**

**Kid has never done
dictation before.**

**He spelled all the
new words
correctly.**





Scaffolding

Assistance (guidance):
Teachers

Hank can't memorize 26 letters correctly, not to mention to write down the new words according to the pronunciation.

$X \rightarrow X+1$



CONCLUSION

01

Interest/Motivation is of vital significance for elementary school students.

03

Educational psychology is extremely important in teaching. Students are sensitive. Teachers shall be cautious about peer pressure, students' confidence & self-esteem, etc.

02

It's a mutual learning process: When been taught by teachers, they are also assessing and teaching teachers.

04

Teaching shall be based on theoretical framework. We are not only teaching English but also influencing students' perception of English as well as the world.



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