

天主教輔仁大學英國語文學系學士班畢業成果  
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**English Teaching and Educational Psychology Portfolio**

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The logo of Fuzhou Catholic University is a circular emblem. At the top is a red cross. Below it are the Chinese characters '真善美聖' (Truth, Goodness, Beauty, Holiness) in red. The center features a shield with a blue and white design. The shield is surrounded by a green laurel wreath. The words 'FUZHOU CATHOLIC UNIVERSITY' are written in a circular path around the shield, with small stars separating the words. At the bottom, there are three banners with the Latin words 'SANCTITAS', 'BONITAS', and 'VERITAS' (with 'PULCHRITUDO' on a separate banner to the left of 'VERITAS').

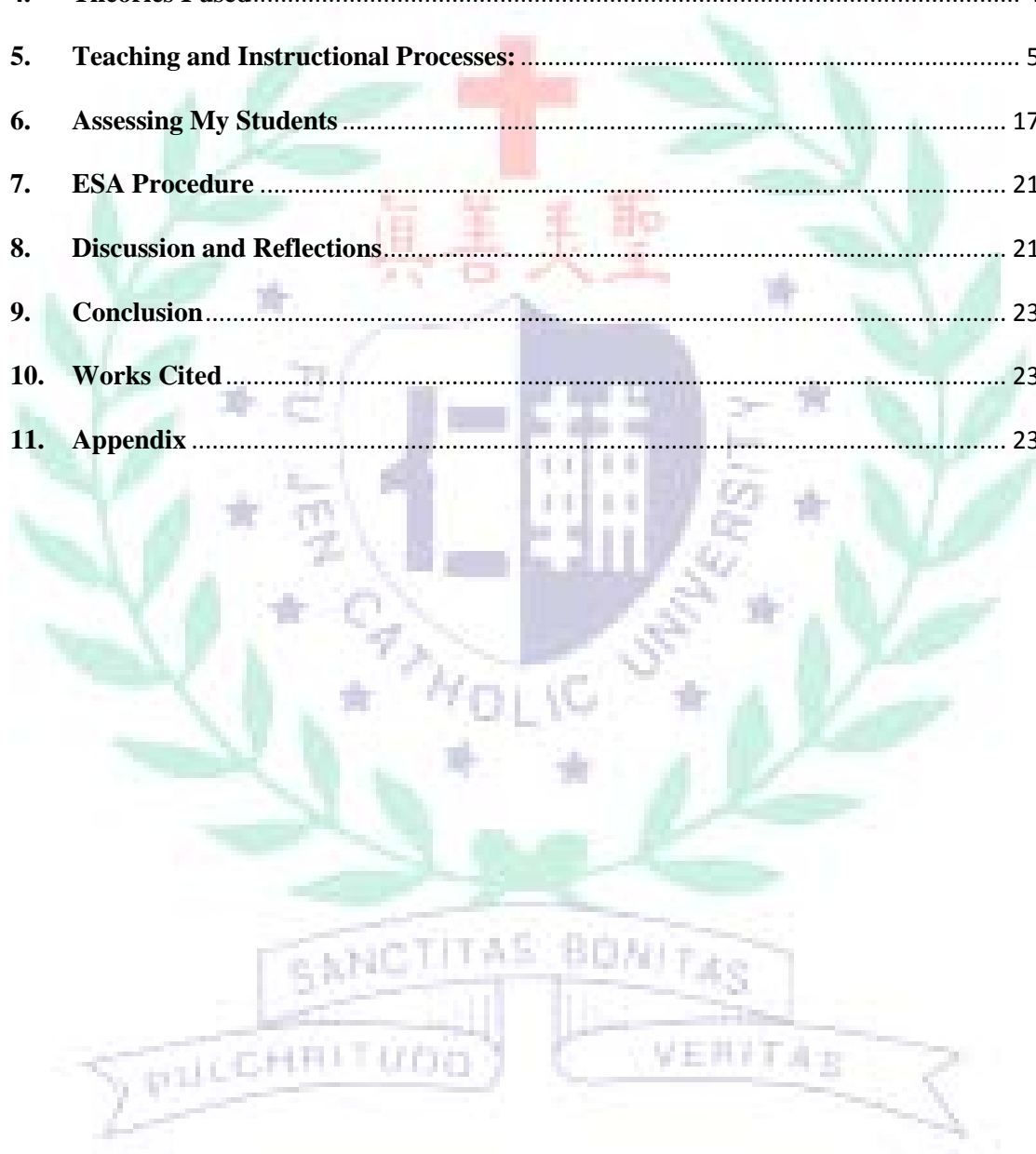
# **English Teaching and Educational Psychology**

**Final Report**

**404110574 Judy Chen**

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### 1. Introduction:

I am always interested in teaching students. I like being along with children. As an English major student, if I can teach children what I have learned, it might be perfect. However, I had no experience of teaching before. I did not know how to teach, and how to interact with students. Therefore, I took this course in order to learn some theories of educational psychology and principle of English teaching.

### 2. Purpose:

In this portfolio, I will include my lesson plan, the theories I used, students' reaction during the class, and my reflection.

### 3. My students' learning motivation:

Mini-Attitude/Motivation Test Battery (Designed by R. C. Gardner)	Penny	Jasmine
1. My motivation to learn English in order to communicate with English speaking people is 1(weak)-7(strong)	1	3
2. My attitude toward English speaking people is 1(unfavourable)-7(favourable)	3	4
3. My interest in foreign language is 1(low)-7(high)	3	3
4. My desire to learn English is 1(weak)-7(strong)	1	4
5. My attitude toward learning English is 1(unfavourable)-7(favourable)	1	3
6. My attitude toward my English teacher is 1(unfavourable)-7(favourable)	5	5
7. My motivation to learn English for practical purpose is 1(weak) -7(strong)	1	1
8. I worry about speaking English outside of class 1(little)-	1	1

7(much)		
9. My attitude toward my English course is 1(unfavourable) -7(favourable)	5	5
10. I worry about speaking in my English class : 1(little)- 7(much)	5	5
11. My motivation to learn English is 1(low)-7(high)	1	4
12. My parents encourage me to learn English: 1(little)- 7(much)	1	1

In the first class, I asked my students the questions from mini-motivation test made by R. C. Gardner. Then, I recorded their answers. The result indicates that Jasmine had higher motivation than Penny did. It also corresponded to what I experience in class. When I was teaching, Jasmine usually was more active in class. For example, when I showed an alphabet song and asked them to sing together, Jasmine would sing with me happily while Penny was very passive. I had to encourage Penny, so she would sing together. Although she was not very active during the class, I still appreciated that she was cooperative. As I mentioned above, when Penny was encouraged to participate in the activity, she would do it, which indicated that she needed someone to encourage so that she would gain more motivation to learn English. Furthermore, the results also show that Penny did not refuse learning English, but she did not have much motivation. Therefore, finding out what increase her motivation was important when teaching them. During the teaching time, I found that she liked to play game and activity, and her favorite character was Detective Conan, so I tried to put some pictures of Detective Conan in my power point to attract her attention.

#### 4. Theories I used

### The Oral Approach/Situational Language Teaching

In week 4, I mainly focused on sentence pattern “I am a student.” I taught students which kinds of “verb to be” should match to different subjects. Also, I told them that “verb to be” can followed by adjectives and nouns. I also taught them to apply to the grammar to daily life. For example, they could say “I am a student,” or “You are a girl.” It was kind of Situational Language Teaching since this teaching method emphasizes sentence pattern.

### The Audiolingual Method

I used this method to teach students the phonics of English alphabet, and the pronunciation of days of the week. When learning how to pronounce, we have to listen to others’ pronunciation and imitate it. Therefore, The Audiolingual Method becomes an essential element for teaching pronunciation. Students can learn the pronunciation by listening to others’ speaking especially the song which can attract children’s attention and make their learning more effective.

### Communicative Language Teaching

I tried to let my two students communicate with the dialogue “what day is today,” “today is Monday,” “Who are you,” and “I am Penny.” This kind of conversation makes them know that learning English is fun and useful.

## 5. Teaching and Instructional Processes:

Week 1	In the first week, I did not design a lesson for students. Instead, I introduced myself, asked them some question to know them more, let them fill out mini-motivation survey to understand their motivation to learn English, and also make them write down alphabet a-z to know their English level.
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	<p><b>Lesson plan:</b></p> <p>Goals:</p> <ol style="list-style-type: none"> <li>1. teacher will be familiar with students</li> <li>2. understand students' motivation to learn English and their English level</li> </ol> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. introduce myself</li> <li>2. Students will talk about their name, and their favorite things.</li> <li>3. Students will fill out the questionnaire.</li> <li>4. Students will write down alphabet a-z.</li> </ol> <p>Materials and Equipment:</p> <ol style="list-style-type: none"> <li>1. motivation questionnaire</li> <li>2. paper</li> <li>3. pen</li> </ol> <p>Procedures:</p> <p>7:50-8:00: introduction time</p> <p>8:00-8:15: let students fill out the motivation questionnaire</p> <p>8:15-8:30: ask students write down alphabet a-z</p> <p>Evaluation: no</p> <p>Extra Classwork: memorize a-z</p>
Week 2	<p>Since students could not write a-z correctly in the first week, I decided to help them review alphabet A-Z in the second week.</p> <p>Lesson Plan:</p> <p>Goals:</p>

	<p>Students will be familiar with alphabets A-Z.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Students will write alphabet from A to Z correctly.</li> <li>2. Students will pronounce the phonics of the alphabets.</li> <li>3. Students can spell numbers from 1-20.</li> </ol> <p>Materials and Equipment:</p> <ol style="list-style-type: none"> <li>1. paper</li> <li>2. phonic alphabets</li> </ol> <p>song: <a href="https://www.youtube.com/watch?v=hq3yfQnllfQ">https://www.youtube.com/watch?v=hq3yfQnllfQ</a></p> <p>Procedures:</p> <p>7:50-8:10: let students write the alphabets from A to Z. If they still cannot memorize alphabets correctly, teacher will teach them again.</p> <p>8:10-8:20: teach students how to speak the phonics of the alphabets through phonic song</p> <p>8:20-8:30: teach them to spell the numbers from 1-20</p> <p>Evaluation: no</p> <p>Extra Classwork: no</p>
Week 3	sick leave
Week 4	<p>In week 2, my students saw other students playing games, and became distracted. They told me they wanted to play the games. Therefore, I designed some games related to the lesson in order to increase their motivation to learn English.</p> <p>Goals:</p> <p>Students will understand the rule of verb to be, and emotional adjective.</p> <p>Objectives:</p>



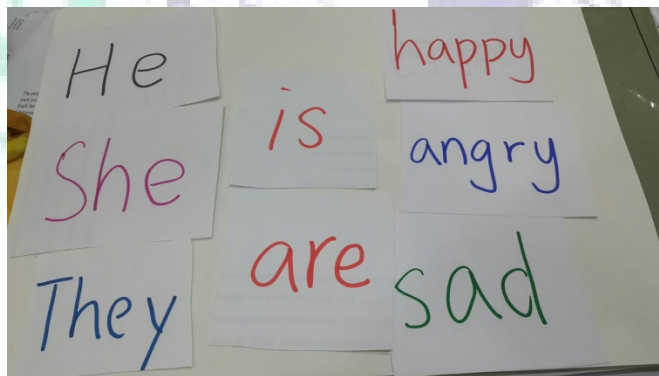
1. Students will be able to recognize different subject pronouns.
2. Students will match the verb to be to correct subject.
3. Students are able to make a sentence “I am a student.”
4. Students will memorize the vocabularies angry, happy, and sad.

#### Materials and Equipment:

1. flash cards
2. worksheet
3. power point



(a)



(b)

I 我	am 很
You 你	are
He/She/It	is
We 我们	are
You 你们	are
They 他们	are

(c)

Power point slides

Procedures:

7:50-8:05: power point time: teacher will introduce subject pronouns,  
sentence structure “S+ verb to be + adj or N”

8:05-8:10: teacher will explain the handout:

I	am
You	are
He/She/It	is
We	are
You	are
They	are

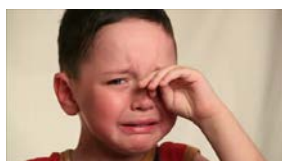
8:10-8:20: activity:

1. Students will match different facial expression to angry, sad, and happy (picture a)→in order to memorize the three words.
2. Students will match the pictures of boy and girl to “he” and “she”→to distinguish the difference between “he” and “she”
3. Students will arrange the flash cards to make a sentence → to be familiar with the sentence structure of verb to be

8:20-8:30: test time

Evaluation:

1. I \_\_\_\_\_ happy.
2. You \_\_\_\_\_ beautiful.
3. \_\_\_\_\_ sad/ happy/ angry.



4. She \_\_\_\_\_ a \_\_\_\_\_.

5. You \_\_\_\_\_ great.

6. We \_\_\_\_\_ family.

7. Amy \_\_\_\_\_ my friend.

8. They \_\_\_\_\_ dogs.

9. It \_\_\_\_\_ a pen.

Extra Classwork:

1. You \_\_\_\_\_ beautiful.

2. The room \_\_\_\_\_ clean.

3. I \_\_\_\_\_ a girl.

4. My mom \_\_\_\_\_ a woman.

5. They \_\_\_\_\_ dogs.



6. \_\_\_\_\_ a student.



7. Judy \_\_\_\_\_ my teacher.

8. His cats \_\_\_\_\_ cute.

9. \_\_\_\_\_ a pizza.



10. We \_\_\_\_\_ beautiful.

Week 5

It is necessary for students to learn the words of 7 days. Therefore, I designed a lesson plan to teach them the 7days. I used a song “Happy Day”

to attract their attention, and make them learn the vocabularies while singing, so they could feel that learning English was happy rather than stressful. Furthermore, I also let them play a game related to 7 days. The game rule is explained below.

Goals:

Students will be familiar with the vocabularies of weekdays

Objectives:

1. Students will be able to recognize the words: Monday, Tuesday... Sunday
2. Students can speak the words: Monday, Tuesday... Sunday
3. Students can spell the words: Monday, Tuesday... Sunday
4. Students can use the sentence “what day is today,” and reply it.

Materials and Equipment:

1. game cards
2. power point
3. music video “Happy Day”



<https://www.youtube.com/watch?v=rgZy9v7oPlM>

Procedures:

7:50-8:05: power point: teach students the words of 7 days

8:05-8:15: music time—listen to a song “Happy Day,” and ask students to sing together

8:15-8:30: game time—kurupara: There are 16 cards, including both Chinese and English version of weekdays and the word “weekend.”

1. One of the students will first ask question “what day is today.”
  2. When the other one open the game card, she has to say today is \_\_\_\_.
  3. In a round, a person can open two cards. If the cards are the same meaning, she can get one point.
  4. advanced version: if they are able to recognize the vocabularies, they can play advanced version. They still first ask question, and then open two cards. However, they can get one point if they open the same meaning of the cards, and spell the word correctly.
- Through the game, students could practice asking question “what day is today,” and also memorize the vocabularies in an more interesting way.

Evaluation:



Monday: \_\_\_\_\_ Wednesday: \_\_\_\_\_ Saturday: \_\_\_\_\_ Tuesday: \_\_\_\_\_

Thursday: \_\_\_\_\_ Sunday: \_\_\_\_\_ Friday: \_\_\_\_\_ weekend: \_\_\_\_\_

星期一: \_\_\_\_\_ 星期二: \_\_\_\_\_ 星期三: \_\_\_\_\_ 星期四: \_\_\_\_\_

星期五: \_\_\_\_\_ 星期六: \_\_\_\_\_ 星期日: \_\_\_\_\_ 周末: \_\_\_\_\_

Extra Classwork:

	Write Sunday to Saturday 3 times
Week 6	<p>Since Christmas was coming, I wanted to do an activity related to Christmas. Hence, I decided to teach students make Christmas cards while learning English.</p> <p>Goals:</p> <p>Students will make a Christmas card, and learn the vocabularies of different shape and color.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Students will be familiar with the sentence structure “what is this” and “it is _____.”</li> <li>2. Students will know the words of different shapes: triangle, rectangle, square, and circle.</li> <li>3. Students will memorize the words of color: red, white, black, and pink.</li> </ol> <p>Materials and Equipment:</p> <ol style="list-style-type: none"> <li>1. scissors</li> <li>2. glue</li> <li>3. sample of the card</li> <li>4. color paper (red, white, black, pink)</li> <li>5. teaching power point</li> </ol> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>

	<p>Procedures:</p> <p>7:50-7:55: power point time_ question</p> <ol style="list-style-type: none"> <li>1. Teacher will teach the sentence structure “what is it?”</li> <li>2. Teacher will ask students the color of the color paper by asking “What is the color?” They will reply “It is ____.”</li> </ol> <p>7:55-8:10: power point time_vocabularies</p> <ol style="list-style-type: none"> <li>1. Teacher will teach the vocabularies of shape: triangle, rectangle, circle, and square.</li> <li>2. Teacher will teach the vocabularies of color: black, white, pink, red.</li> </ol> <p>8:10-8:30: Card time_making Santa Claus</p> <p>Teacher will ask students to cut color paper into different shape by speaking “cut red paper to triangle.”</p> <p>Extra Classwork:</p> <p>Ask students to consider who they want to send card to.</p>
Week 7	<p>Making cards takes some time, so I let students do it in two weeks.</p> <p>Goals:</p> <p>Students will complete a Christmas card.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Students will be familiar with the sentence structure “what is this” and “it is ____.”</li> <li>2. Students will know the words of different shapes: triangle, rectangle, square, and circle.</li> <li>3. Students will memorize the words of color: red, white, black, and</li> </ol>

	<p>pink.</p> <ol style="list-style-type: none"> <li>Students will cut different shape of paper.</li> <li>Students will glue the paper together to make a Santa Claus.</li> </ol> <p>Materials and Equipment:</p> <ol style="list-style-type: none"> <li>scissors</li> <li>glue</li> <li>sample of the card</li> <li>color paper (red, white, black, pink)</li> </ol> <div data-bbox="381 786 852 1124" data-label="Image"> </div> <div data-bbox="868 786 1340 1124" data-label="Image"> </div> <p>Procedure:</p> <p>7:50-8: 10: Ask students to cut color paper into different shape by speaking “cut red paper to triangle.”</p> <p>8:10-8:20: Ask students to assemble the shape, and make them as a Santa clause.</p> <p>8:20-8:30: Ask students to write some words on the Christmas card.</p> <p>Evaluation: no</p> <p>Extra Classwork: Send the Christmas card.</p>
Week 8	Holiday_ New Year
Week 9	<p>Students were going to have a final exam at school, so I planned to help them review the lesson in the textbook.</p> <p>Goals:</p>



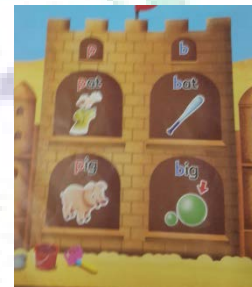
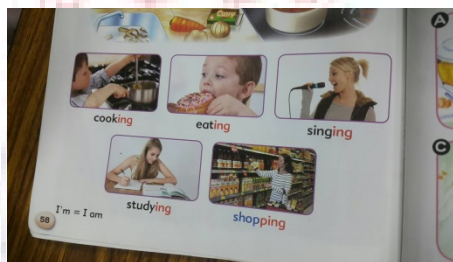
Help students to review the vocabularies in their text book

Objectives:

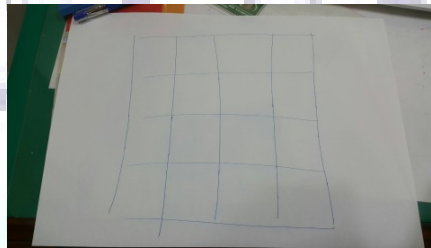
1. Students will be able to understand the pronunciation of the words in the text book.
2. Students will be able to spell the words.
3. Students will be able to know the meaning of the words in the text.

Materials and Equipment:

1. text book



2. paper



3. pen

Procedures:

7:50-8:05: review time: teacher will read the vocabularies in the text book, and ask students to repeat.

8:05-8:20: activity\_ bingo game: teacher will give students a piece of paper. Ask students to write down the words they hear to fill in the form.

8:20-8:30: bingo time: students will circle the words they hear from teacher. The one who have three lines first is the winner.

Evaluation: no

Extra Classwork: memorize the words

## 6. Assessing My Students

<b>Week 1</b>	<p>In the first week, I did not design a lesson for students. Instead, I introduced myself, asked them some question to know them more, let them fill out mini-motivation survey to understand their motivation to learn English, and also make them write down alphabet a-z to know their English level. My two students were Penny and Jasmine. They were both in 4<sup>th</sup> grade. When I asked them to write A-Z, on one hand, Jasmine' answer was almost correct except for "d" and "b," and the order from w to z, but she could not understand some words such as park, hat, and etc. On the other hand, Penny had difficulty writing A-Z correctly. Since their English level was not very high, I planned to teach them some basic lessons in the following weeks. What I appreciated was that both of them were cooperative and obedient. They followed my instruction, and never said no to me. Hence, I was really thankful to them.</p>
<b>Week 2</b>	<p>In week 2, I did not teach students number 1-20 because we spent most of the time reviewing alphabet A to Z. They were not able to write A to Z correctly. Hence, I had to keep reminding them, and repeating. After students finished writing A to Z, I also showed them the phonic alphabet song, and asked them tossing together. Jasmine was active while Penny was a bit passive. I think it was because she did not like to sing. I made a mistake because I did not ask whether both of them like singing or not. Nevertheless, when I encouraged Penny to sing, she was willing to try. Although she did not sing, she tried to read the phonic aloud.</p>
<b>Week 3</b>	Sick leave
<b>Week 4</b>	I prepared some activities for students this week because they said they

	<p>wanted to play the games. I thought it would increase their motivation and make them more active in class. At the beginning of class, I told my students that they could do some activities if they paid attention to the lecture. Then, they became very excited and concentrated. When I let them match the pictures and words, they were happy and active. It might be because of visual aids. Pictures were clearer and familiar to them. Furthermore, matching pictures and flash card was not just reading words or listening to lectures. Both pictures and activity made the class more interesting, and attracted students' attention. As for the evaluation, I let them write the handout I made during the class. However, they could not do the test by themselves since they still did not remember the sentence structure. Therefore, I guided them to do the handout step by step. It became a practice rather than evaluation. What impressed me was that they did the homework I assigned and submitted it the next week. I did not expect that they would do the homework, so I was very surprised when receiving their homework. Although the answer was not correct, I was still very touched.</p>
<b>Week 5</b>	<p>In week 5, I taught students the name of the days of the week. They could speak the words, but they could hardly spell them. It was reasonable since the spelling of the days was really complicated. I could not even memorize all of them correctly right now. Therefore, my goal was to let them recognize the English words of 7 days. It meant that they just had to know the meaning when they saw the English words, and that they did not have to spell the words correctly. Therefore, I came up with a game which was kurupara. The rule of game I already explain in the</p>

	<p>lesson plan. Through the game, students memorized the vocabularies faster since they wanted to get the same meaning of game cards and win the game.</p>
<b>Week 6</b>	<p>In this week, I taught students the words of shape and color. I found that the words of shape might be too difficult for them. For example, they were confused by triangle and rectangle, which have the same suffix. There were too much letters in a word, so they could not memorize the words of shape easily. Nevertheless, they were able to speak the color such as “black,” “pink,” “white,” and “red.” I think it was because the words of color were relatively simple. Students could pronounce them easily. Also, they may have seen the words of color before since the word of color is more common to them than words of shape.</p>
<b>Week 7</b>	<p>This week, students and I tried so hard to complete the Christmas card. Cutting paper into different shapes was complicated for students. Moreover, they still had to understand what I said so that they would know what shape they need to cut. For example, when I said “please cut red paper into a triangle,” they should understand what were red, and triangle, and cut. It might be frustrated to them since they could not remember what was triangle or rectangle. Hence, I kept reminding them, and gave them hint.</p>



**Week 8**

Holiday\_New Year

**Week 9**

Since their final exam at school was coming, I wanted to help them review the English lessons in their text book. Therefore, I first read the vocabularies in the text book, and asked them to repeat. Later on, I also asked them the meaning of the words. However, they did not know the meaning of most of the words, so I tried to repeat the words many times to make them memorize. As for bingo game, I tried to dictate the words to students to let them fill in the form. However, they could not spell the words I spoke. Therefore, I changed the rule. I read every letter to them



	<p>and they would write down what they heard. In this way, they could still review English alphabet A-Z. After students fill in the form, I started to speak the word in Chinese to let students find the English words and circle it. In this way, they could recognize the words in the text book and understand the meaning. Compared to students' reaction when they were reading the words in the text book, they were more active while playing bingo game. They did their best to memorize the words when playing game due to their desire to win the game. Besides, they also looked happier when playing bingo game. It indicated that had more motivation when doing activity.</p>
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## 7. ESA Procedure

<b>Engage</b>	<b>I tried do design games which were related to lesson in order to attract students' attention, and let them be more active in class.</b>
<b>Study</b>	<b>Besides playing games, I also gave students some lectures in order to let them have deeper understanding.</b>
<b>Activate</b>	<b>After teaching students, I would let students practice speaking sentence to each other in order to let them use language freely.</b>

## 8. Discussion and Reflections

Teaching students in Guo-Tai elementary school is a meaningful and unforgettable experience. After these weeks, I start to know that being a teacher is not as easy as I think. Teachers have to be flexible when they encounter different students and different situations. For example, when facing student who does not like

It was a shame that teaching time was too short. We had only 40 minutes a week to teach students. It was very difficult to make students absorb what they learned in 40

minutes. Besides, students usually forgot the lesson they learned a week ago, so I sometimes had to spend time reviewing the lesson, which might reduce the time of new lesson.

I got great experience from this teaching program. I appreciated that my students were so cooperative and kind. They had positive reaction, and they were willing to listen to my lecture and follow my instruction. At the end, Jasmine told me she would participate in this program next time, indicating that she liked the English class and that she was willing to keep learning English in the future. Making students keep learning the subject is the most grateful thing to me as a teacher. After the class, I seldom gave my students a test because I thought taking a test might give them pressure. In the speech, Ms. Cleo who is the English teacher in Guo-Tai elementary school also said that it was important to let students feel happy when they learn English. I agree with her point, since I had similar experience when I learn foreign language. I had learned Korean few years ago. I was taught by two teachers. One of them liked to teach students in different ways, such as watching Korean drama and listening to Korean songs. I felt happy and relax when I listened to the songs, so I was eager to learn Korean from the lyrics of the songs. In contrast, the other teacher liked to give exam to force students to study. Since I had to handle the study in college, I had not much time to prepare for the tests. From then on, learning Korean became a pressure for me, and I gave it up. I knew both of them were good teacher who tried to help students. I like both teachers very much since they put lots of effort into teaching students. Some students might like more stressful teaching method to force them to study. However, I think I had more motivation to learn Korean when I did not have too much pressure. Hence, I tried not to put much pressure on my students since they were only elementary students. I also let my students play some games to increase their motivation to learn English. I hoped that they could keep learning English and

find it interesting after this program.



## 9. Conclusion

Teaching students gives me a sense of achievement especially when seeing their happy face while learning English. Although designing lesson plans and thinking of different teaching methods to attract students take much time and effort, I still feel lucky to take this course and gain the unmemorable experience!

## 10. Works Cited

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## 11. Appendix

Week4		<p>主詞_複數人稱</p> <ul style="list-style-type: none"><li>• We are</li><li>• You are girls.</li><li>• They are</li></ul> 
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### 主詞\_單數人稱+形容詞

- I am
- You are smart.
- He is
- She is
- It is

### 主詞\_單數人稱+名詞

- I am
- You are a student.
- He is
- She is
- It is

### 主詞\_複數人稱

- We are
- You are smart.
- They are

What are they?

They are pencils.



Who is he?

He is a student.  
He is a boy.



What are they?

They are pigs.



Week5

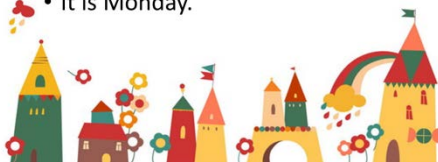
What day is today?  
今天星期幾?



Monday	星期一
Tuesday	星期二
Wednesday	星期三
Thursday	星期四
Friday	星期五
Saturday	星期六
Sunday	星期日
weekend	周末

## What day is today?

- Today is Monday.
- It is Monday.



Week6

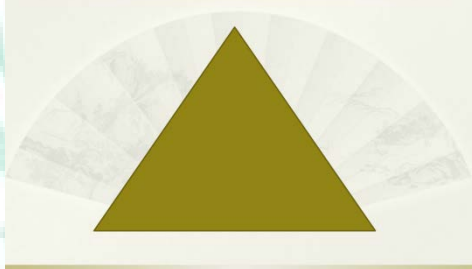
And

Week7

What is the color?



It is triangle. (三角形)



What is the shape?



It is circle. (圓形)



What are they?



rectangle

What is it?



Square

按一下以新增標題

red

按一下以新增標題

black

按一下以新增標題

white

按一下以新增標題

pink



Jasmine asked me to sing on the card so that she could remember me. I was very touched!