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ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY
GRADUATION PROJECT 2021

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**Final Portfolio-English Teaching & Educational Psychology:
Teaching A Lower Grade Student in The Elementary School**

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English Teaching & Educational Psychology

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3 Jan 2020

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I. Introduction:

The reason I am taking this course is because I have loved to teach people English since I was in high school. Therefore, I have taken a part-time job as a teacher assistant in the cram school since I was a freshman in college. Most of the students in the cram school are junior high school students, so their questions tend to be focused on grammar and how to remember and pronounce the difficult vocabulary. And I have been a part-time in-house consultant in TutorABC since I was a sophomore. My job is basically teaching the client simple English and asking them some grammatical questions to evaluate their English level. As for my clients' ages, the age range is quite broad, which is between 3 to 60 years old.

Although I have some experience of teaching people English, I still feel that I need to learn the teaching theory or educational psychology to improve my teaching quality. Moreover, I hope this course can help me to design a better teaching plan for my future students. Last but not least, I hope I can apply for an English-teaching job after I graduate. By taking this course, I will definitely be more good at teaching others.

II. Purpose(s):

This portfolio will include my lesson plans and the general teaching process. And it also will show the motivation test sheet of my student. Moreover, it will indicate how I accessing my student and the ESA procedure. Lastly, my reflection and discussion of my final portfolio.

III. My Student Information

- Name: Sunny
- Grade: second grade in the Guo-Tai elementary school
- My Students' Learning Motivation

Mini-Attitude/Motivation Test Battery

(Gardner, 2004)

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

Gardner, R. C. *Attitude/Motivation Test Battery: International AMTB Research Project*. The University of Western Ontario, 2014, publish.uwo.ca/~gardner/docs/englishamtb.pdf. Accessed 2 Jan 2020.

After knowing the student's motivation, I know she is willing to learn English, even though her desire and interest are not high. Moreover, I found that she is scared of speaking English, so I will try to create some interesting games or opportunities to encourage her to speak.

IV. Theories Use:

The first teaching theory I used is Total Physical response (TPR). Because the class is always in the early morning, I hope I can give her stress-free teaching atmosphere to attract the student's awareness (Walton). For example, sometimes I played interesting vocabulary video, which is related to the topic I would teach her that day, in order to make her feel relax and be more willing to learn. I also make powerpoint for every week to put some colorful and cute cartoon pictures beside the vocabulary. When I was teaching the topic of body part, I play the game called "

Simon Says" with the student (Walton). The reason I choose this game is that I hope the student can touch her body parts when I say the corresponding word. In this case, the student can practice her listening skill and apply her vocabulary knowledge to play the game. And in the other topic, opposite words, I also let the student to engage some body movement to review the vocabulary. For instance, when I said "big", the student need to post the gesture of big to response my word. On the other hand, when I said " small", the student need to post the gesture to indicate small. In this way, the student will be more remember of the opposite word through combining the gesture and listen the word which teacher said in the game.

Another method teaching method I used is Suggestopedia. Most of the topic I had prepared were related to the topic (Rhalmi). Therefore, the student can use her previous knowledge to sing the song in order to help her review the vocabulary. For example, after I taught the topic of animals, I played the song " Let's go to the Zoo" (Super Simple Songs - Kids Songs 00:00- 03:59) to the students. During singing with the video, the student can review the vocabulary and also learn the new words. Another example is that I play the Christmas songs during the Christmas teaching weeks. She likes the melody of " We Wish Your Merry Christmas", so I promise to teach her after she finishes learning the Christmas items vocabulary. At the end of the class, we sing the song together and she learns new words, likes kin, figgy pudding, and Happy New Year, etc.

V. Teaching, Instructional Processes, and Lesson plans

I designed four major topics for the student. For example, Halloween, Christmas, animal, and opposite words. For each class, I will choose one song related to the topic to teach her sing the song; therefore, the student can learn and have fun at the same time. Moreover, I will also prepare some videos related to the topic, too. In case, the student won't be too stressed and bored. In the following context, I will show the lesson plans to explain more detail about my teaching process.

5.1 My Ideal lesson Topics:

1. Halloween
2. Animals and Colors
3. Opposite Words
4. Christmas

In the end, I only taught my student the topics she liked, such as Halloween, Animals and Colors, Opposite Words, and Christmas.

5.2 My General Teaching Procedure:

1. Review the school homework or teaching
2. Give her worksheet
3. Teach her vocabulary (Topic Based)
4. Play games
5. Play videos
6. Sing songs
7. Write worksheet

5.3 Lesson Plan One- Trick or Treat

A. Description of Class

- Low level: one student, second grade in elementary school.
- Difficult to make the student focus on the class because it is the morning class. Therefore, this class will teach the students new vocabulary about Halloween and review the previous vocabulary by watching and listening to the videos.

B. Aims

- From teacher's point of view: to be willing to speak at least three new vocabulary
- To identify the Halloween monsters.
- To memorize the Halloween slogan " Happy Halloween, Treat or Trick!"

C. Procedure (T= teacher, S= student) 40 minutes class

1. T asks S what did she learn in the previous English class in school and help her to review vocabulary (5 mins)
2. T asks S what does she/he know about Halloween (1 mins)
3. T gives S the Halloween worksheet and explain the worksheet (2 mins)
4. T teaches S the vocabulary of Halloween monster (10mins)
5. T plays the song (video) about Halloween (10 mins)
6. T explains and teach the new vocabulary in the video (2 mins)
7. T teaches S to sing the Halloween Song (7 mins)
8. S sings the song by herself in the end of class (3 mins)

D. Comment

- The student may be shy to speak loud in the beginning of the class. The teacher will give her more encouragement
- The student may be reluctant to sing a song by herself. The teacher will sing with the student.

E. Material:

- 1.Halloween ppt:



https://drive.google.com/file/d/1ZfjunXkNUB_kMIoP4A-ThMXLezW18amm/view?usp=sharing

2. Halloween song

- Title: Knock Knock, Trick Or Treat? | Halloween Song | Super Simple Songs



- Video link: <https://www.youtube.com/watch?v=4jxcWlq3CBg>

5.4 Lesson Plan Two - What animals is it?

A. Description of Class

- Low level: one student, second grade in elementary school.

-This class will teach the students vocabulary and sentences about animals by watching and listening to the videos.

- Review the previous vocabulary (food, fruit, and drinks) and practice to speak a sentence

B. Aims

- From teacher's point of view: To be willing to speak at least three new vocabulary

- To memorize the previous vocabulary

- To identify the animals and color

- To respond to simple questions (What animals do you like?)

C. Procedure (T= teacher, S= student)

1. T asks S what does she remember about the previous class

2. T helps S to review vocabulary (food, fruit, and drinks)

3. T gives S the animals worksheet and explain the worksheet

4. T teaches S the vocabulary of animals

5. T practices the QA with S (What do animals do you like/ I like.....)

6. T plays the song (video) about animals

7. T explains and teach the new vocabulary in the video (zoo, polar bear, swim,\)

8. T teaches S to sing the animals song

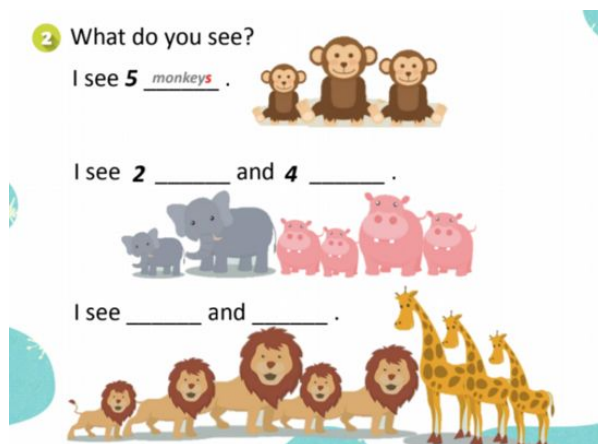
9. S sings the song by herself in the end of class

D. Comment

- The student reviewed the previous vocabulary at home, but she only can remember two or three words.
- After reviewing in class, she can remember and pronounce the previous vocabulary correctly.
- The student is able to use the simple sentence (I like...) to answer my question.

E. Material:

1. Animals ppt:



<https://drive.google.com/file/d/1npLUSR6iiUbs2NDiWtcUHKxTgxkSMxOm/view?usp=sharing>

2. Animals Song

- Title: Let's Go To The Zoo | Animal Song for Kids



- Video link: <https://www.youtube.com/watch?v=OwRmivbNgQk>

5.5 Lesson Plan Three- Big or Small, which one do you like?

A. Description of Class

- Low level: one student, second grade in elementary school.
- This class will teach the students opposite vocabulary.
- Review the previous vocabulary (animals and color).

B. Aims

- To memorize the previous vocabulary (animals and color)
- To identify the opposite words

C. Procedure

(T= teacher, S= student)

1. T asks S what does she remember about the previous class
2. T helps S to review vocabulary (animals and color)
3. T gives S the opposite words worksheet and explain the worksheet
4. T teaches S the vocabulary of opposite words
5. T play games with S. When T says words, S has to post the gesture big or small, tall or short, or strong or weak, etc.
6. T plays the song (video) about opposite words and watch the video and read the vocabulary loud together

7. S finish the opposite words test worksheet in the end of the class

D. Comment

- The student didn't review the previous vocabulary at home, but she learned fast after I taught her again.
- After reviewing in class, she can remember and pronounce the previous vocabulary correctly.
- The student is able to remember some simple opposite words which are more close to her life, like big, small, tall, short, go, stop, open, and close.
- The student finished the test worksheet correctly.

E. Material:

1.opposite words worksheet:

https://drive.google.com/file/d/1-HtxkeC0HoVu1PfrMjo_oB5OrJMCj2pQ/view?usp=sharing

2. Opposite words Video

- Title: Kids vocabulary - Opposite Words - Learning about Opposites - English for kids



- video link: <https://www.youtube.com/watch?v=LF3crIV28xA>

3.Opposite words test worksheet:

<https://drive.google.com/file/d/1IIJ5xjMvNDR51I-Jypr3TmFXypexeH4Wn/view?usp>

[=sharing](#)

I will explain this words sheet in the IV.

5.6 Lesson Plan Four- Merry Christmas

A. Description of Class

- Low level: one student, second grade in elementary school.
- Because Christmas is around the corner, this class will teach the students vocabulary and song about Christmas by watching and listening to the videos.
- Review the previous vocabulary (opposite words)

B. Aims

- To memorize the previous vocabulary (opposite words)
- To identify the Christmas items
- To sing the Christmas songs
(Santa Claus Is Coming to Town and We Wish You a Merry Christmas)
- To be able to read the all words the teacher taught

C. Procedure

(T= teacher, S= student)

1. T asks S what does she remember about the previous class
2. T helps S to review vocabulary (opposite words)
3. T give the opposite words worksheet to test S
4. T gives S the Christmas worksheet and explain the worksheet
5. T teaches S the vocabulary of Christmas items
6. T plays the song (video) about Christmas items
7. T explains video to S
8. T teaches S to sing Santa Claus Is Coming to Town and We Wish You a Merry Christmas
9. S sings the song by herself in the end of class

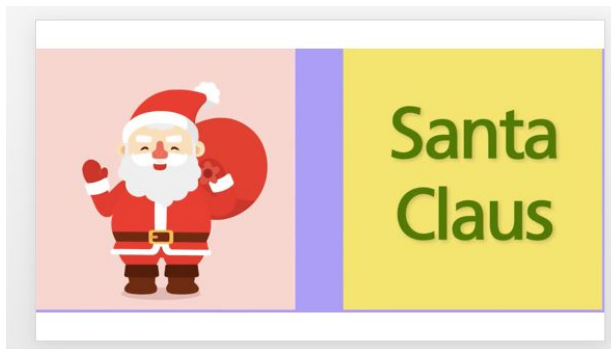
D. Comment

- The student remembers most of the opposite words.

- The student is able to finish test worksheet correctly
- After teaching the student all the lyrics, she can sing "We Wish You a Merry Christmas" by herself at the end of the class.

E. Material:

1. Christmas items ppt:



<https://drive.google.com/file/d/1OMZr-RazDBuyL2WFKKbfAsK3dCzkRAIt/view?usp=sharing>

2. Christmas items video:

- Title: Kids vocabulary - Christmas - Christmas vocab - Learn English for kids - English educational video



- Video link: https://www.youtube.com/watch?v=Kg__vXsU8xw

3. Christmas song links:

- We Wish You a Merry Christmas

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

- Santa Claus Is Coming to Town

<https://www.youtube.com/watch?v=SEkDhLewk5g>

VI. Assessing My Students

1. Test sheets:

I design two test sheets to help students review the courses. For example, in the test sheet one, it covers all the vocabulary taught her, including foods, drinks, and animals...,etc. Through test sheet one, the student can review the simple sentence (I like... and I don't like...) Moreover, she can review the vocabulary she learned in the whole semester

- Test sheet one

Like 句字複習

What do you like?

Foods 食物:

I like _____.

Drinks 飲料:

I like _____.

Fruits 水果:

I like _____.

Animals 動物:

I like _____.

↵

What don't you like?

Foods 食物:

I don't like _____.

Drinks 飲料:

I don't like _____.

Fruits 水果:

I don't like _____.

Animals 動物:

I don't like _____.

As for the other test sheet, it helps students to review the opposite words by word matching. By doing this, the student would feel less stressful because the student didn't need to remember how to spell the word exactly. Matching test sheet

is also more attractive than the previous test sheet.

- **Test sheet two**

Opposite Words↵	
big	heavy↵
go	small↵
open	fast↵
light	old↵
weak	stop↵
slow	clean↵
full	short ↵
tall	fast↵
dirty	empty↵
new	close↵

2.Rubric

I designed this rubric to evaluate my student. I think she is at the level of “proficient” because she took part in all the games and followed me to speak all the vocabulary.

	4.Distinguished	3. Proficient	2.Apprentice	1. Novice
Participation: Took part in activities and did work	Shared many ideas. Took part in all activities and completed all work. Took risks by trying new things.	Took part in all activities. Did the work that was assigned.	Did most work assigned and took part in all activities.	Did not take part in all of the activities. Did not do much of the work.

VII. Seating Charts

I always sit next to the student because it is easier to control the teaching process and make the student hear more clearly about my pronunciation.

VIII. ESA Procedural Charts

For the face and body part teaching:

Engage	Play a game: Simon says
Study	practice singular and plural sounds, like eye, eyes, ear, and ears.
Activate	draw the body part and write English word next to each part

For the opposite words part teaching:

Engage	Play a video: Kids vocabulary - Opposite Words - Learning about Opposites - English for kids
Study	practice singular and plural sounds, like eye, eyes, ear, and ears.
Activate	draw the body part and write English word next to each part

For the opposite words part teaching:

Engage	Play a video: Kids vocabulary - Opposite Words - Learning about Opposites - English for kids
Study	practice singular and plural sounds, like eye, eyes, ear, and ears.
Activate	draw the body part and write English word next to each part

All of these are linear flows. .

IX. Reflections and Discussion

After I finished 10 classes in Guo-Tai elementary school, I found that I became more patient to the low level English students. Furthermore, I started to think about what lesson plans can attract my student. Therefore, I apply the teaching theory I learned from this class, like TPR and Suggestopedia. These theories really help me

to design my lesson plan to be more attractive and interactive with my students (Walton) For instance, Suggestopedia suggests the teacher to use some songs to assist students to learn English unconsciously (Rhalmi) Thus, I prepared lots of English vocabulary songs in the end of every class to review the vocabulary I taught the student. My student usually remembers almost 80% of the vocabulary. The result is quite satisfying. However, every teaching session only lasts for 40 minutes, so it is difficult for me to teach the details of the vocabulary and grammar. This situation might let the student feel the pace of teaching is too fast to learn. Therefore, I was wondering if I have enough time to teach my student, will my student feel more comfortable and less stressful?

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X. Conclusion

To sum up, this class taught a lot of teaching theories; however, according to my personal teaching experience in Guo Tai elementary school, I found that TPR theory is more useful for my students. The reason is that my students like to play some little games and sing songs together. In this case, she would be more willing to learn English. As a teacher, it is really important to find the learning preference of the students, especially for the low level students. Because they just start to learn the new language, it is better that the teacher sparks students' interest in learning English.

XI. Works Cited

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XII. Appendix A-Thanking Card:



XIII, Appendix B- Pictures in class:

