

天主教輔仁大學英國語文學系學士班畢業成果
ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY
GRADUATION PROJECT 2021

指導教授：施佑芝老師

Dr. Doris Shih

**English Teaching and Educational Psychology Portfolio:
Experiences Sharing and English Teaching Methods for
Higher Grade Elementary School Students**

學生：李盈瑩撰

Madeline, Ying-Ying Li

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English Teaching & Educational Psychology

Guo-Tai Elementary School Service Learning Portfolio

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School Students**

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Introduction

From the course English Teaching and Educational Psychology, we can learn principles of how to teach a language that teachers can follow to enhance the language teaching quality and several educational psychologies that teachers should be aware of when getting along with students to make sure the language learning state of students. On the of the course learning goals, the teaching competence I can acquire from the course English Teaching and Educational Psychology can make up my shortage of teaching experiences especially with younger kids. Accordingly, I can apply my educational knowledge to teaching others in the future if I get a chance to train others, and it is believed that we need the professionalism for success.

Purpose

Based on my growing experiences, I seldom interact with young children because there are few relatives in my family. In accordance with my family of orientation, it is assumed that I might get used to the mode of interacting with peers, and I do not have a clue about behaving appropriately towards children. Moreover, my learning experiences told me that the teacher plays a role in our learning process, and it is the teacher who affects students the most except for classmates in the school. Nevertheless, according to Michael Lewis, “when we present examples to students and ask them to see a pattern, we cannot be sure that the pattern they see is the pattern that we intended” (Lewis 3). Similarly, teachers often exert their emotions or previous experiences upon students, and it is unfortunate that they sometimes even emotionally blackmail students unconsciously. To make students learn better, teachers are supposed to put themselves in students’ shoes and to think from students’ points of view that which teaching method is really good for them. Therefore, by taking the course English Teaching and Educational Psychology we can realize teaching methods and psychology theories that work with students with positive influence.

Students’ learning motivations

To know the students’ motivations for learning English, I asked them to do the sheet for me (Gardner). After investigating my students’ learning motivation, I found that the score they gave from questions 1 to 3 were quite similar, and they all gave the score between 3 to 5, which means that all of them took the conservative attitude toward English and did not show strong feeling to English. Furthermore, the scores question 4 “My interest in English” seems to be a little bit higher. Last, the scores question 5 and question 6 got again show the vague impression students had on English.

In the end, I asked them their motivation for the English class, and it turned out that their teacher sent them to the class, so they had no choice. Therefore, first things first, I should stimulate their interest in English.

Mini-Attitude/Motivation Test Battery (Designed by R. C. Gardner, Ph.D.)	學生學習動機調查
<p>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.</p> <p>1. My motivation to learn English in order to communicate with English speaking people is: WEAK ___1___ 2: ___3___ 4: ___5___ 6: ___7 STRONG</p> <p>2. My attitude toward English speaking people is: UNFAVOURABLE ___1___ 2: ___3___ 4: ___5___ 6: ___7 FAVOURABLE</p> <p>3. My interest in foreign languages is: VERY LOW ___1___ 2: ___3___ 4: ___5___ 6: ___7 VERY HIGH</p> <p>4. My desire to learn English is: WEAK ___1___ 2: ___3___ 4: ___5___ 6: ___7 STRONG</p> <p>5. My attitude toward learning English is: UNFAVOURABLE ___1___ 2: ___3___ 4: ___5___ 6: ___7 FAVOURABLE</p> <p>6. My attitude toward my English teacher is: UNFAVOURABLE ___1___ 2: ___3___ 4: ___5___ 6: ___7 FAVOURABLE</p> <p>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</p> <p>8. I worry about speaking English outside of class: VERY LITTLE ___1___ 2: ___3___ 4: ___5___ 6: ___7 VERY MUCH</p> <p>9. My attitude toward my English course is: UNFAVOURABLE ___1___ 2: ___3___ 4: ___5___ 6: ___7 FAVOURABLE</p> <p>10. I worry about speaking in my English class: VERY LITTLE ___1___ 2: ___3___ 4: ___5___ 6: ___7 VERY MUCH</p> <p>11. My motivation to learn English is: VERY LOW ___1___ 2: ___3___ 4: ___5___ 6: ___7 VERY HIGH</p> <p>12. My parents encourage me to learn English: VERY LITTLE ___1___ 2: ___3___ 4: ___5___ 6: ___7 VERY MUCH</p>	<p>1. 為了能和外國人溝通我想要學英文 In order to communicate with foreigners, I want to learn English. Weak (薄弱) 1 2 3 4 5 6 7 (強烈) Strong</p> <p>2. 我對外國人的印象 My impression of foreigners Don't like(沒有好感) 1 2 3 4 5 6 7 (有好感) very like</p> <p>3. 我對英文的興趣 My interest in English Weak (非常低) 1 2 3 4 5 6 7 (非常高) Strong</p> <p>4. 我想要學習英文 I want to learn English. Weak (薄弱) 1 2 3 4 5 6 7 (強烈) Strong</p> <p>5. 我對學習英文的印象 My impression of learning English Don't like(沒有好感) 1 2 3 4 5 6 7 (有好感) Very like</p> <p>6. 我對我的現在英文老師的印象 My impression of my current English teacher Don't like(沒有好感) 1 2 3 4 5 6 7 (有好感) very like</p>

After four weeks, I found that my students wanted to focus on their academic performance such as their quiz scores than other new knowledge about English. Thus I changed the original schedule of courses into the textbook review to meet students' needs.

Theories used

My class included ten teaching theories, which are communicative language teaching, content-based instruction and content and language integrated learning , competency-based language teaching and standards-based instruction, text-based instruction, multiple intelligences, cooperative language learning, the natural approach, the silent way, and community language learning. The first theory, communicative language teaching, “focuses on the meaning and functional aspects of language and emphasizes interaction and authenticity of input” (Richards and Rodgers 390). In terms of learning by doing, I asked students to participate in the exercise activities and cooperate together, which was also related to the natural approach that students would be asked to role-play by applying the vocabularies they learn from the class. As for CBI and CLIL, the method was used when I taught the Halloween topic course, and students were

able to acquire intercultural awareness when learning English. When it comes to CBLT and standards-based instruction, I observed each student's characteristics and assessed if they can comprehend the knowledge. As regards text-based instruction, students and I discussed their textbook and resolved their doubts about the English context. At the same time, to make students understand easily and efficiently I adopted the method, multiple intelligence, by using different auxiliary objects to guide students. Furthermore, since it was in the early morning, students were always kind of dozing off. Under the circumstance, I would ask them how they felt at the moment and if they were tired or need to take a rest for a while to fulfill cooperative language learning theory. From time to time necessarily I would need to use the silent way to assist students because it was better for students to think actively by themselves than accept the information from teachers passively. Last but not least, the action of writing was also important for memorizing, so by means of community language learning students would need to take note of what I taught them and even help each other to memorize vocabulary without my support. As the processes mentioned above, my course was actually comprised of a lot of teaching methods and was not confined in a particular approach. Eventually, I would give them gifts like stickers and candies as a compliment.



Figure 1. Points card and chocolate as awarding system.

Teaching and Instructional Processes

The original courses schedule:

李盈瑩Madeline	相見歡: 認識學童與英語學習需求分析	萬聖節	期中考複習	單字-校園	對話-生活	單字-年月日	對話-年月日	時間	時間	聖誕節
李盈瑩Madeline	相見歡: 認識學童與英語學習需求分析	萬聖節	期中考複習	單字-校園	對話-生活	單字-年月日	對話-年月日	時間	時間	聖誕節
李盈瑩Madeline	相見歡: 認識學童與英語學習需求分析	萬聖節	期中考複習	單字-校園	對話-生活	單字-年月日	對話-年月日	時間	時間	聖誕節

The revised courses schedule:

李盈瑩Madeline	相見歡: 認識學童與英語學習需求分析	萬聖節	期中考複習	單字-校園	對話-生活	課本複習	課本複習	課本複習	課本複習	課本複習
李盈瑩Madeline	相見歡: 認識學童與英語學習需求分析	萬聖節	期中考複習	單字-校園	對話-生活	課本複習	課本複習	課本複習	課本複習	課本複習
李盈瑩Madeline	相見歡: 認識學童與英語學習需求分析	萬聖節	期中考複習	單字-校園	對話-生活	課本複習	課本複習	課本複習	課本複習	課本複習

Week 1

10/15

1. Description: The first class was to know the English learning situations of students, so there was no course.
2. Aims: The teacher understood students' advantages and shortages.
3. Objectives: Students could be familiar with the teacher.
4. Materials: Questionnaire
5. Procedure: First I introduced myself to students and ask them to do so after me. After we knew each other, I asked them to fill up the questionnaire for me.
6. Evaluation of students: None
7. Extra-classwork: None

Week 2

10/22

1. Description: Since Halloween was coming around, I designed the Halloween-related lesson for children.

2. Objectives: Students will be able to write Halloween-related vocabularies and utilize them in life.
3. Materials and Equipment: The computer for projecting the course PPT, a piece of paper for the drawing game, candies as rewards
4. Procedures: In the lesson, I taught them some Halloween vocabularies. To strengthen their memory, I added the picture that can arouse students' interests with each vocabulary, including the cartoon pictures and computer games characters. Later, I shared Zombie video with students.
5. Evaluation: In the end of the class, to exam their learning performance I tested them with a game, and if someone won, they would get a reward.
6. Extra-classwork: None

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

Because Annie Huang was sick on 10/22, so I taught her students together as support.

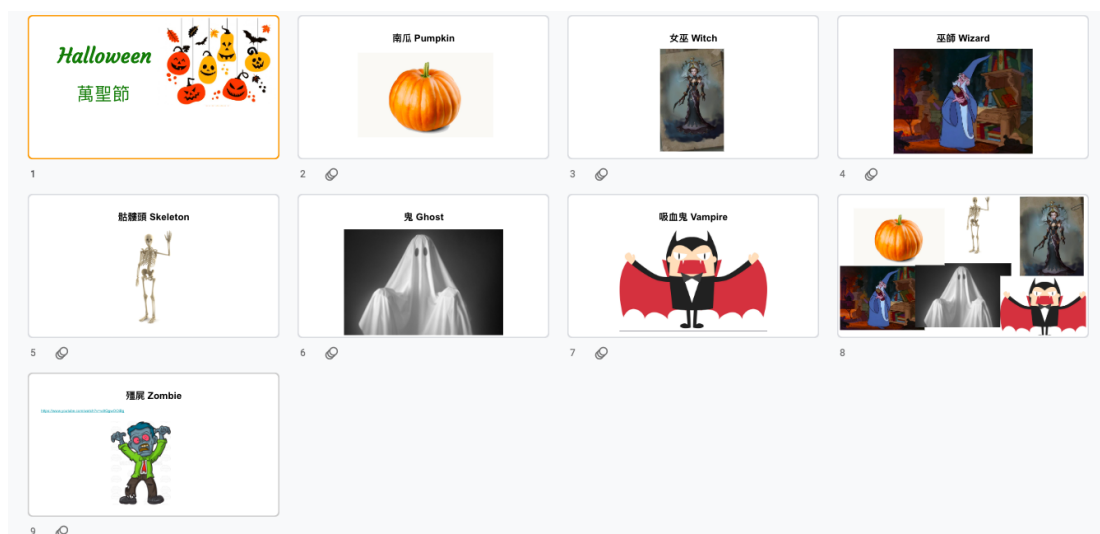


Figure 2. Teaching slides of the Halloween lesson

Week 3

10/29

1. Description: The lesson was based on the review of the students' midterm.
2. Aims: The aims of the lesson are improving the grades of the students' upcoming English midterm and solving problems that students don't understand in their elementary school English class.
3. Objectives: Students will be able to solve the questions that they raised and deepen

their understanding of English.

4. Materials: Students' textbooks, the computer
5. Procedure: First I ask students if they have any question about their midterm exam, and I solved the problems for them. After making mistakes clear, I designed possible exercises that the midterm exam might test them for them to practice.
6. Comments: My students were always attentive and concentrated in class, and they hard to catch up the performance.
7. Evaluation of students: For vocabularies on their textbook I read them in English, and students would write down vocabulary on their notebook. To raise students' interests I asked them to answer individually if they were going to fall asleep. As a result, they would notice the importance of answering me.
8. Extra-classwork: None



Figure 3. Kang Hsuan elementary English textbook 《Hello!kids》 Volume 5

Week 4

11/12

1. Description: In the lesson students would learn the campus related vocabularies.
2. Aims: We were looking forward to integrating English into students' campus life so that students can apply English to possible situations and increase the times of practice.
3. Objectives: Students memorize the campus related vocabularies and can speak out the vocabulary when they see the related images of the vocabulary.
4. Materials: The computer for projecting the course PPT
5. Procedure: In the beginning, I played the TED-Ed video about Confucius for students to catch their eyes, and I listed vocabularies with pictures to connect the words and the images for students. At the same time, I asked students to repeat the vocabularies with me to improve their pronunciation and help them to memorize vocabularies.
6. Comments: Students were quite unfamiliar with the topic because they hadn't heard of the vocabularies in the past, but they could grasp a little bit information after the class.
7. Evaluation of students: At the end of the class students read out the vocabularies the pictures I pointed.
8. Extra-classwork: None

Video link: https://youtu.be/wFt_VGG0kJU

1. elementary school 8. campus
2. teacher 9. basketball court
3. classmate 10. field
4. principal 11. track
5. school gate 12. rest room
6. library 13. hallway
7. office 14. men's office

elementary school

teacher

classmate

principal

school gate

library

office

campus

basketball court

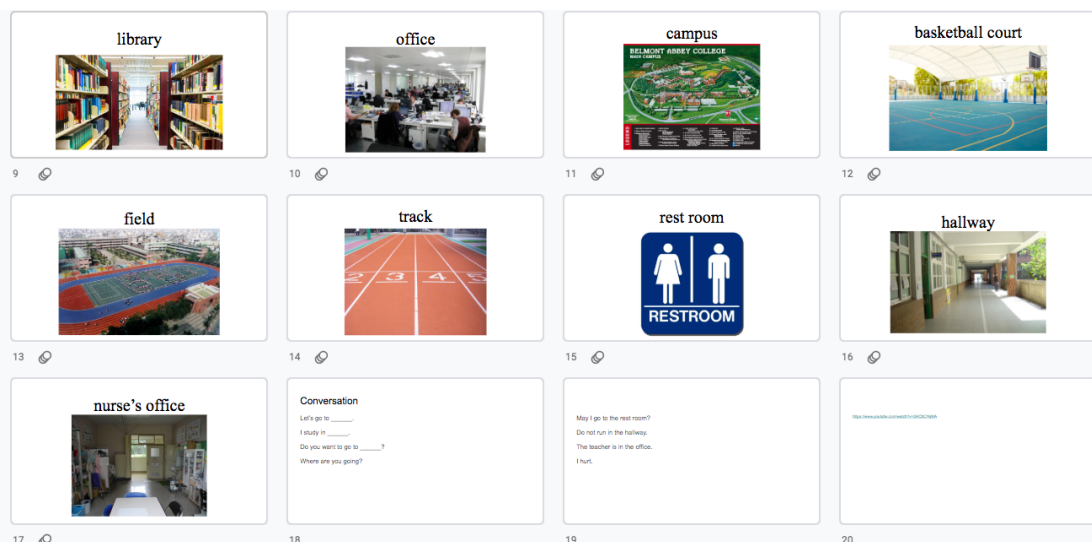


Figure 4. Teaching slides of campus lesson

Week 5

11/19

1. Description: The course would review vocabularies of week 4 course and mix vocabularies into the conversation.
2. Aims: Students could speak out the vocabularies when they want to express the meaning and know how to use them in the conversation.
3. Objectives: Students could memorize the vocabularies and how to structure a sentence with them.
4. Materials: The computer for projecting the course PPT
5. Procedure: First of all, I showed them the vocabularies they learned last week and read them out together, and we read the several sentences and tried to fill up the blanks in the sentences with the vocabularies.
6. Comments: Students confused the meaning of “campus” with the meaning of “school.”
7. Evaluation of students: Because the class was out of the time, there was no evaluation this time.
8. Extra-classwork: None

Week 6

11/26

1. Description: The course was supposed to teach students vocabularies about the time, but students were more eager to review their textbooks.
2. Aims: I would review the textbook with students to help them to cope with the weekly quiz in their English class.
3. Objectives: Students would clarify their problems in English class and memorize the vocabularies in the textbook that might be tested in the quiz.
4. Materials: the textbook
5. Procedure: I would first read the vocabularies with students, and I would ask them if there was any question in the textbook. If so, I would solve their problems. If not, I would tell them to write down the vocabularies on a piece of paper to memorize them.
6. Comments: Students were all concentrate on me and would try to solve problems by themselves.
7. Evaluation of students: Students first helped each other to memorize vocabularies, and when they got ready, it was time for me to test them. Sometimes I read Chinese of the vocabularies, and students answer vocabularies in English, or I would read in English, and students spell out the vocabularies.
8. Extra-classwork: None

Week 7

12/3

1. Description: Again, students would like to review their textbooks, so since then we review their textbooks till the end of the semester.
2. Aims: I would review the textbook with students to help them to cope with the weekly quiz in their English class.
3. Objectives: Students would clarify their problems in English class and memorize the vocabularies in the textbook that might be tested in the quiz.
4. Materials: the textbook
5. Procedure: I would first read the vocabularies with students, and I would ask them if there was any question in the textbook. If so, I would solve their problems. If not, I would tell them to write down the vocabularies on a piece of paper to memorize

them.

6. Comments: Students were all concentrate on me and would try to solve problems by themselves.
7. Evaluation of students: Students first helped each other to memorize vocabularies, and when they got ready, it was time for me to test them. Sometimes I read Chinese of the vocabularies, and students answer vocabularies in English, or I would read in English, and students spell out the vocabularies.
8. Extra-classwork: None



Figure 5. Students were helping each other to learn.

Week 8

12/10

1. Description: Students' textbooks review
2. Aims: I would review the textbook with students to help them to cope with the weekly quiz in their English class.
3. Objectives: Students would clarify their problems in English class and memorize the vocabularies in the textbook that might be tested in the quiz.
4. Materials: the textbook
5. Procedure: I would first read the vocabularies with students, and I would ask them if there was any question in the textbook. If so, I would solve their problems. If not, I would tell them to write down the vocabularies on a piece of paper to memorize

them.

6. Comments: Students were all concentrate on me and would try to solve problems by themselves.
7. Evaluation of students: Students first helped each other to memorize vocabularies, and when they got ready, it was time for me to test them. Sometimes I read Chinese of the vocabularies, and students answer vocabularies in English, or I would read in English, and students spell out the vocabularies.
8. Extra-classwork: None

Week 9

12/17

1. Description: Students' textbooks review
2. Aims: I would review the textbook with students to help them to cope with the weekly quiz in their English class.
3. Objectives: Students would clarify their problems in English class and memorize the vocabularies in the textbook that might be tested in the quiz.
4. Materials: the textbook
5. Procedure: I would first read the vocabularies with students, and I would ask them if there was any question in the textbook. If so, I would solve their problems. If not, I would tell them to write down the vocabularies on a piece of paper to memorize them.
6. Comments: Students were all concentrate on me and would try to solve problems by themselves.
7. Evaluation of students: Students first helped each other to memorize vocabularies, and when they got ready, it was time for me to test them. Sometimes I read Chinese of the vocabularies, and students answer vocabularies in English, or I would read in English, and students spell out the vocabularies.
8. Extra-classwork: None

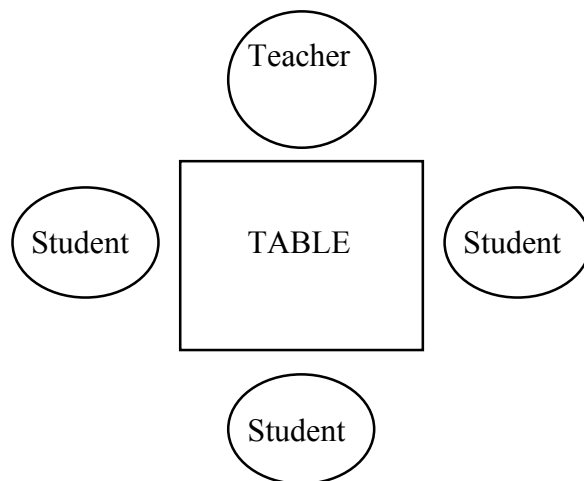
Week 10

12/24

1. Description: Students' textbooks review
2. Aims: I would review the textbook with students to help them to deal with the upcoming final English exam.
3. Objectives: Students would clarify their problems in English class and memorize the vocabularies in the textbook that might be tested in the quiz.
4. Materials: the textbook, the blackboard
5. Procedure: I would first read the vocabularies with students, and I would ask them if there was any question in the textbook. If so, I would solve their problems. If not, I would tell them to write down the vocabularies on a piece of paper to memorize them.
6. Comments: Students were all concentrate on me and would try to solve problems by themselves.
7. Evaluation of students: Students first helped each other to memorize vocabularies, and when they got ready, it was time for me to test them. Sometimes I read Chinese of the vocabularies, and students answer vocabularies in English, or I would read in English, and students spell out the vocabularies.
8. Extra-classwork: None

Seating Charts

At first, we taught in the classroom that had mobile tables so that we could arrange as we wanted, so I made students sit around me equally. A few weeks later we changed to the classroom that only had long big tables, so I could only ask them to sit around the corner of the table so that they won't be far from me.



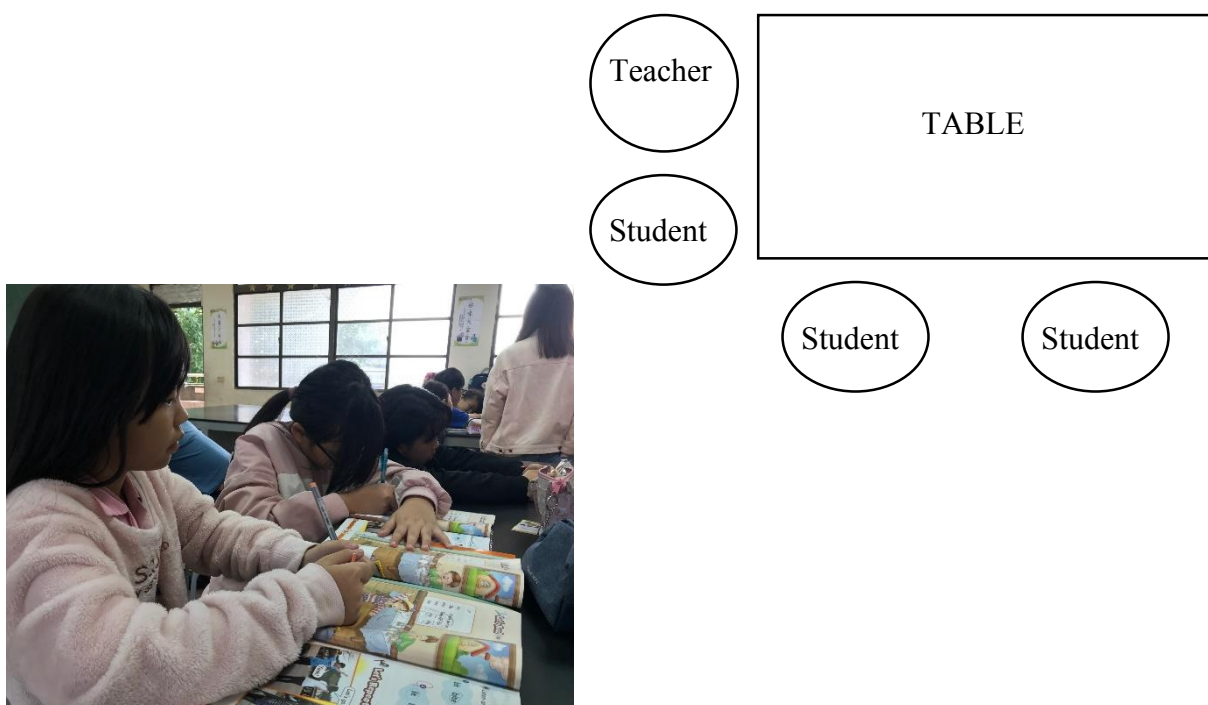


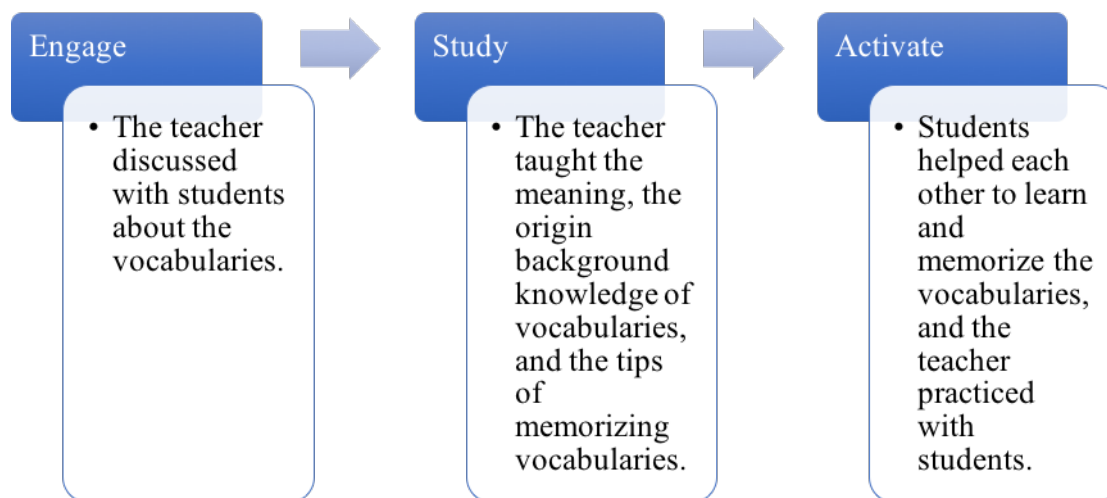
Figure 6. Seating positions of the students.

As usual, I would want the student who was quieter and shy to sit closer to me so that I could hear what she talked about and take care of her better, and I would like to make the talkative student sit between the other two students so that she can support them to speak out.

Assessing my students

I had three students, Kiki, Vivi, and Alice. The first student, Kiki, was a talkative girl. As I observed, Kiki learned more slowly than others, but she worked very hard and always raised questions. Furthermore, Vivi was the student who was late often, but she was also a hard-working girl. Last, Alice was the shyest students among the three, and she was quiet as well. As times go by, Alice was willing to speak out and was actually clever. In conclusion, all of them made progress very much in English speaking and vocabularies at the end of the semester.

ESA Procedural Charts



Conclusion

To sum up, according to my students' English learning motivation, I suspected that students themselves really took their academic performance seriously because they worked hard to prepare their tests even though they were not interested in English very much. In my opinion, it was good for students that they wanted to learn English themselves voluntarily without any external force like the threat of their parents or teachers. Nonetheless, without passions for English their insistence on learning English cannot last long, and especially when they meet the difficulties of learning English, they might give up easily. Consequently, the teacher can try to attract their interest in English in several ways that can make students think the English class is fun. For example, I used pictures of students' favorite video games, which really held their attention.

After experiencing the teaching process of Guo-Tai Elementary School fifth grade students, I think I was fortunate to teach students who were well-behaved compared to other groups. Though we had to wake up early to the elementary school, I was not disappointed about it at all. At first, it would worry me if students could not understand what were I talking about because I was poor at expressing my thought. Unexpectedly, I got a favorable response from my students, and they actually learned very well. At the end of the class, they said they wanted to take a photo for me and it was touched that they liked my class. Although we still said goodbye eventually, I hope them a promising future.

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Appendix



Photo 1. Certificate given by Guo-Tai Elementary School



Photo 2. The photo taken by my student



Photo 3. Teaching students Halloween topic lesson