

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: Is
“Being Interested in English” A Key Factor for 4th Graders
to Improve Their English Proficiency?**

學生：鄂楷淇撰

Kathy, Kai-Chi E

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 2020

**Is “Being Interested in English” A Key Factor for 4th Graders to Improve Their English
Proficiency?**

Kathy E

English Teaching & Educational Psychology

Advisor: Dr. Doris Shih

8 January 2020

Table of Contents

1. Introduction	2
2. Purposes	2
3. My Students' Learning Motivation	3
4. Theory Used.....	3-4
5. Teaching and Instructional Processes	
A. Lesson Plans.....	5-9
B. Links for English-related Videos	9
6. Assessing My Student.....	10-11
7. ESA Procedural Charts	11-12
8. Seating Chart.....	12
9. Discussion and Reflections	13
10. Conclusion	14-15
11. Works Cited	16
12. Appendix A and Appendix B	17-19

Introduction

My motivation for taking the course English Teaching & Educational Psychology was based on my experience of volunteering job in Slovakia last summer. At that time, my job was to teach kindergarten and elementary school children about global warming and climate change issues in English. The name of the project was called Greenway Project. I gave lecture on the basic knowledge of global warming, such as what are the main culprits that contribute to the rise in Earth's average temperature and what people can do to help reduce the emissions of greenhouse gases as an individual. In the process of teaching the students, I gradually found that I have potential in interacting with kids well and teaching kids, thereby developing my interest in teaching, especially teaching in English. To be short, I enrolled this course because I have enthusiasm in English teaching, I enjoy being with children, and I aspire to gain more knowledge about teaching and learning theory. By taking this course, I have gained another teaching experience, utilized the learning and teaching theories taught in class and put the lesson plans I designed into practice, such as the Guo-Tai serving teaching.

Purposes

The main purposes of this portfolio are to recall what I have learned in this course, to record what I have done in Guo-Tai serving teaching, and to ponder the connection between this course and my future job. This portfolio includes the following sections: my student's learning motivation, theories used, teaching and instructional processes, assessment of my student, seating chart, ESA procedural chart, discussion and reflections, conclusion, and appendices.

My Students' Learning Motivation

My student is 4th grade. Her interest in foreign languages is low in general. According to the Motivation Battery Survey Form I gave her, she showed low motivation in speaking many foreign languages perfectly, she moderately disagreed that learning English is really great, she strongly agreed that her English class is boring, and she slightly disagreed that her parents feel it is very important for her to learn English or other foreign languages. She also added that she preferred other subjects, such as mathematics and science, since she found English difficult to learn.

Theories

The theory I utilized while I was giving tutoring classes in Guo-Tai elementary school is Krashen's theory (Krashen 9). According to Krashen's theory of second language acquisition, the most important hypothesis is the differences between learning and acquisition. Learning is a conscious process that focuses on the correctness of grammar errors and following the instructions, while acquisition is a subconscious process that puts emphasis on the interaction and communication in the process of learning a second language. For my tutoring class in Guo-Tai elementary, sometimes my focus is more on "learning" than "acquisition" because I am not speaking in English the whole time, my student is less likely to pick up some words in our conversation. For example, I gave her detailed instructions and she followed it. Then I corrected the grammar for her. It is evident that the communicative language teaching took a small portion in my class. According to Krashen's monitor hypothesis, the role of acquisition is more significant than learning. In other words, learning is a monitor and will be used only

when the following situations are met: when learners have enough time, when the focus is on correctness and the form, and when learners know the rule. Krashen also categorizes the users of “monitor” into three groups, which are over-users, under-users and optimal users.

As for the third hypothesis, which is input hypothesis, it only concerns acquisition. The language learners acquire and make improvements when he or she receives input that is beyond his or her comprehensive level. For instance, when a learner is at a stage “i,” then the acquisition will occur when the comprehensible input $(i) + 1$. Moreover, this hypothesis emphasizes on the understanding of the meanings or messages instead of the structure of the language. The fourth hypothesis is affective filter hypothesis, including four variables that facilitate the process of language acquisition: motivation, self-confidence, anxiety and personality traits. Krashen points out that the people with higher motivation, self-confidence, lower feeling of anxiety and extroversion are more likely to place themselves at an advantage in second language acquisition compared to learners with lower motivation, self-confidence, higher feeling of anxiety and introversion. The last hypothesis is natural order hypothesis in which Krashen indicates that the grammatical structure and rules follow a natural order that is predictable.

Teaching and Instructional Processes

Lesson Plan 1 - Guo-Tai Service Teaching

Description of the class:

For our 4th grade students English class, this tutoring course is designed to improve their English proficiency by reviewing the contents of students' textbook, helping them complete assignment sheets, and watching English-related videos. Student will practice both basic English speaking and English writing in class.

Aims:

After going through this lesson, students will be able to:

1. Pronounce and spell English vocabularies taught correctly.
2. Name fruit and animals in English correctly.
3. Memorize the basic English sentence structure.

Procedure:

1. Review the lecture taught in the previous classes (animals).
2. Give students a review quiz.
3. Correct the quiz and check the student's learning progress based on the results of the quiz.
4. Start a new lesson (fruit).
5. Teacher will start by demonstrating how to pronounce the names of fruit in English.
6. The students will repeat after the teacher three times.

7. Then the students will be asked to complete the assignment sheet, which is to write down five times the names of fruit in English.
8. The assignment sheet will be collected at the end of the class.

Lesson Plan 2- Guo-Tai Service Teaching
--

Description of the class:

For our 4th grade students English class, this tutoring course is designed to improve their English proficiency by reviewing the contents of students' textbook, helping them complete assignment sheets and story-telling. Student will practice both basic English speaking and English writing in class.

Aims:

After going through this lesson, students will be able to:

1. Pronounce and spell English vocabularies correctly.
2. Name drinks and dessert in English correctly.
3. Memorize the basic English sentence structure.

Procedure:

1. Review the lecture taught in the previous classes (fruit).
2. Give students a review quiz.
3. Correct the quiz and check the student's learning progress based on the results of the quiz.

4. Start a new lesson (dessert and drinks).
5. Teacher will start by demonstrating how to pronounce the names of dessert and drinks in English.
6. Then teacher will tell a story which is related to dessert and drinks in English to help student familiarize the vocabularies.
7. The students will repeat after the teacher three times.
8. Then the students will be asked to complete the assignment sheet, which is to write down five times the names of dessert and drinks in English.
9. The assignment sheet will be collected at the end of the class.

Lesson Plan 3- Guo-Tai Service Teaching
--

Description of the class:

For our 4th grade students English class, this tutoring course is designed to improve their English proficiency by reviewing the contents of students' textbook, introducing Christmas to the students and watching Christmas-related videos. Student will practice both basic English speaking and English writing in class.

Aims:

After going through this lesson, students will be able to:

1. Pronounce Christmas vocabularies taught in class in English correctly.
2. Name Christmas vocabularies in English correctly.
3. Explain the origin of Christmas.

Procedure:

1. Review the lecture taught in the previous classes (dessert and drinks).
2. Give students a review quiz.
3. Correct the quiz and check the student's learning progress based on the results of the quiz.
4. Start a new lesson (Christmas).
5. Teacher will start by playing a Christmas-related video and then introducing the history of Christmas in Chinese.
6. Then the teacher will demonstrate how to pronounce the Christmas vocabularies in English.
7. The students will repeat after the teacher three times to familiarize themselves with the vocabularies.
8. Then the students will be asked to complete the assignment sheet, which is to write down five times the vocabularies taught in class in English.
9. The assignment sheet will be collected at the end of the class.

The above contents were the lesson plans I designed for my 4th grade student in Guo-Tai elementary school. I divided the lecture into two sections in every class and used student's textbook as teaching materials most of the time. In first section, I reviewed the lecture taught in the previous class and then gave my student a review quiz (*Example 1,2,3*), while in the second section, I started a new lesson. This tutoring course is designed to improve student's English proficiency by reviewing the contents of students' textbook, writing assignment sheets, and watching English-related videos. Student will practice both basic English

speaking and English writing in class. For example, after I recite the words or sentences in English, my students will be asked to repeat after me three times to familiarize themselves with the pronunciation. As for memorizing the word spelling, students will be asked to write down the vocabularies five times or to finish the assignment sheets. Sometimes I use pictures as auxiliaries to help them better memorize the vocabularies.

Teaching material for Christmas:



Figure 1. Power Point Slides for Christmas

Links for English-related videos played in class:

1. Fruit: <https://www.youtube.com/watch?v=5tB9ZZBUcv4>
2. Christmas: <https://www.youtube.com/watch?v=3BNq2EP6U90>
3. Desserts and drinks: https://www.youtube.com/watch?v=y6MM_21MH08

Assessing My Student

The following column is the Rubric I designed to assess my student:

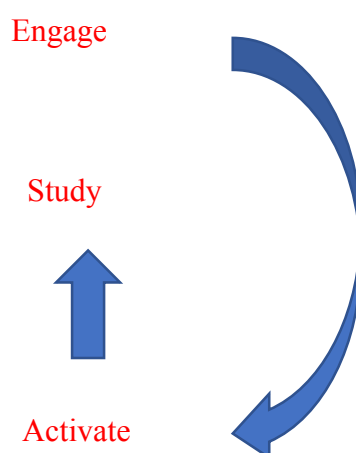
Vocabulary Skills 				
	4. Excellent 優秀 100 pts	3. Good 很棒 80 pts	2. Fair 中等 60 pts	1. Need more effort 待加強 40 pts
Knowledge of vocabulary Meaning.	4. Excellent 優秀 Correctly identifies all vocabularies (fruit) taught in class.	3. Good 很棒 Correctly identifies 6 to 7 vocabularies (fruit) taught in class.	2. Fair 中等 Correctly identifies 5 -4 vocabularies (fruit) taught in class.	1. Need more effort 待加強 Correctly identifies 3 or less vocabularies (fruit) taught in class.
Knowledge of vocabulary Spelling.	4. Excellent 優秀 No spelling problems.	3. Good 很棒 1-2 spelling problems.	2. Fair 中等 3-4 spelling problems.	1. Need more effort 待加強 5 or more spelling problems.
Knowledge of vocabulary. Pronunciation.	4. Excellent 優秀 Pronunciation is excellent.	3. Good 很棒 Pronunciation is good.	2. Fair 中等 Pronunciation is acceptable.	1. Need more effort 待加強 Pronunciation is hard to understand.

My student's name is Nina. She is a 4th grade student. In terms of the vocabulary skill, the exams of her school mostly focus on listening and word spelling. Every time before I started a new lesson, I gave her a review quiz. Based on the results of the vocabulary quizzes, she needs more effort in spelling. For example, she is able to spell correctly the word “banana” and “papaya,” but when it comes to some complicated words, such as “watermelon” and “orange,” she has problem with those words. As for identifying the meaning of the words, I think she is at fair level. She can correctly identify half of the words taught in class. Her pronunciation is acceptable and is not hard to understand. Whenever I asked her to repeat after me the vocabularies, she did a good job in that part. However, sometimes she is confused with some specific syllables. For instance, she has difficulties identifying the differences between the sounds “ch” and “k” or the sounds “n” and “m.”

In the first class, I gave Nina a mini-motivation test. Her motivation in learning English and improving her English proficiency are both weak. I asked her about her parents' attitude toward her English learning as well. The response from her is that her parents don't care much about her academic performance of English and don't actively encourage or urge her

learn English. Plus, as far as I know, she didn't review the lessons I taught in class, which could be considered one of the factors that Nina didn't show a great improvement. Another factor is her low motivation to learn English. If she is interested in learning English or British or American culture, I believe she will do a better job, and I think she has potentials. If she follows the schedule and reviews the content taught in class on a regular basis, she will definitely do a better job in improving her English proficiency.

ESA Procedural Charts



1 Engage: students will be given a review quiz to recall the lesson taught in the previous class, and if the students have difficulties doing the quiz, I will help them finish the quizzes and discuss some questions related to the topic I am going to teach in that class as well. For example, if the topic is fruit, I will engage the students by asking them “What is your favorite fruit?” or “Have you ever heard the English names of these fruit?” in Chinese. I will also share with them my preference for fruit. If time allows, teacher will play a short video about different types of fruit.

2 Activate: teacher tell the stories in student's textbook in English and translate into Chinese for the student. Or, if there are more than one student in the class, the teacher describes a shopping situation which the students are going to act out in a role play. One student role-plays the salesman, while another student plays the role of a costumer. Teacher will take note throughout the role play and write down the language difficulties students have and some mistakes that can be worked on later in class.

3 Study: After the role play, teacher gives comments and works with students on the language constructions, such as the usage of grammar and vocabulary. The teacher points out their problems with pronunciation, demonstrates, and then have students repeat words with correct pronunciation. Finally, students have to finish the assignment sheet, which are to write down five times the names of fruit in English and construct a sentence on their own by following grammatical rules taught in class.

Seating Chart



Student

Teacher

Discussion and Reflections

When I put the teaching theories into practice in my service learning in Guo-Tai, I found it is not an easy task because there're a lot of variables. Even though I had given my student a mini-motivation test and an ability test, I haven't got a clear picture of her level of English at first. It is not until the fourth class that I found out her weaknesses in English learning. She did better in speaking than writing. For example, she is able to recognize and pronounce the words but she is unable to spell them correctly. I was struggling between putting more emphasis on the speaking skills or on the writing skills since the focus of their school exams is on spelling and grammar. For me, I think both speaking and writing skills are of importance. However, improving her academic performance in school is the priority, so I spend most of the time on correcting her spelling. In other words, I get fewer opportunities to use communicative language teaching, which is a more effective method of teaching.

My expectation for my student was that she follows the schedule and reviews the content of the textbook at least twice a week. Conversely, she didn't do the review work, plus her parents do not urge her to study English, which might be one of the factors that hinders her improvement in English proficiency. In addition, I think the only disadvantage of this service learning is that the period of this tutoring course is too short and the student only take this course once a week. Despite the difficulties I faced in the process of preparing the course and teaching, I am glad to take this course and grateful that I get an opportunity to teach children in elementary school. If I didn't enroll for the course English Teaching & Educational Psychology, I wouldn't have got a chance to learn various teaching theories or methods, put them into practice and design my own lesson plans.

Conclusion

After finishing the Guo-Tai serving learning, I agree with the idea that being interested in English is one of key factors for 4th to improve their English proficiency. Namely, student's high motivation in learning English and their parents' encouragement both play significant roles in the process of enhancing their English proficiency. Since the school emphasizes the correctness of grammar errors and the writing skills more, most of the time my student is going through more language "learning" than language "acquisition." I seldom use the communicative language teaching, which is a more interesting and effective way of second language learning. Therefore, I come up with the most ideal way of giving a lecture, which is to divide the class into two sections. The first section of the class focuses on the communicative language teaching, which is to utilize games, role plays or discussions to energize and engage the students so that they are able to subconsciously pick up the terms or phrases by interacting with their peers or teacher. The second section of the class continues the topic of the first class, but the teacher will correct the errors that students make during the games, role plays, or the discussions and then students will learn the correct form of grammar or pronunciation of the second language. Most importantly, both the student's positive attitude toward English learning and the teacher's choice of teaching style play important roles in achieving the goal of improving student's English proficiency effectively and efficiently. If students pay attention to the lecture in class, follow the schedule and be self-disciplined, they are more likely to make improvements.

All in all, this course can serve as a launch pad for my future career if I would like to be a teacher in the future. In the process of teaching kid English, I not only accumulate the experience of teaching but also learn how to get along well with kids. Thanks to this course, I

got a precious opportunity to teach kids and apply what I have learned from my early childhood, which is English, to real-life experience. Moreover, I found that teaching makes me happy and feel a sense of accomplishment whenever my student says “Thank you, teacher!” to me.

Works Cited

Gardner, R.C. Attitude/ Motivation Test Battery: International AMTB Research Project, 2007.

Accessed 30 Dec. 2019.

Harmer, Jeremy. *How to Teach English*. Pearson Education Limited, 2007, pp. 51-224.

Accessed 30 Dec. 2019.

Krashen, Stephen. *Principles and Practice in Second Language Acquisition*, 1982, pp.10-35.

Google Scholar,

http://www.sdkrashen.com/content/books/principles_and_practice.pdf. Accessed

30 Dec. 2019.

Appendix A: Examples of worksheets

Example 1:

Review Quiz 複習測驗

(一) 填空：水果

- 1) 蘋果 _ p _ _ e
- 2) 橘子 _ r _ _ _ e
- 3) 葡萄 _ r _ p _
- 4) 香蕉 _ a _ _ n _
- 5) 木瓜 _ _ _ _ _ a
- 6) 奇異果 _ _ w _
- 7) 番茄 _ _ m _ t _
- 8) 西瓜 w _ _ _ r m _ _ _ n


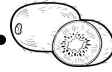





(二) 填空：飲料

- 1) 牛奶 _ _ _ _ _
- 2) 茶 _ _ _ _
- 3) 水 _ _ _ _ _
- 4) 麵包 _ _ _ _ _
- 5) 杯子蛋糕 _ _ _ _ _

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

Example 2:

複習測驗 - Fruits 水果

• Tomato	• 	• Apple	• 
• Peach	• 	• Papaya	• 
• Pear	• 	• Kiwi	• 
• Banana	• 		

Example 3:

複習測驗 Review Quiz - Unit 3 & 4

一、選擇題

1. 你想要什麼？What do you _____?
(a) like (b) do (c) want
2. 你喜歡什麼？What do you _____?
(a) like (b) do (c) want
3. 我想要一些果汁。I want some _____.
(a) water (b) milk (c) juice

二、填空題

1. 我想要一份熱狗。
I want a _____.
2. 我想要兩個杯子蛋糕。
I want _____.
3. 我想要一顆蛋。
I want an _____.

三、拼字題

1. 木瓜 _____
2. 香蕉 _____
3. 蘋果 _____
4. 橘子 _____

Appendix B: Certificate of Appreciation

