

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: An
Analysis of the Teaching Processes and Teacher's Role in
English Learning in Guo-Tai Elementary School**

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**An Analysis of the Teaching Processes and Teacher's Role in English Learning
in Guo-Tai Elementary School**

Wendy Lan

8th January 2020

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Introduction

Language teaching and learning is never an easy task. It is hard for teachers to teach without approaches within the teaching process. Thus, researchers have developed numerous teaching methods throughout the history of teaching language. Whereas, there is no teaching method considered as the best of language teaching as it varies depending on teaching strategy, learning objective, or student's level, interest, and attitude. Consequently, aside from understanding the principles and theories of English teaching, it is essential to design and apply the methodologies efficiently in the meanwhile. Therefore, the motivation of taking English teaching and Educational Psychology is that the course gives an opportunity for students to join the Guo-Tai service-learning activity, which provides an experience for the participants to learn how to deal with the potential difficulties in the teaching process.

Purpose

The portfolio will include the analysis of the learning and teaching experience of the fourth-grade students in Guo-Tai Elementary School, such as students' motivation and achievement and teacher's lesson plan and teaching materials. In addition, evaluate the efficiency, difficulties, and teacher's role throughout the teaching process.

My students' Learning Motivation

My students were two fourth-grade girls. The first class was "finding out my student," which meant interacting with students and testing their levels of English to find out what they need in learning English and their characteristics. Students were tested on their attitude and motivation on English learning based on the questionnaire: Mini-attitude Motivation Test Battery designed by R.C. Gardner (Gardner 12).

The result was that student A is highly motivated in learning English, but she was reluctant to attend the course since she preferred to spend time on writing school homework. On the other hand, student B showed low motivation in learning English, and she was impatient during answering the questionnaire. Whereas, after taking a glimpse of student B's textbook, I suggested she was concentrated on class for she takes every note on it.

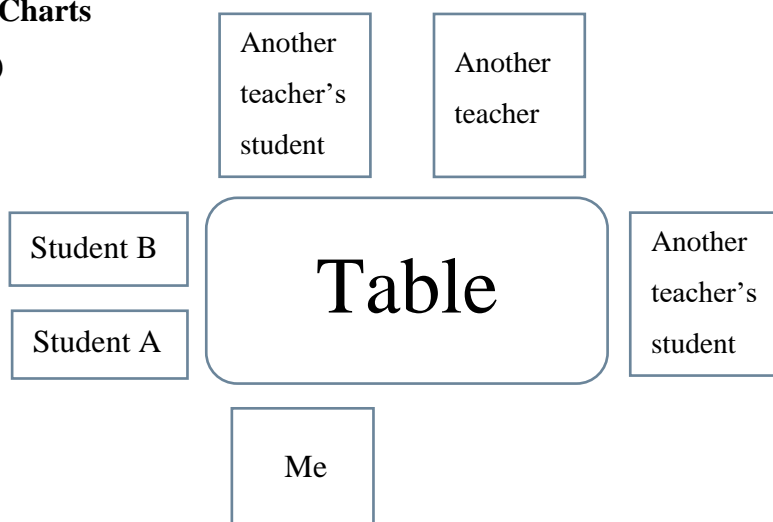
At first, I considered fourth graders already knew how to write English alphabets, so I tested the vocabularies in unit 1. Unit 1 was expression and emotion vocabularies such as happy, sad, and angry. Student A could memorize 7 out of 9, while student B could only write the first 3 vocabularies. At the moment, student B asked me to teach her how to memorize, but when I pronounced the letter of each vocabularies, she stopped writing and said: “I do not know.”

Therefore, I decided to test both students 26 letters in English alphabets, and it showed that student A could write almost all of it, but student B could write merely A to F. Until that time, I realized the way student B memorizing each vocabulary was based on “how it looks.” That is to say, student B was not familiar with both pronunciation and writing of English alphabets, which made her having a hard time memorizing vocabulary. Nevertheless, she insisted on finish writing all the alphabets even though the bell had rung, and it also showed that she had not given up on learning English yet.

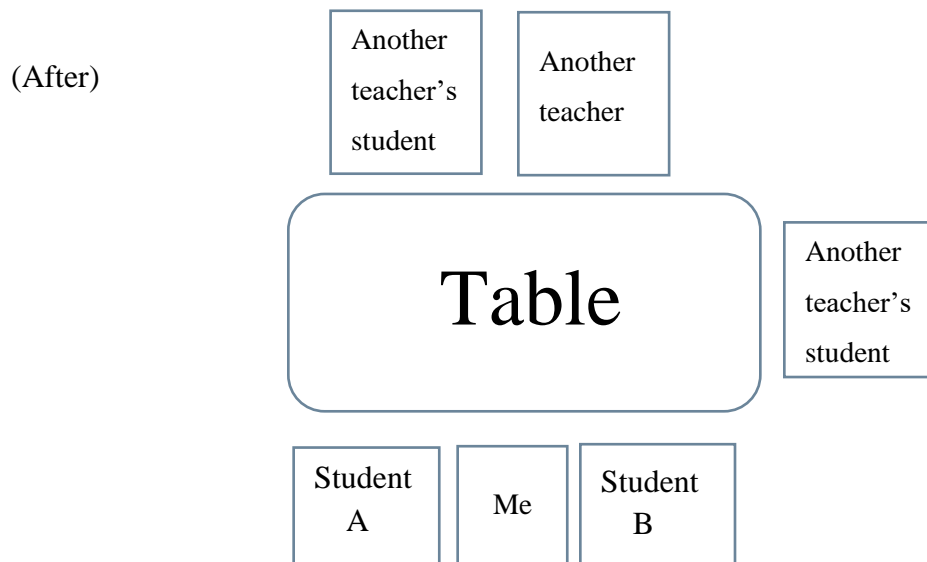
	Student A	Student B
Motivation	High	Low
English alphabets	A to Z	A to F
Unit1 Vocabularies	7/9	3/9
Attitude	Preferred to spend time on writing school homework/ Wanted to drop the course	Seemed impatient but still willing to learn English

Seating Charts

(Before)



At first my students did not want me to sit in the middle between them, and I agreed because they were very insisted on it. Whereas, they often disputed or quarreled about a trifle or fought with each other fiercely that I could not even keep on teaching, for they could even push the other to the ground or leave the seat. Thus, I had no choice but to separate them from each other since the third class.



Even though this method was not workable at the beginning since they would fight me into their dispute in the meanwhile, and it somehow became efficient afterwards. One of the reasons was that they were more obedient to follow my words than before. They even came up with an interesting race autonomously: do not speak except you raise your hand to tell another you are going to speak, if you fail to do so, the other person can hit you once.



Figure 1. The seating photo of the teacher and the students

Theories Used

1. Grammar-Translation Method

The teaching process includes the translation between the native language – Chinese into the target language—English. “Classwork is highly structured, with the teacher controlling all activities” (TEFL). Under this approach, direct translation is provided when teaching grammar and vocabulary, and reading and writing are developed and focused at the same time.

2. Audio Lingual Method

The approaches of audiolingual method include drill and practice, which is the concept of repetition and reinforcement. Such method is connected with behaviorism that “anything could be learned through conditioning” (TEFL). The objective includes training in comprehension, pronunciation, and recognition within repetitive actions and pattern drills, such as written work and oral repetition.

3. Total Physical Response

Total physical response is a teaching method that believe “when action is combined with language, learning is boosted” (TEFL). Therefore, total physical response can be used to combine teaching vocabulary with physical movement, such as flashcard games that require students to involve actions and verbal input.

ESA Procedural Charts



Engage, Study, Active (ESA) is a method for teachers to design activities in lesson plans. The first stage: Engage, which can be used at the beginning of the lesson to get learners’ interest. Therefore, I plan to start the course by playing a YouTube video related to today’s lesson for

helping students involve in class emotionally. The second stage: Study, which is mainly focus on teacher's presentation of the information either on pronunciation, vocabulary or grammar. In the stage of Study, I plan to use worksheets for drill and practice, which includes both speaking and writing practices in the process. The third stage: Activate, which refers to exercises and activities to use the language. Lastly, I apply flash cards or games to encourage students using English in communication to complete the activity together.

Teaching and Instruction Processes

There are ten classes throughout this service-learning. As I suggest the reason why students attend this course is because their English performance on class might not be so well, so I choose to focus on the topics related to their school textbook. In the first class, I find student A's English level is not bad, while student B still need improvements on basic level. Therefore, I plan to spend time on teaching English alphabets for around 2 to 3 weeks. On the other hand, the time of second class near Halloween, and the time of third class close to their midterm, so I have to start the lesson of alphabets until the fourth class.

Aside from English alphabets, the topics covered in the course including action verbs: such as jump, sing, and swim, feelings and emotions: such as angry, bored, and hungry, numbers 1 to 20, and Christmas vocabularies. The materials in class including YouTube videos, worksheets, flashcards, and games.

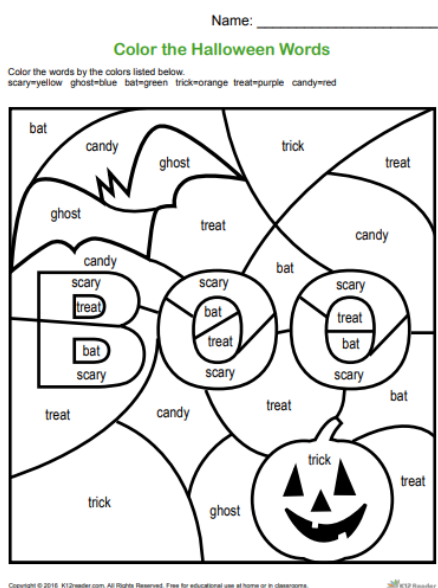
Sample Lesson plan

Lesson Plan 1	Date: 25 October 2019	Time
Description of class	In this class, students will have a worksheet of Halloween coloring activity. There are 6 vocabularies related to Halloween: scary, ghost, bat, trick, treat, and candy. Each word stands for one color, for instance, students have to color the word 'scary' with yellow, 'bat' with green. Furthermore, students will play a Halloween matching game to match the image to the Halloween vocabularies based on teacher ask for.	

<p>Aims</p>	<ol style="list-style-type: none"> 1. Students will be able to identify and name the Halloween vocabularies based on the worksheet and game 2. Students will be able to recognize different colors and apply the knowledge to complete the worksheet. 	
<p>Procedure</p>	<ol style="list-style-type: none"> 1. Tell students the procedure of today's class 2. Teach vocabularies and do the Halloween Activity 3. Teach vocabularies and play Halloween matching game 	<p>5 25 10</p>

Teaching Materials:

1. Worksheet



2. Game



<https://www.k12reader.com/worksheet/color-the-halloween-words/>

<https://www.havefunteaching.com/resource/holidays/halloween-matching-worksheet/>

<p>Lesson Plan 2</p>	<p>Date: 15 November 2019</p>	<p>Time</p>
<p>Description of class</p>	<p>In this class, students will watch a YouTube video “The ABC Song” which helps students to build the</p>	

	<p>sense of the pronunciation and the order of English alphabets.</p> <p>Second, students will have a worksheet of English alphabets to practice the writing of each alphabets, and the color pencils are provided for coloring the images in the meanwhile.</p> <p>Lastly, students will have English alphabet games as reviewing.</p>	
Aims	<ol style="list-style-type: none"> 1. Students will be able to identify and write the English alphabets with both capital and small letters. 2. Students will be able to apply the knowledge with alphabet pronunciation and speaking. 	
Procedure	<ol style="list-style-type: none"> 1. Tell students the procedure of today's class 2. Teach English alphabets with the ABC song 3. Ask students to do the English alphabet worksheet 4. Play English alphabet game as reviewing 	<p>5</p> <p>5</p> <p>20</p> <p>10</p>

Materials:

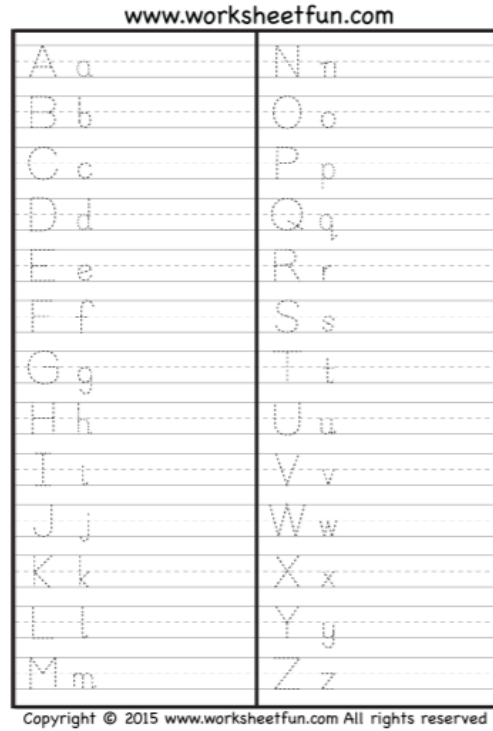
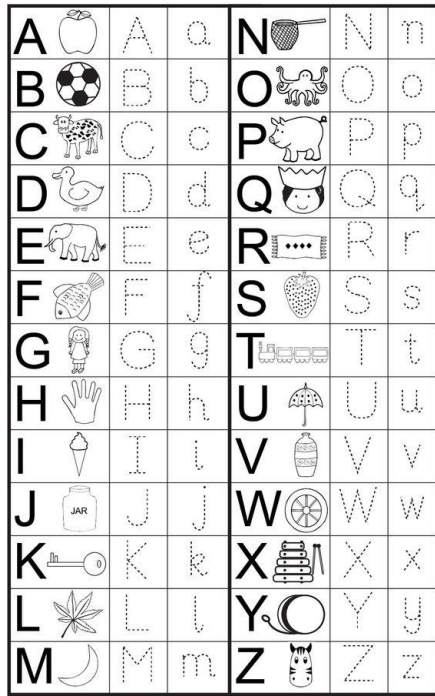
1. Video



Title: The ABC Song

<https://www.youtube.com/watch?v=75p-N9YKqNo>

2. Alphabet writing worksheet



<http://www.freeworksheets.info/the-alphabet-lower-case-printable/>

<https://www.worksheetfun.com/2015/02/28/capital-and-small-letter-tracing-worksheet/>

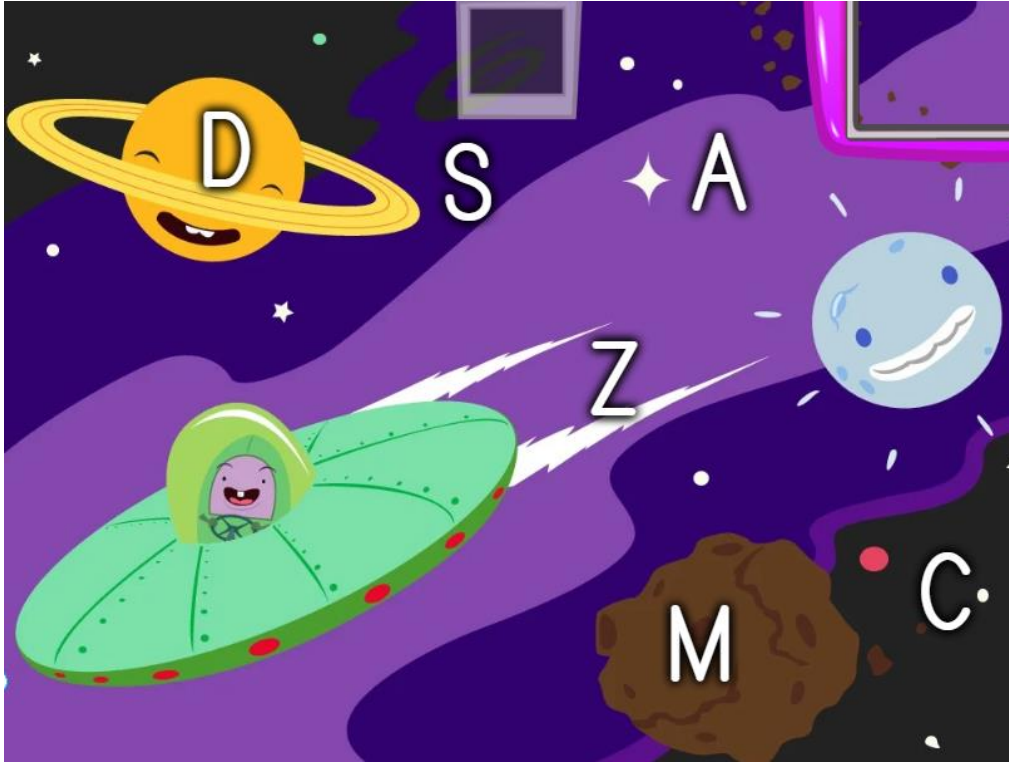
3. Alphabet Game

a. Alphabet Balloon Pop



<https://www.education.com/games/alphabet/>

b. Alphabet Space Photoshoot



<https://www.education.com/game/outer-space-photoshoot/>



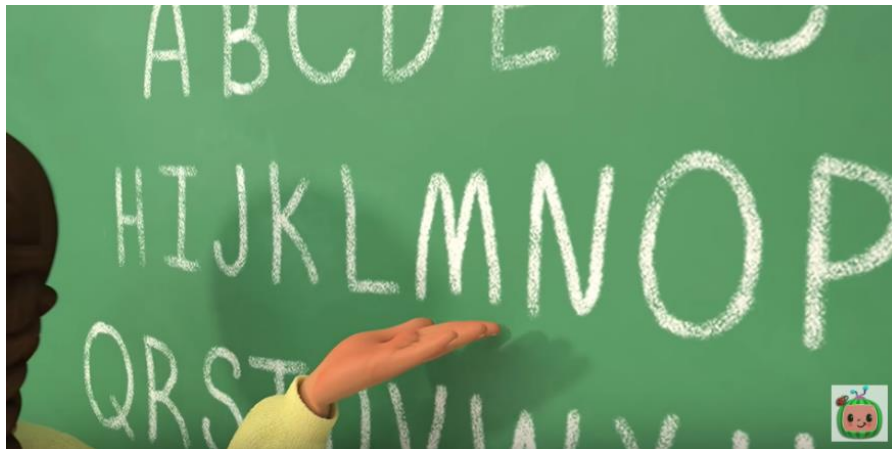
https://www.abcya.com/games/alphabet_number_magnets

Lesson Plan 3	Date: 22 November 2019	Time
Description of class	<p>In this class, students will have a thoroughly review of English alphabets with both capital and small letters.</p> <p>Students will watch two videos with the order of capital and small letters respectively.</p> <p>Later, students will have flashcard games with capital letters, small letters, and the combination of capital and small letters. Students have to work together to complete the task.</p> <p>After, students will complete the “alphabet dot to dot” worksheet.</p> <p>Lastly, students will have some alphabets game as reviewing.</p>	
Aims	<ol style="list-style-type: none"> 1. Students will be able to identify and pronounce the English alphabets with both capital letters and small letters 2. Students will be able to use the knowledge to operate the correct order of English alphabets with both capital letters and small letters. 	
Procedure	<ol style="list-style-type: none"> 1. Tell students the procedure of today’s class 2. Watch the YouTube video of capital letters 3. Play flashcards of capital letters 4. Watch the YouTube video of small letters 5. Play flashcards of small letters 6. Play flashcards of both capital letters and small letters 7. Do the alphabet dot to dot worksheet 8. Play English alphabet games 	<p>3</p> <p>2</p> <p>5</p> <p>2</p> <p>5</p> <p>8</p> <p>5</p> <p>10</p>

Teaching Materials:

1. Video

Capital letter



Title: ABC Song + More Nursery Rhymes & Kids Songs - CoComelon

<https://www.youtube.com/watch?v=71h8MZshGSs&t=219s>

Small letter



Title: ABC SONG | ABC Songs for Children - 13 Alphabet Songs & 26 Videos

https://www.youtube.com/watch?v=_UR-l3QI2nE&t=154s

2. Hand-made Flashcards

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

3. Alphabet Dot to Dot Worksheet



From the book *Alphabet Dot to Dot*
<https://www.amazon.com/dp/0997799315>
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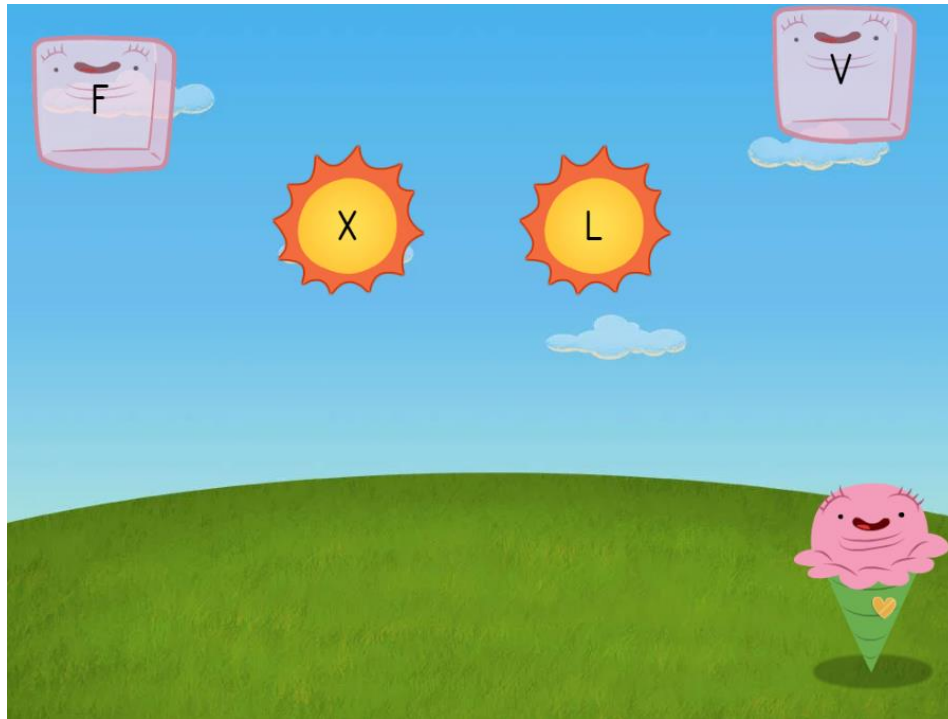


From the book *Alphabet Dot to Dot*
<https://www.amazon.com/dp/0997799315>
 © Woolf.com. All Rights Reserved.

<https://www.woofjr.com/printable-alphabet-dot-dot-worksheets/>

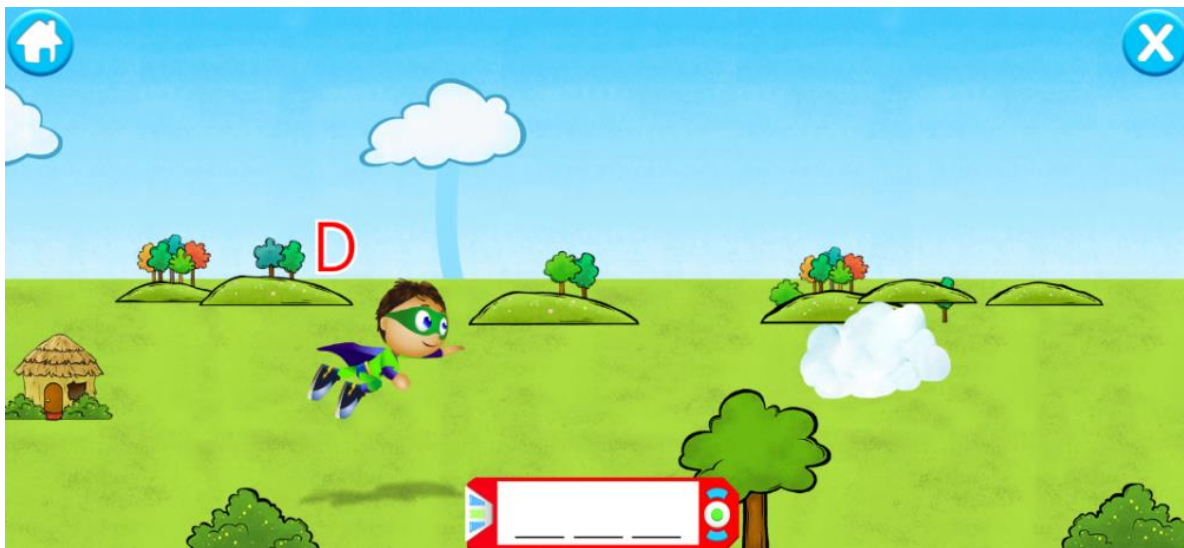
4. Game

a. Alphabet Ice Cream Attack



<https://www.education.com/game/alphabet-ice-cream-attack/>

b. Super Why Saves the Day



<https://pbskids.org/superwhy/games/super-why-saves-the-day/>

Lesson Plan 4	Date: 29 October 2019	Time
Description of class	In this class, students will learn to recognize the vocabularies of fruit, practice writing the vocabularies, and play fruits guessing game, fruits	

	<p>vocabulary memory game, fruits pirate game, fruits volley game, and fruits quiz show game.</p> <p>First, students will watch a YouTube video of a 3D kid cutting fruits, and teacher will ask student to write down what they have seen in the video.</p> <p>Second, students will play a fruit guessing game to write down the vocabularies with the YouTube video.</p> <p>Lastly, students will play some online games as competition and review.</p>	
Aims	<ol style="list-style-type: none"> 1. Students will be able to identify the fruits vocabularies based on the practice and games 2. Students will be able to use the knowledge to distinguish different fruits with their images 	
Procedure	<ol style="list-style-type: none"> 1. Tell students the procedure of today's class 2. Teach vocabularies and practice writing with the YouTube video: Learn Colors & Fruits Names for Children with Little Baby Fun Play Cutting Fruits Toy Train 3D Kids 3. Play Fruit guessing game and practice writing with the YouTube video: Fruit Guessing Game for Kids! CheerToons 4. Play fruits pirate game students will roll the dice, start the trip, and answer the question 5. Play quiz show game students are divided into 2 teams, each team take turn to choose which question they would like to answer, and every question are marked with different points from 100 to 500. 	<p>3</p> <p>10</p> <p>5</p> <p>5</p> <p>5</p>

	<p>6. Play fruits volley game</p> <p>Students are divided into 2 teams, each team take turn to answer the question, the team which get the correct answer can volley the other team's ship.</p>	5
	<p>7. Play fruits vocabulary memory game</p> <p>Students will take turn to click two cards to match the fruit image with its vocabulary.</p>	7

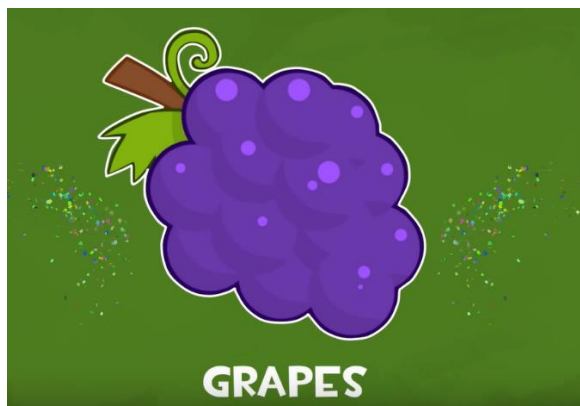
Teaching Materials:

1. Video



Title: Learn Colors & Fruits Names for Children with Little Baby Fun Play Cutting Fruits Toy
Train 3D Kids

<https://www.youtube.com/watch?v=ucHRFkDjUgg&t=178s>

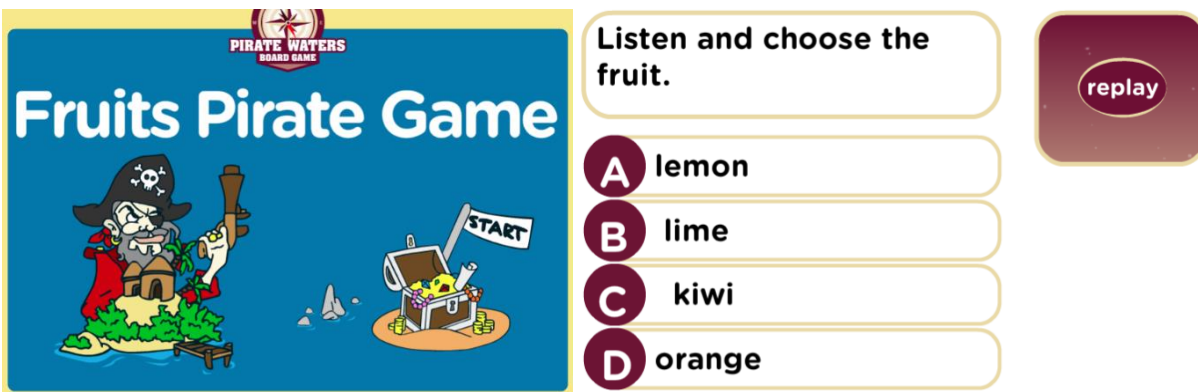


Title: Fruit Guessing Game for Kids! | CheeriToons

<https://www.youtube.com/watch?v=mVE9pYdwX-I>

2. Game

a. Fruits Pirate Game



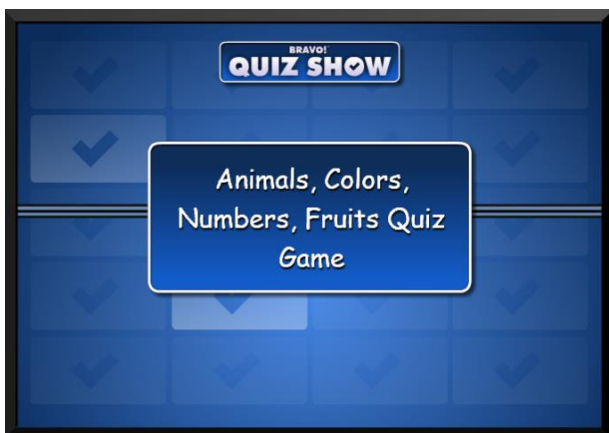
Listen and choose the fruit.

- A** lemon
- B** lime
- C** kiwi
- D** orange

replay

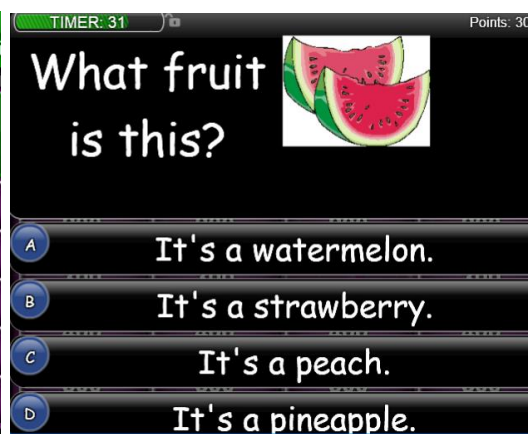
<https://www.eslgamesplus.com/fruits-vocabulary-esl-interactive-board-game/>

b. Quiz Show Game





eSL GAMES PLUS
Animals, Colors, Numbers, Fru

Team	Animals	Colors	Fruits	Numbers
BLUE TEAM	100	100	100	100
	200	200	200	200
RED TEAM	300	300	300	300
	400	400	400	400
	500	500	500	500



TIMER: 31 Points: 300

What fruit is this?



- A** It's a watermelon.
- B** It's a strawberry.
- C** It's a peach.
- D** It's a pineapple.

<https://www.eslgamesplus.com/actions-colors-numbers-fruits-quiz/>

c. Fruits Volley Game



<https://www.eslgamesplus.com/fruits-esl-vocabulary-game-fruits-volley-game/>

d. Fruits Vocabulary Memory Game



<https://www.eslgamesplus.com/fruits-vocabulary-memory-game-for-esl/>

Assessing My Students

On the whole, my teaching process is starting with a video, along with worksheet to practice writing, and follow by flashcards or online games to assess students' learning. For instance, the "alphabet Balloon pop" and "alphabet space photoshoot" game ask student to find the correct alphabet after listening the order. When it says "find the Z," student have to recognize the correct alphabet for getting the score. Similarly, the flashcards of English alphabets are used for testing whether student can apply the knowledge to operate and complete the task without teacher's help. Since the schedule and teaching topics on syllabus are flexible, teachers can decide the length of an activity or adjust the topic next week after assessing students' learning.

Discussion and Reflections

Before starting the service learning, I have experience in tutoring third-grade and fifth-grade students respectively. Thus, I consider the circumstances of the service learning will be similar to my past experience originally, while the reality is completely different. Many teachers participating in this service learning also face this kind of obstacle as well: students are hard to concentrate in class. I start realizing that teaching in different environment truly has profound impact on learning outcome after the first class. Every teacher is gathered in one classroom, there are 6 tables in total, and I share a table with another teacher. Therefore, it is hard to handle the noise in the classroom as every teacher start their teaching progress. Furthermore, students can be distracted by other teachers' teaching easily and decrease the learning efficiency. What is worse, my students often dispute with about trifles, then I have to spend time reconciling the conflict all the time.



Figure 2. The photo of the situation of Friday afternoon class

On the other hand, two students have different interest and preference of learning. First, in the Halloween activity, students are asked to color the Halloween worksheet, student A shows great interest in drawing and concentrate in it, while student B are impatient and annoyed with coloring and ask me to help aside.

Student A

Student B

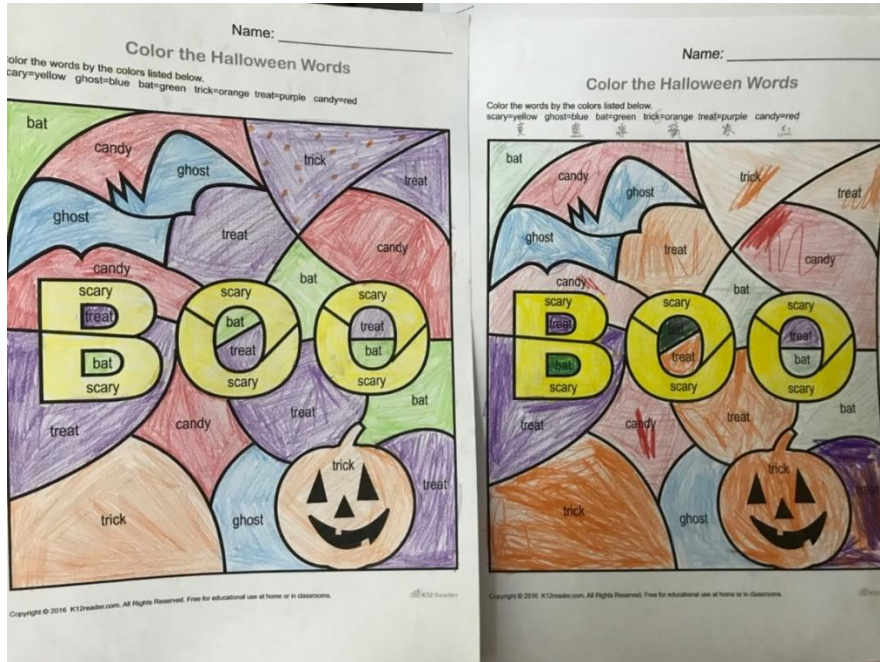


Figure 3. The drawing worksheet of student A and B

This is also obviously when teaching the vocabularies of feelings and emotions.

Student B

Student A

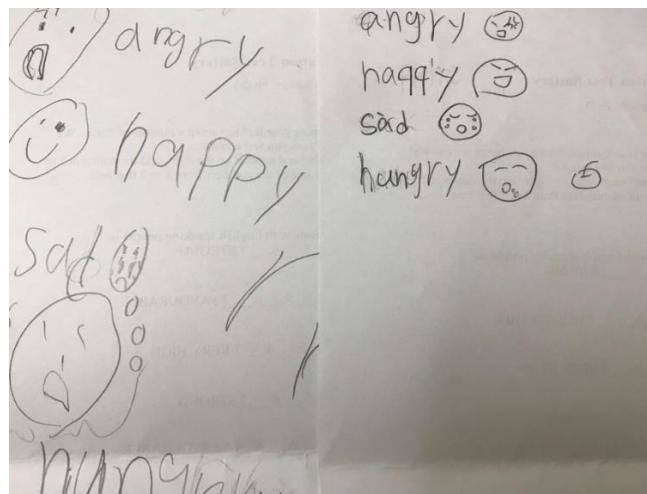


Figure 4. The vocabulary test with drawing expressions

Second, when doing the number 1 to 20 worksheet, student A has done the 5-page worksheet within 10 minutes, while student B still working on the first page.

Student A

Student B

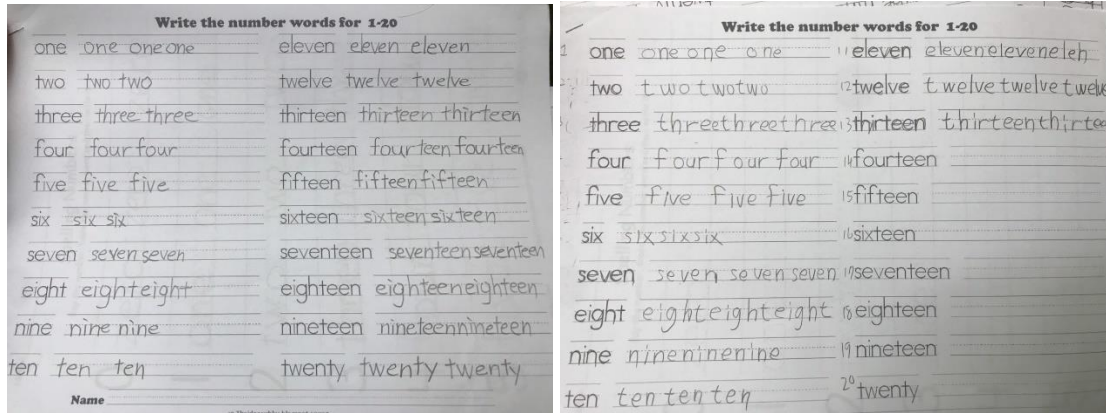


Figure 5. number 1 to 20 worksheet of student A and B

Student A

Student B

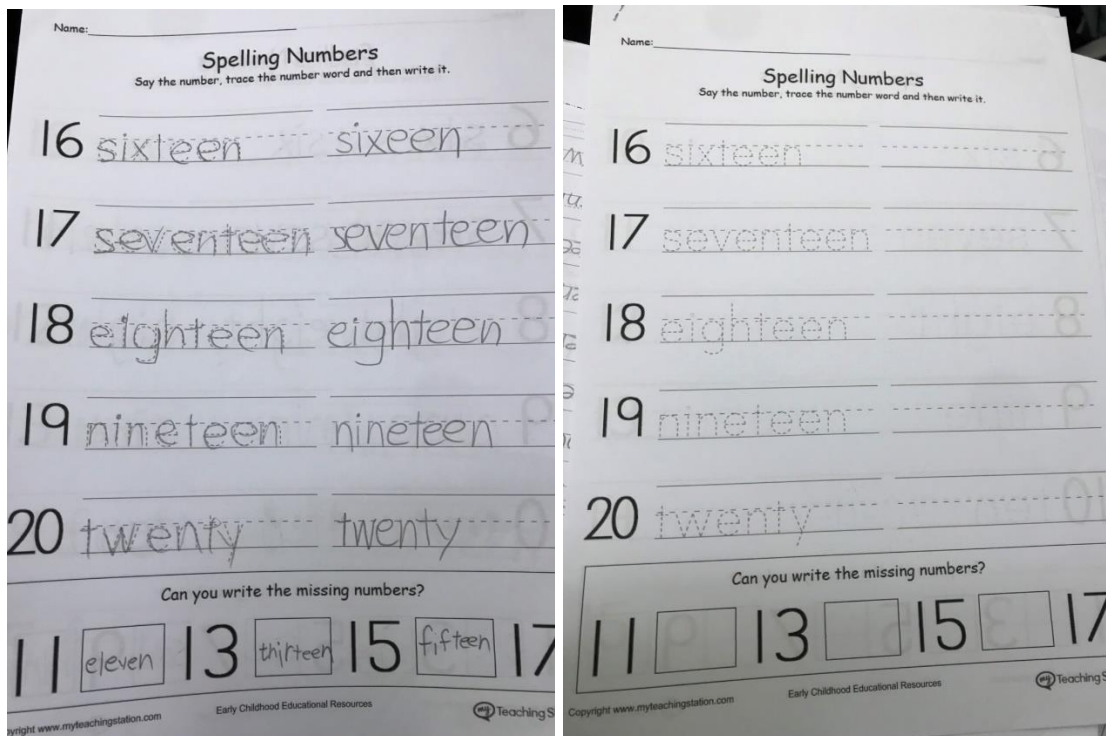


Figure 6. number 16 to 20 worksheet of student A and B

Therefore, find out which style of learning that both students are interest in and learn at the same pace are essential to solve these problems. Since student B shows great interests in playing games, I start playing flashcards games in the later classes, and the learning outcome is quite effective. Also, I find students are highly concentrated when videos and online games are applied

in the teaching process, so I integrate worksheets, videos, flashcards, and online games into teaching materials in the following weeks.



Figure 7. the photo of students watching YouTube Video

Another advantage of using online videos and games as material is that students can learn at the same pace, so when student A done the worksheet faster, she can do other practices from games instead of doing her school homework. Also, some games involve competition such as divided students into 2 teams, and they do like to compete with each other. For instance, in “Fruits Volley Game,” the winning team will volley another team’s ship, and this attaching scene makes student excited and increase students’ motivation.

Conclusion

As every student has different learning preference and levels of understanding, it is teacher’s duty to find out which of the teaching method can possibly raise student’s motivation and learning efficiency. On the other hand, every teaching method also reflects that there are a variety of ways of teaching language for different environment, aims, and approach. Therefore, the role of the teacher in teaching is not only giving instruction and explanation, but also focus on student’s interest and understanding in the learning process.

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Appendix

Thank You Certificate from Guo-Tai Elementary School



The photo of me and my students

