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**English Teaching & Educational Psychology Final Portfolio:  
The Teaching Processes to Raise Learning Interests in  
Remedial Teaching**

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## English Teaching & Educational Psychology Final Portfolio

The Teaching Processes to Raise Learning Interests in Remedial Teaching

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## **I. Introduction**

English is the language that is spoken widely around the world, and it is often considered the most important language that people should learn to strengthen their competence in their career. Nowadays, the entrance exams in Taiwan stress English performance, so students who want to enter promising colleges should have good grades in English; moreover, parents in Taiwan hope their children can learn English well, so they put pressure on them. However, the forces and stress reduce some students' interests in learning English, they may quit learning English because they are not able to have good performance on it. In learning any subjects, having interests is often a large motivation to learn; therefore, it is important to raise the students' interests in learning. When it comes to remedial teaching, those students are often those who don't perform well on the subjects, so they have lost their interests during their learning experiences. Hence, to raise their interests, I came up with the teaching process, playing games, which may be suitable for the students who need remedial teaching. I practiced the teaching process in remedial teaching in Guo-Tai Elementary School, which I want to raise the students' interests in learning English and gain my teaching experiences as well.

## **II. Purposes**

- A. The first purpose is to gain personal teaching experiences. I have never had actual experiences to teach students who are in the elementary school before; therefore, it is a good chance for me to teach students.
- B. The second purpose is to raise the students' interests in learning English. I have noticed that some students lost their learning interests, but I hope that they can have interests again to learn English well.

- C. The third purpose is to practice the teaching processes and see whether they help students learn. I have some thoughts about teaching processes that may help students learn; hence, it is an opportunity for me to try those processes out.

### III. My Students' Learning Motivation

The questionnaire for learning motivation is to test the students' attitude, interest, and desire toward English ability, and the questions in the questionnaire are adapted from *Attitude/Motivation Test Battery: International AMTB Research Project* (Gardner).

#### A. Emma – high motivation

She is a girl in the third grade who shows no interests in anything and doesn't know what she likes. She has no confidence at all. When I asked her to read from A to Z, she wanted other students to read first.

Emma

**Mini-Attitude/Motivation Test Battery**  
(Designed by R. C. Gardner, Ph.D.)

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

#### B. Felisa – low motivation

She is a girl in the third grade who is harder to control than other students of mine. She doesn't know why she should learn English and why she is forced to come to the lesson. However, she likes to play games and draw, which I integrated these activities in my teaching.

(0123)

**Mini-Attitude/Motivation Test Battery**  
(Designed by R. C. Gardner, Ph.D.)

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 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

### C. Green – low motivation

He is a boy in the third grade and has strong desire on winning. He wants himself to excel others; therefore, he became upset if he didn't win in the activities. He has relatively low motivation in learning English because he doesn't think English is useful in his life so far.

(11001)

**Mini-Attitude/Motivation Test Battery**  
(Designed by R. C. Gardner, Ph.D.)

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

#### D. Lin – high motivation

He is a boy in the fourth grade who likes to share something irrelevant to the class, which I think is not a bad thing since I then knew what he likes without asking him. Nevertheless, I found that the boy is easily to lose concentration through the movements of his eyes.

Lin

**Mini-Attitude/Motivation Test Battery**  
(Designed by R. C. Gardner, Ph.D.)

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

## IV. Theories Used

### A. Vigotsky's Theory: Play

1. Play allows children to cognitively "stretch" themselves. (Ormrod et al. 42)

Students tend to show more interests in games. When they play, they show more abilities for winning the games.

2. As children play, their behaviors must conform to certain standards or expectations. (Ormrod et al. 42)

Students tend to show their thoughts and probabilities unconsciously when playing games, which teachers can observe through their actions.

### B. Vigotsky's Theory: Scaffolding



1. Children are most likely to benefit from tasks and activities they can successfully accomplish. (Ormrod et al. 45)

I think that if the students obtain accomplishment after doing some tasks, they will have confidence and be more willing to learn or do something related to the aspect.

2. [Scaffolding] can help students accomplish challenging tasks in instructional contexts. (Ormrod et al. 45)

Helping the students is a key concept in teaching. When the students have hard time learning or fulfilling tasks, the instructions from teachers play an important part to remain students' interests, so that they will not quit learning or fulfilling tasks.

3. Examples:

- Demonstrate correct performance.
  - Teachers perform correct actions or ways when the students do something wrong.
- Keep students' attention focused.
  - Teachers have to control students' minds in the lectures or activities.
- Ask questions or give hints that encourage students to think.
  - Telling the answers directly is not an appropriate way to help students think.

### C. Task-Based Language Teaching (Richards and Rodgers)

1. Use of tasks as core units of planning and instruction

Students will have confidence once they can accomplish tasks; therefore, I integrated what I want them to learn in the tasks, so that they can learn and fulfill tasks at the same time.

2. Authentic and meaning-focused tasks

Tasks have to be authentic and meaningful to the students; therefore, most of the tasks I used in teaching have some meanings to both teachers and students. For teachers, I knew what they like, what their personalities are, and what they've learned. For students, they had opportunities to assess themselves whether they remembered what they've learned.

## **V. Teaching and Instructional Processes**

A. Week 1 (2019/10/18)-Motivation assessment

I decided to co-teach with Rebecca Liu and asked about the learning motivation of two of our students, Emma and Lin. I translated the questions on the motivation sheet and explained some meanings of those questions. I told them to rank the levels of those questions and finished assessing their motivations. Lastly, I chatted with them and knew some of their habits and interests.

B. Week 2 (2019/10/25)-Halloween

We provided papers and told the students to draw anything they thought of that is related to Halloween. We taught the vocabulary of what they drew.

I found a Halloween-related unit on their textbooks and taught the words appearing. We sang the song "Trick or Treat" together in the last part

of teaching.

C. Week 3 (2019/11/01)-Midterm Review

We read the vocabulary that might appear in their midterm exams together. I made the worksheet of “Word Puzzle.” I asked them to think about the first alphabet of the words of the shown icons on the worksheet. Once they knew the first alphabet of the words, they found the words and circled them.

D. Week 4 (2019/11/15)-Learning ABC

I invited them to sing the song of “ABC.” We then divided the cards with ABC showing on. I designed the game like “Laying Out Sevens” and asked them to line up the sequences from A to Z.

E. Week 5 (2019/11/22)-Learning Vocabulary about Animals

I provided a word list of animals and made the “Animal Monopoly” to play. We read the words together and told them to take notes of how to pronounce those words.

The rules of the game:

1. Throw a dice twice.
2. Read out the total numbers each of the player throw in English.
3. If they can say the numbers correctly, they can move their labels on the board.
4. Once they get on the square, they have to complete the tasks showing; if there is an icon of the animal, they have to say the word of it; if there is a word of the animal, they to read the word; if there is a mark, they have to answer the question I ask, and the question is related to the mark.

5. If one can say the words in the first second without watching their notes, the person can move three squares forward. If one is unable to pronounce the word correctly, the person has to move one square backward.
6. The winner is the one who finishes the first.

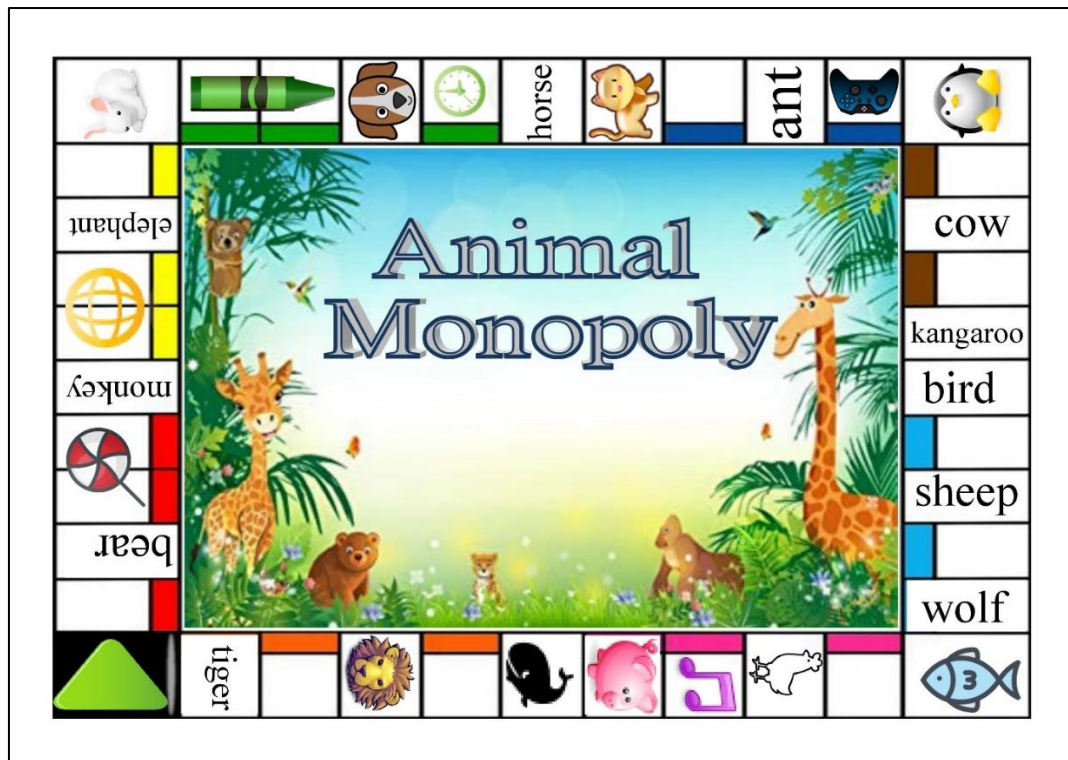


Figure 1. The Animal Monopoly for students to practice on.

F. Week 6 (2019/11/29)-Learning Vocabulary about Colors

I provided a word list of colors and read the words together. I designed a “finding game.” Students have to match the covered cards with the same color on them. They have to memorize the place of cards and are able to take notes. The winner is the one who matches the most pairs at the end of the class.



Figure 2. Matching cards for students.

G. Week 7 (2019/12/06)-Learning Vocabulary about Fruits

I provided a word list of fruits for the students. I asked them to write down the characteristics of the fruits I read. They had to follow the pronunciations and find out which fruits I said first. Then, they had to write down the characteristics of the fruits. At the same time, I wrote down the characteristics of the fruits together as well. If the students got the fruits right, they got one point; if they wrote down the same characteristics as I did, they got extra one point, which combines the element of luckiness and makes the activity more interesting. The second part of the activity was to draw the fruits I read. They got points as long as they drew the right fruits.

H. Week 8 (2019/12/13)-Learning Vocabulary about Action Verbs

I provided a word list of action verbs. First, I told them to choose any words to fill in the bingo charts. After finishing fill in the blanks, they took turns to choose the words. They pointed at the words, and we read out the together. The winner is the one who got the most lines on bingo.

I. Week 9 (2019/12/20)-Christmas

I provided a word list of words related to Christmas. We read some words together for them to be familiar with those words. Next, I gave them a maze to see who can finish the maze the fast. Then, we changed the

activity and played the game of “Spot Lights.” I read out a word; the students had to find out which the word is, approach Rebecca, and said the correct answer. We played several rounds. After the activity, I gave them another maze. The winner is the one who got the most total points in all the activities on that day.

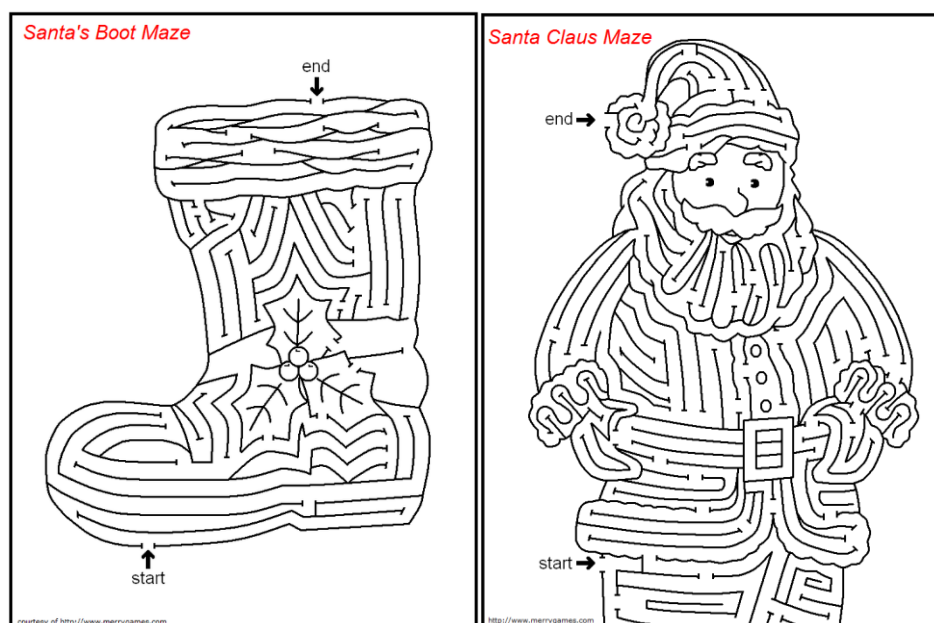


Figure 3. The maze games for students

#### J. Week 10 (2019/12/27)-Overall Review

We provided cards and UNO for the students to play. During the time of playing the games, we asked them to say the numbers and colors in English in order to assess whether they remembered vocabulary of numbers and colors.

## VI. Assessing My Students

#### A. Week 1 (2019/10/18)-Motivation assessment

They liked activities like games and drawing, which made me want to design different activities for them each time. They like to share something happening recently, which I have to reserve some time for chatting.

B. Week 2 (2019/10/25)-Halloween

They sang the song “Trick or Treat” happily. When reading the vocabulary related to Halloween, only Felisa sometimes didn’t want to read together. When drawing something related to Halloween, they had great performance. I like the drawings from Emma the most.



Figure 4. Drawings from Emma

C. Week 3 (2019/11/01)-Midterm Review

We read the words on their textbooks together, and they remembered most of the vocabulary of the midterm. However, they were unable to spell the words, so it makes them hard to find the words on the “Word Puzzle” that I made. Therefore, I decided that I could not design activities that they have to spell in the following lessons.

D. Week 4 (2019/11/15)-Learning ABC

They involved in the activity of playing cards. However, Lin didn't think well before putting the cards in line. He just put wherever he wanted to put at first; then, I encouraged to think well, and he could find out the sequence of alphabets and put cards in the right place in the latter part of the games.



Figure 5. Photos when playing cards

E. Week 5 (2019/11/22)-Learning Vocabulary about Animals

They engaged in the games perfectly. They tried to remember how the words pronounce before the activity, which achieved my goal that I want them to learn hard. I used the “Animal Monopoly” to assess whether they remembered how to read the words which many words they've learned in the midterm.

F. Week 6 (2019/11/29)-Learning Vocabulary about Colors

They tried to memorize the places of cards to match the same colors. Although Green said that she was unable to memorize any of the locations of the cards with the same colors and complained a lot. However, Emma and Felisa tried hard to memorize and even wrote down the locations of the cards on their notes. They eventually found out many pairs and became the winners of the game.





Figure 6. Photos when playing the “finding game”

G. Week 7 (2019/12/06)-Learning Vocabulary about Fruits

They had hard time finding out the words on the list at first, but they could think about the pronunciation and found out the fruits after my encouragement. The activity aimed to help them get familiar with the pronunciations of alphabets, and the activity worked well. Moreover, they felt excited if they got the same characteristics I wrote down.

H. Week 8 (2019/12/13)-Learning Vocabulary about Action Verbs

They spent much time writing the words in the bingo chart, which I didn't expect to see. I didn't think that writing words in the blanks is a hard task, but it seemed to be something hard for them. However, the progress of the activity gradually became better. They engaged in the activity and were ambitious to get more lines. They also autonomously asked how to read some words after the activity.



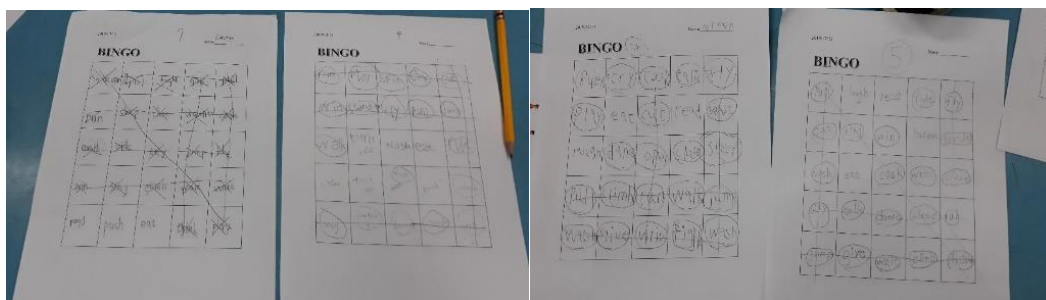


Figure 7. Bingo charts wrote by the students

I. Week 9 (2019/12/20)-Christmas

They engaged in the mazes and were eager to find out the ways that can finish the mazes. They enjoyed the “Spot Lights” game more, and they were happy when playing. I realized that they are more engaged in the tasks that have the competitions with peers. They tend to be more ambitious to fulfill the tasks.

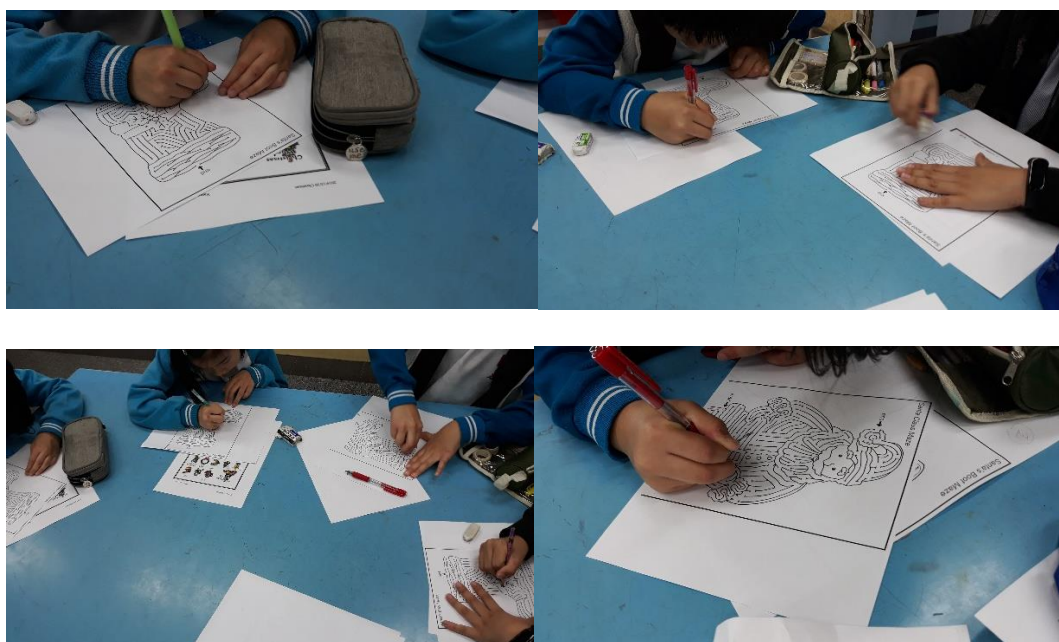


Figure 8. Photos when drawing mazes

J. Week 10 (2019/12/27)-Overall Review

They engaged in the games; they tried to think the words of the numbers and colors, so as to complete their tasks in the games. The games arose their abilities to think, which is my goal in remedial teaching.

## VII. ESA Procedural Charts

- Boomerang Procedure

I chatted with the students about the topics for the lessons in the beginning. Then, I asked them to check which words on the lists they've learned and haven't learned. I reviewed the words they've known for them and taught new words to them. I assessed whether they remembered the words by activities.

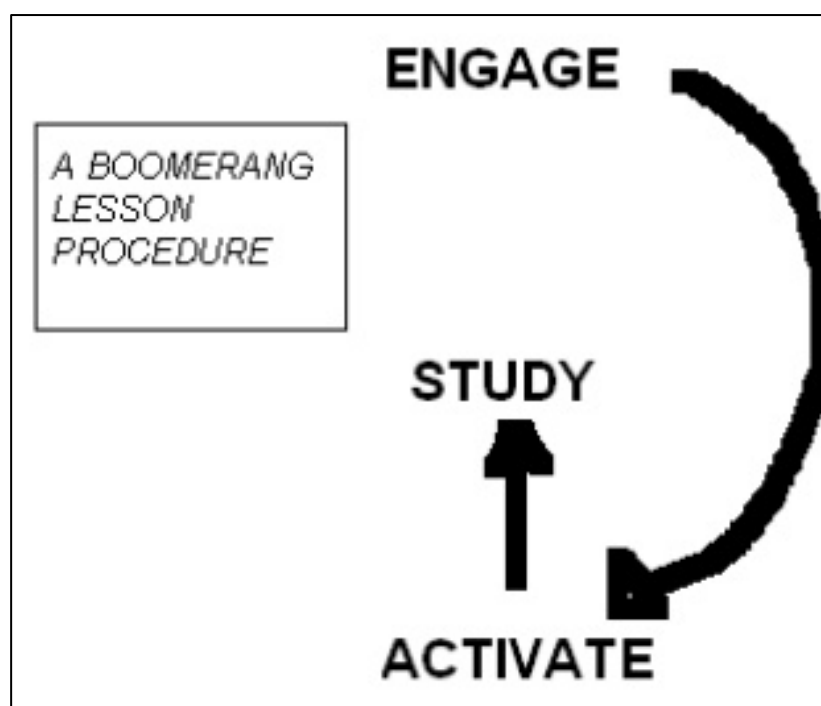


Figure 9. Boomerang procedure chart

## VIII. Discussion and Reflections

I find the students in remedial teaching lack of concentration; therefore, in the teaching processes, I tried to swift activities after a period. The students are

more willing to do activities that they can have accomplishment, so I tend to make easy tasks for them. In the days in remedial teaching, I gained experiences of designing teaching plans, activities, and games, which evokes my creativity, and obtained the thank you certificate from Guo-Tai Elementary School (Appendix D).

## **IX. Conclusion**

Play is the best teaching process in remedial teaching because the students don't have the minds of learning; however, they actually learn something unconsciously during the games and activities.

## **X. Works Cited**

### **A. Texts References**

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## XI. Appendices

### Appendix A: Teaching Lesson Plans

#### ● Teaching Lesson Plan 1 (Week 3 (2019/11/01)-Midterm Review)

Lesson Plan	Time
<p><b>Description of class</b></p> <p>The third grader: 3 students</p> <p>It's difficult for the students to concentrate on preparing their midterm exams. They can be reluctant to study and want to do other activities.</p>	
<p><b>Aims</b></p> <p>To help the students remember the vocabulary.</p> <p>To get the students to be able to read the dialogues in the textbook.</p> <p>To raise the students' interests in learning.</p> <p>Students will be able to:</p> <p>Pronounce vocabulary correctly.</p> <p>Communicate with classmates using dialogues.</p>	
<p><b>Procedure</b></p> <p>1. Teachers read the vocabulary and ask the students to repeat. Teachers provide simple ways for the students to remember the words.</p>	5 minutes

2. Teachers read the words and ask the students to draw the images of the words.	8 minutes
3. Teachers and the students read the dialogues together.	5 minutes
4. Teachers ask the students to have conversations with each other, using the sentences of the dialogues that were just read.	2 minutes
5. Teachers provide the word game. Students have to find out the words they just reviewed in the word puzzle.	8 minutes
6. Reward and congratulate the students who finish finding out the words.	2 minutes
<b>Comments</b> Students may be reluctant to repeat or have conversations with others. I will encourage them. If the students are unable to find out the words in the game, I will give them some clues.	

● **Teaching Lesson Plan 2 (Week 4 (2019/11/15)-Learning ABC)**

Lesson Plan	Time
<b>Description of class</b> Students: 3 third graders and 1 fourth grader It's difficult for the students to remember all the sequences of English alphabets. They may be reluctant to go on and disrupt the activities.	
<b>Aims</b> To help the students remember the sequences of English alphabets. To get the students to be able to read A to Z smoothly. To raise the students' interests in learning. Students will be able to: Order the sequences of English alphabets. Read A-Z in a correct order.	
<b>Procedure</b> 1. Teachers ask the students to write down the sequences of English alphabets that they currently know.	5 minutes
2. Teachers and the students read alphabets together.	5 minutes
3. Teachers provide and explain the activity that helps the students remember the sequences of alphabets by playing card game that is similar to "Laying Out Sevens."	2 minutes
4. Teachers divide cards with alphabets to the students and place card A, a, N, n on the table.	1 minutes
5. Students look at what cards they have in their hands and take	15 minutes

turns to place them after the cards on the table in sequence.	
6. Reward and congrat the first student(s) who leave no card the fastest in the same round.	2 minutes
<b>Comments</b> Students may be reluctant to read the alphabets together. I will encourage them. If the students are unable to know the rules of the activity, I will explain those again and again.	

● **Teaching Lesson Plan 3 (Week 5 (2019/11/22)-Learning Vocabulary about Animals)**

Lesson Plan	Time
<b>Description of class</b> Students: 3 third graders and 1 fourth grader It's difficult for the students to remember how to pronounce the vocabulary of animals. They may be reluctant to go on the activities.	
<b>Aims</b> To help the students know some words of animals. To get the students to be able to pronounce the words correctly. To raise the students' interests in learning. Students will be able to: Pronounce vocabulary correctly. Recognize what the words refer to.	
<b>Procedure</b> 1. Teachers ask the students to draw the animals that students have to learn.	5 minutes
2. Teachers and the students read the words together.	5 minutes
3. Teachers provide and explain the activity that helps the students know how to pronounce the numbers and vocabulary of animals by playing game "Animal Monopoly."	3 minutes
4. Students throw dices and say the numbers that the dices show and pronounce the words of the animals on the block that they arrive on the board.	15 minutes
5. Reward and congrat the first student(s) who finish the round.	2 minutes
<b>Comments</b> Students may be reluctant to read the words together. I will encourage them. If the students are unable to know the rules of the activity, I will explain those again and again.	

## Appendix B: Teaching Materials

### ● Words Lists

#### A. Week 5 (2019/11/22)-Learning Vocabulary about Animals

2019/11/22 Animals

1 one	ant	Name_____
2 two	bird	
3 three	cat	penguin
4 four	chicken	pig
5 five	cow	rabbit
6 six	dog	sheep
7 seven	elephant	tiger
8 eight	fish	whale
9 nine	horse	wolf
10 ten	kangaroo	
11 eleven	lion	
12 twelve	monkey	

#### B. Week 6 (2019/11/29)-Learning Vocabulary about Colors

2019/11/29 Colors

Name\_\_\_\_\_

1. red 紅	6. purple 紫	11. brown 咖啡 (棕)
2. orange 橙	7. black 黑	12. gold 金
3. yellow 黃	8. white 白	13. silver 銀
4. green 綠	9. gray 灰	
5. blue 藍	10. pink 粉	



C. Week 7 (2019/12/06)-Learning Vocabulary about Fruits

2019/12/06 Fruits

Name \_\_\_\_\_

apple 蘋果

mango 芒果

pineapple 鳳梨

banana 香蕉

orange 柳丁

strawberry 草莓

grape 葡萄

peach 桃子

lemon 檸檬

pear 梨子

D. Week 8 (2019/12/13)-Learning Vocabulary about Action Verbs

2019/12/13 Action Verbs



Action Verbs - # Action Verbs #Francaise. 29 Apr. 2019, [spanish.learninggo.net/action-verbs-action-verbs-francaise/](http://spanish.learninggo.net/action-verbs-action-verbs-francaise/). Accessed

15 Nov. 2019.

E. Week 9 (2019/12/20)-Christmas

2019/12/20 Christmas



“English Christmas Words: English Christmas, Christmas Words, English Vocabulary.” *Pinterest*,  
[www.pinterest.com/pin/772930354770605617/?lp=true](http://www.pinterest.com/pin/772930354770605617/?lp=true). Accessed 20 Nov. 2019.

● **Activities**

A. Word Puzzle (Week 3 (2019/11/01)-Midterm Review)

Name \_\_\_\_\_

**Word Puzzle**

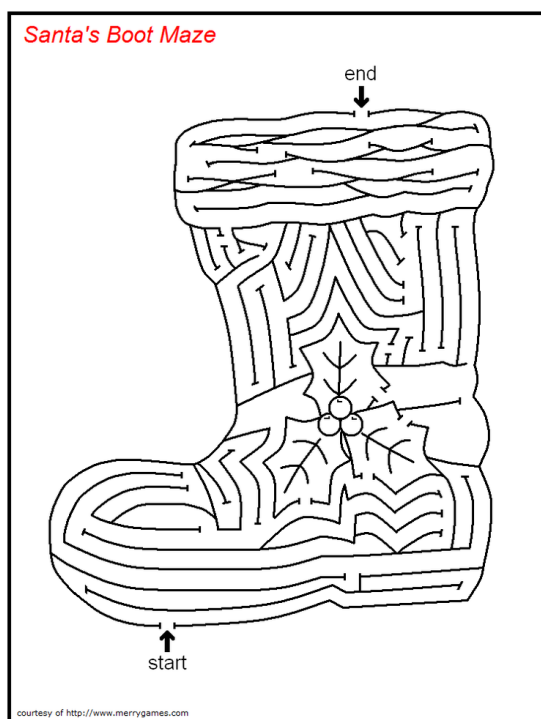
w v i r g s n r y f r o g p z  
 n l g x f o c u p o x g i r l  
 y e l e p h a n t e n u r s e  
 e m o m a s e v e n i q t d o  
 d o o b d o g m h i n k h a t  
 v n n j l k g i q b e a r y t  
 c u e c a t j z j u i c e g e  
 x k s t l z j a u k i t e v r

9				
	3		1	
		7		

B. Mazes (Week 9 (2019/12/20)-Christmas)



“FREE Printable Christmas Mazes - Merry Games: Christmas Maze, Christmas Puzzle, Christmas Worksheets.” *Pinterest*, [www.pinterest.com/pin/382313455842172634/?lp=true](http://www.pinterest.com/pin/382313455842172634/?lp=true). Accessed 20 Nov. 2019.



“FREE Printable Christmas Mazes - Merry Games: Christmas Maze, Christmas Worksheets, Christmas Coloring Pages.” *Pinterest*, [www.pinterest.com/pin/382313455842172638/?lp=true](http://www.pinterest.com/pin/382313455842172638/?lp=true). Accessed 20 Nov. 2019.

**Appendix C: Presentation PPT**



**Final  
Presentation**

English Teaching & Educational Psychology  
Cindy H., Cindy L., Colette, Rebecca, Zoey

This slide features a white background with a dark blue diagonal shape at the bottom right. The title 'Final Presentation' is in a large, bold, dark blue font. Below it, the course name and presenter names are listed in a smaller, dark blue font.



**The 3rd graders and the 4th grader**

Cindy L., Rebecca

14

This slide has a light beige background with a white diagonal line. The title 'The 3rd graders and the 4th grader' is in a dark blue font. The presenter names 'Cindy L., Rebecca' are in a smaller dark blue font. The number '14' is in the bottom right corner.



**Theories Used**

Cindy L.

18

This slide has a light beige background. The title 'Theories Used' is in a large, black, serif font. The presenter name 'Cindy L.' is in a smaller black font. The number '18' is in the bottom right corner.

## Theories Used

- Vigotsky's Theory: Play
- Vigotsky's Theory: Scaffolding
- Task-Based Language Teaching

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## Vigotsky's Theory: Play

- **Play** allows children to cognitively "stretch" themselves. (Ormrod, Jeanne Ellis, et al, 42)
- As children play, their behaviors must conform to certain standards or expectations. (Ormrod, Jeanne Ellis, et al, 42)

20

## Vigotsky's Theory: Play

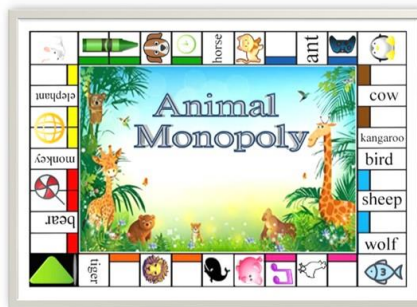
- Laying Out Sevens



21

## Vigotsky's Theory: Play

- Animal Monopoly



22

## Vigotsky's Theory: Play

- Finding Game



23

## Vigotsky's Theory: Scaffolding

- Children are most likely to **benefit from tasks and activities** they can successfully accomplish. (Ormrod, Jeanne Ellis, et al, 45)
- [Scaffolding] can help students **accomplish challenging tasks** in instructional contexts. (Ormrod, Jeanne Ellis, et al, 45)

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## Vygotsky's Theory: Scaffolding

- Demonstrate **correct performance**.
- Keep students' attention **focused**.
- Ask questions or give hints that **encourage students to think**.

(Ormrod, Jeanne Ellis, et al, 45)

25

## Task-Based Language Teaching

- Use of **tasks** as core units of planning and instruction
- **Authentic** and meaning-focused tasks

26

## Task-Based Language Teaching

Drawing



Word Puzzle



27

## Works Cited

- Ormrod, Jeanne Ellis, et al. *Educational Psychology: Developing Learners*. 10th ed., Pearson, 2019, pp. 42-45.

34

Thank you for listening!

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### Appendix D: Certificate from Guo-Tai Elementary School

