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**English Teaching and Educational Psychology Portfolio:
Evaluation on Designs of Effective In-Class Activities for A
Lower-Grade Student**

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Evaluation on Designs of Effective In-Class Activities for A lower- Grade Student

COURSE: ENGLISH TEACHING & EDUCATIONAL PSYCHOLOGY

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I. Introduction:

A. Motivation and Background of Taking This Course

I learned that I wanted to become a teacher when I was in middle school. It was because the teacher who taught me could not take care of all students' needs, and this resulted in the bad learning culture of the class. Students stopped listening to teachers, and teachers gave up on changing teaching methods, which could be best represented in our English class. The teacher only used audio-lingual methods for teaching, and the in-class activities were that she asked if everyone understood what she said, and no one answered. In contrast, my English teacher in high school used at least two in-class activities to help most of the students memorize new vocabulary and grammar. I realized that a teacher must learn how to design good in-class activities to gather students' attention and then intrigued their interests in learning English.

After entering Fu Jen, I taught two students at the remote teaching program, and then went on to be the teacher's assistant at a cram school. I could design my teaching plans for my students in the remote teaching program, but I had not learned any teaching methods or theories of cognitive development. Without any clues, I designed my teaching plans based on my learning experience, which caused students' frustration. Once the student got bored or rarely responded to the teacher, teaching plans must be modified into a better one. Though I understood it, there were no classes that helped me to revise it. I bore the need for learning teaching methods and theories, and I decided to join Guo-Tai Service Learning Program.

II. Purposes

This section includes purposes of writing this portfolio.

- A. Briefly introduce my students.
- B. With the knowledge of eight teaching methods, I designed some lesson plans according to the pre-survey's result.
 - i. Show the ideas behind the six lessons I designed for my students.
 - ii. Show the overall teaching process and rules in class.
 - iii. Share the materials and resources I used for teaching.
 - iv. Share the feedback and reactions of my students.
 - v. The Harmer's teaching plan format helps teachers reflect on the design of the in-class activities.
- C. List the suggested adjustment I could improve in the future.
- D. Share the problems I encountered during the nine weeks.
- E. Reflect on the Guo-Tai Service Learning Program.
- F. In the end, the portfolio will show some photos of the class.
- G. The main purpose of this portfolio is to serve as a reference for future teachers in this program.

III. My Students' Learning Motivation

- A. What did I know about my students in the first class?

I had one second-grade student, Elsa, during the tutoring period. I gave her a pre-survey by the Mini-Attitude/Motivation Test Battery, designed by R. C. Gardner, Ph.D. She showed high motivation through learning English, and her parents also highly encouraged her to do so. In addition, she was fine with practicing English in class, but too shy to say it out loud, and not to say held a conversation with foreigners. Though she was rarely distracted in the first class, she sometimes cannot understand what I told her fast and accurate.

B. The following form showed her scores in the pre-survey, and it was not the original one that Elsa filled in.

In the beginning, the student got a bit nervous because she thought it was an English test. She was obviously relieved after seeing Chinese words on the paper. However, I found twelve questions at a time was too much for the students. When she started to be distracted for the long test, I turned it into an interview to gather her attention.


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. ESA Procedural Charts(Harmer)

	Engage	Explain what we are going to learn today, and ask the student if she knows anything about the topic.
	Study	Read through the worksheet and new words together.
	Activate	Go through the activity teacher designed to test if the student can respond to the questions correctly with hints.

V. Teaching and Instructional Processes

A. Describe the class.

The remedial instruction started from 7:50 to 8:30am, but owing to my poor time management, time for each class shortened to thirty minutes on average. With Harmer's teaching plan format, I could arrange the class schedule and time for each section beforehand. I tried to design easy and useful lessons for my student, so she could maintain the interest in learning English.

The student was able to repeat what the teacher said, but the student might not fully comprehend the meaning. In this case, the teacher must explain the idea of the class carefully to the student. The student might also be easily distracted because of using the same classroom with other teachers.

B. Teaching Processes

i. First Class

Before knowing my student's English level, I was interested in the Content and Language Integrated Learning method. Using CLIL could give the student

more than English knowledge because it combined knowledge of other subjects or some common sense. Students could spontaneously connect the learned knowledge with the new English words(Richards). Hence, besides giving my student a motivation battery, I asked her to draw her favorite animal. At the meanwhile, we talked about her favorite subject, which was PE classes.

ii. Design Topics

Topics of the eight lessons:

“Like v.s. don’t like” and Midterm review

“Phonics”

“Sports”

“Body parts”

“How do I feel?”

“Into the unknown”

“Christmas around the world”

“Merry Christmas”

After knowing her favorite subject, I designed topics accordingly, but I found that CLIL was not an ideal method since the student did not equip with enough background knowledge. Therefore, I chose the most recommended method in the class, Total Physical Response (TPR), and also the audio-lingual method helped the student remember the pronunciation of new vocabularies.

iii. Lesson Plans (Harmer’s)

Teaching Plan #1 Like v.s. don’t like	Time
---------------------------------------	------

<p>Description of the Class:</p> <p>1 student: Elsa</p> <p>S is able to repeat what T says in a slow way. T can repeat the same word many times to help S remember the pronunciation. S is shy, so T cannot push S too hard.</p>	
<p>Aims:</p> <p>The learner can make sentences with correct grammar.</p> <p>The learner can convey their preference clearly.</p>	
<p>Procedure:</p> <p>1. Review the normal greeting conversation like, “Good Morning,” and how was her week going.</p>	2”
<p>2. T asks what S likes, and does not like, writing them down on the paper.</p>	10”
<p>3. T assists S to read the words in English on the sheet, using “like” and “do not like.”.</p>	10”
<p>4. T help S review words on the textbook.</p>	8”
<p>Comments:</p> <p>Before learning “like” and “do not like,” S could know the common pronounces. It could expand the usage of “like” and “do not like,” and the common grammar rules of English.</p>	

Teaching Plan #2 Phonics	Time
<p>Description of the Class:</p> <p>1 student: Elsa</p> <p>S is able to repeat what T says, but S may not fully comprehend the meaning. S may also be easily distracted because of using the same classroom with other Ts.</p>	

<p>Aims:</p> <p>The learner will no more be afraid of pronouncing a word.</p> <p>The learner can pronounce most words with one syllable.</p>	
<p>Procedure:</p> <p>1. Review the normal greeting conversation like, “Good Morning,” and how was her week going.</p>	2”
2. T reads vocabularies on the sheet and S circles what they hear.	5”
3. T assists S to read the rest of the words on the sheet.	10”
4. T reads four one-syllable words, and S writes them down.	2”
5. Read long vowel words together.	5”
6. Review on “like” and “don’t like”: T asks, “Do you like ...?,” and S answers, “Yes, I like...” or “No, I don’t like...”	10”
<p>Comments:</p> <p>One syllable words are easy for S to understand, and next time, T may prepare another sheet with harder words like words with consonants or multiple-syllable words.</p>	

Teaching Plan #3 Sports	Time
<p>Description of the Class:</p> <p>1 student: Elsa</p> <p>S is able to repeat what T says, but S may not fully comprehend the meaning. T will use TPR to intro the new vocabularies and play a game.</p>	
<p>Aims:</p> <p>The learner will able to remember the new vocabulary of S’s favorite sport</p>	

The learner will be familiar with new vocabularies of sport through an activity	
The learner will be able to express her preference toward which kind of sport in English.	
Procedure:	1"
1. Practice a normal greeting like, "Good Morning," and how was her week going.	
2. Review phonics.	5"
3. Read new vocabularies of sports with a visual aid, Quizlet, and T asks S to do the moves based on the sport.	15"
4. A little quiz: T says the sport in English, and S does the move.	5"
5. Read the short story, "Invisible Alligator"	4"
Comments:	
T spends too much time on reading words, and T should rearrange the time.	

Teaching Plan #4 Body parts	Time
Description of the Class:	
1 student: Elsa	
S is able to repeat what T says, but S may not fully comprehend the meaning. T will use TPR to intro the new vocabularies and play a game.	
Aims:	
The learner will be able to memorize 25 new vocabularies of human body	
The learner will be familiar with new vocabularies of the human body through an activity	

The learner will be able to express her preference toward her body part in English.	
Procedure:	1”
1. Practice a normal greeting like, “Good Morning,” and how was her week going.	
2. Review sports.	5”
3. Read new vocabularies of sports with the visual aid, Quizlet, and T asks S to point at the body parts T’s teaching.	15”
4. Little game: T says the body parts in English and S points. T could use the hand-made flashcards as hints.	5”
5. Read the short story, “Invisible Alligator”	4”
Comments: T may reduce the new vocabularies down to 10, and design one more activity. Working harder on time control.	

Teaching Plan #5 How do I feel?	Time
Description of the Class: 1 student: Elsa S is able to repeat what T says, but S may not fully comprehend the meaning. T will use TPR to intro the new vocabularies and play a game.	
Aims: The learner will be able to memorize 10 new vocabularies about emotions	

<p>The learner will be familiar with new vocabularies of feelings through an activity</p> <p>The learner will be able to express her emotions in English.</p>	
<p>Procedure:</p> <p>1. Practice a normal greeting like, “Good Morning,” and how was her week going.</p>	1”
<p>2. Review body parts.</p>	5”
<p>3. Read new vocabulary about emotions with a visual aid, Quizlet, and the basic sentence pattern.</p>	10”
<p>4. Little game: T says the vocabularies in English, and S does the face accordingly for three rounds. Then, S says the vocabularies, and T does the face.</p>	10”
<p>5. Read the short story, “Invisible Alligator”</p>	4”
<p>Comments:</p> <p>The amount of the vocabularies was an appropriate number for S, but S did not practice much enough on the sentence pattern. T might consider to get rid of the sentence pattern part or spend more time on it. Teaching a thing without enough practice was a waste of time.</p>	

Teaching Plan #6 Into the unknown	Time
<p>Description of the Class:</p> <p>1 student: Elsa</p> <p>S is able to repeat what T says, but S may not fully comprehend the meaning. Today’s class will</p>	

influence other teaching groups in the same classroom.

Aims:

The learner will be able to memorize the chorus part of the song, “Into the Unknown,” from Disney’s *Frozen 2*.

Procedure:

1. Practice a normal greeting like, “Good Morning,” and how was her week going.

1”

2. Review last week’s lesson.

5”

3. Listen to the whole song one time.

5”

4. Read the chorus part without music.

10”

5. Sing the chorus part together with T for three times, and practice the unfamiliar pronunciation in between.

7”

6. Sing the chorus part without pauses with T.

2”

Comments:

The song was picked because S liked *Frozen 2* a lot, but the song was a little bit too hard for her. The thirty-minute class was not long enough for it. For improvement, choose a simple song like “Santa Claus Is Coming to Town.” Gladly, S enjoyed the song, so she did not get frustrated.

Teaching Plan #7 Christmas around the World

Time

<p>Description of the Class:</p> <p>1 student: Elsa</p> <p>S is able to repeat what T says, but S may not fully comprehend the meaning. S may also be easily distracted because of using the same classroom with other Ts.</p>	
<p>Aims:</p> <p>The learner will be able to understand the cultural differences among countries.</p> <p>The learner will be familiar with country's names</p> <p>The learner will be able to name the related words of Christmas.</p>	
<p>Procedure:</p> <p>1. Practice a normal greeting like, "Good Morning," and how was her week going.</p>	1"
<p>2. Review last week's lesson.</p>	2"
<p>3. Talk about the celebration of Christmas in S's family and in Taiwan.</p>	5"
<p>4. Read the map on ppt slides to know where those countries are.</p>	5"
<p>5. T reads the country's names and related words, and S repeats.</p>	10"
<p>6. Small test: T says one kind of Christmas celebration. S answers the country's name.</p>	2"
<p>7. Figure out the riddle T hides in the paper snowflake.</p>	2"
<p>8. Learn how to make a part of the paper snowflake.</p>	3"
<p>Comments:</p>	

S was not interested in this topic, but S liked the paper snowflake T made.

Teaching Plan #8 Merry Christmas	Time
<p>Description of the Class:</p> <p>1 student: Elsa</p> <p>S is able to repeat what T says, but S may not fully comprehend the meaning. S may also be easily distracted because of using the same classroom with other Ts. This is the last class.</p>	
<p>Aims:</p> <p>To review and to know how much S had learned</p> <p>The learner will be able to wish one another Merry Christmas.</p>	
<p>Procedure:</p> <p>1. Practice a normal greeting like, "Good Morning," and how was her week going.</p>	1"
<p>2. Review last week's lesson.</p>	5"
<p>3. Review all lessons.</p>	10"
<p>4. Oral test</p>	5"
<p>5. Reflect on S's favorite class and the least one.</p>	5"
<p>6. Present time: S opens the small Christmas gift T prepares.</p>	4"
<p>Comments:</p> <p>The oral test cannot keep the record. T could consider using a writing test.</p>	

VI. Theories Used

A. Total Physical Response (TPR)

TPR was developed by James Asher in 1960. The method focuses on using physical activities and clear imperative instruction to help students memorize new words. In this way, students can learn a second language in the least stressful way. The theory is similar to how children learn their mother tongue. Students can learn new words with body movements. I applied the theory on lessons of “Sports,” “Body Parts” and “How Do I Feel?” These lessons do not include abstract concepts, and it is easy for students to perform the teacher’s instructions. Moreover, teachers can design the syntax of instructions in a way similar to Chinese(Richards 58-79). However, if the class were bigger, the teaching activities could be designed in another more effective way that the fast learners held the activities, following the teacher’s instructions.

B. The Audio-Lingual Method

The method focuses on the oral form of the language, and students can learn better if the target word is heard before written or read. As for teaching its meaning, teachers must combine the lesson with the cultural and linguistic system of the target language. The teacher can design a daily conversation of native speakers to help the student understand the word’s using time. Then, ask students to repeat the word with clear pronunciation and memorize it. However, the whole suggested learning process of applying the audio-lingual method into teaching is listening, speaking, reading, writing(Richards 277-89). Not to make much stress to the learning environments, we only went through the listening and speaking parts. I applied the method in all lessons, especially the lesson of phonics.

VII. Assessing My Student

A. Motivation and Attitude

The student's motivation for learning English still maintained at a high level. She liked the lesson that I taught her how to sing "Into the Unknown" because it was from her favorite animation work. As for her attitude, she was really shy, scared of saying "Good Morning" loudly in the first class. She could greet me first before I reminded her, and she was willing to say to me more about herself at the end of the class. Her attitude toward English learning gradually became more active.

B. Oral Test

The student was still unfamiliar with the taught words, but she could answer correctly two out of ten questions. The two answers she got right were "happy" and "dance," which she had already heard of them before the class. It was worth noting that she responded faster and more decisive than in the previous classes. However, I overestimated her improvement, so I did not offer a review sheet or gave her a short review of all words and sentence patterns. A beginner could not remember so many words in a sudden, and it could be seen in her post-test's result.

VIII. Seating Charts

There was only one student in my class, so I could change the seating charts easily, depending on what teaching materials I used. If I needed to use the notebook to show my student ppt slides, I had to sit beside her. Otherwise, Chart 2 was a more ideal seating arrangement since the teacher could show the student body language and facial expression face more easily. In addition, her classmate, Sunny, seated next to her after

the first class because learning with someone she was familiar with could ease her stress.

Chart 1: when the teaching material was not ppt slides

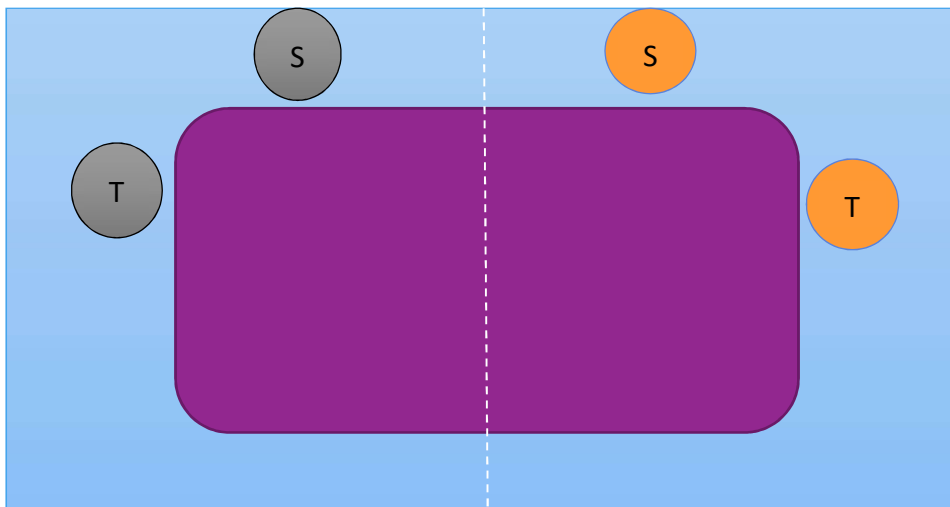
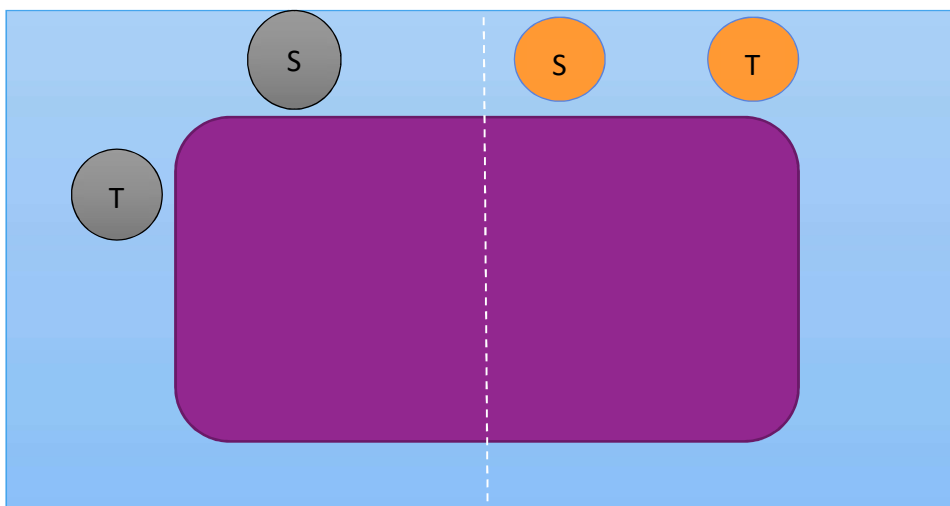


Chart 2: when the teaching material was ppt slides



IX. Discussion and Reflections

- A. The most effective-in-class activity for lower-grade students was watching a video.

There was only one video watching in my class, but once my student watched a video, she became energetic and concentrated on what we were going to learn.

The student gave a good response afterward.

- B. The most effective teaching material for lower-grade students was [Quizlet](#).

I used various teaching materials in class. Not to put too much stress on the student, I did not use many textbooks or worksheets. The only worksheet was for the phonic class, but it was not as effective as other methods. It was in vain if the student could not review it at home. The advantages and disadvantages of every material are listed in the pictures below.

Materials-“Phonics”

Hand-made worksheet

- Advantage:
Easy to design
- Disadvantage:
Less attractive than ED

Rate:***



Materials- “Sports”

Quizlet

- Advantage:
Pictures
Little games
- Disadvantage:
Hard access for S

Rate:****

Sports

- 學習
- 單詞卡
- 學習
- 書寫
- 拼寫
- 測試
- 遊戲
- 配對
- 重力



← 1/15 →

Materials- “Body parts”

Hand-made flashcards

- Advantage:

Easy to make

Interaction

- Disadvantage:

Unclear

Boring

Rate:**



Materials- “Christmas around the world”

Powerpoints+paper snowflake

- Advantage:

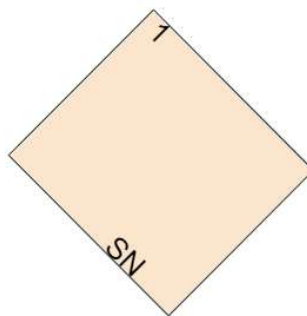
DIY and teach S

Memorable

- Disadvantage:

Time-Consuming

Rate:***



Materials- “Invisible Alligators”

free website

- Advantage:

No need for design

- Disadvantage:

Hard to meet S's preference

Rate:*



X. Conclusion

Learning a second language requires a lot of time and resources. The program allows students from the English Department have chances to teach a student for about two months, which is a precious chance for us to try the teaching methods on these students. Compared to classmates who tutor their own students, teachers can gain more freedom for designing lesson plans, contents, materials, and activities. I can always gain a sense of fulfillment when the students learn things, and then put on a big smile on their faces. However, to release the stress and frustration on their path of acquiring the second language is the primary goal for a teacher. With the experience from students I taught, I got to know where their shared problems could be, and what kind of lesson they liked the most. These experience cannot get from other theoretically classes, and it is the bed for those who want to become a teacher.

All in all, thank Elsa for giving me wonderful nine weeks, and patience. She was the most patient and nice lower-grade student I had ever seen. I hope she could keep learning English and overcame all obstacles.

XI. Works Cited

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XII. Appendix A: Photos taken from the classes

A. Photos

i. First, second and last class





- i. The Christmas present from my student



XIII. Appendix B: Certificate of Appreciation

