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指導教授：施佑芝老師

Dr. Doris Shih

**English Teaching and Educational Psychology Portfolio:  
Analysis of English Teaching: An Example of Guo-Tai  
Elementary Students**

學生：余芳益撰

Frank, Fang-yi Yu

**Analysis of English Teaching: An Example of Guo-Tai Elementary Students**

**Frank Yu**

**Final Porfolio**

**English Teaching and Educational Psychology**

**Dr. Doris Shih**

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## **Introduction**

As an English major at Fu-Jen university, I find that the curricula provided by this school really help me to develop my skills in English: I polish my writing and speaking skills in my compositions and conversation class and study many classical literary works. Having studied for two years, I wanted to give myself a challenge to demonstrate what I have learned. Considering that this course requires students to be tutors of elementary school students, I can learn more through teaching since I may discover my problems in what I have learned or things that I do not know clearly enough.

## **Purpose**

This portfolio contains information about my students' perceptions on learning English, the theory that I adopt, the design of class with examples of lesson plans, what I learn from the project, and discussion on teaching projects.

## **My Students' Learning Motivation**

I worked with my friend Jack to teach three fourth graders: Betty, Eason, and Lucy. Although we were grateful for Gardner's learning motivation survey provided by Professor Shih, we felt that students might have difficulty in understanding the survey. As a result, we chose to ask them questions to find out their motivations and learned that they wanted to improve their grade in English in the program. Our discussion with the students showed that they did not feel excited about learning English, but they would still follow what we said in class most of the time. In order to motivate them, Jack and I gave them candies and stationery as positive enforcement.

## Theories Used

In this project, Jack and I mainly adopt behaviourist theory and the Natural Approach to teach our students. As Jack Richards and Theodore Rodgers wrote, behaviourists emphasize that learning is “habit-formation”; a reward will be given after a correct response to a stimulus and the correct response can be achieved through repetition (49). In the teaching process, we prepared candies or stationery for our students if they answered our questions correctly or performed well in class. In addition to the behaviourist theory, we also adopted the Natural Approach. We knew that “[this theory] emphasizes comprehensible and meaningful practice activities, rather than production of grammatically perfect utterances and sentences” (Richards and Rodgers 273). Considering that my students might learn for few years, we used worksheets to help to learn to pronounce basic English words first and did not demand their accuracy in the process.

## Teaching and Instructional Process

In each class, Jack and I would give handouts and worksheet as teaching materials. We often start from demonstrate how to pronounce the words on the handouts and ask students to repeat. When we were introducing Halloween and Christmas, we designed special activities and gave them candies as rewards in order to make them feel the atmosphere of western festivals. Below are some lesson plans and pictures about our teaching and instructional process. The format follows the one designed by Harmer.

### 10/18 Class

LESSON PLAN1	Time
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	(m = minutes)
<p><b>Description of the Class</b></p> <p>The first time that teachers have a face to face interaction the students. Three students of fourth grade in elementary school. Despite the slight difference in language proficiency, they are generally in the intermediate level.</p> <p>Students seem to be over active in class.</p>	
<p><b>Aims</b></p> <p>Finding out students personality traits and the preferences</p> <p>Arouse students' interests and curiosity in English learning</p> <p><b>Learning Objectives</b></p> <p>Students will be able to talk about themselves with their teachers</p> <p>Students will be able to express their opinions about the curriculum design</p>	
<p><b>Procedure</b></p>	
1. Teachers briefly introduce themselves.	5 m
2. Teachers ask students to introduce themselves either in Chinese or English.	10m
3. Teachers inquire about the potential learning topics that students are interested in.	10m
4. Teachers provide paper for students to draw the topics that they came up with earlier, which will be the reference for teachers to select the topics in the next few weeks.	15m
<p><b>Comments</b></p>	

It seems that students are quite active and willing to share their ideas; however, they sometimes would ask the questions that are irrelevant to the class.

They are basically well-behaved in the first class.



- Figure 1: When we met each other for the first time, we discussed their hobbies and attitudes toward learning English.

### 10/25 Class

LESSON PLAN2	Time (m = minutes)
<p><b>Description of the Class</b></p> <p>Three students at intermediate level.</p> <p>They will listen to their teachers attentively as the teachers are giving a lecture. However, they will be distracted as a male student interrupts the class.</p>	
<p><b>Aims</b></p> <p>To familiarize students with words that are related to</p>	

<p>Halloween and their pronunciations</p> <p>To test students whether they can spell the assigned vocabulary correctly</p> <p><b>Learning Objectives</b></p> <p>Students will be able to pronounce English words that are related to the holiday correctly.</p> <p>Students will be able to spell English words that are related to the holiday correctly.</p>	
<p><b>Procedure</b></p> <p>1 Teachers ask students how much they know about Halloween.</p>	4m
<p>2 Teachers pass down handouts, demonstrate the correct pronunciation one by one, and then ask them to practice.</p>	15m
<p>3 Teachers count from three to one, point at the images of vocabulary, and reward students whoever get the right answer.</p>	8m
<p>4 Students do the Halloween crossword puzzles without looking at the handouts.</p>	10m
<p>5 Teachers check students' answers and review what have been taught in the class.</p>	3m
<p><b>Comments</b></p> <p>Students cannot remember the pronunciation and spelling of vocabulary clearly, but they are willing to keep practicing.</p>	





- Figure 2: Every student was focusing on the handout and listening to the two teachers.

### 11/15 Class

LESSON PLAN 3	Time (m = minutes)
<p><b>Description of the Class</b></p> <p>Intermediate level: 3 students</p> <p>Although students had already learned English letters before, they seem to be not so familiar with them.</p> <p>The student who learned faster would easily feel impatient, since he was not willing to wait for other students</p> <p>Sometime, the students were uncooperative and did not want to join the activity that we designed.</p>	
<p><b>Aims</b></p> <p>To refresh students' memory of 26 English letters</p>	

<p>To help students familiarize themselves with English alphabet completely</p> <p>To test students alphabet in order to see whether they are able to absorb what we taught in this class</p> <p><b>Learning Objectives</b></p> <p>Students will be able to distinguish the capital form from lower-case letters in English</p> <p>Students will be able to write down all the English letters.</p>	
<p><b>Procedure</b></p> <p>1. Teachers ask students to try their best to write down 26 English letters alphabetically</p>	8
<p>2. Teachers examine the result of the quiz in order to find students' strength and weakness</p>	2
<p>3. Teachers guide the students to finish the alphabet worksheet</p>	20
<p>4. Teachers ask students to write down English letters again</p>	6
<p>5. Teachers find out the problematic parts and do a quick review for students individually</p>	4



□ Figure 3: The students started to pack after the class.

### 12/20 Class

LESSON PLAN 4	Time (m = minutes)
<p><b>Description of the Class</b></p> <p>A combination of two classes: three students from one and four from another. In spite of the slight difference in their proficiency, they are generally at intermediate level.</p>	
<p><b>Aims</b></p> <p>To test whether students memorize the words they have learned in the activity.</p> <p>To cultivate students' ability to cooperate with other peers.</p> <p><b>Learning Objectives</b></p> <p>Students will be able to pronounce and spell words that are related to Christmas</p>	

Students will able to discuss how to win with their peers in the group activity.	
<b>Procedure</b>	15m
1 Teachers pass down handouts and read the vocabulary for students. Students practice pronouncing each word afterward.	
2 Students go to the corridor and form two groups.	2m
3 Students listen to teachers' instructions and familiarize themselves with what to do in the activity.	5m
4 Students take turns to draw word cards from a list and compare who can read out the words more quickly and more correctly.	15m
5 Teachers give out rewards and review the vocabulary.	3m
<b>Comments</b>	
Although the students used to be mischievous in class, they became surprisingly engrossed in the activity. Good!	

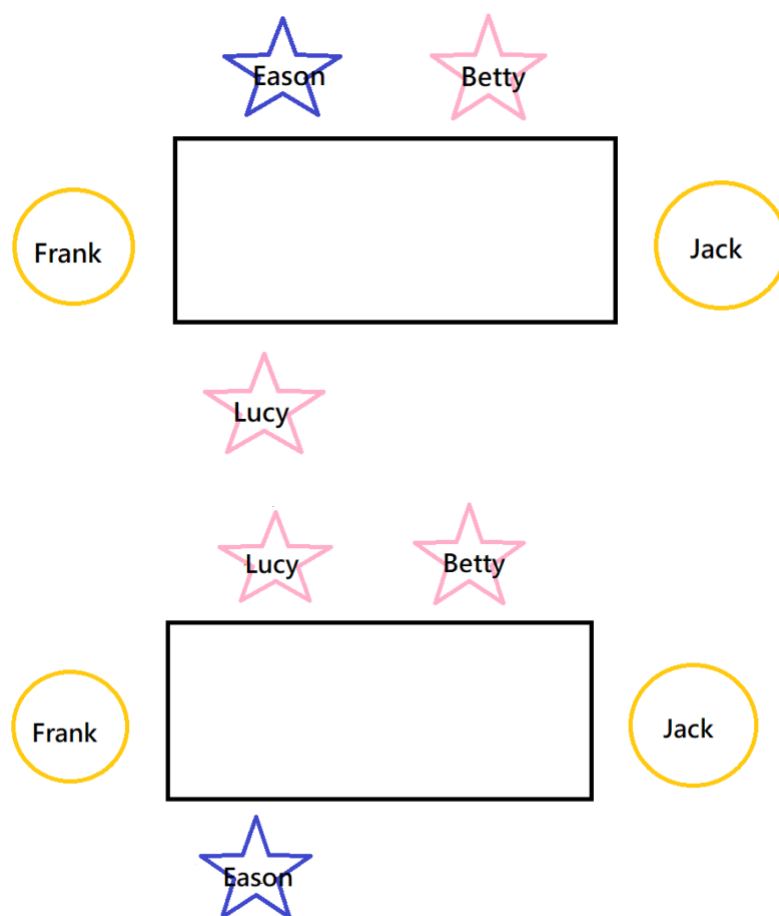


□ Figure 4: Here I was helping Betty in the Christmas activity.

### Assessing My Students

In the class, I usually give my students worksheets with English vocabulary on them and required them to repeat after me to practice. After this kind of exercise, I would let them play games such as card matching to refresh their memory. Basically, I did not punish my students for being not cooperative but encouraged them to join the activities in class. As mentioned above that behaviourist theory is adopted in the process, I would give one to three points on their cards based on their performance. Once they got enough points, they could get rewards from their teachers. After each class, I would sign on those cards as points.

### Seating Charts



Initially, Eason and Betty sat on one side and Lucy sat at the opposite side.

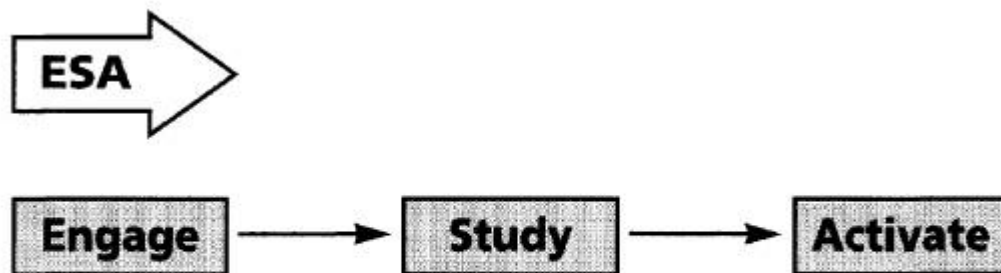
Taking into Eason's performance in class into consideration, however, we decided to separate Eason from his peers because he distracted their concentration from the teachers.

### **ESA Procedural Charts**

Engage: teachers pass down handouts and students observe and guess meanings of each picture.

Study: students try to pronounce each word after their teachers' demonstration.

Activate: students discuss what words they learn can describe things around them.



*ESA Straight Arrows sequence*

### **Discussion and Reflections**

Frankly, working as a tutor is indeed a challenge for me since I have to manage my time well so that I can juggle between my school work and this service learning. I sometimes find it exhaustive to prepare handouts and face my energetic students, but I assume that they can be somehow motivated because of my teaching. I am probably learning from them as well as they view learning is not an obligation but a game. Hopefully, my experience in teaching elementary school students can help me in the future.

### **Conclusion**

Having covered the contrasting learning motivations of my students, the theory that is practiced in real classrooms, and my reflection on the service learning, this portfolio documents my first attempt to use my knowledge beyond studies at school. I firmly believe that the experience will prepare with me enough skills.

## Works Cited

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

*Project*. 2004, [publish.uwo.ca/~gardner/docs/englishamtb.pdf](http://publish.uwo.ca/~gardner/docs/englishamtb.pdf).

Harmer, Jeremy. *How to Teach English*, Pearson Education Limited, 2007.

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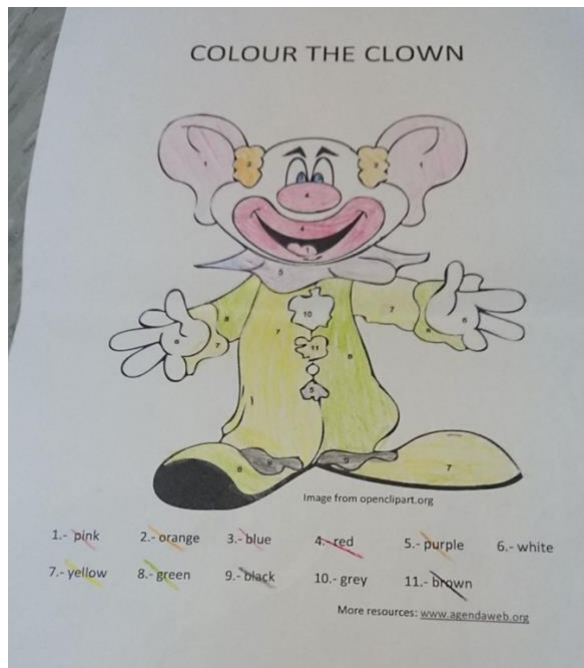
*Teaching*, vol. 3, 16 June 2014.

## Appendix



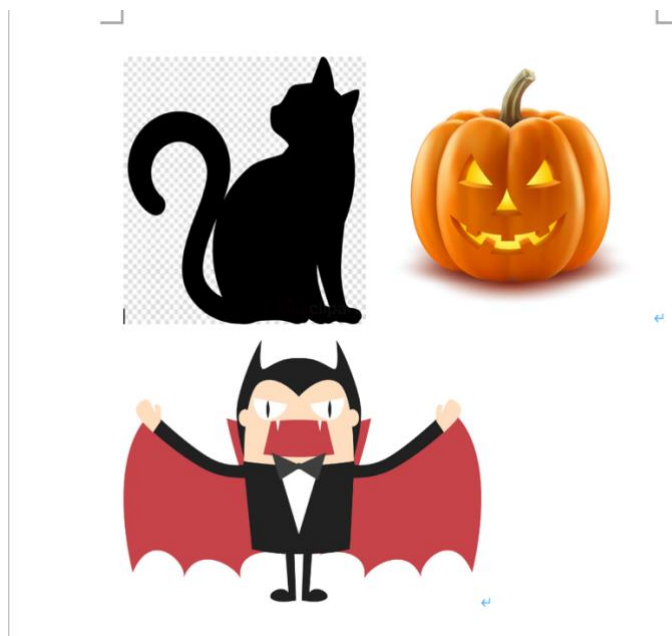
□ **Figure 5: The “thank-you” letter given by Guo-Tai Elementary School**





<https://www.scribd.com/document/414311960/Clown-colouring>

- **Figure 6: The worksheet for reviewing the words about colors taught in class**



<https://www.kissclipart.com/black-cat-kitten-silhouette-ob7iho/>

<https://www.vectorstock.com/royalty-free-vector/scary-pumpkin-halloween-lantern-realistic-vector-17596174>

<http://the-bookworm.net/2016/10/free-craft-at-the-bookworm-1029/cartoon-vampire/>

- **Figure 7: The worksheet for learning vocabulary about Halloween**