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**English Teaching and Educational Psychology Portfolio: The  
Analysis of Teaching Experience in Primary School: a Case  
study on Guo Tai Elementary School**

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# English Teaching & Educational Psychology Final Portfolio

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## The Analysis of Teaching Experience in Primary School: a Case study on Guo Tai Elementary School

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### Table of Contents (TOC)

<b>Introduction: Motivation or Background of taking this course.....</b>	<b>2</b>
<b>Purpose(s).....</b>	<b>2</b>
<b>My Students' Learning Motivation.....</b>	<b>2</b>
<b>Theories Used.....</b>	<b>3</b>
<b>A. Positive Reinforcement-Operant Conditioning</b>	
<b>B. Natural Approach</b>	
<b>C. Audio-lingual Method</b>	
<b>Teaching and Instructional Processes.....</b>	<b>3</b>
<b>A. Introduction of my students</b>	
<b>B. Course Design and Class Management</b>	
<b>C. Lesson Plans (Harmer)</b>	
<b>D. Difficulties and Solutions</b>	
<b>Seating Charts.....</b>	<b>14</b>

<b>Assessing My Students .....</b>	<b>15</b>
<b>ESA Procedural Charts.....</b>	<b>15</b>
<b>Discussion and Reflections.....</b>	<b>16</b>
<b>Conclusion.....</b>	<b>16</b>
<b>Works Cited (or References).....</b>	<b>17</b>
<b>Appendix.....</b>	<b>18</b>



**Introduction: Motivation or Background of taking this course**

The motivation for taking this course, English Teaching & Educational Psychology, was highly related to my possible future career, since I am interested in Language teaching. I currently also have a part-time job that teaches youngsters English in cram school. While viewing the syllabus and course instructions, I found that this course was quite different from other literature-based courses in our department. It combined and integrated the knowledge of Psychology and English teaching. I am of the opinion that this sort of cross-discipline ability can definitely make me become more competitive in the future. Additionally, apart from acquiring theories in text book, the learning program in elementary school provided a precious opportunity for us to put what we have learned in to practice. I believed that taking this course can help me understand young students better so as to improve the teaching quality in all aspects.

**Purpose(s)**

This portfolio aims to examine my teaching experience in Guo Tai Elementary School, which basically includes the analysis of my students, different theories that I adopted in the process of teaching, multiple teaching materials, and ESA Procedural Charts. I expect to find out both the strengths and weakness of this teaching experience in order to help me become more proficient and competitive in Language teaching.

### **My Students' Learning Motivation**

In the first class, the professor kindly provided Gardner's learning motivation survey for us to help us have a better understanding of students' learning motivations (Gardner). Nevertheless, I found that the survey questions seemed to be too challenging for the students. Thus, we had a simple interview that involved the survey questions with the students as the alternative to discuss their potential learning motivations. According to the result of the discussion, the major learning incentive for my students was basically the same: improving their English proficiency, for they were not satisfied with their current academic performance in school, especially English. Thus, they were voluntary to participate in this learning program. Although they were not extremely enthusiastic and active in class, they, fortunately, did not  
2  
repel English learning. Besides, in the learning process, we, teachers, would provide some rewards, such as candy or stationary, as the positive enforcement when they perform well in class in order to further motivate them.

### **Theories Used**

#### **A. Positive Reinforcement-Operant Conditioning**

In the class, we would reward students with some snacks, such as candies, and cookies, as the positive reinforcement. In certain activities, students would compete with each other in order to get more rewards, which was quite effective to motivate the students being active in class (Cherry).

#### **B. Natural Approach**

According to the observation and interpretations on how an individual acquired the first language, Tracy Terrell and Stephen Krashen's claim that language acquisition is a natural process (Rhalmi). Formal organization of language is not a necessity in this approach, and educators should encourage students to communicate as much as possible (Rhalmi). In the class, we tried our best to provide "comprehensible inputs"

for students, so we designed a lot of in-class activities and interesting worksheets for students to interact and communicate with each other. We encouraged students to express their ideas and did not focus too much on their grammatical errors. All in all, we intended to create a stress-free learning environment for students (Rhalmi).

### **C. Audio-lingual Method**

On the basis of behaviorism theory, Audio-lingual Method is the learning approach that focuses on “a system of reinforcement” (“The Audio-Lingual Method”).

Instructors would present a pattern or a model for students first, and students would have to repeat the organization until they are able to use the pattern spontaneously (“The Audio-Lingual Method”). In the teaching process, I, for instance, demonstrated the correct pronunciation of the vocabularies or the sentence pattern for the students, and asked them to do the oral practices repetitively to help them memorize them (“The Audio-Lingual Method”).

### **Teaching and Instructional Processes**

#### **I. Introduction of my students**

Our teaching program started from October to December 2019, and the teaching section was every Friday afternoon. In order to have a more diverse learning 3 environment and provide various teaching approaches for students, I cooperated with my classmates, Frank. We had three students in total, one boy and two girls, and they were all fourth graders in primary school. After a few weeks of interactions, we found that they are extremely naughty, outgoing, and active.





Figure 1. Photo with my students

## II. Course Design and Class Management

For our course design, we basically started each class from the short warm-up activities. Then, we would reveal the topic and start our teaching. Later, we would provide the worksheet or play games that were related to the topic to examine whether

students are able to understand the lecture or not. In the interview with our students, we found that they already have a lot of assignments in school, so we did not offer homework in order not to give them too much academic pressure. However, we would still review the previous course before starting a new chapter, since students easily forgot what we taught. In the following, I select four classes with detailed

lesson plans as the examples.

### Lesson Plans (Harmer)

LESSON PLAN	Time (m = minutes)
<p><b>Description of the Class</b> 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. Students seem to be over active in class.</p>	
<p><b>Aims</b> Find out students personality traits and the preferences. Arouse students' interests and curiosity in English learning. Students will be able to introduce themselves briefly in English. Students will be able to come up with some possible topics that they are interested in.</p> <p><b>Learning Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students introduce themselves briefly.</li> <li>2. Students come up with the topics that they are interested in with the guidance of teachers.</li> </ol>	
<p><b>Procedure</b></p>	
<p>1. Teachers briefly introduce themselves.</p>	5 m
<p>2. Teachers ask students to introduce themselves either in Chinese or English.</p>	10m
<p>3. Teachers inquire about the potential learning topics that students are interested in.</p>	10m
<p>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.</p>	15m
<p><b>Comments</b> 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.</p>	

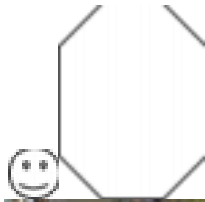


Figure 2. Students were working on the color worksheets



Figure 3. Students were working on the worksheets



LESSON PLAN	Time (m = minutes)
<p><b>Description of the Class</b> Three students of intermediate level. 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> To familiarize students with words that are related to Halloween and their pronunciations To test students whether they can spell the assigned vocabulary correctly Students will be able to remember the meanings and pronunciations of the vocabularies that we taught in this class. <b>Learning Objectives</b> 1. Students will be able to have a better understanding of Halloween. 2. Students will be able to memorize the meanings and pronunciations of the vocabularies.</p>	
<p><b>Procedure</b> 1 Teachers ask students how much they know about Halloween.</p>	5m
<p>2 Teachers pass down handouts, demonstrate the correct pronunciation one by one, and then ask them to practice.</p>	20m
<p>3 Teachers count from three, point at the images of vocabulary, and reward students whoever get the right answer.</p>	15m
<p><b>Comments</b> In this class, although the male student keeps interrupting the class, the rest of the two are basically active in the activity. It seems that the worksheets with cartoon pictures can catch their attention and arouse the curiosity.</p>	



Figure 4. Worksheets for Halloween





Figure 5. Teaching Halloween vocabularies

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



<p><b>Aims</b>          To refresh students' memory of 26 English letters To distinguish the capital form from lower-case letters in English          To help students familiarize themselves with English alphabet completely          To test students alphabet in order to see whether they are able to absorb what we taught in this class          Students will be able to remember the order of the English alphabet completely.</p> <p><b>Learning Objectives</b>          1. Students will be able to write down 26 English letters alphabetically          2. Students will be able to memorize both the capital form and lower-case letters in English</p>	
<p><b>Procedure</b>          1. Teachers ask students to try their best to write down 26 English letters alphabetically</p>	8m
<p>2. Teachers examine the result of the quiz in order to find students' strength and weakness</p>	2m
<p>3. Teachers guide the students to finish the alphabet worksheet</p>	20m
<p>4. Teachers ask students to write down English letters again.</p>	6m
<p>5. Teachers find out the problematic parts and do a quick review for students individually</p>	4m
<p><b>Comments</b>          To our surprise, our students learned English Alphabet much faster than our original expectation. After the individual review, they are able to correct the errors effectively.</p>	





Figure 6. Student was working on alphabet worksheet



Figure 7. Students were working on alphabet worksheets

LESSON PLAN	Time (m = minutes)
<p><b>Description of the Class</b> 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> To test whether students memorize the words they have learned in the activity. To cultivate students' ability to cooperate with other peers. Students will be familiar with the vocabularies.</p> <p><b>Learning Objectives</b> 1. Students will be able to memorize the vocabularies. 2. Students will be able to pronounce the vocabularies correctly. 3. Students will be able to remember the meanings of the vocabularies.</p>	
<p><b>Procedure</b> 1 Teachers pass down handouts and read the vocabulary for students. Students practice pronouncing each word afterward.</p>	15m
<p>2 Students go to the corridor and form two groups.</p>	2m
<p>3 Students listen to teachers' instructions and familiarize themselves with what to do in the activity.</p>	5m
<p>4 Students take turns to draw word cards from a list and compare who can read out the words more quickly and more correctly.</p>	15m
<p>5 Teachers give out rewards and review the vocabulary.</p>	3m
<p><b>Comments</b> Although the students used to be mischievous in class, they became surprisingly engrossed in the activity. Good!</p>	



Figure 8. Co-teaching with other groups for Christmas activities

Figure 9. Co-teaching with other groups for Christmas activities



Figure 10. Co-teaching with other groups for Christmas activities

### **Difficulties and Solutions**

1. Students would easily lose the concentration and keep asking questions that were irrelevant to the class. To solve this problem, we discussed and designed the activities that involved more interesting games and attractive worksheets to catch their attention and arouse the passion in learning.

2. Two students who sat together tended to have both physical and mental conflicts and arguments frequently. To solve this problem, we simply just exchanged the seats to separate these two students, and the outcome was quite satisfactory. The chance that they had conflicts was largely decreased. 3.

Students easily forgot what we taught in the previous classes. As I mentioned previously in class management, the problem was solved after we started to review previous lecture in the beginning of each class.

4. Although three students were basically in the intermediate level, the individual learning pace was slightly different, which was problematic. The student who learned relatively faster would easily felt impatient and started to interrupt those students who are still learning. To solve this issue, we reorganize the class and

involved more individual interactions with the student who absorbed faster. For instance, we would ask him more advanced questions or provide further practices.



## Seating Charts

Seating Chart 1




Seating Chart 2 (in order to separate the students who frequently have conflicts)

Note: T in the chart refers to teacher, and S refers to student

### Assessing My Students

Basically, I assessed my students' English proficiency via question throwing and writing worksheets in class. However, English ability is not the only criteria for assessment. I also take the learning attitude and participation in to consideration.

Item for Assessment Score	
<b>Pronunciation</b>	7/10
<b>Comprehension</b>	5/10
<b>Listening</b>	6/10
<b>Reading</b>	5/10
<b>Attitude</b>	8/10
<b>Participation</b>	9/10

The background of the page features a large, faint watermark of the Fujian Normal University logo. The logo is circular, with a green laurel wreath border. Inside the wreath, there is a red cross at the top, followed by the Chinese characters '真善美聖' (Zhen Shan Mei Sheng) in red. Below this is a shield-shaped emblem with a white left half and a purple right half, containing the Chinese characters '上林' (Shang Lin) in white. The words 'FUJIAN NORMAL UNIVERSITY' are written in a circular path around the inner edge of the wreath.

Engage: Brief discussion in the beginning of the class, showing pictures  
Study: Vocabularies and grammar teaching  
Activate: drawing, playing board games, interesting worksheets, providing rewards

### **Discussion and Reflections**

Participating in this teaching program was genuinely a really valuable and impressive experience. Although this is not the first time that I taught youngsters English, I still learned a lot, including how to organize a class, compile different teaching materials and ensure that the kids are able to absorb what I taught previously in class.

Originally, I expected that my students would all behave well and obey and class policy; however. It turned out that the students in Guo Tai elementary school are somehow extremely naughty and active. It is a good chance to train my Emotional Quotient, one of the most important qualities for being a good teacher. Nevertheless, while seeing the students gradually improving their English proficiency and giving positive feedback, I acquired a strong sense of achievement.

### **Conclusion**

After the participation of this learning program, I realized that teaching young kids was definitely not an easy task. In the process of teaching and interacting with the students, we had to find the most suitable teaching approaches for them. In addition, it

was sometimes quite difficult to strike a balance between a friendly teacher and strict teacher. On one hand, we don't want to impose too much stress on students. On the other hand, we wanted them to learn as much as they could in each class. In short, teaching and learning is a lifelong manner. Apparently, I still have a lot to improve.



### Works Cited

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[www.verywellmind.com/what-is-positive-reinforcement-2795412](http://www.verywellmind.com/what-is-positive-reinforcement-2795412).

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

Rhalmi, Mohammed. “The Natural Approach.” My English Pages, 27 Sep. 2009, [www.myenglishpages.com/blog/natural-approach/](http://www.myenglishpages.com/blog/natural-approach/).



**Appendix**  
Worksheets

Alphabet worksheet:



<https://www.education.com/worksheet/article/trace-write-missing-letters/>

Animal worksheet:



<https://en.islcollective.com/english-esl-worksheets/vocabulary/animals/animals/990>

Christmas worksheets:







Pictures on Christmas worksheet:

1. Angel

[https://www.freepik.com/free-vector/flat-christmas-angel-illustration\\_6101703.htm](https://www.freepik.com/free-vector/flat-christmas-angel-illustration_6101703.htm)

2. Elf

<https://www.vectorstock.com/royalty-free-vector/christmas-elf-vector-1444466>

3. Deer

-surprised-vector-21362181

4. Santa Claus

[https://www.freepik.com/free-vector/funny-santa-claus-celebrating-christmas\\_5585224.htm](https://www.freepik.com/free-vector/funny-santa-claus-celebrating-christmas_5585224.htm)

5. Candy Cane

[https://www.alibaba.com/product-detail/Giant-Candy-Cane-model-Inflatable-Candy\\_60597264712.html](https://www.alibaba.com/product-detail/Giant-Candy-Cane-model-Inflatable-Candy_60597264712.html)

6. Christmas Tree

[https://www.iconfinder.com/icons/341855/celebration\\_christmas\\_christmas\\_tree\\_decoration\\_tree\\_xmas\\_xmas\\_tree\\_icon](https://www.iconfinder.com/icons/341855/celebration_christmas_christmas_tree_decoration_tree_xmas_xmas_tree_icon)

7. Star

[https://www.pngitem.com/middle/JhTJwJ\\_transparent-stars-png-images-things-in-star-shape/](https://www.pngitem.com/middle/JhTJwJ_transparent-stars-png-images-things-in-star-shape/)

8. Christmas Stocking

<https://www.kissclipart.com/transparent-christmas-socking-clipart-christmas-s-rzk5yz/>

9. Gift

<https://imgbin.com/png/ULE2SAnm/gift-purple-drawing-png>

10. Bell

<https://www.vectorstock.com/royalty-free-vector/colorful-cartoon-christmas-bell-vector-21365800>



<https://www.anglomaniacy.pl/pdf/foodB.pdf>



<https://www.tes.com/teaching-resource/colour-match-board-word-to-colour-11211350>



[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(E\\_SL\)/Colours/Colours\\* listen, cut - paste de1136rt](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(E_SL)/Colours/Colours*_listen,_cut_-_paste_de1136rt)



Pictures on Halloween worksheet

1. Vampire

<https://www.vectorstock.com/royalty-free-vector/halloween-cute-dracula-vampire-boy-costume-vector-27378844>

2. Jack-o'-lantern

<https://www.pinterest.com/pin/349521621060475084/>

3. Black Cat

<https://www.amazon.com/Simple-Spooky-Halloween-Cartoon-Sticker/dp/B07J6S6X5>

4



Word Puzzle Search Generator:

<https://www.superteacherworksheets.com/generator-word-search.html> 28



Figure11. Students were actively playing the games that we designed





Figure12. Students were actively playing the games that we designed

Figure 13. My students got the rewards from teachers in the last class



Figure14. All the teachers took the photo together with the certificate of appreciation template from Guo Tai Elementary School

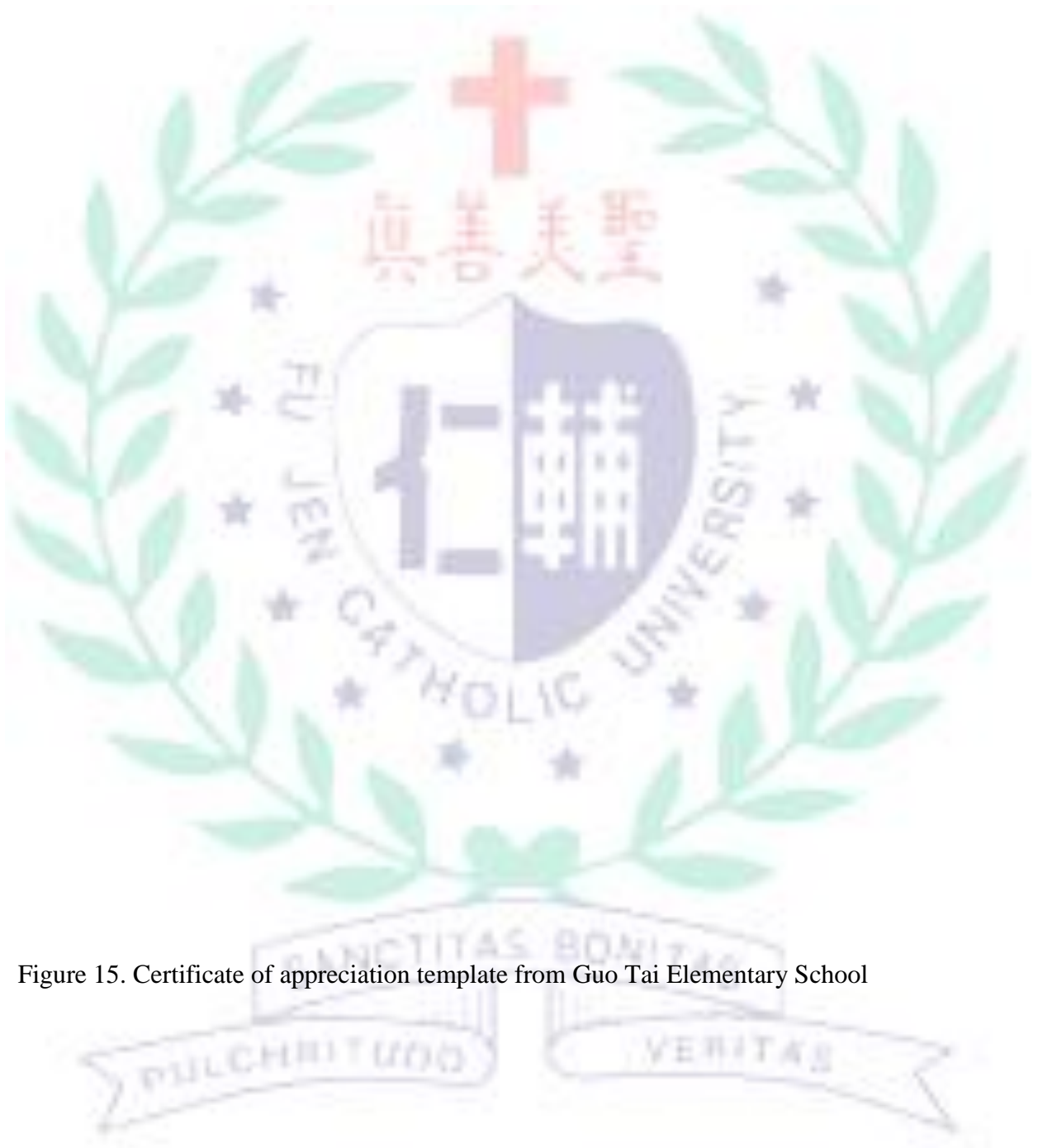


Figure 15. Certificate of appreciation template from Guo Tai Elementary School