

天主教輔仁大學英國語文學系學士班畢業成果
ENGLISH DEPARTMENT, FU JEN CATHOLIC UNIVERSITY
GRADUATION PROJECT 2021

指導教授：施佑芝老師

Dr. Doris Shih

**English Teaching and Educational Psychology Portfolio: The
Observation of Teaching Processes and Games in Guo-Tai
Elementary School**

學生：游曜豪撰

Edward, Yao-Hao Yu

天主教輔仁大學英國語文學系學士班畢業成果
English Department, Fu Jen Catholic University
Graduation Project 2020

指導教授：施佑芝 教授
Dr. Doris Shih

**The Observation of Teaching Processes and Games in
Guo-Tai Elementary School**

學生：游曜豪 撰
Edward Yao-Hao Yu

Table of Content

Introduction	2
My Students' Learning Motivation	2
Theories Used	3
Teaching and Instructional Processes	3
Assessing My Students	4
Seating Charts	5
ESA Procedural Charts	6
Discussion and Reflections	8
Conclusion	9
Works Cited	10
Appendices	10

Introduction

I had taught English as a teaching assistant in cram school and as a tutor in tutor club over the past 2 years. During my freshman year, I worked in a cram school as a teaching assistant to teach students, ranging from second grade to sixth grade, who cannot catch up with others in class for their lower grade after tests for each week. Last year, I served as a tutor in Taida Tutor Club as a high school and middle school English tutor to help those who are not to pay tuition fee for cram schools. During teaching, I found it difficult to teach English, for I know nothing about the strategies or theories in teaching, and all I did in teaching was to literally explain how the grammar could be applied to a sentence or tested them vocabulary every week. However, the improvement of their grade in English was not obvious. Thus, I decided to take this course for a further understanding of English teaching. In Guo-Tai Elementary School, Shine and I co-teach four students, including Yi and Eric, students of mine, and Penny and Hol, students of Shine's.

My Students' Learning Motivation

Two of my students are third-grade students. I passed down a blank paper for them to write down three things they like or dislike, but they need to include at least one thing they like and one thing they do not like. Also, Shine and I asked them to write down the English alphabet on the paper. It turned out that both of them did not like English. Yi likes to eat orange, and Eric likes to play baseball. Both of them wrote that they do not like English. That is, both of them lack the motivation of learning English; also, they are not good at English, for they randomly write the English letters they thought of in a wrong order. However, Yi likes to write Chinese words. Throughout the classes during this semester, Yi constantly asked me how to write Chinese words when we asked them to write down the Chinese meaning of each English vocabulary we taught. The other student, Eric, is in the baseball team, and he likes playing baseball very much. He also has low learning motivation in learning English. That is, both of them have low motivation in learning English.

Theories Used

1. Text-Based Instruction

We delivered worksheets and handouts every week, and they have to write the Chinese meaning and write the English words on their own on the worksheets and handouts. (Richards and Rodgers 393)

2. Cooperative Language Learning

Our designed games are all pair work or group work. In other word, during the games, students have to cooperate with others to complete the tasks. (Richards and Rodgers 395)

3. The Audiolingual Method

During the lesson part every week, we taught them the pronunciation and the Chinese meaning of each word; at the same time, they have to repeat the pronunciation or the words. (Richards and Rodgers 389)

Teaching and Instructional Processes

Shine and me made four lesson plans and co-taught throughout the classes this semester in English Elite Class (Remedial Instruction) in Guo-Tai Elementary School (Harmer 224). Briefly put, our four lesson plans include Halloween, Knowing ABC, Color, and Christmas. For Halloween, we had worksheet with 20 words related to Halloween. For Knowing ABC, we aimed to make them remember the order of the English alphabet and words start with the letter; for example, when we taught the letter N, we would ask them to come up with words that start with the letter K like kite, and they can refer to their textbook as well. We taught them eight to nine letters with two vocabulary that start with the letter per week for three weeks so that we would finish teaching all the English letters. At first, we thought they could absorb them well, since there were only eight to nine letters per week. However, they did not digest all the words as well as we had expected. Surprisingly, they remembered the order of the English alphabet well, even though they had only learned half of the English alphabet in their English class in school so far. For Color, we taught them different colors. In the end, we played the alphabet layout, and in the end they had to together lay out the color word we asked them to lay out. For Christmas, we taught them ten words related to Christmas, such as angel, Christmas tree, candy cane, etc. In the end we had activities that they had to pronounce the word they picked from the picture. Those who pronounced it correctly

would get a bigger spoon to put more candies, and they would have to hold the spoon to the bowl on the other end of the hallway. They could get all the candies those they got from the activity, so they focused on the lesson very much in order to get more candies in the activity in the end.

Assessing My Students

➤ Beginning of the Semester

	Yi	Eric
Pronunciation	1/5	1/5
The English Alphabet Order	0/5	0/5
Concentration	4/5	2/5
Behaviors	3/5	2/5

➤ The End of the Semester

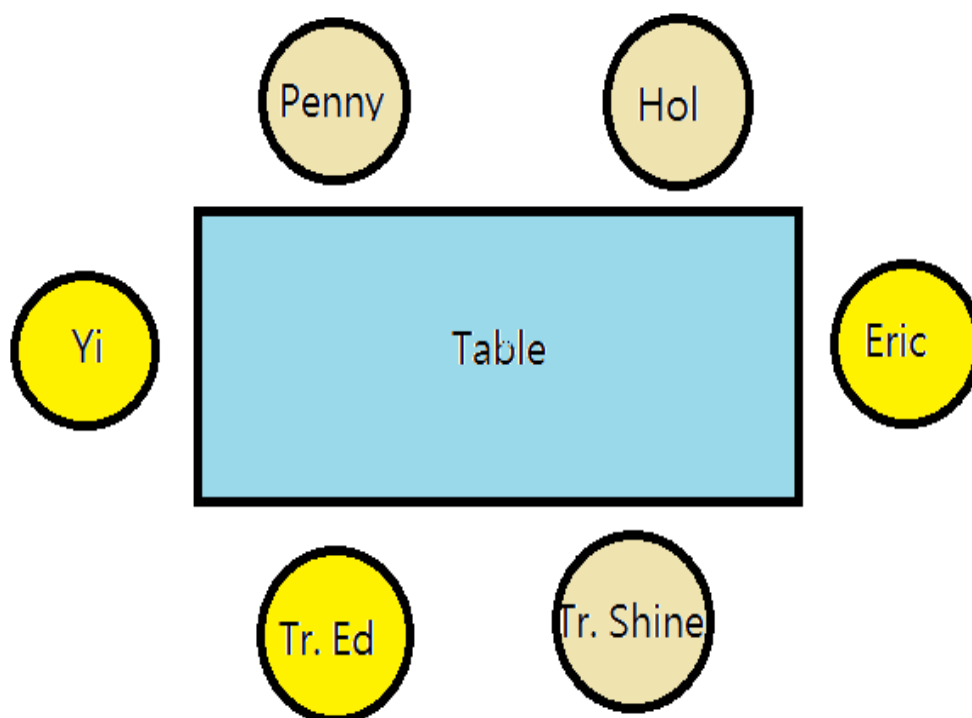
	Yi	Eric
Pronunciation	3/5	3/5
The English Alphabet Order	4/5	5/5
Concentration	4/5	3.5/5
Behaviors	4/5	3/5

In the beginning, Yi and Eric could not pronounce many words. Also, they cannot put the English alphabet in the correct order. As for concentration, Yi was concentrated during the class, and he always sit beside me for getting closer to the materials I prepared; Eric was not concentrated during class, and he played his little toys all the time. As for behaviors, Yi was easily irritated by others, especially a student of Shine's, and he would got angry and out of control sometimes. Eric would take other's things, such as pencils, pens, erasers, etc., without asking for permission. Bedise, he often talked during class and bothered others.

After several classes, both Yi and Eric behaved better than before. They began to be more focused during class, and they participated attentively in the activities we designed, which their concentration and behaviors improved. As for pronunciation and the English alphabet order, both Yi and Eric could lay out the letters in a correct order and pronounced those letters correctly. Later on, Shine and I taught some words

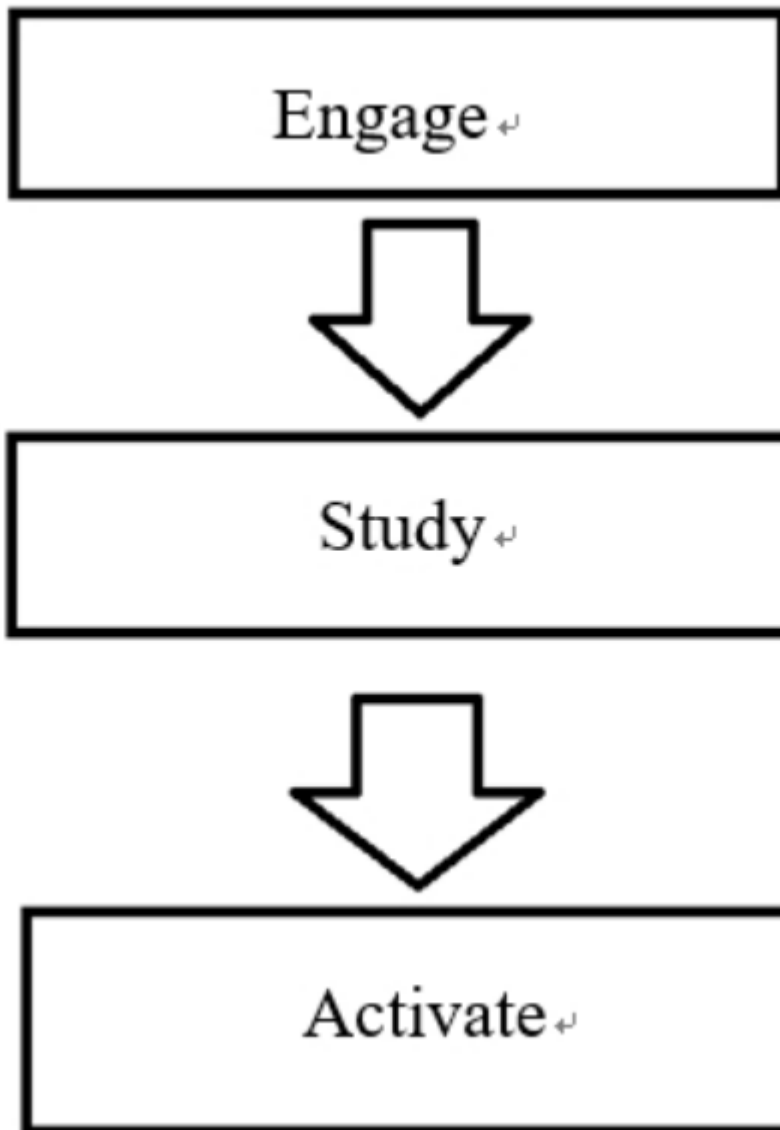
according to our lessons, and they both tried to pronounce every word correctly and , they did pronounce many words correctly.

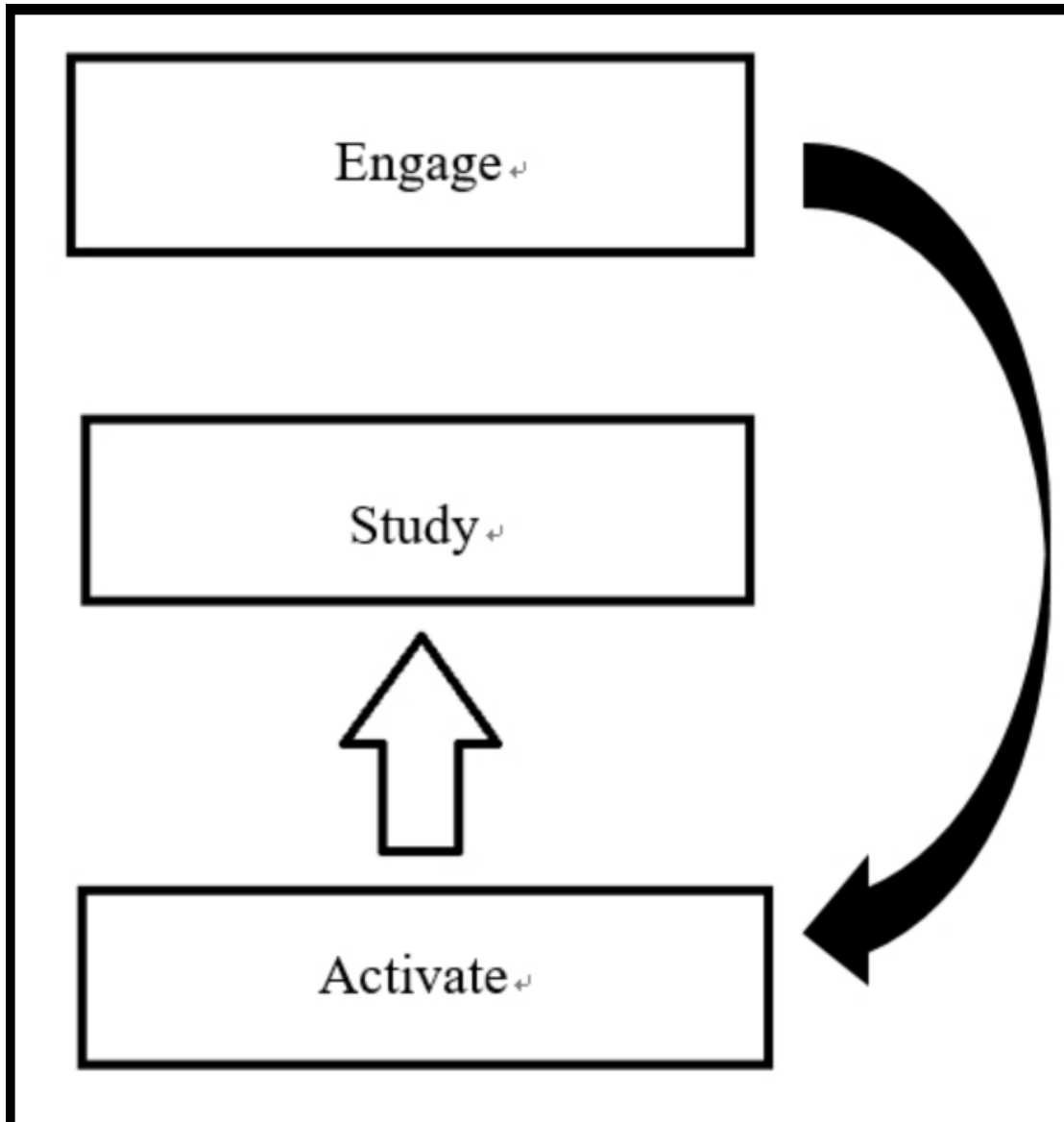
Seating Charts



Yi and Eric are my students, and Penny and Hol are Shine's students. We designed this seating chart according to their characteristic. During the first class, the first day we met, we found that Eric and Penny are too vivacious, which they might affect the other two students and our teaching. We found that Yi was easily affected by Eric, and Hol was really quiet and well-behaved. When Eric and Penny are extremely vivacious, Yi would be as noisy as them. Consequently, we designed this seating chart to separate Yi and Eric and separate the noisiest ones, Penny and Eric. We like them joining the class happily, so often time we like them being "naughty" and devote themselves entirely to the lessons and activities. However, to prevent them from being too out-of-control, we still have them sit at their given seat that we designed for them.

ESA Procedural Charts





Engage	We used games to help students review what we taught last week. Also, through this process, we could not only see how well they learned so far but also boost their motivation to join the lesson after this games. The game in the beginning reminded them that if they wanted to get more points in the end of the class, they had to be focused on what we taught in the lesson.
Study	The most important part of the class is the lesson. During this process, students would learn the English alphabet order and English words in different topics.
Activity	We wrapped up with games to help them review what we taught on the day. The games were always related to what we taught. For example, after the English alphabet lesson, we would make them lay

	out the English alphabet card in pairs. Through games, they could also learn to cooperate with others to complete the tasks.
--	--

Discussion and Reflections

After each week's teaching, Shine and I discussed how our class went and what we could improve for the next class. After each class, we had different insights and discovered different difficulties that we had faced, including students' low motivation in learning English, tendency of forgetting what we taught last week, students' misbehaviors.

As for their low motivation in learning English, in the beginning, we designed our class using study (lessons) first and then activity as a wrap up. However, we found that they were not interested by the lesson part. We forgot that they lack motivations in learning English, and our lessons were not so interesting, for we want to teach them the English alphabet by teaching them the pronunciation and the order of the alphabet because they do not know the order nor the pronunciation of the alphabet still. In consequence, we came up with the idea of adding an activity section into the beginning of each class to boost their motivations in learning. We changed our ESA procedure from study first to activity followed by lesson and followed by activity (engage-study-activity). It turned out that students focused more on the lesson, because after playing the games in the beginning, they would want to get more points in the activity in the end, which means that they needed to focus more on the lessons, for our activity in the end was always related to our lesson on that day.

As for the tendency of forgetting what we taught last week, they tended to forget some words we taught last week; however, they memorized more and more letters and words over time by writing down words and letters by themselves on the worksheets with images, such as letter cards and pictures, we showed to them in games and lessons.

As for their misbehaviors, sometimes they were very noisy, and sometimes they bothered others and affected others during lessons. However, we created an assessment sheet to evaluate their behaviors. We deducted their points when they made noises that bother others and bothered our teaching. Also, when borrowing things from others, they had to ask them instead of taking away directly, or else they would also have points

deducted. In this way, we asked them to behave well and be polite. We used the assessment sheet to see how many stars they can get on the points-collecting card that the school gave us. Everyone could get a star if they show up in class, and they would get extra two stars when they got the highest score on the assessment sheet of the day; at the same time, those who misbehaved, the one who got the highest negative points would have stars deducted, according to how many negative points he or she got from the assessment sheet. If the one who got the highest negative points got more than five points on negative points, they would have two stars deducted; otherwise, he or she would have only one star deducted. They would try to behave well to get more stars because at the end of the semester, they could use the points-collecting to exchange gifts from the school.

Conclusion

Children at lower/mid-grade students like playing games, which is also a way to make the class more interesting. Games help boost the motivation of the students, and games help students memorize the words, for students could actually use the words they learned during the lessons in the activities. First couple of weeks, we had our lessons first then played games in the end. But, we found that they did not really focus on the lesson during the teaching. Therefore, we add games to the beginning, which we switched out games into the beginning of every class later on in order to boost their learning motivation at first. The game in the beginning of the class is a review of last week, and the game in the end of the class is a review of the lesson on that day. Consequently, they focused more on the games and also during the lesson, because they understood that if they want to get points during the games, they had to memorize what we taught during the lesson, so they had to be focused.

Works Cited

- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Addison Wesley Longman, 2001. Print.
- Harmer, Jeremy. *How to Teach English*. Pearson Education Limited, 2017, p.224.
- Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 3rd ed., Cambridge University Press, 2014, pp.388-99.

Appendices

Appendix 1: Lesson Plans

Lesson Plan 1 (Harmer 224)

Co-teaching: Edward Yu and Shine Hsieh

(Topic: Halloween)

I. Description of the course on Oct. 25th

A. We had an activity related to Halloween.

B. They were all excited about the activities.

II. Aims

A. Students will be able to recognize some basic elements of Halloween.

B. Students will memorize more English words.

III. Procedure

A. Warm-up

1. Halloween Crossword Sheet (Created by Edward and Shine)

a. Reason of doing this activity

1. Be familiar with English words.

2. Increase their vocabulary size.

b. Procedure

1. Distribute worksheets to each student and tell them we will have activity later based on the vocabulary we will teach today. And those who get the highest score can get special gifts. (Trigger & Motivation)

2. Teach them each word by showing pictures to them. At the same time, we teach them how to pronounce the word and what the meaning of the word is in Chinese.

3. They write down the Chinese meaning of the word beside the English vocabulary on the worksheet.

4. As they write the Chinese down, they need to repeat the word in English after finishing writing the Chinese.

B. Activity: Hit the Ghost

1. Reasons of doing the activity

a. Through this activity, it is easier for students to memorize the words through the images of the words.

b. Since the words of this activity come from the ones that we taught in the warm-up, we can also test whether they really focus in the lesson.

1. The procedure

a. Since that during the warm-up, we teach them all the vocabulary that will be used in this activity, we spread all the pictures on the table and have all the students to stand up in a line.

b. After that, they'll come up one by one to play this game. They'll have one chance for each turn. We will say a vocabulary, and that student will have 10 seconds to find the picture of the vocabulary (each turn). For example, if we say the word

“vampire”, then the student will have to find the picture of the vampire in 10 seconds. If they get it correct, they’ll get 1 point. If they get it wrong, they’ll not receive any point.

c. Once a student gets five points in the activity, the game is over.

C. Wrap up

1. Bring the worksheet to the class next time.
2. Review the words we teach in class.

IV. Comments

A. Students were concentrated when we were teaching vocabulary because we said the activity would be based on the vocabulary we taught.

B. Time was not enough for doing a crossword puzzle.

C. Time was not enough for students to memorize 20 words in such a short time, so they were mostly guessing what the word means when looking at pictures during the activity. Probably, we should teach 10 or fewer words for such a short time for better effectiveness.

Lesson Plan 2 (Harmer)

Co-teaching: Edward Yu and Shine Hsieh

(Topic: Learning ABC)

I. Description of the course from November 15th to 29th

A. We teach the English alphabet with 26 letters in 3 classes

B. To boost their creativity, they need to draw pictures of the words while learning the letter and the vocabulary.

II. Aims

A. Be able to remember the order of the English alphabet.

B. Be able to remember some vocabulary.

III. Procedure

A. Lesson

1. Alphabet Worksheet (Created by Edward and Shine)

a. Reason of doing this activity

1. Be familiar with the order of the English alphabet.

b. Procedure

1. Distribute worksheets designed by Edward and Shine to each student and tell them we will use the worksheets for the next 3 classes.
2. Teach them the pronunciation of each letter and give them time to write down any words starting with the letter. For example, they will write apple when we teach the letter A. Those who finish writing first can get a point.
3. Next, we ask them to draw the thing they write down.
4. Then, we ask them to raise their hands to say the thing they draw. Those who first answer the correct answer and pronounce it correctly can get a point.
5. Next class, we will have a quiz on what have learned last week. And those who get the highest score can get a point.

1. Homework: Alphabet writing
 - a. Reason of doing this activity
 - (1). Be familiar with writing the alphabet correctly.
 - b. Procedure
 - (1). We provide the students with lined paper.
 - (2). On each line, the students will have to write the letter correctly 5 times.
 - (3). Then, they'll have to spell a vocabulary that is learned in the class that begins with the alphabet.

B. Activity: Bingo game

1. Reasons of doing the activity
 - a. Through this activity, it can help the students to review the alphabets that are being taught during the class since that they have to write out the letters.
1. The procedure
 - a. We will give each of them a piece of paper for them to draw a bingo chart with nine spaces.
 - b. After that, they'll have to fill in the spaces with the letters that are taught during the class.
 - c. After that, one of the teachers will say a letter, and the students will have to cross out the letter. Once a student got three lines, he or she will become the winner of the game.

C. Wrap up

1. Bring the worksheet to the class next time.
2. Do the homework. Those who do the best in doing their homework can get a point, so do those who get the highest score in the quiz at the beginning of the class.

IV. Comments

- A. Students are eager to get points.
- B. Those who fail to pronounce any words lose the passion for enjoying the excitement of getting more points.
- C. Students began to memorize the order of the English alphabet and some words.
- D. Some students forgot to bring their handouts to class and did not finish their homework.
- E. For the activity, instead of having the teacher to say the letter, it would be better to have the students to say the letter one by one so that they can practice their pronunciation at the same time.

Lesson Plan 3 (Harmer)

Co-teaching: Edward Yu and Shine Hsieh
(Topic: Color)

I. Description of the course from December 6th to December 13th

- A. Review the English alphabet.
- B. We teach the students the vocabulary of 10 different colors.
- II. Aims
 - A. Review the English alphabet by recognizing the word cards when teaching colors.
 - B. Identify and memorize the basic colors that they can see in their daily lives.
- III. Procedure

A. Lesson

1. Color Worksheet (Created by Edward and Shine)

a. Reason of doing this activity

1. They can learn the vocabulary of 10 different colors through the words and the colored pictures on the worksheet.

b. Procedure

1. Distribute the worksheets designed by Edward and Shine to each student.
2. Before teaching them the pronunciation of the colors, we'll let them try to pronounce the words correctly so that we can notice whether they learned the pronunciation of each alphabet.
3. After having the students to guess the pronunciation of words, we'll teach them how to read those words correctly and have them to write down the words again both in English and Chinese in order to have the students to practice their handwriting.
4. At the same time, the students can also refer to the colored picture next to the words so that they can understand better.

1. Homework: None

B. Activity 1: Laying out the alphabet

1. Reason of doing the activity

- a. The activity can help the students to review the alphabet taught last three weeks.

2. The procedure

- a. To start the game, we divide the students into two groups (2 students per group) by drawing lots.
- b. After dividing the students into two groups, each group will have a set of cards with 26 letters.
- c. Then, they will start to work as a group to lay out the alphabet from the letter A to Z.
- d. The group finishes first is the winner, and they will get extra points.

C. Activity 2: Alphabets and vocabulary card game

1. Reasons of doing the activity

- a. Through the activity, they can review the alphabets and the vocabulary that was taught during the last three weeks. (Based on their textbook)
- b. Students can also practice the correct pronunciation of the vocabulary and alphabets.

2. The procedure

- a. On the table, there will be alphabet cards from A to Z (with the letters downward).
- b. The students will take turns to pick a card.
- c. Once they pick a card, they will have to say the letter, the correct pronunciation of the letter, and one of the vocabulary from their textbook. If they got them correctly, they have one point.
- d. Once a student reaches 4 points, the game is over.

D. Activity 3: Laying out M (adapted from Laying out Sevens)

1. Reason for doing the activity
 - a. To help the students to review the order of the alphabet.
2. The procedure
 - a. To start the game, we shuffle two sets of alphabet cards (52 cards in total) and divide the cards equally among 4 students.
 - b. The students who have the cards “M” put down the card M first.
 - c. Then, the students will take turns to put down their cards. (One card at a time)
 - d. Rules: The students can only place the alphabet before and after the one that is on the table. For example, if there is only the letter “M”, the next student can only place the letter “L” or “N”. If there are letters “G” to “R” on the table, the next students can only place the letter “F” or “S”.
 - e. If the students do not have the card to place, they will have to pass.
 - f. The one who has the least cards on their hands win.

C. Wrap up

1. Review the color worksheet and the alphabet.

IV. Comments

- A. Students are eager to get points.
- B. The time control can be improved since that we did not have enough time to finish the “Laying Out M” activity.
- C. Most of the students memorize the order of the English alphabet and some words quite well, but their pronunciation can be improved.
- D. Some students still forgot to bring their handouts to class and did not finish their homework.

Lesson Plan 4 (Harmer)

Co Teaching: Edward Yu and Shine Hsieh
(Topic: Christmas)

I. Description of the course from December 20th

- A. Play some activities to help them learn some words related to Christmas.
 - B. Review the alphabet.
- II. Aims
- A. Review the English alphabet through activities.
 - B. Students will be able to recognize some basic elements of Christmas.
 - C. Students will memorize more English words.
- III. Procedure
- A. Activity 1: Slapjack
 1. Reason of doing the activity
 - a. Help the students to review the pronunciation and the form of the English alphabet.
 - b. Boost their motivation in joining the class in the beginning.
 2. The procedure
 - a. The teacher will place all the cards for children, in case they place the card at a different pace to affect fairness.
 - b. At the same time, students have to say the English alphabet accordingly. For example, they have to say A, B, C, etc. simultaneously when the teacher places a card.
 - c. Once the card matches the word they say, they have to slap the pile. The one who slaps the slowest will take the pile. For example, when they say C and the card is C, they have to slap it as quick as possible.
 - d. When the teacher places all the cards, those who have no cards in hand win.

B. Lesson

1. Christmas Handout (Created by Edward and Shine)

- a. Reason of doing this activity
 1. They can learn 10 vocabulary related to Christmas through the pictures of the words.
- b. Procedure
 1. Distribute the handout designed by Edward and Shine to each student.
 2. There are 10 words related to Christmas being listed on the handout with Chinese meaning.
 3. The teacher will show the pictures of the words in the same order with the worksheet, and the students will have to repeat the words after the teacher.
 4. At the same time, the students can also take notes beside the word to help them to pronounce the word correctly.

1. Homework: None

C. Activity 2: Hershey Kiss Race (Co-teach with Jack and Frank's group)

1. Reasons of doing the activity

- a. Through the previous lesson, they can review what we taught in the lesson.
- b. Through the activity, students can also learn better about the pronunciation of the words.

2. The procedure

- a. There will be two groups competing with each other (Our own group vs. Jack and Frank's group).
- b. In the lesson part, they will learn ten words that are related to Christmas.
- c. There will be a big bowl full of candy and two big spoons and two small spoons on one side of the hall. On the other side, there will be two bowls for two teams.
- d. We will have one student from each team to pick a picture. After that, they will have to pronounce the word correctly. The one who pronounces the word correctly will get the big spoon, while the other will get a small spoon.
- e. The students can fill their spoon with candies and use their little finger and middle finger to hold their spoons with candy to the other side and put candies into their bowls.
- f. Once candies fall out of the spoon, the candy will not belong to them. The candies that they have in their bowls belong to them.

C. Wrap up

IV. Comments

- A. Students were excited during activities.
- B. We have Jack and Frank's students join us, which made the activities more fun.
- C. Most of the students memorize the order of the English alphabet and some words quite well. During the activity, which they had to pronounce the word they randomly picked, they sometimes forgot the pronunciation.
- D. One student refused to join, but as we asked her and talked to her, she didn't want to tell us. We then took her to Kevin's group for drawing, but she hit other students in Kevin's group. We are not sure what happened to her, because she was very excited about the activity in the beginning.

E. Every student in our group and Jack and Frank’s was happy during and after the game. Other students were happy too because we delivered the rest of the candies the students in our group and Jack and Frank’s group did not get during the activity to every student in Friday’s class.

Appendix 2: Worksheets and Activities Pictures

HALLOWEEN CROSSWORD PUZZLE

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

English	中文	English	中文	English	中文	English	中文
1.pumpkin		6.candy		11.spider		16.mummy	
2.jack 9.lantern		7.candy bags		12.spider web		17.black cat	
3.witch		8.ghost		13.vampire		18.monster	
4.broom		9.night		14.bat		19.skeleton	
5.owl		10.moon		15.cross		20.zombie	

Fig. 1 The worksheet for Halloween



Fig. 2 Teaching the words related to Halloween



Fig. 3 Hit the ghost: hit the picture that teachers shout out

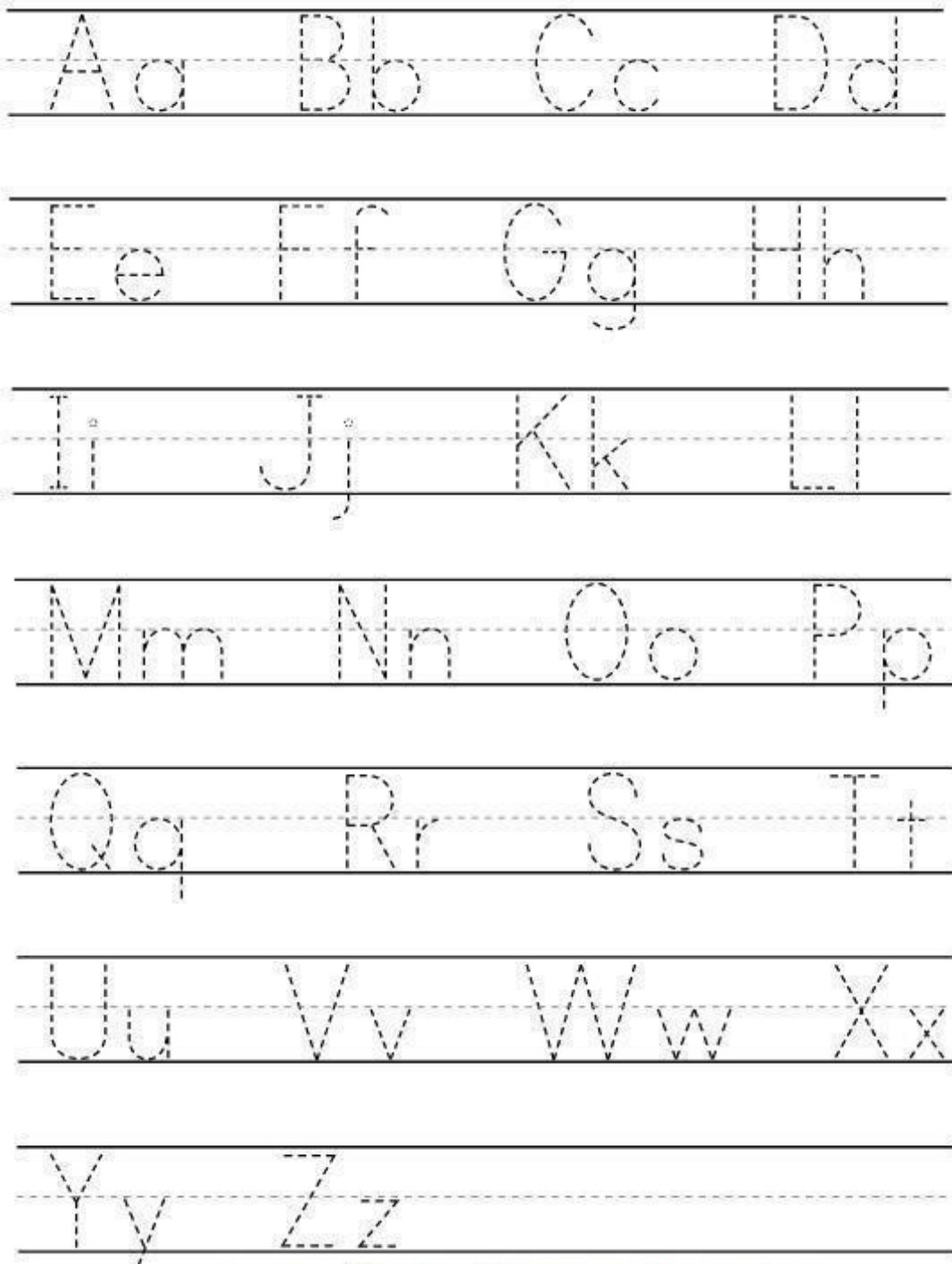


Fig. 4 The cover page of handout for Knowing ABC. Students need to trace each word down.

_____ A B C

Fig. 5 The second to fourth page of our handout for Knowing ABC. Students' homework is to write down a letter on each line for five times with two vocabulary in the end of the line.

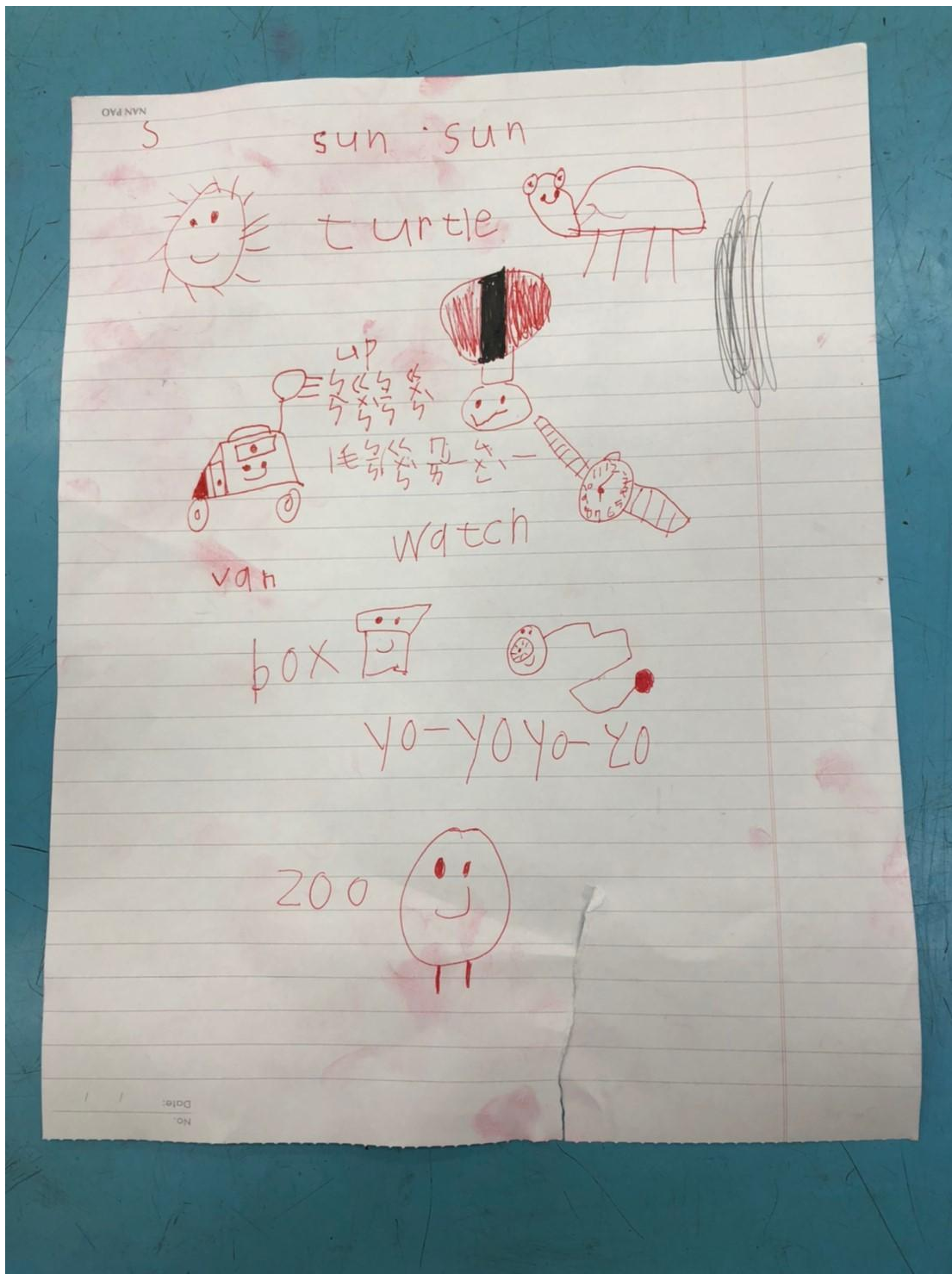


Fig. 6 Students have to draw the picture of any word that starts with the letter we taught them. Actually it should be an eight-table page, and this is when students forgot to bring their handouts, so we gave them a random sheet to draw and write during the lesson.

【12/6 Color】

班級:

姓名:

	黑色 Black	
	咖啡色 Brown	
	紅色 Red	
	橘色 Orange	
	黃色 Yellow	
	綠色 Green	
	藍色 Blue	
	紫色 Purple	
	粉紅色 Pink	
	白色 White	

Fig. 7 Worksheet of Color



Fig. 8 Students writing English and Chinese meaning of a color

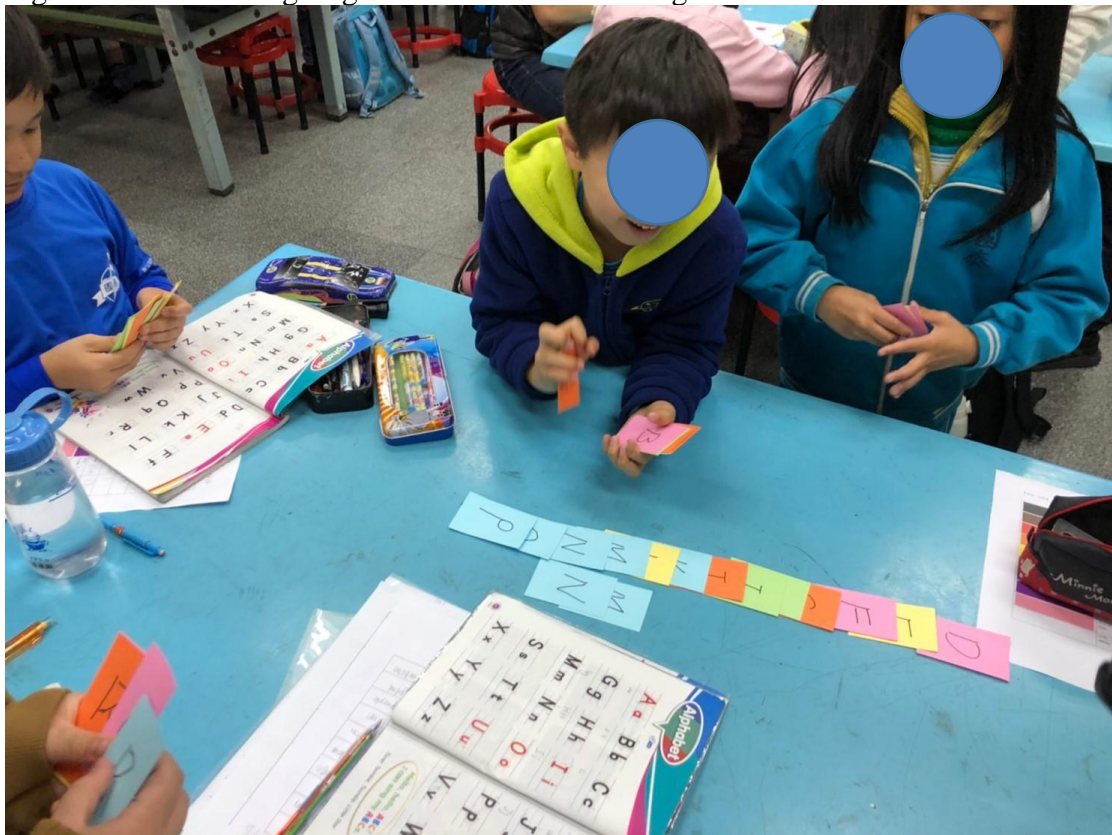


Fig. 9 Laying out M

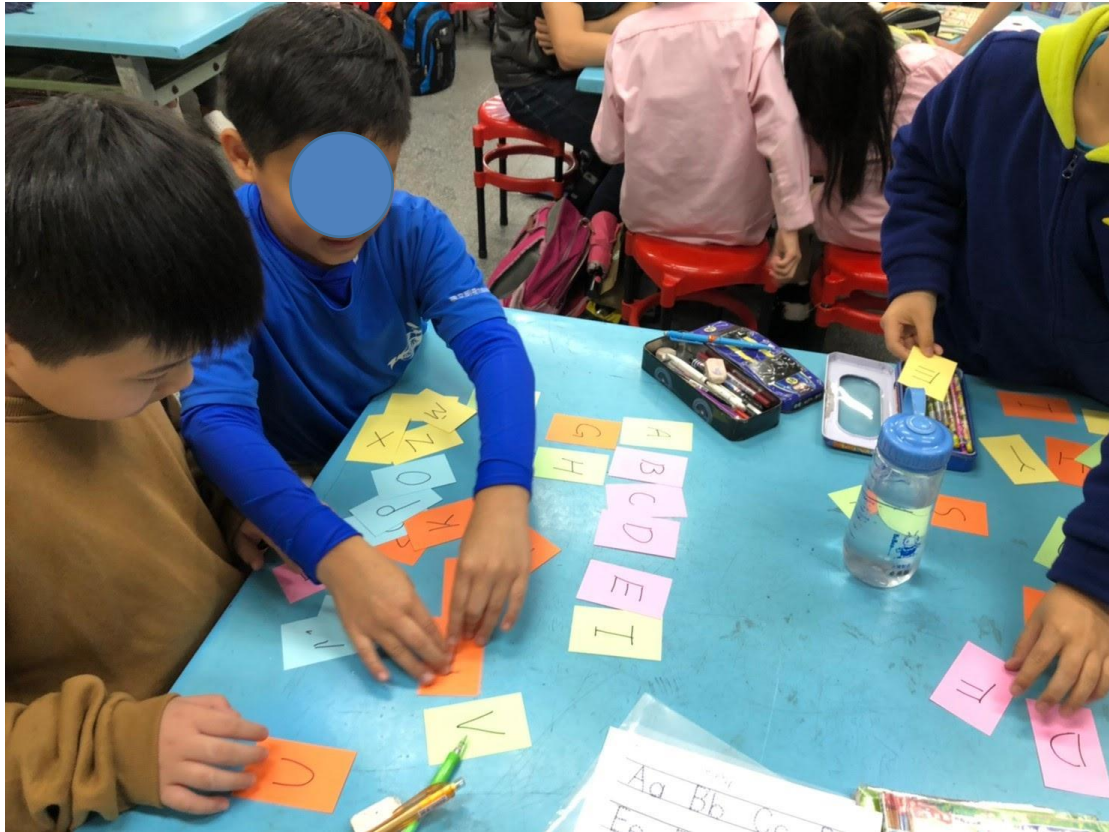


Fig. 10 Eric and Yi cooperate with each other to lay out the English alphabet

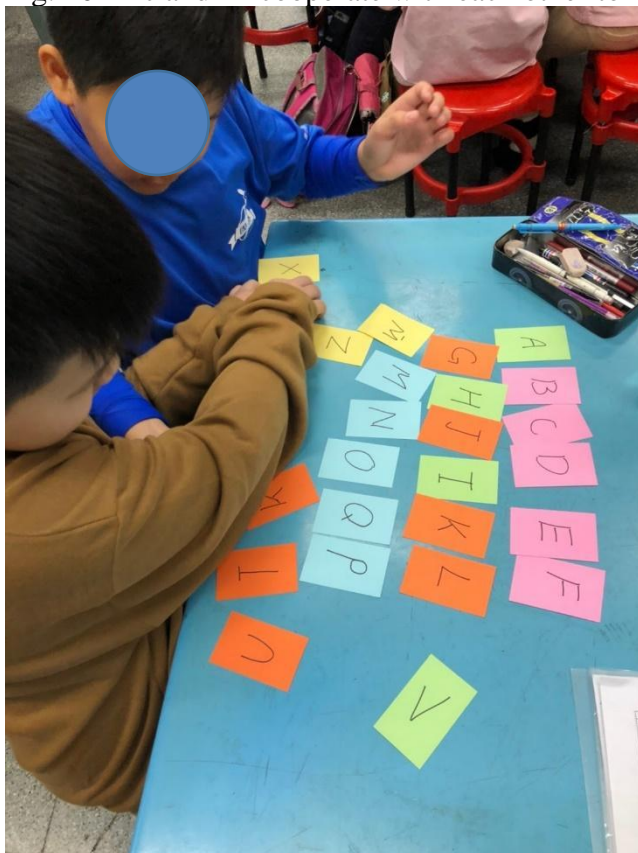


Fig. 11 Eric and Yi cooperate with each other to lay out the English alphabet



Fig. 12 Slapjack with the English alphabet card set

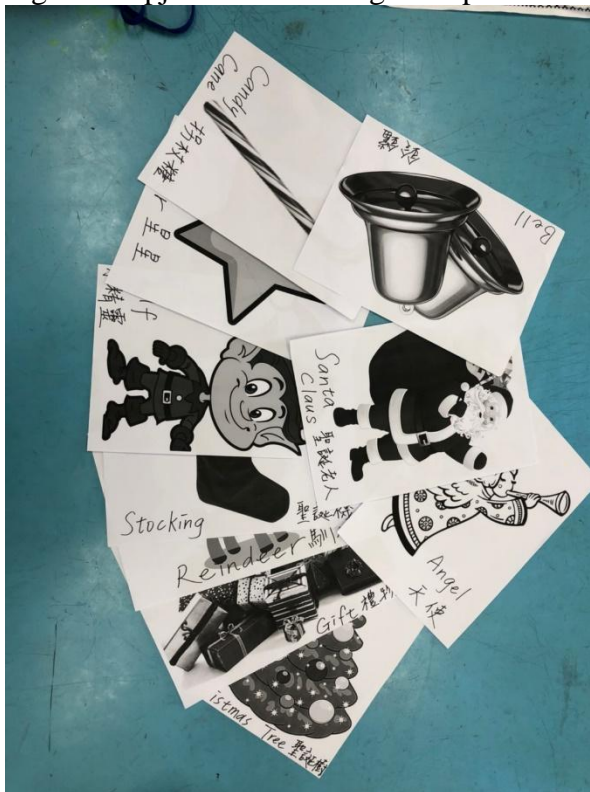


Fig. 13 Pictures of words related to Christmas

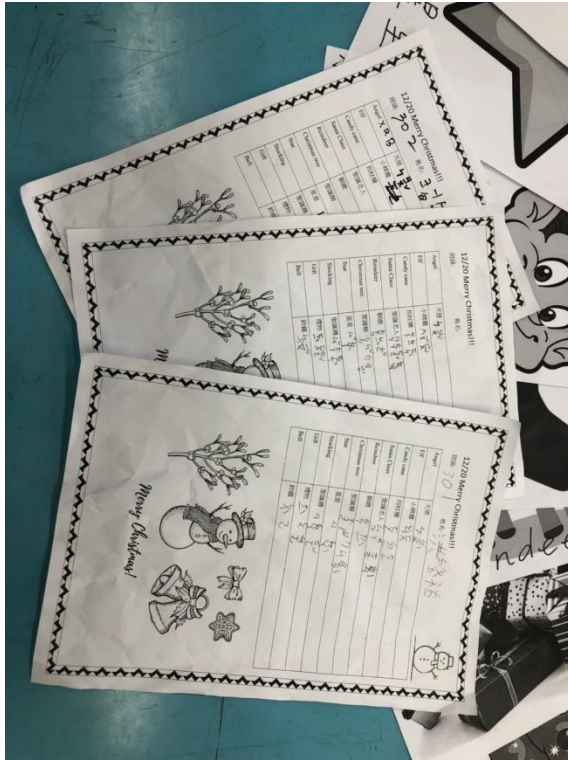


Fig. 14 Handout of Christmas



Fig. 15 Holding the spoon with candies to the bowl on the other desk



Fig. 16 Holding the spoon with candies to the bowl on the other table

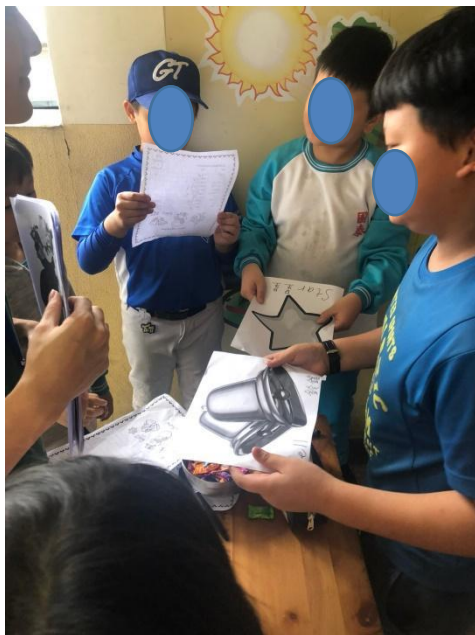


Fig. 17 Picking the pictures and pronouncing the word of the pictures (Shine and my students vs. Jack and Frank's students)



Fig. 18 Picking the pictures and pronouncing the word of the pictures (Shine and my students vs. Jack and Frank's students)



Fig. 19 Putting candies into the bowl on the other desk at the other end of the hallway

日期/姓名	王敬瑛		洪韻涵		洪敬祐		廖承翰	
	o	x	o	x	o	x	o	x
11/15	正	下	正	下	正	下	正	下
11/22	正	-	正	-	正	下	下	
11/29	正	下	正	下	正	-	正	下
12/6	正	下	正	-	正	下	正	
12/13	正		正	下	正	下	正	下
12/20								
12/27								

Fig. 20 The assessment sheet



Fig. 21 Points-collecting card provided by the school



Fig. 22 The “Thank you” certificate received from Guo-Tai Elementary School