

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 2023

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**Portfolio Report of “Introduction to TEFL”  
E-book: The Sequel: Whale Returns Home**

學生：董怡孜 撰  
Airy Yi-Tzu Tung

英語教學概論與實習

Introduction to TEFL

Airy Tung

408110120

**Portfolio Report Submitted to fulfill LOD**

**Instructors: Bichu Chen & Lynn Chou**

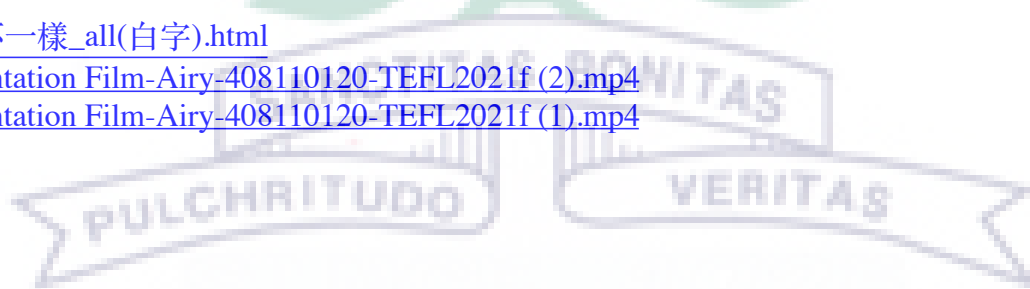
**Date: 2022/01/20**

1. Ebook Link
2. My self-created ebook parts/pages
3. Project Oral Presentation Film Link (One Drive)

[我跟別人不一樣\\_all\(白字\).html](#)

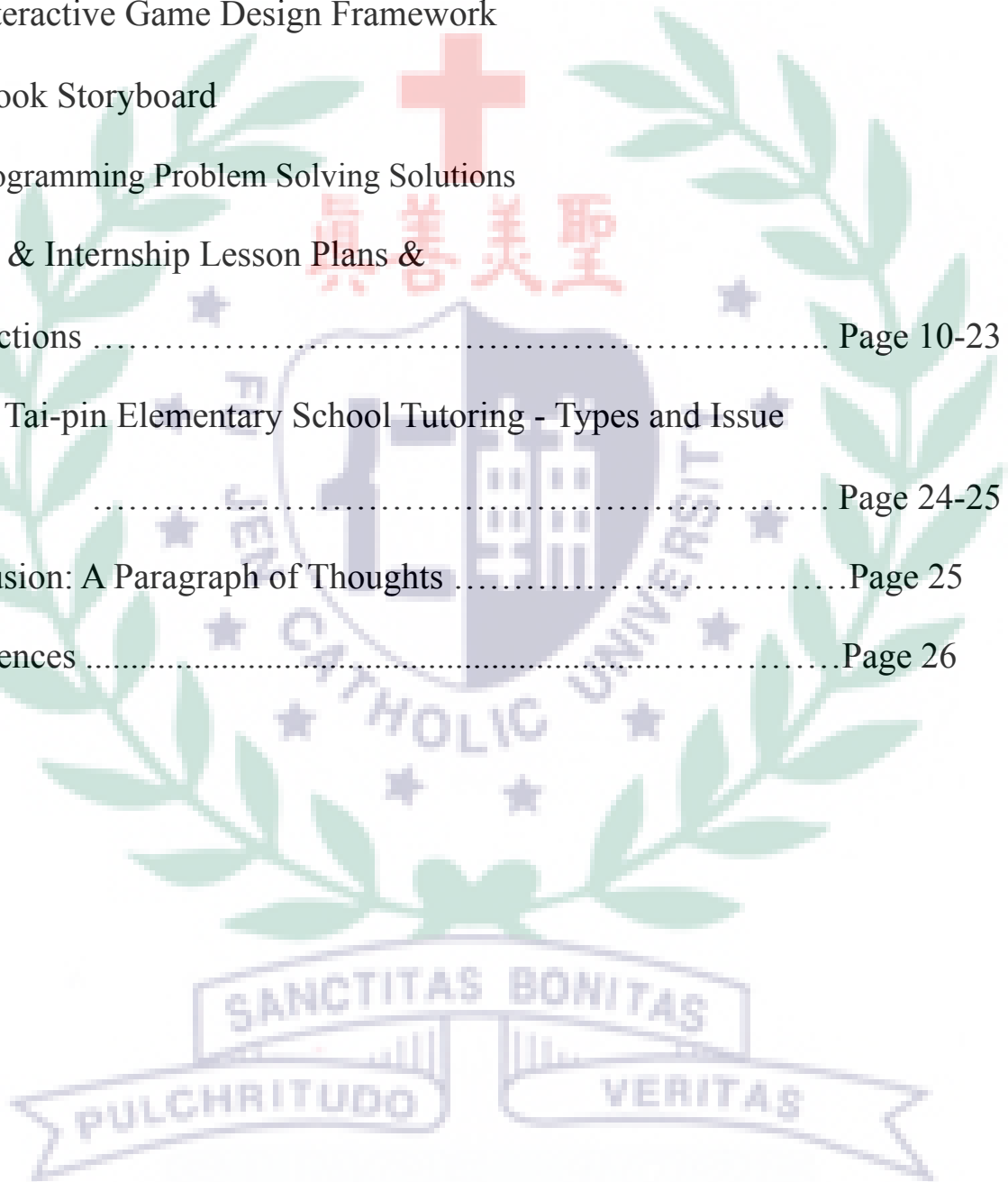
[LOD Presentation Film-Airy-408110120-TEFL2021f \(2\).mp4](#)

[LOD Presentation Film-Airy-408110120-TEFL2021f \(1\).mp4](#)



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# I. Introduction

First of all, the production of E-Book was not easy. Before the internship, I had never used or heard of Twine, however, after learning and designing my own twine E-Book, I found it really entertaining and useful when it comes to tutoring. Designing Twine E-Book took a lot of time, but after finishing it, the sense of achievement fulfilled me. To make a complete E-Book, our group had different work division in order to accomplish it with less effort, more efficient and quality.

Secondly, types and issues that I encountered during tutoring. I have never tutored anyone before taking this course, therefore, it was all new and refreshing to me at first. On the other hand, I have never thought of using any teaching methods beforehand, since this was the first time I had anything to do with this specific area. I found it quite surprising that there were so many teaching techniques that I could utilize while teaching students. After a few sessions of tutoring, I encountered different issues that I have never thought of, such as the student could be easily distracted during the lesson. Even though it could be frustrating sometimes, my partner and I still managed to solve the problems we had.

Lastly, the final assignment of this semester. During midterm week, we had a proposal suggesting our plan for the finalize of our E-Book. We did what we planned at last, and it turned out the final version was exactly what we expected! The story of Whale was a lot more complete and there was a happy ending of the story. We included different teaching methods and learning assessments that is specifically designed for TaiPing elementary school students.

## II. TEFL TWINE ebook

### Interactive Game Design Framework

Student ID: 408110120

Name: Airy Tung

Group ID: 1





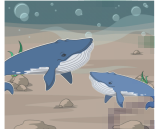

Topic	The Sequel: Whale Returns Home	Teammate(s)	Peko Hu, Iris Kao, Jeselyn Hsu
Theme	A Sequel of the story of Whale	Background	The story of a white whale
Target Users	Elementary school students		
Purpose	Develop English learning and ability to think and choose		
Character(s)	Whale and his mother, father, brother, and sister		
Plot	After listening to the encouragement of Octopus, Whale finally figures out his own value. He decides to go home and talk to his family. Whale bravely points out their mistake and makes his family understand him.		
Game Play and mechanics	<ul style="list-style-type: none"> <li>• Interactive story               <ul style="list-style-type: none"> <li>A. Student can choose different choices throughout the plot, so that they can feel more participated during the learning, which can also enhance their knowledge of the story.</li> </ul> </li> <li>• Game-Based Learning (Attracts attention and also a perfect tool to examine student's knowledge of vocabularies)               <ul style="list-style-type: none"> <li>A. Cross-word puzzle</li> <li>B. Snakes and Ladders</li> </ul> </li> </ul>		




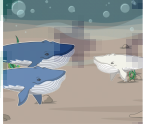

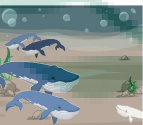


Flowchart




Storyboard

Scene	Image	Sound
	Screen shot Description	Narration/ Sound effect/ Background music

<p>1</p>  <p>在听完奧格伯的鼓勵後，威爾接下來想要怎麼做？ 1. 突然改變主意，還是不要回家好了 2. 確定自己想要回家 After listening to the encouragement of octopus, what whale will do next? 1. Changes his mind suddenly. Don't go home. 2. He is sure that he really wants to go home.</p>		<p>At this point, the student would need to decide if they wants Whale to go home.</p>	<p>Ocean's lively music</p>
<p>2</p>  <p>「爸爸媽媽說不想根本不想看到我...」威爾這道想，自己還是沒能鼓動得回到家說出自己的想法，所以他打算繼續過著簡單的生活。 "My mom and dad don't even want to see me..." whale thought. whale could not gain the courage to go back home and express his feelings. Therefore, he continued to live a lonely life. The End.</p>		<p>If the student chooses not to go home: Whale could not gather the courage to go home, so he just continued with his lonely life.</p>	
<p>3</p>  <p>在外面流浪了幾天之後，因為奧格伯的一番鼓勵，威爾決定回家，試著跟他的家人溝通，說出自己的煩惱與委屈，畢竟他還是個長大的孩子，需要家人溫暖。 After a few days of wandering outside, whale decides to go home and try to find the courage to talk to his family about his worries and grievances due to octopus's encouragement. After all he was still a young boy who needed the warmth of a family.</p>		<p>If the student chooses to go home: Whale decided to go home and talk to his family members.</p>	<p>Ocean's lively music</p>
<p>4</p>  <p>威爾：「爸爸媽媽，我知道你們不想見到我，但我有權利表達自己的想法，不論你們聽不聽聽，我都應該說出來！」 "Daddy and Mommy, I know you don't want to see me, but I have the right to express my thoughts whether you want to hear it or not, I am going to say it!"</p>		<p>Whale speaks up for himself.</p>	<p>Ocean's lively music</p>
<p>5</p>  <p>威爾的爸爸媽媽看到皮膚白的像鬼一樣的孩子突然出現在家裡，心中還是帶著害怕和排斥，但還是不及拒絕，威爾就抑鬱的說： When whale's parents saw their sons whose skin was as white as a ghost suddenly appearing in the house, though they were still afraid and repulsed, whale continued even before they could refuse.</p>		<p>As soon as Whale's parents saw him, they felt frightened, but Whale continued with his words.</p>	<p>Ocean's lively music</p>
<p>6</p>  <p>「你們認為我身上的顏色很奇怪，但我還是你們的孩子呀，只因為這樣就把我排除，我會很難過，而且很不公平。」 "You think the color on my body is strange, but no matter what, I'm still your child. So if you exclude me just because of this, I will be very sad, and it's so unfair!"</p>		<p>Whale expressed his thoughts and sadness. He felt unfair.</p>	<p>Ocean's lively music</p>

<p>7</p>  <p>威爾轉頭說道：「想不到外，哥哥姊姊跟爸爸媽媽也長得不一樣，難道你們跟爸爸媽媽長得一樣嗎？」      威爾：「可是不怕的定義是什麼……」      whale continued: "Speaking of our looks, Bro and Sis, also look different from you. Does that mean you are going to abandon them too?"      Dad: "It's not the same, you look scary!"      whale: "But how do you define what's scary?"</p>	<p>Whale asked his father how to define "scary".</p>	<p>Ocean's lively music</p>
<p>8</p>  <p>威爾：「哥哥，你的身上有很多刺呢，那我也許可以說你長得很可怕嗎？」      威爾的爸爸說：「那你是沒有刺的鯨魚嗎？」      哥哥的反應是取笑威爾的藍，這看起來一點都不好笑。      "brody you have a lot of spines on your body. So can I say you look scary too?"      "having you have a real deep voice. So are you a strange whale too?"      "Dad think you are a really deep but unkind from a distance. So you look like a black mess. So why won't you say he's scary..."</p>	<p>Whale questioned them.</p>	<p>Ocean's lively music</p>
<p>9</p>  <p>威爾的爸爸媽媽聽了威爾說的話後，互相打量了一番，再看看威爾，表情有些難堪，不好意思。      After hearing whale's words, his parents looked at each other and then to whale with a slightly ashamed and embarrassed expression.</p>	<p>His parents felt a bit embarrassed.</p>	<p>Ocean's lively music</p>
<p>10</p>  <p>看見哥哥媽媽的反應，威爾更加激動地說：      「就算爸爸媽媽認為白色鯨魚，但我曾經遇到一隻黑魚，他和我爸爸的印皮魚！他跟我像石一樣難看！」      Seeing their reaction, whale persisted on. "Even if you think white is ugly, I once met an octopus who shared my white, and he said I was as fine as a diamond."</p>	<p>Whale talked about how the octopus accomplished his color.</p>	<p>Ocean's lively music</p>
<p>11</p>  <p>所以這不漂亮，既不漂亮，也不可怕，總之沒有一定的標準定義！      「我們的本質是一樣的，我們都是鯨魚，我們是一家人。」      "So there is no certain standard or definition to whether one is pretty ugly or scary" "we are all the same in nature, we are all whales, and we are one family."</p>	<p>Whale claimed that there is no standard of being beautiful or ugly.</p>	<p>Ocean's lively music</p>
<p>12</p>  <p>威爾的家人偷偷地低下了頭，他們不知道原來之前的行為這麼傷人……      whale's family members looked down in shame.      They did not know what they did was so hurtful……</p>	<p>Whales parents felt ashamed and sorry.</p>	<p>Ocean's lively music</p>
<p>13</p>  <p>威爾帶著歉意說：「對不起威爾，是爸爸媽媽的不對，這件事是我們因為外表不同比較難受，一定也會跟你們一樣難過……」      whale's parents said apologetically.      "You sorry whale, it was our fault. We had been abandoned just because we looked different. I'm sure you would have been just as upset as you were ...."</p>	<p>They apologized.</p>	<p>Ocean's lively music</p>
<p>14</p>  <p>哥哥姊姊：「威爾，我們都沒有看過你這類的鯨魚，所以才感到陌生，很奇怪，但是聽了你的描述之後，能理解你的想法，我們應該站在別人的角度思考！」      Brothers and sisters: "Whale, we hadn't seen a white whale before so that's why we felt strange and weird. But after listening to you, you are right. We should stand in the shoes of others when looking at things. Being white is special and nobody has the right to criticize anyone's outer appearance."</p>	<p>His siblings came over and apologized.</p>	<p>Ocean's lively music</p>



15	 <p>         威爾遜兄弟動地說了。三兄弟帶著媽媽的遺體回去。          爸爸媽媽將三個孩子抱在一起：「你們都是爸爸媽媽的心肝寶貝，都是善良的孩子。          每一隻動物都有靈魂，每一塊鑽石，每一塊寶石，          都是上帝所創造的。這世界就是上帝創造的。上帝創造了這一切。          那兒一家子就有現在這隻的鯨魚。」          whale said so touched after hearing their words that he cried and hugged his parents          accordingly.          whale's parents hugged the three kids close to them. "You are all Daddy and Mommy's          sweetheart, not only are you kind but everyone is equally handsome and pretty."          That is nature's kindness and encouragement to let us gain confidence to like himself,          the entire whale family was able to get together and reunite.       </p>	They hugged each other and accept whale.	Ocean's lively music
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## Programming Problem Solving Solutions

- Articulate your thoughts
- Free up your mind and improve your concentration.
- Records the history of your progress and development

### 1. Problem solving solutions

#	Problem encountered	Solution(s) tried/ other possible solutions
1	Hard to insert music into E-Book	Searched online for tutorials and fix the problem
2	Cater to student's level of English	Be careful with the usage of vocabulary

- 2.
- 2.
- 2.

### 2. Lesson(s) learned.

#### a. From trial and error

1. At first while I was making flow chart, it was a little complicated and hard to make. I didn't know how to start and what kinds of shapes do I have to use. But I learned how to do it by looking at the PPT provided on Tronclass, then I figured out how to design a flowchart very soon.
2. While I was adapting the story, it was not easy to come up with a plot instantly, so first I decided the development of the plot, listed out some main ideas that needed to be included, then consider the details like what the characters should say to each other, and how should they speak. It would be quicker if I make the story step by step instead of just making a story on a very vague basis.

#### b. From team member(s)

1. I learned how to cooperate with others efficiently. It sounds basic, but actually the cooperation here is different from my experience before. For this course, we had to design Power-Point, gather town, lesson plans, E-Book, story board... Most of them are related to technology that we have never learned, therefore, to understand what an individual is good at is crucial. For instance, if I'm better at designing Gather Town, and my team mate is better at designing powerpoint, we can divide our work based on our preferences.

#### c. From other team(s)

1. From other teams, I learned that creativity is an essential key. I remembered that there was one group making a twine E-Book based on aliens and space, which is really interesting and new. Most of the groups make stories of ordinary things, including our group. On the contrary, a theme like that is easier to grab students' attention, that is something that I would do if I got another opportunity to design my own E-Book.

3. Most impressive conversation/ event.

The most impressive event was the last session of tutoring. Our student is a special kid, he couldn't focus on the lessons constantly, therefore I assumed that he might forget what we had taught after class. However, at the last session when I was reviewing some of the vocabulary we've taught, he could still recall the vocabulary and able to pronounce them! I was surprised and touched, figuring out that our stu-



dent could actually remembered what we've taught. In addition, he said he really liked the story of Whale, and I was so delighted that he really devoted himself into the lessons.

### III. TEFL & Internship Lesson Plans & Reflections

設計理念 Theoretical or pedagogical underpinning for the unit design	-ALM - Direct Method								
<b>設計依據 Design Basis</b>									
<b>學習重點 Learning focus</b>	<table border="1"> <tr> <td data-bbox="454 833 603 981">           核心素養 Core Competence         </td> <td data-bbox="603 833 847 981">           (General) Encourage student's motivation         </td> <td data-bbox="847 833 1007 1285"> <b>學習表現 Learning performances</b> - <b>competence [selective while practicing]</b> </td> <td data-bbox="1007 833 1286 1285">           1. Listen to FJU student teachers saying sentences of directions. 2. Read the direction sentences. 3. Repeat the sentences 4. Basic Introduction         </td> </tr> <tr> <td data-bbox="454 981 603 1285">           學習內容 Learning content (subjects/ Fields/ Domains)         </td> <td data-bbox="603 981 847 1285">           1. self-introduction, and greeting 2. direction teaching 3. Vocabulary and basic sentence structure         </td> <td></td> <td></td> </tr> </table>	核心素養 Core Competence	(General) Encourage student's motivation	<b>學習表現 Learning performances</b> - <b>competence [selective while practicing]</b>	1. Listen to FJU student teachers saying sentences of directions. 2. Read the direction sentences. 3. Repeat the sentences 4. Basic Introduction	學習內容 Learning content (subjects/ Fields/ Domains)	1. self-introduction, and greeting 2. direction teaching 3. Vocabulary and basic sentence structure		
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<b>議題融入 Issue integration</b>	<table border="1"> <tr> <td data-bbox="454 1303 603 1473">           實質內涵 Substantial connotation         </td> <td data-bbox="603 1303 1286 1473">           1. Through self-introduction practicing, enhance speaking skill 2. Make the student more familiar with words related to direction by introducing the TP environment, and get to know more about the school.         </td> </tr> <tr> <td data-bbox="454 1473 603 1621">           所融入之學習重點 Learning focus         </td> <td data-bbox="603 1473 1286 1621">           1. English Vocabulary on directions 2. Speaking skill: self-introduction, and patterns of direction 3. Listening skill: by listening to tutors' instructions, students have to follow commands.         </td> </tr> </table>	實質內涵 Substantial connotation	1. Through self-introduction practicing, enhance speaking skill 2. Make the student more familiar with words related to direction by introducing the TP environment, and get to know more about the school.	所融入之學習重點 Learning focus	1. English Vocabulary on directions 2. Speaking skill: self-introduction, and patterns of direction 3. Listening skill: by listening to tutors' instructions, students have to follow commands.				
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<b>與其他領域/科目的連結 Links with other fields/ subjects</b>	English Geography								
<b>教材來源 Source of teaching materials</b>	designed by ourselves								
<b>教學設備/資源 Teaching equipment/ resources</b>	Webcams, Headsets, and Laptops provided by FJU teachers								
<b>學習目標 Learning objectives</b>									

- b. Tutors use what they have taught to introduce themselves in English.
- c. The student takes a turn to talk about himself

**Aim: Student has to know basic greeting language and sentence structure. for example:**

T: Hello, my name is \_\_\_\_\_. What is your name?

S: My name is \_\_\_\_\_.

T: How are you today?

S: \_\_\_\_\_.

如果不知道如何用英文描述自己今天的狀態，可以用中文輔助。重點只要學會基本的 “My name is \_\_\_\_\_.” 還有 “How are you today?”

7  
minute  
s

2. Ice-breaking activity (to know more about each other)
  - a. 3 Likes and 3 Dislikes
  - b. truth and lie

**Aim: student should know what do “I like .....” and “I don’t like .....” mean. For example:**

T1: I like reading, singing and swimming. (3 likes)

T2: I don’t like running, going camping and

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet Tutoring Session			
Topic(s) of Lesson Plan	Welcome to TaiPing Elementary School	Date	2021/10/28
Your Name	Airy Tung	Co-teachers' Names	Peko Hu
Teaching Goal & Activities (briefly introduce)	<ol style="list-style-type: none"> <li>1. Through self-introduction practicing, enhance speaking skill</li> <li>2. Make the student more familiar with words related to direction by introducing the TP environment, and get to know more about the school.</li> </ol>		
Do you achieve the goal of teaching ?	If you achieve the goal, why ?		
	If you don't achieve the goal, why not? No, because the student came in late so we were not able to teach him directions and do the activities we planned. Time was not enough.		
What digital tools do you use in this teaching?	Microsoft Teams, GatherTown		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	No, when using GatherTown, students were more interested in running around in the map instead of learning at the very beginning. Even though using GatherTown was interesting, but still it could be a little distracting for the students. However, using Teams to record the process is convenient and was easier for us to reflect our teaching.		

## 2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet

### Tutoring Session

Topic(s) of Lesson Plan	Welcome to Taiping Elementary school	Date	2021/11/04
Your Name	Airy	Co-teachers' Names	Peko

### Lesson Plan\_CLIL\_Internship

Student ID and Name:

- 408110572 Peko 胡珂綺
- 408110120 Airy 董怡孜
- 

Our learners: special kid - 金恩謙 (Group 1)

Group members: IDs & Names

Date/day of the week, 2021f, 1101	2021/11/25, Thursday week 10 4th teaching session	單元名稱 The topic of the Unit	Twine Ebook-Empathy (Is Whale Weird and Ugly?)
(e)Tool link/ Platform recording link	Teams (for recording) Google meet: <a href="https://meet.google.com/iqw-qfyp-jkg">https:// meet.google.com/ iqw-qfyp-jkg</a>	主教者 Primary Student Teacher(s)	Peko 胡珂綺 Airy 董怡孜
實施年級 Grade & Group No.	金恩謙 Group 1	Word division: 設計者 Designer(s) Student No.	Major Plan Writer(s) 主要 撰寫: Peko 胡珂綺 Airy 董怡孜 Recording/Screenshots 現場錄影與拍照: Airy 董怡孜
領域/科目/主題 Field / Subject /Theme	English	教學節數 Total class periods & time required	Interactive games/task planner: Peko 胡珂綺 Time: 1 Period 40-45minutes
Other Notes		Absentee缺席	FJU: TP student

## Lesson Plan\_CLIL\_Internship

Student ID and Name:

- 408110572 Peko 胡珂綺
- 408110120 Airy 董怡孜

Our learners: special kid - 金恩謙 (Group 1)

Group members: IDs & Names

<b>Date/day of the week, 2021f, 1101</b>	2021/12/09, Thursday week 12 5th teaching session	<b>單元名稱</b> The topic of the Unit	<b>Twine Ebook-Empathy</b> (Learn to accept others)
<b>(e)Tool link/ Platform recording link</b>	<b>Teams (for recording)</b> Google meet: <a href="https://meet.google.com/iqw-qfyp-jkg">https://meet.google.com/iqw-qfyp-jkg</a>	<b>主教者</b> <b>Primary Student Teacher(s)</b>	Peko 胡珂綺 Airy 董怡孜
<b>實施年級</b> <b>Grade &amp; Group No.</b>	金恩謙 Group 1	<b>Word division:</b> <b>設計者</b> <b>Designer(s)</b> <b>Student No.</b>	<b>Major Plan Writer(s) 主要撰寫:</b> Peko 胡珂綺 Airy 董怡孜 <b>Recording/Screenshots</b> <b>現場錄影與拍照:</b> Airy 董怡孜 <b>Interactive games/task planner:</b> Peko 胡珂綺 Airy 董怡孜
<b>領域/科目/主題</b> <b>Field / Subject /Theme</b>	English	<b>教學節數</b> <b>Total class periods &amp; time required</b>	Time: 1 Period 40-45minutes



## Lesson Plan\_CLIL\_Internship

Student ID and Name:

- 408110572 Peko 胡珂綺
- 408110120 Airy 董怡孜

Our learners: special kid - 金恩謙 (Group 1)

Group members: IDs & Names

Date/day of the week, 2021f, 1101	2021/11/11 Thursday week 3	單元名稱 The topic of the Unit	Giving directions related to Taiping Elementary school
(e)Tool link/ Platform recording link	Teams Gather Town	主教者 Primary Student Teacher(s)	Peko 胡珂綺 Airy 董怡孜
實施年級 Grade & Group No.	金恩謙 Group 1	Word division: 設計者 Designer(s) Student No.	Major Plan Writer(s) 主要撰寫: Peko 胡珂綺 Airy 董怡孜  Recording/Screenshots 現場錄影與拍照: Airy 董怡孜  Interactive games/task planner:
領域/科目/主題 Field / Subject /Theme	English	教學節數 Total class periods & time required	Time: 1 Period 40-45minutes
Other Notes		Absentee缺席	FJU: TP student
設計理念 The theoretical or pedagogical underpinning for the unit design	-ALM - Direct Method		
設計依據 Design Basis			
學習重點 Learning focus	核心素養 Core Competence	(General) Encourage student's motivation	學習表現 Learning performances - competence [selective while practicing]
	學習內容 Learning content (subjects/ Fields/ Domains)	1. recognizing 26 English alphabets 2. direction teaching 3. Vocabulary and	

設計理念

The theoretical or pedagogical underpinning for the unit design

- CLT method
- using Q&A to have interactions with the pupil and help him think/understand the notion of empathy

Is “empathy” introduced or discussed in your teaching? How do you teach “empathy”?

(only answer this question from online tutoring #4-#6)

Yes, for this week, we only mentioned “empathy” for a few times. We asked the student questions like “Do you think Whale is ugly?”, “If you were Whale, what would you think? How will you feel?” With these questions, we added that Whale might be really sad and lonely if others treat him like that, in addition, we all have to think for others and accept others.

Is there any special event\* in this lesson? How do you deal with the event\*?

Not this time, which I felt quite happy and relieved! :)

What do you learn from that event\*?

If you have a second opportunity, what will you do differently?

Do you have any problems with your teaching?

No.

What makes you happy or feel proud of in today’s lesson?

I am happy that the student likes the story very much, and he was also interactive and tried hard to understand the plot of the story.

**Instructors (Lynn or BC) will give you another file later**  
**教學省思 Teaching reflection**

References:  
 參考資料：

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet Tutoring Session			
Topic(s) of Lesson Plan	Kindness and Encouragement	Date	16 Dec.2021
Your Name	Airy	Co-teachers' Names	Peko
Teaching Goal & Activities (briefly introduce)	<p>Go through the part that was left and finish the twine book completely.</p> <p>Talk about "empathy" to see if the student could understand the concept of it.</p> <p>Teach vocabulary, such as "happy", "sad", "excited" so the student could remember and distinguish the differences.</p>		
	<p><b>Yes, we achieve our goal!</b> even though sometimes the student was distracted, but we were still able to finish our goal and taught him the words as we planned.</p>		
	<p>If you don't achieve the goal, why not?</p>		
What digital tools do you use in this teaching?	Google Meet, Google Slide		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	Yes, google meet and google slide are both easy and effective when it comes to teaching.		
Is "empathy" introduced or discussed in your teaching? How do you teach "empathy" ?	<p>Yes, we discussed the concept for "empathy" in this week's class.</p> <p>We asked our student "situation questions", for instance, If you were whale, how would you feel? Questions like this could guide him into thinking and getting really into the story's plot.</p>		



<b>integration</b>	<b>所融入之學習重點 Learning focus</b>	1. English alphabets 2. Speaking skill: pronunciation of several vocabularies 3. Listening skill: listen to tutors' pronunciation while telling the story
<b>與其他領域/科目的連結 Links with other fields/ subjects</b>		English
<b>教材來源 Source of teaching materials</b>		Twine E-Book
<b>教學設備/資源 Teaching equipment/ resources</b>		GatherTown, Twine eBook Teams (for recording)
<b>學習目標 Learning objectives</b>		
(Specific)		
<ol style="list-style-type: none"> <li>1. Pronounce specific words correctly</li> <li>2. Understand the meaning of specific vocabulary</li> <li>3. Enhance the understanding of empathy</li> </ol>		

<b>教學活動設計 Teaching activity design</b>		
<b>教學活動內容及實施方式 Teaching activities content and implementation methods</b>	<b>時間 Time</b>	<b>備註 Remarks</b>

sure the student can recognize the patterns.

*Aim: student has to know:*

1) 2 direction words: turn right / left, go straight

2) 4 buildings:

*computer room* (電腦教室)

*playground* (操場)

*bathroom* (廁所)

*bridge* (天橋)

**3. Game playing Activity (using Gather Town)**

- a. tutors design digital online maps with different TP building arrangements.
- b. for listening training: the tutors give direction guidance, the student has to understand the meaning and accomplish the task, eventually tell the tutors what is the designed destination.
- c. for speaking training: the tutors give a designated destination, the student has to tell the tutors in what ways he can get to the target building.

5  
minutes

Use English for important key words, such as: 我想到達 playground的話, 要先turn left 再turn right  
(Consider special kid's learning ability can't be loaded too much at one time)

**Instructors (Lynn or BC) will give you another file later**  
教學省思 **Teaching reflection**

References:  
參考資料:



Other Notes	Absentee缺席	FJU: TP student	
<b>設計理念</b> <b>The theoretical or pedagogical underpinning for the unit design</b>	<ul style="list-style-type: none"> <li>- CLT method</li> <li>- using Q&amp;A to have interactions with the pupil and help him think/understand the notion of empathy</li> </ul>		
<b>設計依據 Design Basis</b>			
<b>學習重點</b> <b>Learning focus</b>	<b>核心素養</b> <b>Core Competence</b>  <b>學習內容</b> <b>Learning content (subjects/Fields/ Domains)</b>	<p>(General) Enhance student to understand empathy</p> <ol style="list-style-type: none"> <li>1. listening: the tutors read the story using both Chinese and English</li> <li>2. Speaking: practice pronouncing several vocabularies</li> <li>3. writing skill: using fingers to show the shape of the alphabets or writing the words in the air.</li> <li>4. discuss “what is empathy” with the tutors</li> </ol> <p><b>學習表現</b>  <b>Learning performances</b>  - <b>competence [selective while practicing]</b></p>	<ol style="list-style-type: none"> <li>1. Listen to FJU teachers</li> <li>2. Able to pronounce and write the particular words</li> <li>3. Able to understand the plot of the story</li> <li>4. Understand the notion of empathy</li> </ol>
<b>議題融入</b> <b>Issue</b>	<b>實質內涵</b> <b>Substantial connotation</b>	<ol style="list-style-type: none"> <li>1. Through listening to tutors, students can be more familiar with English listening</li> <li>2. By having interactions with the teachers, student pay more attention to the story</li> <li>3. Understand more about empathy by answering the tutors' designed questions.</li> </ol>	

## Lesson Plan\_CLIL\_Internship

Student ID and Name:

- 408110572 Peko 胡珂綺
- 408110120 Airy 董怡孜
- 

Our learners: special kid - 金恩謙 (Group 1)

Group members: IDs & Names

<b>Date/day of the week, 2021f, 1101</b>	2021/12/16, Thursday week 13 6th teaching session	<b>單元名稱</b> The topic of the Unit	<b>Twine Ebook-Empathy</b> (Kindness and Encouragement)
<b>(e)Tool link/ Platform recording link</b>	<b>Teams (for recording)</b> <b>Google meet:</b> <a href="https://meet.google.com/iqw-qfyp-jkg">https:// meet.google.com/ iqw-qfyp-jkg</a>	<b>主教者</b> <b>Primary Student Teacher(s)</b>	<b>Peko 胡珂綺</b> <b>Airy 董怡孜</b>
<b>實施年級</b> <b>Grade &amp; Group No.</b>	金恩謙 Group 1	<b>Word division:</b> <b>設計者</b> <b>Designer(s)</b> <b>Student No.</b>	<b>Major Plan Writer(s) 主要 撰寫:</b> Peko 胡珂綺 Airy 董怡孜 <b>Recording/Screenshots</b> <b>現場錄影與拍照:</b> Airy 董怡孜 <b>Interactive games/task planner:</b> Peko 胡珂綺 Airy 董怡孜
<b>領域/科目/主題</b> <b>Field / Subject /Theme</b>	English	<b>教學節數</b> <b>Total class periods &amp; time required</b>	Time: 1 Period 40-45minutes
<b>Other Notes</b>		<b>Absentee</b> 缺席	FJU: TP student



<b>Integration</b>	<b>所融入之學習重點 Learning focus</b>	1. English alphabets 2. Speaking skill: pronunciation of several vocabularies 3. Listening skill: listen to tutors' pronunciation while telling the story
<b>與其他領域/科目的連結 Links with other fields/subjects</b>	English	
<b>教材來源 Source of teaching materials</b>	Twine EBook	
<b>教學設備/資源 Teaching equipment/resources</b>	Google Meet, Twine eBook	
<b>學習目標 Learning objectives</b>		
(Specific)		
1. Pronounce specific words correctly 2. Understand the meaning of specific vocabulary (emotional vocabulary) 3. Enhance the understanding of empathy		

<b>教學活動設計 Teaching activity design</b>			
<b>教學活動內容及實施方式 Teaching activities content and implementation methods</b>		<b>時間 Time</b>	<b>備註 Remarks</b>
<b>設計依據 Design Basis</b>			
<b>核心素養 Core Competence</b>	(General) Enhance student to understand empathy		1. Listen to FJU teachers 2. Able to pronounce and



# IV. TEFL Tai-pin Elementary School Tutoring - Types and Issue

(Note: This is a group work. Please highlight the part(s) you got involved in and have progressed or solve problems.

Affective factor/feelings: Hard to draw student's attention

- It's difficult to keep the student's attention because there are side effects of the medicine he took. Therefore, we adjusted our ideas, at first it was quite depressing but now we have become more familiar and used to his behaviors. The best we could do is to be patient and encourage the student.

Technical Issues: Unexpected situation may happen due to technical issues



- Use gestures or tell him to seek help from teachers so that we could continue the lesson as soon as possible.

Activities: Fun activities that can keep student's attention and motivation

- Play little games or use gestures to learn new words (instead of writing).

## V. Conclusion: A paragraph of Thoughts

I'm grateful to be in this class, I always felt that I was also learning every time I taught TaiPing elementary students, I learned a lot like how to how to utilize teaching methods, how to design a lesson plan and use Twine, etc. Teaching techniques like asking 4F questions, Audio Lingual Method are all extremely useful when it comes to tutoring young children. Many unexpected incidents can happen while tutoring, thus, I also learned how to react instantly under different situations. At first things could be challenging, but everything went smoothly after a few sessions, the relationship of the students and us became closer, and he would share his feelings, and thoughts with us, which was really encouraging. Even though we had to make lesson plans every week, and design PPT by ourselves, but endeavor paid off, we gained things that we couldn't outside this course, and last, I even felt a bit depressed that I could not teach the student. I hope there will be more opportunities and chances that I could get to know him a bit more.

## VI. References

Twine EBook: [我跟別人不一樣\\_all\(白字\).html](#)

The images used in lesson ppt:

<https://www.pngsucai.com/png/211004.html>

<http://616pic.com/sucai/14nil6m9z.html>

<https://www.teacherspayteachers.com/Product/Ocean-Life-Word-List-Writing-Center-3795211>

