

天主教輔仁大學英國語文學系學士班畢業成果
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GRADUATION PROJECT 2023

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**Portfolio Report of “Introduction to TEFL”
E-book: Sticky the Slime**

學生：蔡永晟撰
Bernie Tsai

TEFL Learning Outcome Demonstration Report

E-book: Sticky the Slime

Bernie Tsai

408110168

Instructors: Bichu Chen & Lynn Chou

Date: 2022/01/22

One Drive Folder and File Links (available to limited readers)--- https://fju.edu.my/sharepoint.com/:f/g/personal/090098_m365_fju_edu_tw/EhKAj8JP0SNOgkTw2AvX9ZwBMsOq54o_KIRx8z3XwSKmA?e=zgzxdY

1. eBook Link [Sticky the Slime.html](#)
2. My self-created eBook parts/pages: Please list parts or pages you are involved in.
 - a) Programming
 - b) Activity design
 - c) Proof reading
3. Project Oral Presentation Film Link (One Drive or) --- [LOD Presentation Film-Bernie Tsai 408110168-TEFL2021f.mp4](#)

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I. Introduction

The first part of the portfolio is about TWINE eBook project which I worked with my teammates. It is an original story of a slime named Sticky who thinks nobody likes him since he is quite different. In this eBook design, I am in charge of programming, further changes to make the interface more user friendly, and provide logical switch in scenes for readers to choose different options to get to the other ending through programming. Our project aims to introduce empathy to the fifth graders through the story. Interactive game design framework, storyboard, and technical problem-solving parts are included to help explain in detail of how we designed the eBook and how we solved the problems during the project. Next, the second part of the portfolio will be my personal reflection of the course. Finally, the last part of the portfolio is the problems which we encountered in the tutoring session and how we modify our teaching methods.

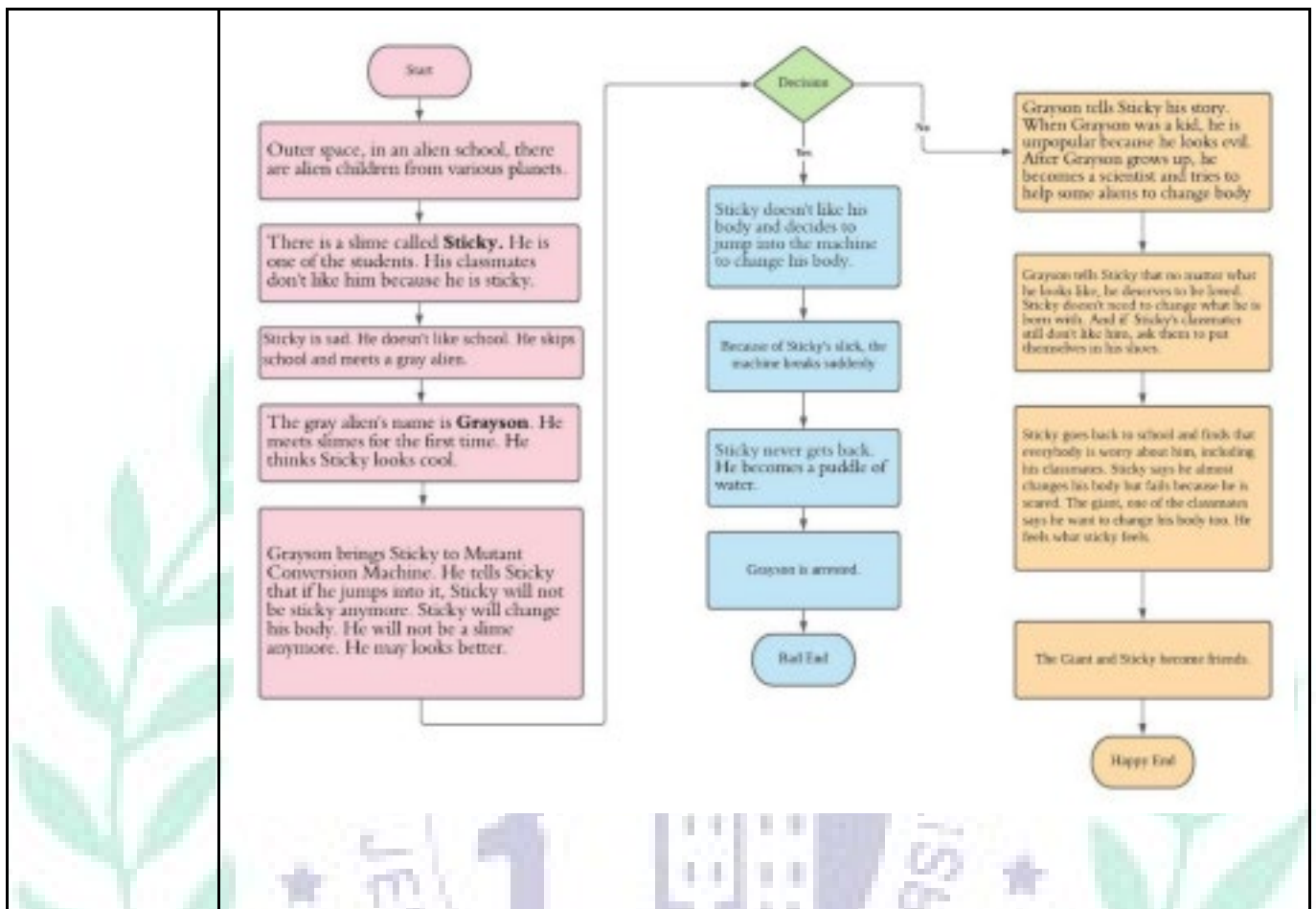


II. TEFL TWINE eBook

Interactive Game Design Framework

Student ID:408110168 Name: Bernie Tsai Group ID: 5


Topic	Sticky the Slime	Teammate(s))	Anna Kan, Sylvia Tu, Vivian Lin, Bernie Tsai
Theme	To introduce and teach empathy	Background	In the outer space
Target Users	Elementary school fifth grade students		
Purpose	To teach empathy and some new words through the story		
Character(s)	Sticky the slime, Greyson the Grey Alien, the Giant		
Plot	Sticky the slime thinks his classmates do not like him because he is too sticky, so he skips classes. Then, he meets a gray alien who takes Sticky to his machine and lets Sticky decide whether he wants to change his body. If Sticky chooses to be transformed, the story will head toward the bad ending. Greyson will be arrested for being accused as a murderer. If Sticky chooses not to be transformed, the story will head toward a happy ending, which Sticky and Greyson will become close friends, and Sticky finds out his classmates actually care about him.		
Game Play and mechanics	Using Twine to create E-book and provide choices for readers to influence the story.		
Flowchart	Full image size URL: Sticky the Slim Flowchart.png		




Storyboard








Full size version - download and open it through TWINE: [Ebook pages](#)



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Scene	Image		Sound
	Screen shot	Description	
1		Cover page with Sticky as the main background	Narration/ Sound effect/ Background music



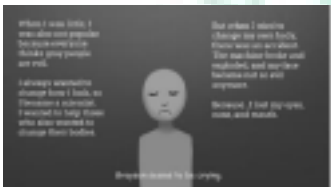
2		The setting of the story	
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3		Reason why Sticky skip school	
4		How Sticky feels	
5		Meets the grey alien	
6		the grey alien introducing himself	
7		Introducing the transforming machine	
8		Readers choosing whether Sticky gets into the machine	
9		Sticky imagines when he is not sticky anymore	

10		The transforming failed	
11		Sticky died and Greyson cries	

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12		Readers' choice leads to a bad ending	
13		Sticky refuses Greyson's suggestion and does not enter the machine	
14		Greyson tells Sticky about his own story	
15		Sticky is moved by Greyson's story	
16		Sticky goes back to school, and his classmates are worried about him	

17		They have a conversation about how they really think about Sticky	
18		Happy ending	
19		Activity for readers	

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Programming Problem Solving

- 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
	In Scene 8, I cannot find a way to make two sentences stay on the same level. They are not horizontal. One is higher than the other.	Alignment function provided by Twine does not help. Professor Lynn said I have to create a table by coding it.

2. Lesson(s) learned.

a. From trials and errors

(Detail)

I tried to use the alignment function provided by Twine, but it does not work. Then, I assume that it is because of the space between two sentences. Therefore, I tried to add or decrease some more. However, it is still not the function that I want. Finally, I turned to professor Lynn for help, and I created a table by using the code professor provided. I keep trying to use different coding method from my basic coding knowledge through the whole process. In short, I think never giving up, creativeness, and not afraid to ask for help are crucial personalities in programming.

b. From team member(s)

(Detail)

Cooperating is the key of success. We choose the jobs that we are capable of doing and help each other during the process. We give ideas to improve our work, and every one of us is open-minded which lead to the success.

c. From other team(s)

(Detail)

I learned a lot from how the other teams construct their ideas. Everyone has different thoughts, so looking at the others works helps develop my own ideas.

3. Most impressive conversation/ event.

When we divide our job, we are fast and clear. No one complains about it. Everyone did their job well and support each other when there is a problem.

III. TEFL & Internship Lesson Plans & Reflections

This is my first time officially being a teacher. During high school, I sometimes taught my classmates math and English, and I coached my friends playing video games. However, I did not have the mindset of being a teacher at that time because the situation was more relaxing. In this internship, I am asked to teach English in a formal situation. My students are lots younger than I, which brings a lot of pressure on me. I wonder if I was capable of teaching them English since I have no experience not to mention having any skills. Fortunately, my teammates give most of the lectures, and I just have to support them. In the beginning, I think I am useless to our team because I not only cannot design a workable lesson plan but also cannot provide useful advice. I struggle to be an effective team member, but I keep working on finding a way to help my team. I watch our tutoring video after each section, and analyze the effectiveness of our lesson. Also, I observe our students' reactions and put it into consideration when modifying our teaching method. Eventually, I helped our team by providing tips solving problems when teaching. For example, students run around the whole map, so we limit the space they can move. When students are not interested in the lecture, we play games with them to attract their attention back to the course. Last but not least, when the word is difficult to pronounce, we break it down and add Chinese phonetic symbols to help our students. When it comes to why we do our job well, I would say cooperating is the key of success. We analyze our abilities and individually choose the most suitable job to maximize our team effectiveness. Also, conversation plays a critical role through the whole semester. At first, we only have short and unclear conversation about the project and tutoring. However, we improved a lot during the process. I become active trying to make things clear, and I think this tiny action makes everyone become more active. Although it seems annoying to keep asking questions, it turns out to be very effective. In conclusion, I learned a lot through the course and become more confident to be a teacher and a good supporter.

IV. TEFL Tai-pin Elementary School Tutoring

- Types and Issue

Group member list:

408110168 Bernie Tsai

408110297 Sylvia Tu

408110405 Anna Kan

408110443 Vivian Lin

Lesson plan & Reflection

For copyright and privacy issues, the complete version is accessed to limited readers at FJU Individual service learning final version lesson plans 1-6 + reflections Portfolio.docx	
Lesson plan 12/16	Lesson Plan 1216.docx
All reflections	Individual service learning all reflections.docx

Lesson Plan TELF Internship

Date/day of the week , 2021f, 1101	2021/12/09	單元名稱 Topic of the Unit	Empathy
(e)Tool link/ Platform recording link	Gather Town link https://gather.town/app/WRN3wHzu6nNt nh5c/TP	主教者 Primary Student Teacher(s)	Sylvia Tu Anna Kan Vivian Lin Bernie Tsai
實施年級 Grade & Group No.	5 th grader Taipin elementary school students	Work division: 設計者 Designer(s) Student No.	Anna Kan
領域/科目/	English /Empathy	教學節數	Time:

主題 Field / Subject /Theme			Total class periods & time required	1. Recap what they learned in the previous class. (15 min) 2. Playing games (20 min) 3. wrap up (5 min)
Other Notes			Absentee 缺席	FJU: TP student
設計理念 Theoretical or pedagogical underpinning for the unit design	1. Use CLT techniques to teach 2. Use G-T (student- L1, FJU- L2) to help clarify understanding 3. The students are the main, active characters.			
設計依據 Design Basis				
學習重點 Learning focus	核心素養 Core Competence	TP Children will learn the meaning of empathy	學習表現 Learning performances	1. Reading 2. Replying questions

	學習內容 Learning content (subjects/ Fields/ Domains)	Showing a picture book and ask them some question to help them think about this topic. Help students to recap what they learned in the previous class and play games to deepen students' learning	competence [selective while practicing]	3. Making decision (game play)
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議題融入 Issue integration	實質內涵 Substantial connotation 所融入之學習重點 Learning focus	Introducing empathy 1. Basic English vocabulary 2. Simple sentences		
與其他領域/科目的連結 Links with other fields/subjects	English			
教材來源 Source of teaching materials	我跟別人不一樣 provided by BC & Lynn			
教學設備/資源 Teaching equipment/resources	Webcams, lab No. provided by FJU teachers TEAMs Gather Town			

學習目標 Learning objectives

Children will be able to

- 1) listen, read, and understand the picture book
- 2) learn the meaning of empathy

教學活動設計 Teaching activity design

教學活動內容及實施方式 Teaching activities content and implementation methods	時間 Time	備註 Remarks
Vocabulary: Recap the vocabulary they learned	Vocabulary recap: 15 mins Playing games: 15 mins Wrap up: 15 mins	Language: Chinese





Play empathy game:

Teachers will provide some situation and students have to make a decision by running to the either side of the room in Gather Town. Left side will be yes, right side will be no, and we will ask them how come they choose to do this way.

Instructors (Lynn or BC) will give you another file later

教學省思 Teaching reflection

References:

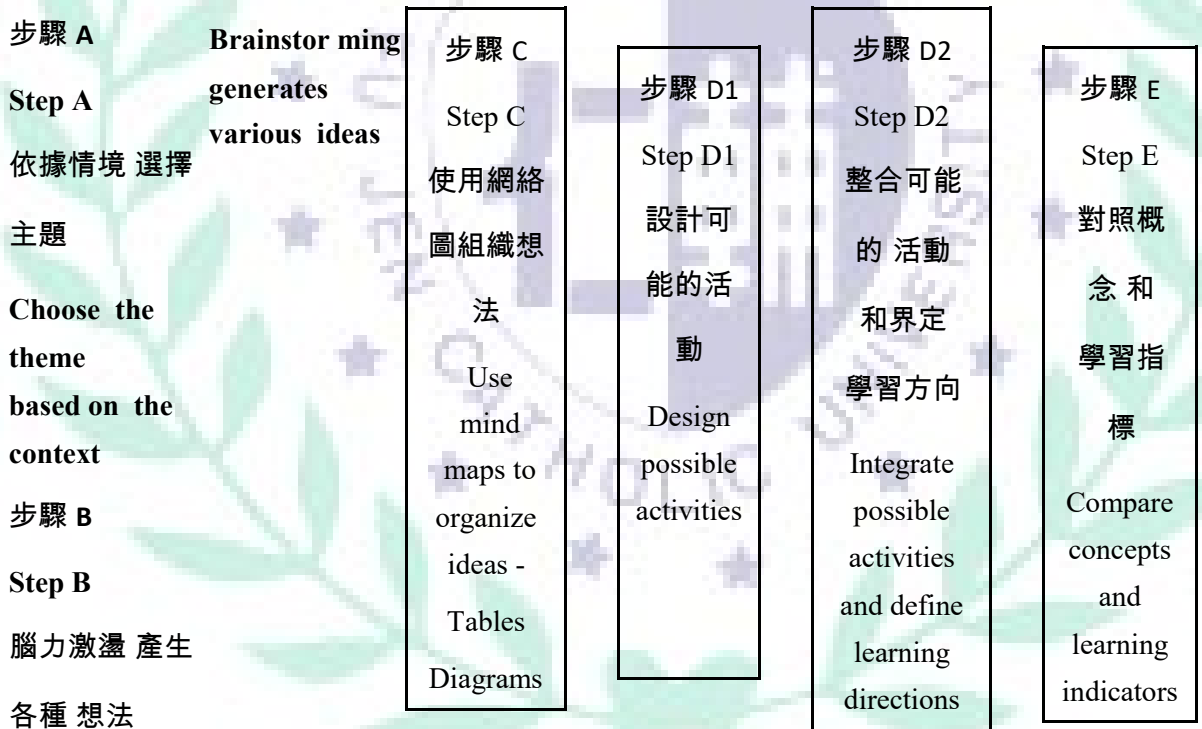
參考資料：我跟別人不一樣

Preparation: Lesson Plan Brainstorming

A. Language Focused Lesson Plan

Individual Student ID: Name: My Learners: T-P ? graders ● Lesson plan background

教案背景:



Lesson Plan TELF Internship

Date/day of the week , 2021f, 1101	2021/12/16	單元名稱 / Topic of the Unit	Empathy
(e)Tool link/ Platform recording link	Gather Town link https://gather.town/app/WRN3wHzu6Nt nh5c/TP	主教者 / Primary Student Teacher(s)	Sylvia Tu Anna Kan Vivian Lin Bernie Tsai

實施年級 Grade & Group No.	5 th grader Taipin elementary school students	Work division: 設計者 Designer(s) Student No.	Anna Kan
領域/科目/ 主題 Field / Subject /Theme	English /Empathy	教學節數 Total class periods & time required	Time: 1. New words for Christmas: 15 mins

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			2. Story telling: 20 mins 3. Wrap up: 5 mins
Other Notes		Absentee 缺席	FJU: TP student
設計理念 Theoretic al or pedagogi cal underpi nni ng for the unit design	1. Use CLT techniques to teach 2. Use G-T (student- L1, FJU- L2) to help clarify understanding 3. The students are the main, active characters.		

設計依據 Design Basis

學習重點

Learnin g focus

議題融入

**Issue
integration**

<p>核心素 養 Core Compete nce</p>	<p>TP Children will learn the meaning of empathy and Christmas words</p>	<p>connot ati on</p>	<p>學習表現 Learning perform</p>	<p>1. Reading 2. Replying</p>
<p>學習內容 Learning content (subjects/ Fields/ Domains)</p>	<p>Students will learn empathy through the story we picked. Also, they will learn some Christmas words and</p>	<p>所融入 之學習 重點 Learning focus</p>	<p>ances - ompete nce selective while practicing</p>	<p>1. Basic English vocabulary 2. Simple sentences 3. Listen to the story</p>
<p>實質內 涵 Substa ntial</p>	<p>Introducing empathy</p>	<p>/科目的</p>	<p>English</p>	

**與其他領域
連結**

**Links with other
fields/subjects**

<p>教材來源 Source of teaching materials</p>	<p>我跟別人不一樣 provided by BC & Lynn</p>
<p>教學設備/資源 Teaching equipment/resources</p>	<p>Webcams, lab No. provided by FJU teachers TEAMs Gather Town</p>
<p>學習目標 Learning objectives</p>	
<p>Children will be able to 1) listen, read, and understand the picture book 2) learn the meaning of empathy</p>	

教學活動設計 Teaching activity design		
教學活動內容及實施方式 Teaching activities content and implementation methods	時間 Time	備註 Remarks
We will teach some words chosen from the pictures about Christmas. Also, we will separate the word into syllables for students, and we will put mandarin phonetic symbols to help students pronounce the words.	New words for Christmas: 15 mins Story telling: 20 mins Wrap up: 5 mins	Language: Chinese





<p>Story telling:</p> <p>Teachers will do role playing to interpret the story and we split the story into two parts. We will finish it in two weeks, and we will teach</p>		
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<p>empathy and Christmas through the story.</p>		
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Instructors (Lynn or BC) will give you another file later

教學省思 Teaching reflection

References:

參考資料：我跟別人不一樣

References:

Preparation: Lesson Plan Brainstorming

A. Language Focused Lesson Plan

Individual Student ID: Name: My Learners: T-P ? graders ● Lesson plan background

教案背景:

步驟 A 各種想法

Step A Brainstorming

依據情境選擇 generates

主題

Choose the theme based on

步驟 B

Step B

腦力激盪產生

maps to organize

步驟 D1

Step D1

設計可能的活動

Design possible activities

步驟 E

Step E

整合可能的活動和學習目標

Integrate possible activities and

步驟 C

Step C

使用網絡圖組織想法

法

Use mind

the context various ideas

ideas - Tables Diagrams

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and define learning directions

learning indicators

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

Topic(s) of Lesson Plan	Giving Direction	Date	10/28
Your Name	Bernie Tsai	Co-teachers' Names	Sylvia Tu Anna Kan Vivian Lin
Teaching Goal & Activities (briefly introduce)	We planned to finish ice-breaking part, parts of giving direction, and treasure hunt.		
Do you achieve the	If you achieve the goal, why ?		

<p>goal of teaching ?</p>	<p>If you don't achieve the goal, why not? Lots of technical issues occur unexpectedly. For example, students get into wrong gather town space, could not hear students clearly, and getting disrupted by other student-teachers in the same room.</p>
<p>What digital tools do you use in this teaching?</p>	<p>Gather Town and PPT slides</p>
<p>Do you consider the use of technology facilitate your teaching and student learning? Why or why not?</p>	<p>We did not get the chance to use the technology yet because we are trying to help students get into the correct space and solve the problem of not hearing students' voice.</p>
<p>Is "empathy" introduced or discussed in your teaching? How do you teach</p>	<p>(only answer this question from online tutoring #4-#6)</p>

<p>"empathy"?</p>	
<p>Is there any special event* in this lesson? How do you deal with the event*?</p>	<ol style="list-style-type: none"> 1. Technical issues: When teachers stand in broadcasting area, teachers could not hear students' voices. (solved) 2. Students went into wrong gather town space.

<p>What do you learn from that event*?</p>	<p>1. I helped solve the problem by asking students to gather close to teachers. The problem of using broadcasting function is that it only provide broadcasting function, so students can hear teachers voices; however, if students are far away the teachers, teachers will not be able to listen their voices.</p> <p>2. I think we need to have an additional section for both FJU and TP elementary school to test gather town together in order to prevent the problem.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>I want to react faster because solving problems faster means we have more time to teach. Also, I am afraid of making mistakes. If I am not afraid of making mistakes, I think I can solve the problems much faster because I have the right idea of the problem. In other words, I am not confident enough to speak up the problem and fix it immediately.</p>
<p>Do you have any problems with your teaching?</p>	<p>Mentioned in special event section</p>
<p><u>What makes you happy or feel proud of in today's lesson?</u></p>	<p>Kids from TP elementary school are cute and well-behaved. They do not really complained about the technical issues while we are solving the problems.</p>

*Note 1: A special event refers to a critical incident which is an unplanned and unanticipated event that occurs during class, outside class or during a teacher's career but is "vividly remembered" (Brookfield, 1990, p. 84).

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet

<p>Tutoring Session</p>			
<p>Topic(s) of Lesson Plan</p>	<p>Giving Direction</p>	<p>Date</p>	<p>11/4</p>

Your Name	Bernie Tsai	Co-teachers' Names	Sylvia Tu Anna Kan Vivian Lin
Teaching Goal & Activities (briefly introduce)	We start to teach directions this week. We aim to make students able to know the directions. We let students follow us first, and later, they give direction for teachers to move.		
Do you achieve the goal of teaching ?	If you achieve the goal, why ? Although two students are late for a bit, we still manage to finish the task by leading students to speak out the direction.		
	If you don't achieve the goal, why not?		
What digital tools do you use in this teaching?	Gather Town and PPT slides		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	I think we did not use our PPT well to support the lesson because we directly give examples and let students repeat. Also, in 2D world, up and down do not represent the same meaning in 3D world. Therefore, it could confuse students.		
Is "empathy" introduced or discussed in your teaching? How do you teach "empathy"?	(only answer this question from online tutoring #4-#6)		

<p>Is there any special event* in this lesson? How do you deal with the event*?</p>	<p>Students do not follow the teachers, which in turns they cannot hear our sound.</p> <p>We ask them to use the follow function in Gather Town.</p> <p>Students went to other places and said “what the hell.” We think they are hiding their English proficiency and do not like the class. We may raise the difficulty and add some interesting activities.</p>
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<p>What do you learn from that event*?</p>	<p>I learned that if the lesson is too boring, we may face a lot of problems. For example, students lose their interests and attention. Also, we need more interaction with the students and provide activities for them to think.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>Although I am not in charge of the lesson this week, I think I have to prepare more activities to support my teammates.</p>
<p>Do you have any problems with your teaching?</p>	<p>Mostly mentioned in special event section.</p> <p>The headset still can record other groups’ voices which still interrupt the quality of the conversation between students and us.</p>
<p><u>What makes you happy or feel proud of in today’s lesson?</u></p>	<p>Kids from TP elementary school are good at English. Therefore, we can try to use more English in our conversation.</p>

*Note 1: A special event refers to a critical incident which is an unplanned and unanticipated event that occurs during class, outside class or during a teacher's career but is “vividly remembered” (Brookfield,

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	Giving Direction	Date	11/11
Your Name	Bernie Tsai	Co-teachers' Names	Sylvia Tu Anna Kan Vivian Lin

Teaching Goal & Activities (briefly introduce)	We review what we taught last week and ask students to lead teachers to other places. Also, we played treasure hunt which is designed by Sylvia.
Do you achieve the goal of teaching ?	If you achieve the goal, why ? We did achieve our goal since students learn how to express directions.
	If you don't achieve the goal, why not?
What digital tools do you use in this teaching?	Gather Town
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	We think that Gather Town has a fatal problem if the space is too big. Students will run away and there is no way that teachers can stop them.

<p>Is “empathy” introduced or discussed in your teaching? How do you teach “empathy”?</p>	<p>(only answer this question from online tutoring #4-#6)</p>
<p>Is there any special event* in this lesson? How do you deal with the event*?</p>	<p>Students run away and did not come back to class. We tried to catch them back and block the only way out.</p>
<p>What do you learn from that event*?</p>	<p>I think we should use our PPT slides to teach instead of only teaching students verbally. Also, I think being teachers should think and prepare more to react much faster and take action to the situation.</p>

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<p>If you have a second opportunity, what will you do differently?</p>	<p>I think I understand how students feel, so maybe I could have conversation with them about the lecture. Besides, I think we need some competitive activities to catch their attention.</p>
<p>Do you have any problems with your teaching?</p>	<p>Mostly mentioned in special event section.</p>
<p><u>What makes you happy or feel proud of in today’s lesson?</u> [OBJ]</p>	<p>Students actually learned the lesson even though they were a bit naughty.</p>

*Note 1: A special event refers to a critical incident which is an unplanned and unanticipated event that occurs during class, outside class or during a teacher's career but is “vividly remembered” (Brookfield, 1990, p. 84).

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	I am different from others	Date	11/25
Your Name	Bernie Tsai	Co-teachers' Names	Sylvia Tu Anna Kan Vivian Lin
Teaching Goal & Activities (briefly introduce)	We go through the story and teach sea creatures. We use 4F questions and role-playing during the lesson.		
Do you achieve the goal of teaching ?	<p>If you achieve the goal, why ?</p> <p>Students are interested in learning sea creatures. They are lot more active than past few weeks. Also, we design a small</p>		

	space to avoid students wandering around and play hide and seek with teachers.
	If you don't achieve the goal, why not?
What digital tools do you use in this teaching?	Gather Town, PPT Slides

<p>Do you consider the use of technology facilitate your teaching and student learning? Why or why not?</p>	<p>I think there are more things we can do by using gather town. We only use the voice communication function in gather town. It makes us wonder if we just need google meet. However, I think gather town can help us to design a more interactive activity since there are avatars which represent students themselves.</p>
<p>Is “empathy” introduced or discussed in your teaching? How do you teach “empathy”?</p>	<p>(only answer this question from online tutoring #4-#6) Yes, we did. We use 4F questions to guide students to think about putting themselves in someone’s shoes. For example, we ask how would they feel or do in the specific situation.</p>
<p>Is there any special event* in this lesson? How do you deal with the event*?</p>	<p>Students report that the other groups teachers are too loud which makes them confuse. We repeat things over and over.</p>
<p>What do you learn from that event*?</p>	<p>I think the room is not big enough to have so many groups to speak through headsets without interrupting other groups.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>Not sure what I can help with this technical problem.</p>

<p>Do you have any problems with your teaching?</p>	<p>Mostly mentioned in special event section.</p>
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<p><u>What makes you happy or feel proud of in today's lesson?</u></p> <p>OBJ</p>	<p>I think I did a great job this week. I remind my teammates about the 4F questions, redesign the space, and giving ideas when we finished our lesson early. Besides, students are lot more active which boosts my confidence.</p>
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*Note 1: A special event refers to a critical incident which is an unplanned and unanticipated event that occurs during class, outside class or during a teacher's career but is “vividly remembered” (Brookfield, 1990, p. 84).

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	I am different from others	Date	12/9
Your Name	Bernie Tsai	Co-teachers' Names	Sylvia Tu Anna Kan Vivian Lin
Teaching Goal & Activities (briefly introduce)	<p>We review words we taught last week with a simple game. This week we teach words about face expressions and empathy with simulating real situations.</p>		
Do you achieve the goal of teaching ?	<p>If you achieve the goal, why ?</p> <p>Our game works well this time which makes them pay more attention and become more active. Also, it seems that after the exam, students are more relaxed and energetic. Therefore, it's a happy day for us today.</p>		
	<p>If you don't achieve the goal, why not?</p>		

<p>What digital tools do you use in this teaching?</p>	<p>Gather Town, PPT Slides</p>
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28 -

<p>Do you consider the use of technology facilitate your teaching and student learning? Why or why not?</p>	<p>Yes, Gather Town helps a lot when we want to interact with students. Although it is just a simple activity, it makes the whole lesson more interesting, and students become more active.</p>
<p>Is “empathy” introduced or discussed in your teaching? How do you teach “empathy”?</p>	<p>(only answer this question from online tutoring #4-#6) Yes, this week we provide situations for students to choose how they will react, and we ask them why. Also, we want students to imagine if he/she is the protagonist. In other words, we want them to be the one who is involved in the event we created.</p>
<p>Is there any special event* in this lesson? How do you deal with the event*?</p>	<p>This time 仁昊 answers questions actively when we are playing a game. We give him lots of compliments to boost his confident even more.</p>
<p>What do you learn from that event*?</p>	<p>I think the game is simple but effective. Students pay more attention on the content, and they will find out the answers by discussing with each other.</p>

<p>If you have a second opportunity, what will you do differently?</p>	<p>Maybe we should include one or two games in every lesson to make students feel stressless.</p>
<p>Do you have any problems with your teaching?</p>	<p>No</p>

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<p><u>What makes you happy or feel proud of in today's lesson?</u></p>	<p>I think I did a great job this week. I provided the game which works well and made the lesson much more interesting.</p>
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<p>2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet</p> <p>Tutoring Session</p>			
<p>Topic(s) of Lesson Plan</p>	<p>I am different from others</p>	<p>Date</p>	<p>12/16</p>
<p>Your Name</p>	<p>Bernie Tsai</p>	<p>Co-teachers' Names</p>	<p>Sylvia Tu Anna Kan Vivian Lin</p>

Teaching Goal & Activities (briefly introduce)	We talk about Christmas and teach some Christmas words. Also, we teach empathy through the story we chose.
Do you achieve the goal of teaching ?	If you achieve the goal, why ? We break down the words into syllables and provide Mandarin phonetic symbols. As soon as students see the PPT slides they start to pronounce the word quite precisely by themselves.
	If you don't achieve the goal, why not?
What digital tools do you use in this teaching?	Gather Town, PPT Slides
Do you consider the use of technology facilitate your teaching and student	I think Gather Town has a huge internet delay. Whenever we move on to the next slide, the screen share is still on the previous slide for probably two seconds. Besides, the words and pictures on the screen will become blurry for another two seconds.

30 -

learning? Why or why not?	
Is "empathy" introduced or discussed in your teaching? How do you teach "empathy"?	(only answer this question from online tutoring #4-#6) Yes, this week we provide 4F questions for students to think what is in the story and what will they do differently in the same scenario.

<p>Is there any special event* in this lesson? How do you deal with the event*?</p>	<p>仁昊 starts to rap in the middle of the lesson. We ask him to do it louder, and we become his audience.</p>
<p>What do you learn from that event*?</p>	<p>I think we did the right move. We let 仁昊 rap and give him our compliments. He focuses more on the lesson after that.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>Maybe we should include our strategy of breaking down the words into Mandarin phonetic symbols to every lesson.</p>
<p>Do you have any problems with your teaching?</p>	<p>No</p>
<p><u>What makes you happy or feel proud of in today's lesson?</u> [OBJ]</p>	<p>I think I did a great job this week again. I come up with the idea providing the Mandarin phonetic symbols which works very well.</p>

*Note 1: A special event refers to a critical incident which is an unplanned and unanticipated event that occurs during class, outside class or during a teacher's career but is “vividly remembered” (Brookfield,

Topic(s) of Lesson Plan	I am different from others	Date	12/23
Your Name	Bernie Tsai	Co-teachers' Names	Sylvia Tu Anna Kan Vivian Lin
Teaching Goal & Activities (briefly introduce)	We finish the Christmas carol we chose, and review Christmas words from last week.		
Do you achieve the goal of teaching ?	If you achieve the goal, why ? Students enjoy the story and keep asking questions about it.		
	If you don't achieve the goal, why not?		
What digital tools do you use in this teaching?	Gather Town, PPT Slides		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	I think Gather Town has a huge internet delay. Whenever we move on to the next slide, the screen share is still on the previous slide for probably two seconds. Besides, the words and pictures on the screen will become blurry for another two seconds (same problem from last week). This problem significantly reduces our story telling quality because the picture shows up late.		
Is "empathy" introduced or discussed in your teaching? How do you teach "empathy"?	(only answer this question from online tutoring #4-#6) Yes, this week we provide 4F questions for students, and we wrap up the whole lesson about empathy.		

<p>Is there any special event* in this lesson? How do you deal with the event*?</p>	<p>In the very beginning of the class, some of our students are asked by their teachers to rinse their mouth. Some of them come back fast. When we are waiting for others to come back, we talk about our memories associated with mouthwash.</p>
<p>What do you learn from that event*?</p>	<p>Talking about our daily life could reduce the distance between people.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>I think we should spend more time on asking how students are doing every week. We can ask if they are in a good mood or not or what happened during the week.</p>
<p>Do you have any problems with your teaching?</p>	<p>No</p>
<p><u>What makes you happy or feel proud of in today's lesson?</u></p>	<p>At the end of our lesson, students ask permission to go out the space in gather town which we lock them in to prevent them from running away. We add the portal and said yes to them. It is like a ritual that both of us are free after this lesson. They will return to their life and continue their adventure. We return to our life and continue studying.</p>

*Note 1: A special event refers to a critical incident which is an unplanned and unanticipated event that occurs during class, outside class or during a teacher's career but is "vividly remembered" (Brookfield, 1990, p. 84).

Task Division Integrated Matrix

The yellow highlighted parts are my parts (Bernie).

Type/ Category	Sub-category	How did/do you teach? Evaluate yourself	1. My TP grader 2. Source/ grader /links	Group members task division (Student No. & Names)	Notes
A. Teach and guide	A1 Syllables longer than two or three syllables	Annunciation and repetition of the words Use of the word z“oo” to teach the pronunciation of gl“oo”my Ways to improve: Divide the syllables into smaller sections to help them learn the pronunciation better	5 th grade G5 W12	Vivian, Anna, Sylvia	
	A1-2 Changes/Modifi cations	We break down the words and use mandarin phonetic symbols to help students' pronunciation. Also, this method raises their interest to speak out the words themselves instead of being asked to do it by the teachers. The reason why choosing mandarin phonetic symbols instead of providing KK phonetic transcription is that KK contains different letters which could confuse the students. Besides, students are more familiar with mandarin phonetic symbols, and to make the communication work, it is important to use the same code or language.		Bernie	

B. Teach and guide	A2. Contextualized vocabulary Highlight vocabulary in	We came up with different scenarios that are related to the vocabulary. (When we receive a gift, how would we feel? Which faces will we make when we are	5 th grade G5 W12	Vivian	
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	context	happy? grin, smirk, beam...etc) Ways to improve: Let the students also think of scenarios related to the words			
B. Assessment	B1. PPT vocabulary review game for the ocean creatures	We let kids play vocabulary recap games and correct their answers	5 th grade G5 W12	Anna	
		We design a simple game which only asks students to move their avatar to the left or right box to answer the questions. This method makes students focus more on the lesson instead of walking around in gather town. Also, it helps teachers to figure out easily if students really learned the words because if someone hesitates and just follows others' actions, it means he/she is not familiar with the word yet.		Bernie	

	B2. Gather Town Treasure Hunt to review direction vocabulary (go, turn, left, right, forward)	Put riddles on the map and let them give directions. It didn't work. Students should improve their attitudes.	5 th grade G5 W12	Sylvia Tu	
C. Empathy		We let kids think about some situation and ask them why, help them to understand the empathy question	5 th grade G5 W12	Anna, Vivian	
		We finished the first story too fast, so we used <i>A Christmas Carol</i> as the second story. It is the Disney version, so it contains illustrations with Mickey Mouse and Donald Duck.		Bernie	
D. Affective factor/ feelings	D1. Rapport vs. Crash	When kids don't know the answer and don't know what to	5 th grade G5 W12	Anna, Vivian	

		do, we guide them to the right answer and praise them			
D. Affective factor/ feelings	D2. Children find it difficult for you to draw attention/ how do you deal with your own feelings?	We design a trap to narrow down the space in order to prevent them from running around in the Gather Town map. This greatly changed their attitude and we teach happily ever after. Once they fell into the trap, the frustration was no more.	5 th grade G5 W10	Sylvia Tu	Bernie cropping picture

		Also, we design a game to let students get involved by moving their avatars to answer the questions. It helps students stay focused and raises their interests in the lesson.	5th grade G5 W12	Bernie	
E. Technical problems	E1. Children report that they cannot identify whether it is our voice or the other groups'	We try to raise our volume and repeat what we say if needed. Also, we may call their names to specify who we are talking to.	5 th grade G5 W12	Bernie	

A. Teach and guide

Table A.

Type/Cate gory	Sub-category	How did/do you teach? Evaluate yourself	1. My TP grader 2. Source/ grader	Group members task division (Student No. & Names)
A. Teach and guide	A1 Syllables longer than two or three syllables	Annunciation and repetition of the words Use of the word z“oo” to teach the pronunciation of gl“oo”my Ways to improve: Divide the syllables into smaller sections to help them learn the pronunciation better	5 th grade G5 W12	Vivian, Anna, Sylvia

<p>A1-2 Changes/Modifications</p>	<p>We break down the words and use mandarin phonetic symbols to help students' pronunciation. Also, this method raises their interest to speak out the words themselves instead of being asked to do it by the teachers.</p> <p>The reason why choosing mandarin phonetic symbols instead of providing KK phonetic transcription is that KK contains different letters which could confuse the students. Besides, students are more familiar with mandarin phonetic symbols, and to make the communication work, it is important to use the same code or language.</p>		<p>Bernie</p>
<p>A2. Contextualized A. T vocabulary e Highlight vocabulary in a context c h a n d g u i d e</p>	<p>We came up with different scenarios that are related to the vocabulary. (When we receive a gift, how would we feel? Which faces will we make when we are happy? grin, smirk, beam...etc)</p> <p>Ways to improve: Let the students also think of scenarios related to the words</p>	<p>5th grade G5 W12</p>	<p>Vivian</p>

A-1 Syllables longer than two or three syllables

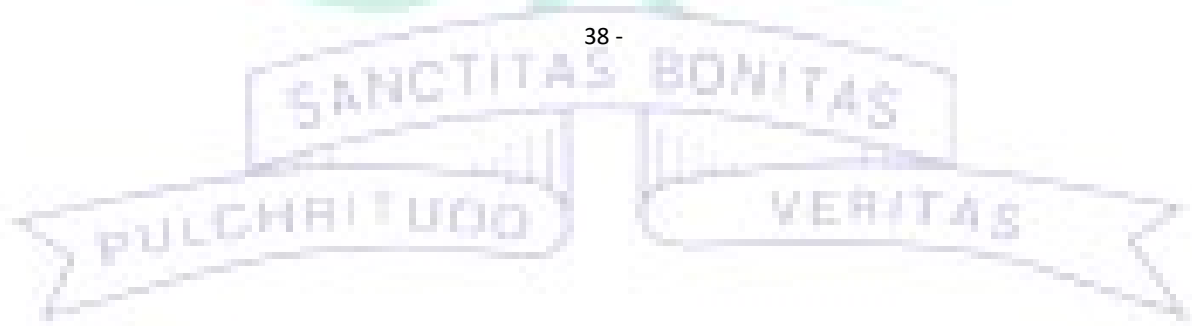
Screenshots/film clips time slot 7:28-8:28

Divide the syllables into smaller sections to help them learn the pronunciation better. E.g. con-fi-din-ce, s-tran-ge or s-tr-u-an-ge

Before: We didn't break the words down into syllables because we thought they would learn the words pretty easily just through repetition. However, we realized they only remembered one-syllable words, like fish and whale. They hardly remembered how to pronounce longer words like octopus

and seahorse.

After: We break the words down to Chinese phonetics to help them to pronounce the words (this is Bernie's idea). It was pretty effective as they even tried to pronounce the words on their own by reading the phonetics. Also, we broke the words down to smaller words. For example, for gingerbread man, we taught it by dividing it into ginger, bread, and man.





A-2 Contextualized vocabulary

Screenshots/film clips time slot 19:18-26:37

We ask them in what kind of situation they will have these emotions. For example, we ask them if they are happy, what face expression they will make. We do it both ways, so the questions we asked will not always be the same. For instance, in one way, we ask students in what kind of situation they will have the kind of facial expression we choose for them. In another way, we flipped the previous question around by asking which kind of the facial expression will occur in the fixed situation we provide in the question. The final way is that we let them ask which facial expression we the teachers will have in the situation students provide in their questions.

B. Assessment

Matching words with photos

Table B.

B. Assessment	We let kids play vocabulary recap games and correct their answers	5 th grade G5 W12	Anna
	<p>We design a simple game which only asks students to move their avatar to the left or right box to answer the questions.</p> <p>This method makes students focus more on the lesson instead of walking around in gather town. Also, it helps teachers to figure out easily if students really learned the words because if someone hesitates and just follows others' actions, it means he/she is not familiar with the word yet.</p>		Bernie
	<p>B2. Gather Town Treasure Hunt to review direction vocabulary (go, turn, left, right, forward)</p>	<p>Put riddles on the map and let them give directions.</p> <p>It didn't work.</p> <p>Students should improve their attitudes.</p>	<p>5th grade G5 W12</p> <p>Sylvia Tu</p>

Screenshots/film clips time slot here 12:17-15:19

In this activity, we help students review what they have learned in the lesson by designing an interactive game in gather town. There are two circled areas in the left and right side of a small map (the second screenshot). Students have to move their characters in gather town to the areas to answer the questions. We should have done better on our PPT slide for the questions. For example, in the following screenshot, we have to put the picture of the whale in the middle and separate the answers closer to the bottom left and right corners.





10:10-10:28

C. Empathy

Table C.

C. Empathy		We let kids think about some situation and ask them why, help them to understand the empathy question	5 th grade G5 W12	Anna, Vivian
		We finished the first story too fast, so we used A Christmas Carol as the second story. It is the Disney version, so it contains illustrations with Mickey Mouse and Donald Duck.		Bernie

Screenshots/film clips time slot here 28:24-33:04

First, we use contextualized questions to ask students' personal opinions and guide them to learn what is

empathy.

42 -

36:15~40:30

Second, we use the story, *A Christmas Carol*, to help students further understand the idea of empathy, and what they would gain from giving.



43 -

D. Affective factor/ feelings

Table D.

D. Affective factor/ feelings	D1. Rapport vs. Crash	When kids don't know the answer and don't know what to do, we guide them to the right answer and praise them	5 th grade G5 W12	Anna, Vivian
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D2. Children difficult for you to draw attention/ how do you deal with your own feelings?	We design a trap to narrow down the space in order to prevent them from running around in the Gather Town map. This greatly changed their attitude and we teach happily ever after. Once they fell into the trap, the frustration was no more.	5 th grade G5 W10	Sylvia Tu	Bernie-cropping pictures
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D1. Rapport vs. Crash

Screenshots/film clips time slot here 9:07-10:05

We keep the positive attitude even if our students try to trigger us to be angry and mad at them. We try to encourage our students in all situations. There is only once that one of our group members is being annoyed by students. We try to solve the problem by group discussion afterwards and modify our lesson plan to be more interesting and attractive, so students will not become impatient and out of control.

D2. Children difficult for you to draw attention/

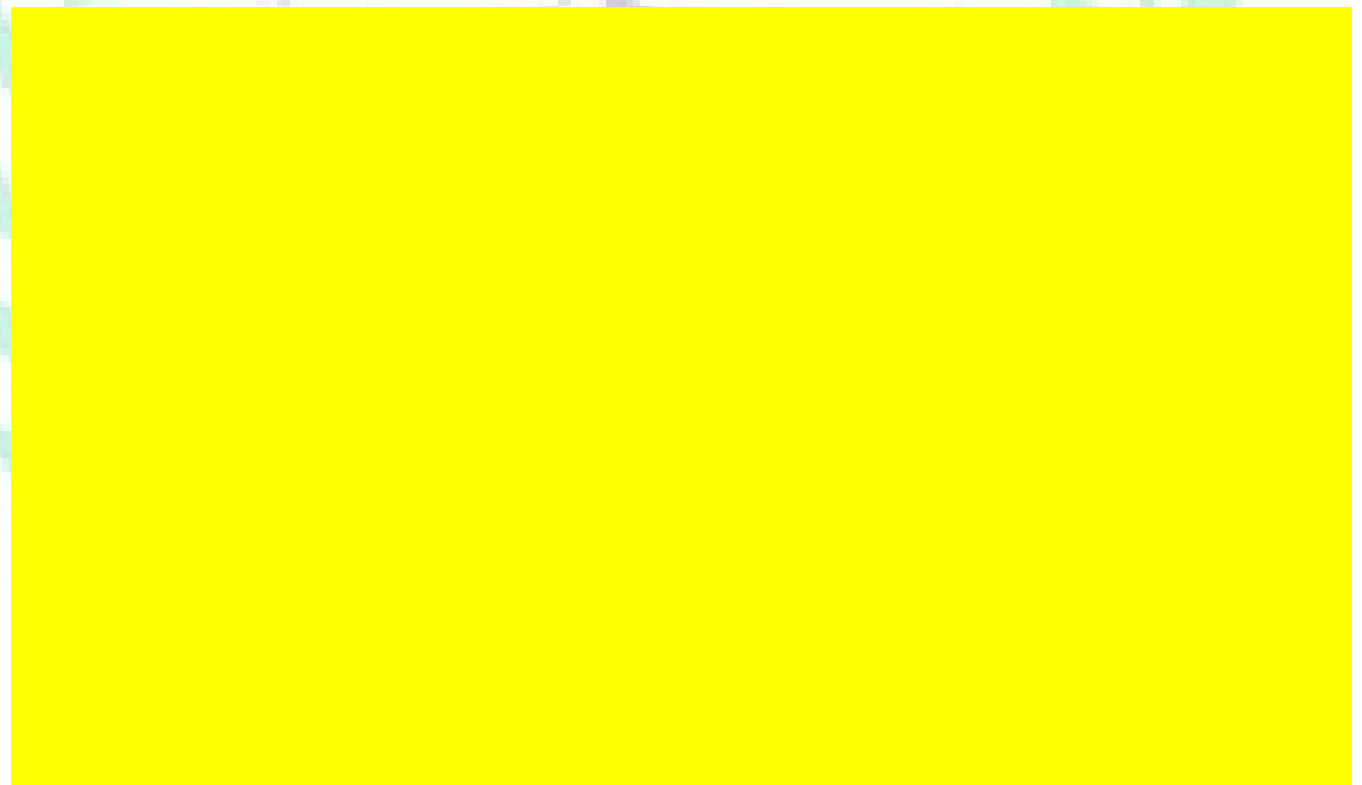
How do you deal with your own feelings?

Screenshots/film clips time slot here 4:10-7:27

We found students running around the map playing hide and seek with teachers which is

totally out of control and our lesson cannot proceed. Therefore, we designed a smaller map without exit or portal to other maps. We trick our students to go through the portal to the map without external connection to other maps. Students are trapped in that small map which is manageable and controllable for teachers to focus on teaching without having to beg students stop running around and play hide and seek.

Whenever students are out of control, I tell myself that I also have the same mood and thought when I am in fifth grade. I understand what they are thinking and how they feel. We let them do what they want for several minutes, and we ask them to focus on the lesson. For example, one of our students distracted us during the lesson by singing. We asked him what is the song title and played the song for him to sing. After singing half of the song, we asked him kindly to get back on the lesson. Although it may not be the best solution, at least he stopped interrupting the lesson for a while.

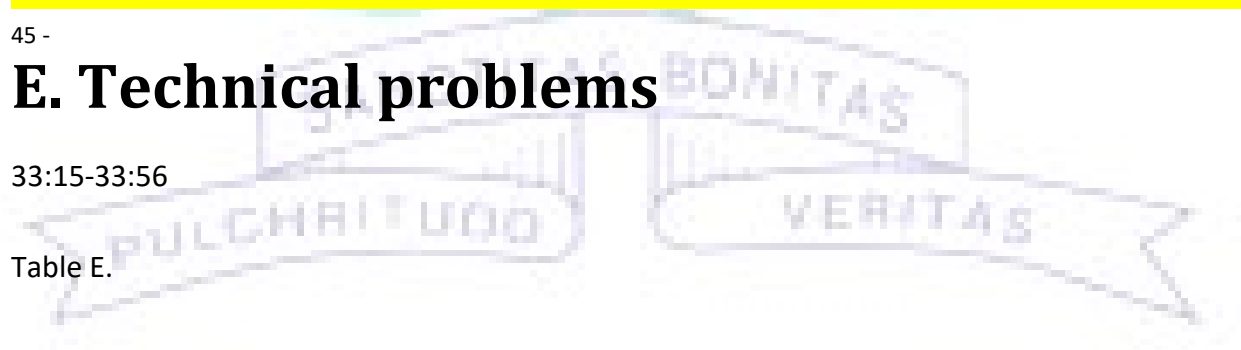


45 -

E. Technical problems

33:15-33:56

Table E.



E. Technical problems	E1. Children report that they cannot identify whether it is our voice or the other groups'	We try to raise our volume and repeat what we say if needed. Also, we may call their names to specify who we are talking to.	5 grade G5 W12	Bernie
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46 -

Language Policy, Curriculum Design & Contrast empathy and sympathy

G5(Anna, Vivian, Sylvia, Bernie)

1. Taiwan
2. Japan & Korea
3. India
4. Western Europe & North America

- Teaching pop culture and talking about how cultures affect each other (English Culture domination) For Taiwanese students from 12 to 18
- Show them pictures and talk about the cultural background in the picture from different part of the world. They can discuss how they feel about that piece of art. We can also play a piece of music that is significant to that culture.

- Quiz: Match art and the specific culture
- Discussion: Cultural differences, effects & causes

empathy vs. sympathy -Scenarios

Anna Kan

B is a beggar.

sympathy: A: What a poor guy. I will give you 1 dollar.

empathy: A: Life must be difficult for you. May I provide you some help?

Vivian Lin

A: I broke up with my boyfriend.

Sympathy: B: I'm so sorry. But it's actually not that bad. He wasn't a good person anyway and you deserve better.

47 -

Empathy: B: I understand how you must feel. I am always here to listen.

Sylvia Tu

Your friend tells you that his/her pet died.

Sympathy : I'm sorry to hear that.

Empathy : I think I can understand how you feel... Are you OK?

Bernie Tsai

Losing an important game

Sympathy: At least you are playing in the highest level.

Empathy: I know it's important to you. It's okay to lose because we believe you will win next time, and

we are always here for you.



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V. Conclusion: A Paragraph of Thoughts

Before even stepped into the classroom, I thought I would not become a teacher in just a semester of practicing. Professor Bichu and professor Lynn totally changed my mind with their informative lessons. Without a doubt, in the beginning, I was only a teacher with the title. Maintaining elementary school students' interest in class is my first task. I was overwhelmed in the first week. Our group kept trying every way to catch their attention. Finally, in the mid to late internship, we successfully made our lesson interesting and even managed to deal with the situation which one of our students is singing in class and he is a good singer.

Through doing self-reflection and learn from other groups every week, I gradually understand what is a teacher and how to be a teacher. I might not be the most useful one during the online class because I was not confident enough to speak up. I always note down what problems we have encountered and provide solutions to most of them. For example, I made our lesson not just speaking only but also interactive through designing a easy game in gather town. Also, for pronunciation, I break down words into Chinese phonetic symbols for our students to learn new English words because Chinese phonetic symbols is the only language or code that both teachers and students understand. Last but not least, both professors encouraged us to keep on improving and did not give up on me which boost my confidence to be a teacher. In the aspect of teaching, I learned that the most important thing is to find a way that both teachers and students can understand each other and improve together.

After the semester, I may not keep on going to be a qualified teacher in academic field. However, the skills I have learned and spent time practice in this course will help me to teach my children in the future or in other aspect which needs a teacher or a coach. In fact, I tried to coach the basketball team of our department, and we become a better team by having effective communication and clear instruction. All I do is to make things simple and clear, and make sure to review our games. All of these are exactly what I have done for the elementary school students.

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All in all, when I look back on this semester, I find out I have done lots of things and learned from them. The most crucial ability that I learned are communication, cooperation, and designing a lesson plan. Also, I learned and practiced lots of teaching methods that is introduced in class. This is the very first time I teach in a formal way, and I discover my potential in teaching. I may not have taught perfectly, but I have built a huge confidence through the tutoring experience. I am sure that this will not be the last time being a teacher, and what I learned from this course will help me become a better teacher in the future.

VI. References

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & Principles in Language Teaching* (3rd ed.). New York: Oxford University Press.

Lesson plan template and reflection sheet created by B.C. Chen & Lynn

Chou LOD Portfolio templates created by B.C. Chen

TWINE: [Twine / An open-source tool for telling interactive, nonlinear](#)

[stories](#) Gather town: [Gather/ A better way for your remote team to Gather](#)

