

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**

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**Course Title: Introduction to TEFL**

**TWINE ebook Title:**

**The Sequel: Whale Returns Home**

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**Student No. 408110376**

**Portfolio Report Submitted to fulfill LOD**

**Instructors: Bichu Chen & Lynn Chou**

**Date: 2022/01/24**

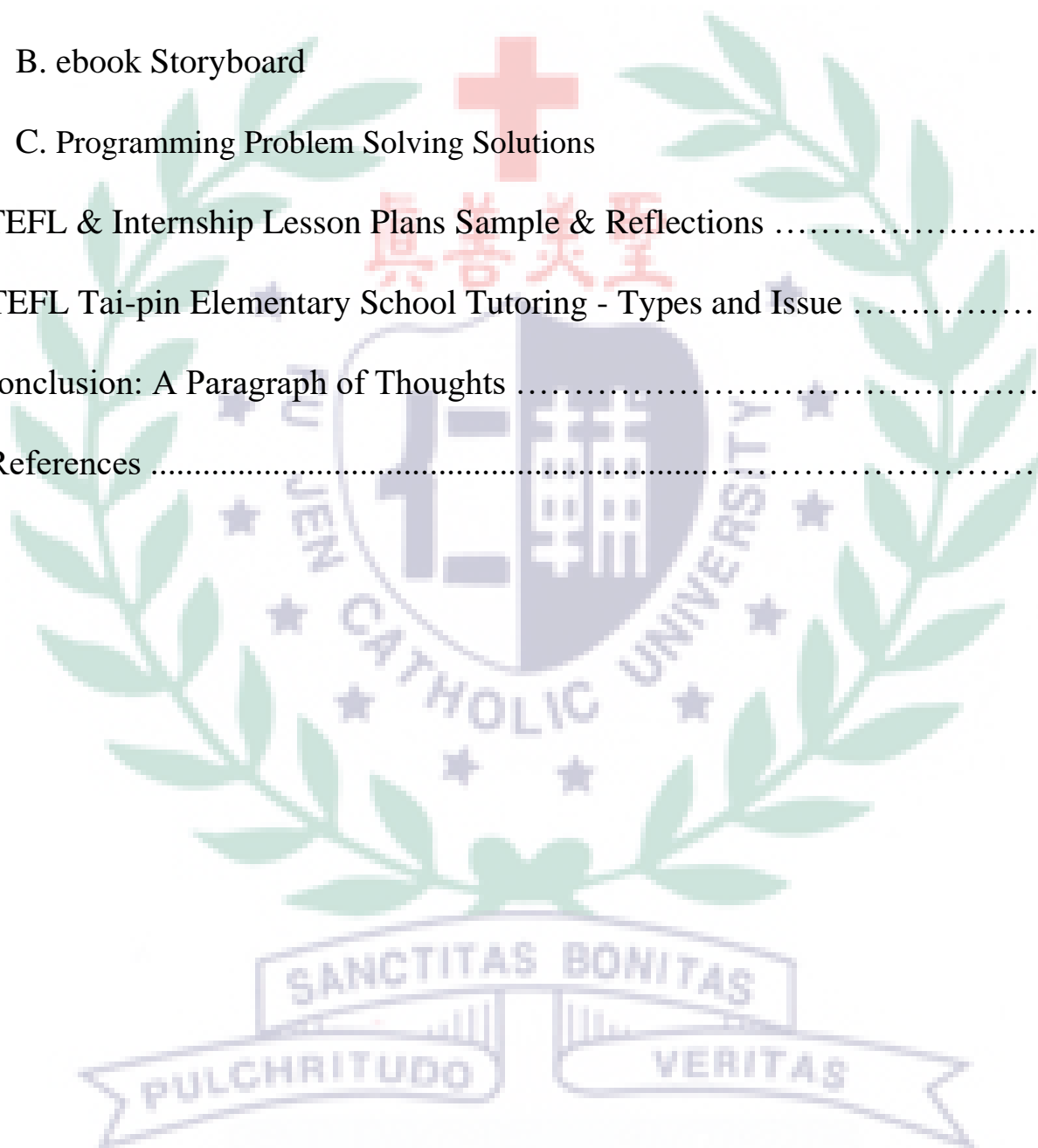
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# I. Introduction

This portfolio consists of three main parts. The first part of the portfolio is about the TWINE eBook project. The second part is the lesson plans and reflections during the internship. The third part at the end is the problems we encountered in the internship and how we modify the teaching methods.

On the TWINE eBook project that I worked on with my teammates, the title of our story is "The Sequel: Whale Returns Home". This is a follow-up story of "我跟別人不一樣", which is the story we used in our tutoring. The story tells that with the encouragement of Octopus, Whale finally found 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. We hope that through our stories, children will be motivated to learn English and understand what empathy is. In this portfolio, I will first introduce the structure and production of this story, and then describe some of the difficulties and solutions encountered in the production. The second part of the portfolio is how my teammate and I designed lesson plans themed on "Direction" and "Empathy" during the seven-week internship, as well as the self-examination and reflections after the internship. The last part is a table to review and modify our teaching methods. Through self-examination, we can know which parts of our teaching need to be revised, and how to improve our teaching.

## II. TEFL TWINE ebook

### Interactive Game Design Framework

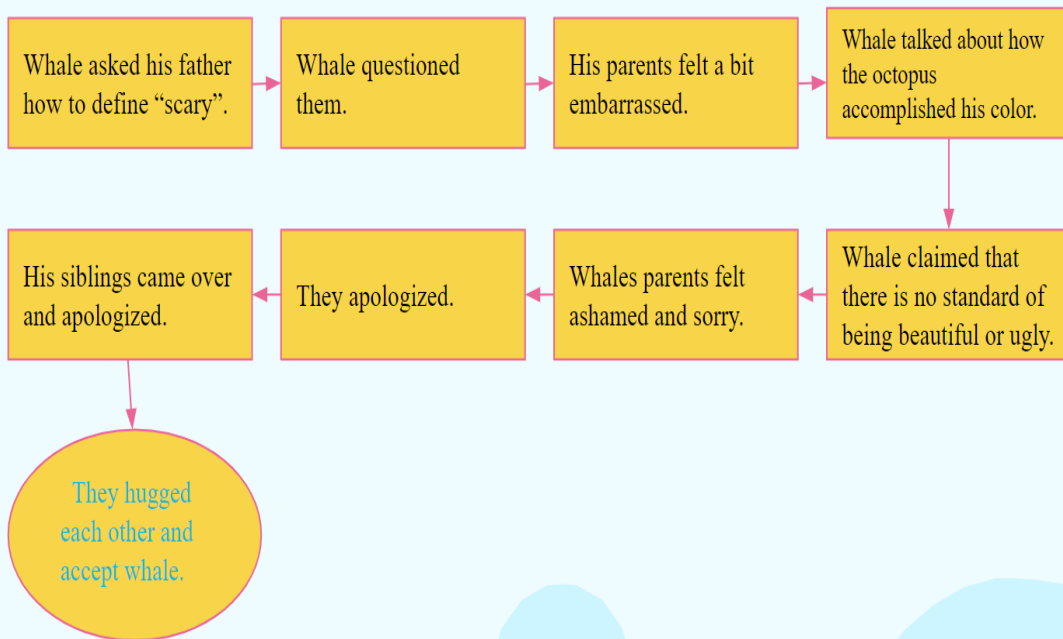
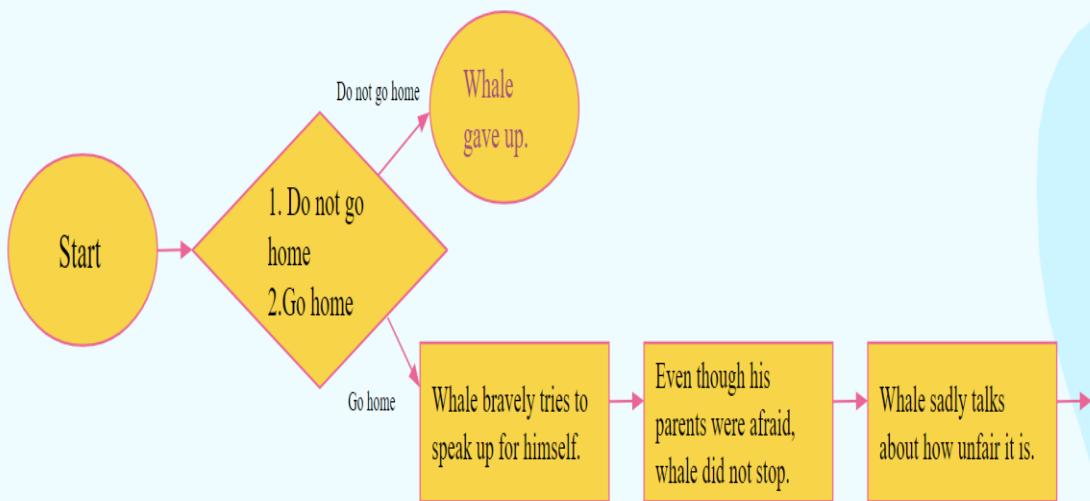
Student ID: 408110476

Name: Iris Kao

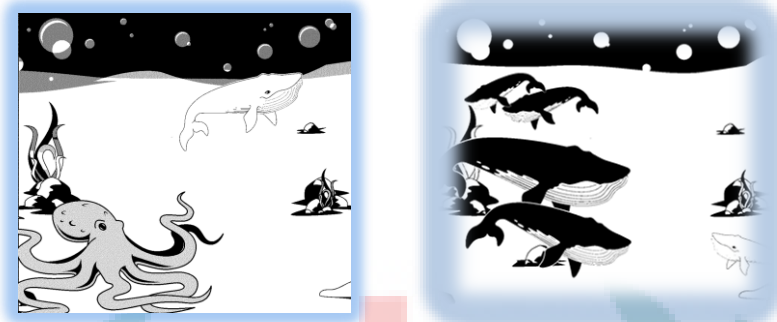
Group ID: G1+ G2

Topic	The Sequel: Whale Returns Home	Teammate(s)	Airy, Peko, Jeselyn
Theme	A follow-up story of "我跟別人不一樣", which is the story we used in our tutoring.	Background	Sea
Target Users	Elementary school students		
Purpose	<ol style="list-style-type: none"> <li>1. English language learning</li> <li>2. Ability to think and choose</li> <li>3. Roleplay</li> <li>4. Cultivate imagination and curiosity</li> <li>5. Empathy</li> </ol>		
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	Let the children choose what Whale will do in the follow-up of the story and shape the ending of the story. Since the plots and the ending depend on their choices, we hope to cultivate their ability to think and choose. Also, ask them to do roleplay. First teach children how to read sentences by using ALM, and then they can role-play to read sentences.		

Flowchart



## Storyboard



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Scene	Image	Sound
	Description	Narration Sound effect/ Background music
1	Whale decides if he wants to go home. 1. Changes his mind suddenly. Don't go home. 2. He is sure that he really wants to go home.	
2	Option 1: Do not go home. The story end.	
3	Option 2: Go home. Whale bravely tries to speak up for himself.	
4	Even though his parents were afraid, whale did not stop.	
5	Whale sadly talks about how unfair it is.	
6	Whale asked his father how to define "scary".	
7	Whale questioned them.	
8	His parents felt a bit embarrassed.	
9	Whale talked about how the octopus accomplished his color.	
10	Whale claimed that there is no standard of being beautiful or ugly.	
11	Whales parents felt ashamed and sorry.	
12	They apologized.	
13	His siblings came over and apologized.	
14	They hugged each other and accepted whale.	

## 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	Writing the codes to insert pictures.	Review videos from previous classes and find tutorials online.
2	Arranging the position of dialogue to not block our pictures.	Modify multiple times until successful.
3	Keep the storybook running smoothly.	Constantly confirm that each page is connected to the previous and next pages.

### 2. Lesson(s) learned

#### a. From trial and error

We want to insert pictures into the e-book, but since the pictures are self-made and have no url, we cannot directly add the url to the code. Instead, we had to give our images URLs before we added them to the code and successfully inserted them into the e-book. Therefore, in the beginning, I spent a lot of time trying to figure out how to successfully insert the picture into the storybook. However, when I finally successfully inserted the pictures, I found that the size of the pictures did not match the pages.

Therefore, I tried to make the size of the pictures match the pages, but I found that it was still different from what I expected, so I tried many times to find a solution to the problem, and finally found that it was related to the arrangement of the words. In the end, I not only successfully adjusted the picture to fit the page size, but also successfully solved the problem of keeping the words from blocking the picture.

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b. From team member(s)

However, there were still some images that weren't adjusted to the right position, so I asked Jeselyn for help, and she helped me with this. In addition to this, she also changed the color of some text and added music to the e-book, which she learned on her own by watching instructional videos, I admire her for adding these effects, and I really appreciate her help.

c. From other team(s)

When appreciating the ebooks of other groups, I found that some of the ebooks also added a lot of special effects to make the storybooks look more interesting. I think this will attract children's attention more. In addition, there is also a group that draws by themselves, which makes the storybook full of childlike interest. I think they must have spent a lot of time. Some teams designed a lot of different storylines and endings, I think they must spend a lot of time and effort designing and making sure each page is connected to the previous and the next pages. I admire their creativity and will power.

3. Most impressive conversation/ event.

The most impressive part for me is how well I work with my team. We quickly settled on the theme of the story and completed our respective assignments quickly. Everyone did a good job in their part so that we could successfully complete the project.



# III. TEFL & Internship Lesson Plan Sample & Reflections

## Lesson Plan\_CLIL\_Internship Sample

Student ID and Name:

- 408110376 Iris 高子涵
- 408110534 Jeselyn 許瑜庭

Our learners: 4th Graders 田紹恩、連政翰 (Group 2)

Group members: IDs & Names

- 408110376 Iris 高子涵
- 408110572 Peko 胡珂綺
- 408110120 Airy 董怡孜
- 408110534 Jeselyn 許瑜庭

<b>Date/day of the week, 2021f, 1101</b>	11 November 2021	<b>單元名稱 Topic of the Unit</b>	<b>Giving directions related to TP elementary school Lesson 3</b>
<b>(e)Tool link/ Platform recording link</b>	<b>Teams Gather Town</b>	<b>主教者 Primary Student Teacher(s)</b>	Iris 高子涵 Jeselyn 許瑜庭
<b>實施年級 Grade &amp; Group No.</b>	4th Graders 田紹恩、連政翰  <b>Group 2</b>	<b>Word division: 設計者 Designer(s) Student No.</b>	<b>Major Plan Writer(s) 主要撰寫:</b> Jeselyn 許瑜庭 Iris 高子涵  <b>Recording/Screenshots 現場錄影與拍照:</b> Interactive games/task planner:
<b>領域/科目/主題 Field / Subject /Theme</b>	English x Geography (Directions)  Ice-breaking	<b>教學節數 Total class periods &amp; time required</b>	Time: 45 minutes 1. 5 min Recap of last week's lesson 2. 10 min Kahoot Quiz 3. 15 min Dialogue 4. 10 min Activity Time
<b>Other Notes</b>		Absentee 缺席	FJU: TP student:
<b>設計理念 Theoretical or pedagogical</b>	The lesson is designed under the Communicative Approach in language teaching, with practices based on Audiolingualism with imitation and		

<b>underpinning for the unit design</b>	repetition drills and also the direct method. Oral communication skills are to be developed in progression through the use of dialogues consisting of question-and-answer between teachers and students. Game-based learning is also adopted to spark students' motivation to learn.		
<b>設計依據 Design Basis</b>			
<b>學習重點 Learning focus</b>	<b>核心素養 Core Competence</b>	(General) TP Children will learn how to use English to introduce their hometown	<b>學習表現 Learning performances - competence [selective while practicing]</b> <ol style="list-style-type: none"> <li>1. Listen to FJU students teachers saying vocabulary of directions.</li> <li>2. Read the direction vocabulary.</li> <li>3. Listen to FJU students teachers saying sentences of directions.</li> <li>4. Read the direction sentences.</li> <li>5. Repeat the sentences</li> <li>6. Do some vocabulary and sentence practice.</li> <li>7. Using the vocabulary and sentences they learned to guide FJU students to some places in their school.</li> </ol>
<b>學習內容 Learning content (subjects/ Fields/ Domains)</b>	Giving directions		
<b>議題融入 Issue integration</b>	<b>實質內涵 Substantial connotation</b>	<ol style="list-style-type: none"> <li>1. Develop sense of direction</li> <li>2. Able to listen and follow</li> <li>3. Introduce Taiping school environment and give directions</li> </ol>	
	<b>所融入之學習重點 Learning focus</b>	<ol style="list-style-type: none"> <li>1. English vocabulary on directions (Taught using Direct Method)</li> <li>2. English speaking: dialogues of direction (Taught using ALM)</li> <li>3. Integration of Gather Town to show and give directions.</li> </ol>	
<b>與其他領域/科目的連結 Links with other fields/subjects</b>	English Geographical Sense		
<b>教材來源 Source of teaching materials</b>	<ol style="list-style-type: none"> <li>1. TP ENG book "Follow Me"</li> <li>2. Gather Town TaiPing School Stimulation</li> </ol>		
<b>教學設備/資源 Teaching equipment/resources</b>	<p>Webcams, Headsets and Laptops provided by FJU teachers TEAMS (for recording purposes)</p> <p>Teaching Materials: Gather Town Lesson PPT</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

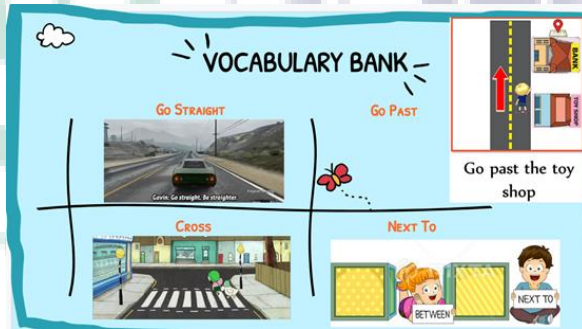
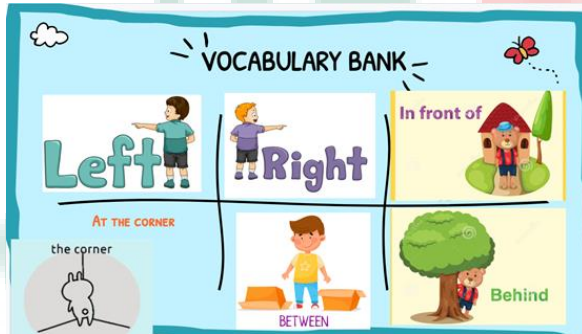
備註

Remarks

Review of Lesson 2 and Introduction to Lesson 3 Agenda

(Main teacher: Jeselyn)

1. Revision of last week's vocabulary



**Kahoot Quiz**

After the final revision, we ask students to go onto Kahoot for a revision quiz. If there are any questions wrong, we will go through with them before moving on to the next section.

**Dialogue (Speaking Drills)**

Lastly, teachers will guide students to read out dialogues that require use of giving directions (ALM)

Sentence Pattern re. Directions:

Where is the \_\_\_\_\_?

The \_\_\_\_\_ is next to/ in front of \_\_\_\_\_.

How do I get to the \_\_\_\_\_?

Review of 2nd lesson: 5 minutes

Language: Mix of L1&L2

**Aim: Assess if students can remember what they have learnt last week.**

**Practical evaluation**

Students are able to understand the teacher's instructions and follow the correct route to our target location.

Kahoot Quiz 10 minutes

**Oral assessment**

Students are able to speak out in the target language when

Turn left to the \_\_\_\_, then go straight to the \_\_\_\_.

Could you show me the way to \_\_\_\_?

Go pass the \_\_\_\_. The \_\_\_\_ is on the right.

I'm trying to find/ I'm looking for \_\_\_\_.

**1. Learning dialogues about asking and giving directions.**

*Adding photos and using different colors to highlight the key point. TP children will learn some extra vocabulary about some places in their school. Using examples to make them better understand the meaning of the dialogues.*

**SENTENCE PATTERN FOR ASKING DIRECTIONS**

- Excuse me. Where is the (地點)?  
不好意思 · (地點) 在哪裡?

→ **Example:** Where is the library? 圖書館在哪裡?



**SENTENCE PATTERN FOR GIVING DIRECTIONS**

- Turn left to the (地點), then go straight to the (地點).  
向左到 (地點) · 然後直走到 (地點) ·

→ **Example:** Turn left to the office, then go straight to the bathroom.  
向左到辦公室 · 在直走到廁所 ·



*Using pictures and arrows to indicate direction and location. Let the TP children practice looking at pictures and speaking correct sentences.*

**2. Overall Recap & Practices**

**PRACTICE #2.**

**Q:** 請問我要如何去廁所? How do I get to the bathroom, please?

**A:** 直走然後左轉 · 廁所在辦公室的旁邊 ·

Go straight and turn left.  
The bathroom is next to the office.



answering questions.

Teaching dialogues:  
15 minutes

(10minutes teaching +5 minutes practices)

Language: Mix of L1&L2

**Aim:** Assess if the TP children can use the words they have learned in the newly learned sentence patterns.

**Practical evaluation**

Students are able to understand the teacher's instructions and follow the correct route to our target location.

**Oral assessment**

Students are able to speak out in the target language when answering questions.

Note: Make sure the TP children understand the instructions and the extra vocabulary.

*TP children will practice using previously learned vocabulary and sentence patterns to form correct dialogues. Arrows and pictures will help understand the meaning of the text better.*

### Activity Time!

After teaching them the necessary vocabulary words and having them practice the previous dialogue, ask each student to direct us to their respective favourite spots that they mentioned at the start of the lesson and other places in their school.

### NOW IS YOUR TURN !

PLEASE USE THE SENTENCES YOU LEARNED TODAY  
TO GUIDE US TO YOUR FAVORITE PLACE IN SCHOOL !



### ACTIVITY TIME!

- How do I get to the **kindergarten**, please?  
請問我要如何去幼兒園?
- Could you show me the way to the **school field**?  
你可以告訴我操場要怎麼走嗎?



10 minutes

**Aim: To assess whether students can process and integrate what they have just learned into actual stimulation of giving directions.**

Language: English only (if students are unable to express, teachers may guide them through minimal use of L1)

Note: Vocabulary word bank will be provided for students' reference.

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

教學省思 Teaching reflection

References:

參考資料 :

1016 Lesson Plan example By BC

## Reflection 1

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	Directions	Date	10/28
Your Name	Iris	Co-teachers' Names	Jeselyn
Teaching Goal & Activities (briefly introduce)	<ul style="list-style-type: none"> <li>• Ice-breaking (Self-introduction, asking them if they have played online games before, and asking them where is their favorite place in school).</li> <li>• Teaching vocabulary about directions</li> </ul>		
Do you achieve the goal of teaching ?	If you achieve the goal, why ?		
	If you don't achieve the goal, why not? No, we did not control the time well. We originally planned to teach them ten vocabularies, but today we only taught them four, and we didn't have time to teach them sentence patterns. In addition, we still had some technical problems, which really bother us.		
What digital tools do you use in this teaching?	Gather Town Google Slide Teams		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	Probably not. In fact, we almost did not use the function of Gather Town in our teaching this time. PPT was still the main teaching tool. And when neither of us and the TP children were very familiar with the Gather Town, there would be some technical problems that interfere with teaching.		
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>Through tutoring, we found that children seem to be unfamiliar with the pronunciation of English letters, so learning vocabulary was a bit difficult for them. We tried to use direct teaching methods, using directional gestures to let them remember the vocabulary of directions. In addition, by repeating words continuously, it was easier for children to remember the pronunciation of words.</p>
<p>What do you learn from that event*?</p>	<p>I found that it was very important to understand the children's English level and find a suitable teaching method from it. Through this tutorial, I found that ALM and direct teaching methods were both good teaching methods.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>First, I will make my teaching a little more systematic so that children can better understand the content. Secondly, I will put more pictures to better help them understand the meaning of words.</p>
<p>Do you have any problems with your teaching?</p>	<p>At first, I was a little too nervous and a little overwhelmed. Perhaps I should interact with them more calmly and more naturally.</p>
<p>What makes you happy or feel proud of in today's lesson?</p>	<p>The children actively participated in the class and answered the questions we asked. Besides, the children remembered the vocabulary we taught them today and can pronounce them by themselves.</p>



## Reflection 2

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet Tutoring Session			
Topic(s) of Lesson Plan	Directions	Date	11/4
Your Name	Iris	Co-teachers' Names	Jeselyn
Teaching Goal & Activities (briefly introduce)	<ul style="list-style-type: none"> <li>• Teaching vocabulary about direction.</li> <li>• Teaching sentence patterns about directions.</li> <li>• Campus tour activity time.</li> </ul>		
Do you achieve the goal of teaching ?	If you achieve the goal, why ?		
	If you don't achieve the goal, why not?  Much better than last time. But I still did not finish all the lectures I prepared since I thought it might be overloaded for them.		
What digital tools do you use in this teaching?	Gather Town Google Slide Teams		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	For the part of the campus tour, Gather Town was useful. But for the other parts, I think it would be fine if we just meet on Google Meet and use Google Slides for teaching.		
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>I found that the sentence was too long, they did not remember how to pronounce it. One of the children even made a mess of pronunciation. So I divided the sentence into multiple parts and repeated it many times until they could say the sentence.</p>
<p>What do you learn from that event*?</p>	<p>I found that it was very important to understand the children's English level and find a suitable teaching method from it. Through this tutorial, I found that ALM and direct teaching methods were both good teaching methods.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>First, I will make my teaching a little more systematic so that children can better understand the content. Secondly, I will put more pictures to better help them understand the meaning of words.</p>
<p>Do you have any problems with your teaching?</p>	<p>At first, I was a little too nervous and a little overwhelmed. Perhaps I should interact with them more calmly and more naturally.</p>
<p>What makes you happy or feel proud of in today's lesson?</p>	<p>The children actively participated in the class and answered the questions we asked. Besides, the children remembered the vocabulary we taught them today and can pronounce them by themselves.</p>

## Reflection 3

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	Directions	Date	11/11
Your Name	Iris	Co-teachers' Names	Jeselyn
Teaching Goal & Activities (briefly introduce)	<ul style="list-style-type: none"> <li>• Review vocabulary about directions</li> <li>• Use Kahoot to do an exercise</li> <li>• Teaching sentence patterns about directions</li> </ul>		
Do you achieve the goal of teaching ?	If you achieve the goal, why ?		
	If you don't achieve the goal, why not? No. The students were late. Therefore, we only got nearly 30 minutes to teach them. Unfortunately, the technical problems that appeared at the beginning made us spend a lot of time finding out where the problem came from. This made our teaching time even shorter. As the result, we did not complete the teaching that we prepared for that day.		
What digital tools do you use in this teaching?	Gather Town Google Slide Teams Kahoot		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	The exercise that students did on Kahoot was very useful. This allowed us to know whether the students could understand what we are teaching or not. The final result also made us very gratified.		
Is "empathy" introduced or discussed in your teaching?	(only answer this question from online tutoring #4-#6)		

How do you teach “empathy”?	
Is there any special event* in this lesson? How do you deal with the event*?	The technical problem caught us off guard. This not only wasted the students’ time but also felt sorry for them. Since we could not find out where the problem is, we could only turn to the teacher for help. Fortunately, the problem was solved in the end.
What do you learn from that event*?	I learned that even if the equipment is ok at the beginning, there is still a possibility that the equipment will fail in the end. Therefore, we should not panic, but calmly and quickly find out the problem and solve it, so that the course can proceed smoothly.
If you have a second opportunity, what will you do differently?	Apart from the technical issues, I thought we did it great. But maybe we can ask them to use the patterns we introduced to make sentences instead of just repeating them.
Do you have any problems with your teaching?	Jeselyn was in charge of teaching that day, and I was just there to help. I thought Jeselyn performed well on that day.
What makes you happy or feel proud of in today’s lesson?	The students answered the questions we asked when they reviewed what they had learned last week. Also, the students performed well in Kahoot practice. This meant that they had really learned something in our teaching, which made me feel very happy.

## Reflection 4

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	Empathy	Date	11/25
Your Name	Iris	Co-teachers' Names	Jeselyn
Teaching Goal & Activities (briefly introduce)	<ul style="list-style-type: none"> <li>• Ask TP children how are they doing</li> <li>• Ask TP children have they ever been to an aquarium before</li> <li>• Teaching vocabulary about sea animals</li> <li>• Story-telling 我跟別人不一樣</li> <li>• Preview what we will do in the next lesson</li> </ul>		
Do you achieve the goal of teaching ?	If you achieve the goal, why ?		
	Yes. I think they learned the vocabulary we taught them and understood the main theme that we wanted to convey to them in this lesson. They actively answered our questions.		
	If you don't achieve the goal, why not?		
What digital tools do you use in this teaching?	Gather Town Google Slide Teams Twine		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	Yes. It seems that TP children like the story we created with Twine. I think the Twine e-book is really helpful in this tutorial. In addition, it is related to the theme of "empathy". This is a quick way to teach TP kids what empathy is.		
Is "empathy" introduced or discussed in	(only answer this question from online tutoring #4-#6)		

<p>your teaching? How do you teach “empathy”?</p>	<p>Yes. When we were telling the story, we kept asking them questions with 4F questioning strategies. We asked about how would they feel if they were Wale. Also, how sad do you think you are if you were in a similar situation? Asking them about the character’s feelings was one of the good ways to teach the children empathy.</p>
<p>Is there any special event* in this lesson? How do you deal with the event*?</p>	<p>The TP children said they kept hearing the noise. We found that the noise came from Jeselyn's headset. When she turned off her microphone, there was no noise. So when it was Jeselyn's turn to teach, I loaned her the headset and opened Teams with my phone so that I could still follow the class with them.</p>
<p>What do you learn from that event*?</p>	<p>I learned that once there is a problem with the headset, we should immediately tell the teacher to help us replace the headset so that the course can proceed smoothly.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>I think we did a great job in this lesson.</p>
<p>Do you have any problems with your teaching?</p>	<p>Maybe I should think of some new ways to teach them vocabulary, instead of just reading the vocabulary and letting them repeat after me.</p>
<p>What makes you happy or feel proud of in today’s lesson?</p>	<p>The students answered questions enthusiastically and they always studied new words seriously. In addition, they have been listening and participating in our courses very actively. I think they are good students. I am very happy and feel so proud of them and my partner.</p>

## Reflection 5

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	Empathy	Date	12/09
Your Name	Iris	Co-teachers' Names	Jeselyn
Teaching Goal & Activities (briefly introduce)	<ul style="list-style-type: none"> <li>• Reviewing vocabulary about sea animals and the words from the story last week.</li> <li>• Did a practice of matching.</li> <li>• Story-telling 我跟別人不一樣</li> <li>• Preview what we will do in the next lesson.</li> </ul>		
Do you achieve the goal of teaching ?	<p>If you achieve the goal, why ?</p> <p>Yes. When we reviewed last week's vocabulary, they could still remember some of them. I think the TP children learned from the lesson we prepared. When they did the matching, they all got it right. Moreover, they understand the feelings of the characters in the story, which means that we have successfully conveyed the empathy part to them.</p>		
	<p>If you don't achieve the goal, why not?</p>		
What digital tools do you use in this teaching?	Gather Town Google Slide Teams Twine		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	<p>Yes. I think they can easily understand empathy through the stories we created with Twine. Twine helps us a lot in teaching TP children what empathy is. Otherwise, I think it may be difficult for them to quickly and completely understand what empathy is.</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)</p> <p>Yes. We taught them what empathy is by asking them questions. We asked them if they can understand the mood of the character or how they would feel if they were that character. It seemed that TP children can understand that empathy is.</p>
<p>Is there any special event* in this lesson? How do you deal with the event*?</p>	<p>When we asked them how to pronounce the vocabulary taught to them last week, we found that some words confuse them. For example, when we asked them how to pronounce "white", they pronounced it as "whale". Then, we quickly told them the difference between "white" and "whale" and how to distinguish these two different words.</p>
<p>What do you learn from that event*?</p>	<p>I learned that maybe next time we should teach them how to distinguish two similar words so that they will not be confused by words that look or sound similar.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>I will not just ask them to pronounce words after I teach them, but let them try the pronunciation before I teach them so that I can know where their pronunciation problems are. I can use the vocabulary I prepared for them to teach them some basic pronunciation, and I can add syllables that help them pronounce.</p>
<p>Do you have any problems with your teaching?</p>	<p>I should teach them more about pronunciation instead of just reading the words and asking TP children to pronounce after me.</p>
<p>What makes you happy or feel proud of in today’s lesson?</p>	<p>The TP children still remember some of the words we taught last week, and they all got it right the matching part. In addition, I think they are really focused on the lessons we prepared for them. I am really very proud of them.</p>



## Reflection 6

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	Empathy	Date	12/16
Your Name	Iris	Co-teachers' Names	
Teaching Goal & Activities (briefly introduce)	<ul style="list-style-type: none"> <li>• Review vocabulary from last week.</li> <li>• Story-telling 我跟別人不一樣</li> <li>• Learning sentence patterns.</li> <li>• Learning vocabulary words of emotions.</li> <li>• Interact with TP children.</li> </ul>		
Do you achieve the goal of teaching ?	<p>If you achieve the goal, why ?</p> <p>Yes. I was very happy that they can use the tips I taught them in class to try to pronounce words that they are not familiar with. This means that what I taught to them was useful, and they really learned about it. Moreover, I finished all the materials we prepared for this lesson.</p>		
	<p>If you don't achieve the goal, why not?</p>		
What digital tools do you use in this teaching?	Gather Town Google Slide Teams Twine		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	<p>Yes. Google Slides helps us clearly show what we want to show to children. For example, distinguishing the syllables of different colors in Highlight, presenting pictures or animations, and making assessments are very convenient.</p>		
Is "empathy" introduced or discussed in	(only answer this question from online tutoring #4-#6)		

<p>your teaching? How do you teach “empathy”?</p>	<p>Yes. When I asked them how they learned empathy in this story, they all found the empathy part of the story. But because there was no story file, I just told it roughly.</p>
<p>Is there any special event* in this lesson? How do you deal with the event*?</p>	<p>Originally, I was responsible for the first and the last part of our tutoring, and Jeselyn was in charge of the story part. However, Jeselyn did not show out that day, and I did not have the story file. Therefore, I could not continue to tell the story, which made the students very disappointed. So I tried to finish the rest of the story and finish this lesson.</p>
<p>What do you learn from that event*?</p>	<p>I learned that both of us should have all the teaching materials to prevent accidents from happening. Also, both of us should be very familiar with the story.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>I want to try to use the content of chatting with them to teach them some words that they don't know, or try not to chat with them all in Chinese.</p>
<p>Do you have any problems with your teaching?</p>	<p>When I found out that I didn't have a story file, I was a little flustered. Although I tried to tell the story based on my memory, it was not very interesting. Maybe I should increase my storytelling skills.</p>
<p>What makes you happy or feel proud of in today's lesson?</p>	<p>I felt so proud that the students could use the tips I taught them to try to pronounce the words that were new to them. Also, I felt happy that they were willing to share with me their feelings or daily life with me, which made me feel that I was getting closer and closer to them.</p>

## Reflection 7

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	Directions and Empathy	Date	12/23
Your Name	Iris	Co-teachers' Names	Jeselyn
Teaching Goal & Activities (briefly introduce)	<ul style="list-style-type: none"> <li>• Wrap up on the empathy story.</li> <li>• Basic overview and final recap.</li> <li>• Introduction to a special holiday- Christmas.</li> <li>• Say goodbye to TP children.</li> </ul>		
Do you achieve the goal of teaching ?	If you achieve the goal, why ?		
	Yes. We completed the plan for that day. We finally finished the story, and it seemed like they liked it. And when we reviewed what we learned, the children almost remembered what they learned.		
	If you don't achieve the goal, why not?		
What digital tools do you use in this teaching?	Gather Town Google Slide Teams Twine		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	Yes. Google Slides helps us clearly show what we want to show to children. Especially for showing the review part and the holiday part, Google Slides helped us interact with the children.		
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>No. There was no special event in that lesson. That class may be the smoothest one.</p>
<p>What do you learn from that event*?</p>	<p>No.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>I would try to review the class more interestingly. Maybe to set up a situation so that they can review the course more interestingly and more impressively.</p>
<p>Do you have any problems with your teaching?</p>	<p>I had to leave early because I had other things, so I quickly reviewed the course. If possible, I hope I can review the course more completely.</p>
<p>What makes you happy or feel proud of in today's lesson?</p>	<p>I was very happy that when I invited the TP children to take a photo together, they readily agreed! When I see a photo in the future, I will remember the good memories we had together, and hope they will remember me too!</p>

# 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.

Table X. Task Division Integrated Matrix

Type/ Category	Sub-category	How did/do you teach? Evaluate yourself (Modify this.)	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 Eg. Strange, Monster	When students experience difficulty in pronouncing long syllabic words, I slow down and break it into syllables (str-ange; mon-ster; suspicious). For them to better remember the pronunciations, I try to find other words that has similar starting/ending pronunciations and try to let them combine to find out the correct pronunciation. (Eg. <b>Str</b> awberry+ <b>Or</b> ange=Strang e) As it was an instantaneous thought, I did not write it down in the PPT slides. Next time I will try to break the words into syllables for clearer viewing of how to pronounce the words.	1. 4th graders 2. 1209 video 18'57- 19'42 (teaching suspicious)	408110534 Jeselyn Hsu	
A. Teach and guide	A2. Contextualized vocabulary Highlight vocabulary in context	I used different colors to show the vocabulary that was new for them, and taught them those words with sentences. For isolated words, I asked students to look at pictures of vocabulary, asked them what they saw in the picture, and taught them how to pronounce those words. I think that instead of reading the words immediately, I should let them try to pronounce them	1. 4th graders 2. Screenshot s from 1125/ /1104/1209 films.	408110376 Iris Kao	

		first.			
B. Assessment		I tried different ways to make them match words with photos. But none of the methods I used let them do it themselves. Maybe they can do it by themselves next time.	<ol style="list-style-type: none"> <li>1. 4th graders</li> <li>2. Screenshot s from 1104/ 1111/ 1209 films.</li> </ol>	408110376 Iris Kao	
C. Empathy		I tried to ask them questions that prompt them to stand in the shoes of the protagonist (eg asking how they will feel if they were the white whale and guessing the character's emotion from looking at the character's face in pictures. However, so far I have not yet make them recite the dialogue themselves. I will try to do so in the next lesson and make them act as the character and speak with emotions.	<ol style="list-style-type: none"> <li>1. 4th graders</li> <li>2. 1125 video 49'56-50'11 47'15-47'50 46'15-46'40</li> </ol>	408110534 Jeselyn Hsu	
D. Affective factor/ feelings	D1. Rapport vs. Crash - girls hit puberty	Since our students are boys, there are no problems like this. But for their affective factor or feelings, I think that they were very well-behaved and attentively listened to the class and interacted with us. It seems that we do not have to worry about this. Or maybe next time we should pay more attention to this issue.	<ol style="list-style-type: none"> <li>1. 4th graders</li> </ol>	408110376 Iris Kao	
D. Affective factor/ feelings	D2. Children difficult for you to draw attention/ how do you deal with your own feelings?	Tutees may be distracted by external factors such as the surrounding environment (being called by the teacher) or they may be undergoing exam season which all may possibly lower their concentration in language learning. Such a variety of other problems and worries and disappointments will affect their ability to attend to what's going on in the tutorial.	<ol style="list-style-type: none"> <li>Screenshots from 1125 video 16'46-17'46 &amp; 19'55-20'20</li> </ol> <p>Students either took a long time or did not answer our questions</p>	408110534 Jeselyn Hsu	
E. Technical issues		In our tutoring, there have been several technical problems that have affected our courses. One of them was that the students were already late for class and we also had technical problems,	<ol style="list-style-type: none"> <li>1. 4th graders.</li> <li>2. Screenshot s from 1111 film.</li> </ol>	408110376 Iris Kao	

		so the time for the class was very short that day, which not only affected the progress of our tutorial but also affected the rights of students. We were very sorry about this. If we encounter a similar situation in the future, we should deal with it immediately or seek the assistance of the teacher to ensure that it can be resolved immediately without affecting the course.			
F. Language Medium in Lesson	L1 & L2 interchange and over-reliance in mother-tongue language	The common language medium used is L1 as students feel a little taunted to use L2 in communication. The over-reliance in L1 affects L2 learning (For example, students pronounce “blue” in a local manner “bu-lu”)	<ol style="list-style-type: none"> <li>4th graders</li> <li>Screenshot from 1209 video (time slot: 17’49-18’12)</li> </ol>	408110534	Jeselyn Hsu



## Content Area

### A. Teach and guide

Table A.

Type/Category	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	When students have trouble in pronouncing long syllabic words, I slow down and break it into syllables (str-ange; mon-ster). For them to better remember the pronunciations, I try to find other words that has similar starting/ending pronunciations and try to let them combine to find out the correct pronunciation. (Eg. <b>Str</b> awberry+ <b>Orange</b> =Strange) As it was an instantaneous thought, I did not write it down in the PPT slides. Next time I will try to break the words into syllables for clearer viewing of how to pronounce the words.	1. 4th graders 2. 1209 video	408110534 Jeselyn Hsu

#### A-1 Syllables longer than two or three syllables

**How did/do you teach? Evaluate yourself**

**Screenshots/film clips time slot**

Teaching the vocabulary “Suspicious” 1209 video 18’57-19’42

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## A-2 Contextualized vocabulary

Highlight vocabulary in context? Isolate words?

How did/do you teach? Evaluate yourself

Screenshots/film clips time slot

Type/Category	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	A2. Contextualized vocabulary Highlight vocabulary in context	I used different colors to show the vocabulary that was new for them and taught them those words with sentences.  For isolated words, I asked students to look at pictures of vocabulary, asked them what they saw in the picture, and taught them how to pronounce those words. I think that instead of reading the words immediately, I should let them try how to pronounce them first.	1. 4th graders 2. Screenshots from 1125/ /1104/12 09 films.	1125/ 1209- 1104- 408110376 Iris



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## B. Assessment

### Matching words with photos

How did/do you interact with learners and assess learners' comprehension? Evaluate yourself

Type/Category	Sub-category	How did/do you teach? Evaluate yourself	1. My TP grader 2. Source/ grader	Group members task division (Student No. & Names)
B. Assessment		I tried different ways to make them match words with photos. But none of the methods I used let them do it themselves. Maybe they can do it by themselves next time.	1. 4th graders 2. Screenshots from 1104/1111/1209 films.	1104/ 1209 - 408110376 Iris  1111/ 1209

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## C. Empathy

Type/Category	Sub-category	How did/do you teach? Evaluate yourself	1. My TP grader 2. Source/ grader	Group members task division (Student No. & Names)
C. Empathy		I tried to ask them questions that prompt them to stand in the shoes of the protagonist (eg asking how they will feel if they were the white whale and guessing the character's emotion from looking at the character pictures. However, so far I have not yet make them recite the dialogue themselves. I will try to do so in the next lesson and make them act as the character and speak with emotions. Also BC suggested that I should use more colloquial terms to explain to the students when encountering	1. 4th graders 2. 1125 video 49'56- 50'11 47'15- 47'50 46'15- 46'40	408110534 Jeselyn Hsu

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## D. Affective factor/ feelings

Type/Category	Sub-category	How did/do you teach? Evaluate yourself	1. My TP grader 2. Source/ grader	Group members task division (Student No. & Names)
D. Affective factor/ feelings	D1. Rapport vs. Crash - girls hit puberty	Since our students are boys, there are no problems like this. But for their affective factor or feelings, I think that they were very well-behaved and attentively listened to the class and interacted with us. It seems that we do not have to worry about this. Or maybe next time we should pay more attention to this issue.	1. 4th graders	408110376 Iris Kao
D. Affective factor/ feelings	D2. Children difficult for you to draw attention/ how do you deal with your own feelings?	Tutees may be distracted by external factors such as the surrounding environment (being called by the teacher) or they may be undergoing exam season which all may possibly lower their concentration in language learning. Such a variety of other problems and worries and disappointments will affect their ability to attend to what's going on in the tutorial.	1. 4th Graders 2. Screenshots from 1125 video (time slot: 16'46-17'46 & 19'55-20'20 )	408110534 Jeselyn Hsu

### How do you deal with these situations?

- **Rapport vs. Crash - girls hit puberty**
- **Children difficult for you to draw attention/how do you deal with your own feelings?**

### D2. Children difficult for you to draw attention/

#### How do you deal with your own feelings?

Students took a long time to answer our questions when we were asking about their exams  
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## E. Technical issues

Type/Category	Sub-category	How did/do you teach? Evaluate yourself	1. My TP grader 2. Source/ grader	Group members task division (Student No. & Names)
E. Technical issues		In our tutoring, there have been several technical problems that have affected our courses. One of them was that the students were already late for class and we also had technical problems, so the time for the class was very short that day, which not only affected the progress of our tutorial but also affected the rights of students. We were very sorry about this. If we encounter a similar situation in the future, we should deal with it immediately or seek the assistance of the teacher to ensure that it can be resolved immediately without affecting the course.	<ol style="list-style-type: none"> <li>1. 4th graders</li> <li>2. Screenshots from 1111 film.</li> </ol>	408110376 Iris Kao

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## F. L1&L2 interchange

Type/Category	Sub-category	How did/do you teach? Evaluate yourself	1. My TP grader 2. Source/ grader	Group members task division (Student No. & Names)
E. L1 Communication	L1 reliance on learning	At first, I always try to use L2 to teach. However, students feel afraid to use L2 language during communication.	<ol style="list-style-type: none"> <li>1. 4th Graders</li> <li>2. Screenshot from 1209 video (time slot: 17'49-18'12)</li> </ol>	408110534 Jeselyn Hsu

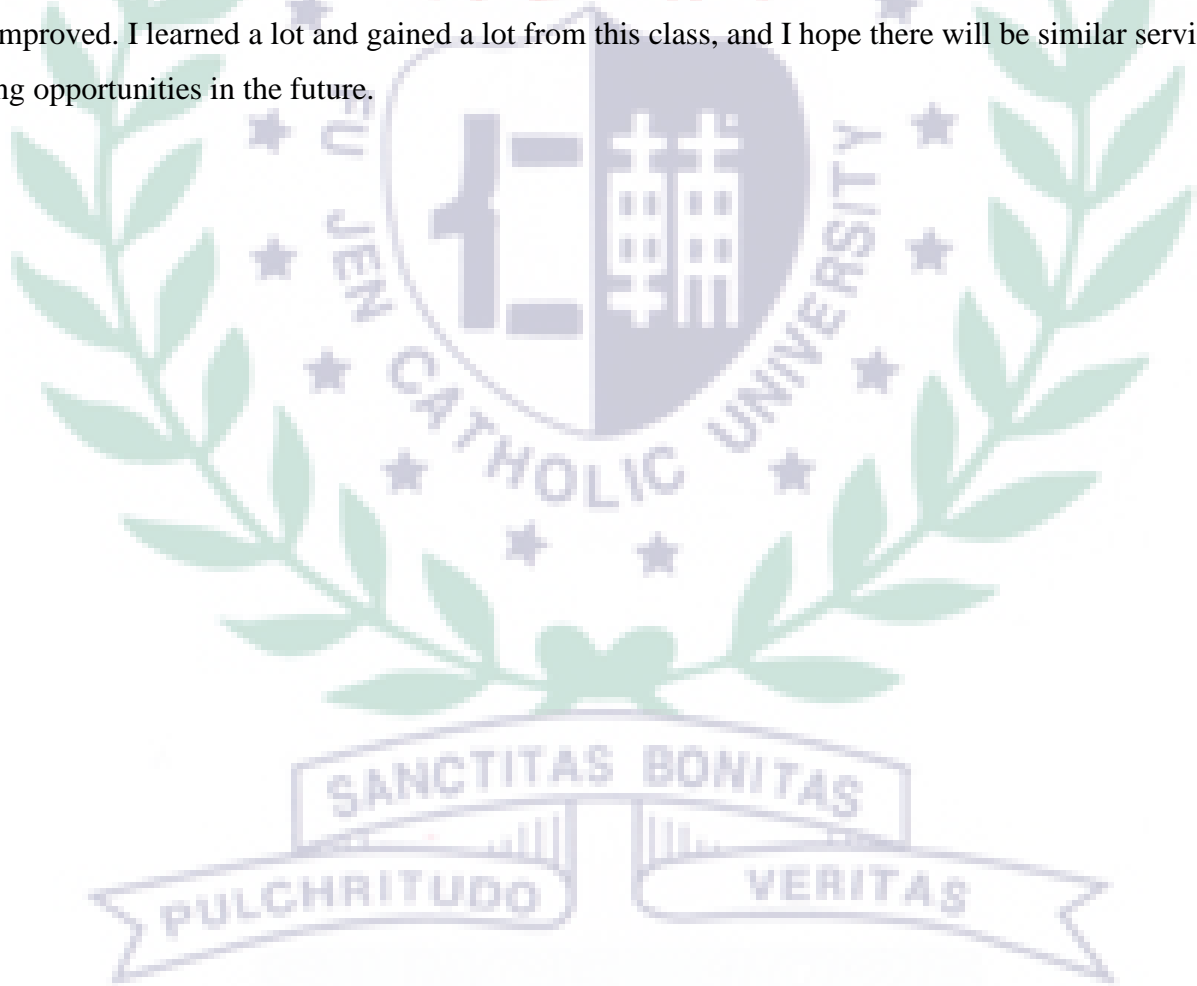
(Pronunciation of blue and gray)

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## V. Conclusion: A paragraph of Thoughts

Looking back on this semester, I realize that I have accomplished a lot and learned a lot. In the beginning, I spent a lot of time every week designing lesson plans, making teaching materials, and writing reflections, which made me feel like there was too much homework. But then the more I do it, the more I like it. I started thinking about what new materials and changes could be made to make the lessons more interesting and allow the kids to learn. I started to look forward to the weekly internship and enjoy it. Through the internship, I hope to know if I am suitable for the field. While my teaching was not perfect, I also gained confidence and experience from it. I believe I can do better in the future. In addition, through this course, I also learned a lot of teaching methods that I didn't know before, and a lot of technical skills combined with teaching. I believe these skills will be of great help to anything I do in the future. Moreover, by cooperating with my classmates, I think my communication skills and cooperation skills have improved. I learned a lot and gained a lot from this class, and I hope there will be similar service-learning opportunities in the future.



## VI. References

Templates created by B.C. Chen

TWINE Ebook "我跟別人不一樣" made by Zaida and Peko

TP ENG book "Follow Me"

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Pictures from Imgur

