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: Sticky the Slime

學 生 ： 甘 宜 平 撰
Anna Kan

Course Title: Introduction to TEFL

TWINE ebook Title: Sticky the Slime

Name: Anna Kan

Student No.: 408110405

Instructors: Bichu Chen & Lynn Chou

Date: 2022/01/26

One Drive Folder and File Links --- https://fjuedu-my.sharepoint.com/:f:/g/personal/090098_m365_fju_edu_tw/Elw80jbb9WdOn2U6eNoAG8EB5PFaLjVD-wsYLcwScVBS0A?e=O2ZEkn

1. Ebook Link: Sticky-the-Slime.html

   (Copyright issue- for internal viewers only. Download the file, and then use browsers to view the story.)

2. My self-created ebook parts/pages: Please list parts or pages you are involved in.
   ♦ Create the storyline and character's personality
   ♦ Embed sentences into the pictures

3. Project Oral Presentation Film Link: https://youtu.be/J1mrGsfs3Q4

Table of Contents

I. Introduction

There are three parts included in this LOD portfolio report. The first part is the Twine ebook contents explanation, including interactive game design framework, ebook storyboard, and programming problem solving solutions. The second part is TEFL & internship lesson plans and reflections, and the third part is TEFL Tai-pin elementary school tutoring - types and issues. For the interactive game design framework, I am going to introduce the websites and tools that our group use for preparing the Twine ebook, the content of the ebook, and the flowchart of the story. For the storyboard, I will introduce every scene in the story in detail and present the picture we use in the ebook. For programming problem solving solutions, I will explain the problems I meet when preparing the ebook project, and how I solve the problem. And for the types and issues, I will explain the problem I meet when I teach Tai-pin students, categorize the issues, and provide the screenshot of the teaching and the time.

II. TEFL TWINE ebook

Interactive Game Design Framework

Student ID: 408110405   Name: Anna Kan   Group ID: 5

Topic	Sticky the Slime	Teammate(s)	Sylvia Tu Anna Kan Vivian Lin Bernie Tsai

Theme	Empathy	Background	Outer space
Target Users	Elementary school fifth grade		
Purpose	✧ Teach them empathy through the plot of the story. ✧ Teach them some basic vocabulary words, such as slime, gray, alien, giant, space, school, body, change...etc.		
Character(s)	Sticky the Slime, Grayson the Grey Alien, the Giant		
Plot	In outer space, there is an alien school, which various aliens attend. Sticky is a slime who goes there, too. However, his classmates don't like him because he is too sticky and out of place. He skips school because he is too sad and meets a gray alien. The alien takes him to a Mutant Conversion Machine and lets him decide if he wants to change his body. Bad Ending: He chooses to change his body. However, the machine breaks because of Sticky's slime and he becomes a puddle of water. Grayson gets arrested. Good Ending: He chooses not to change his body. Grayson then tells him his own story of being disliked by others since he looks evil. He tells him everyone deserves to be loved. Sticky returns to school and finds everyone worried about him. The Giant becomes his friend.		
Game Play and mechanics	Google Docs: write the story and translate the story Procreate: draw the pictures Google Slides: embed the sentences into the pictures Twine: combine the pictures together and publish Game elements: There are two endings in the story. Readers can decide the ending by choosing whether or not to let Sticky step into the conversion machine. If reader choose to step into the machine, the protagonist will be failed, and if choose not to step into the machine, the story will continue and have a good ending.		

Flowchart	
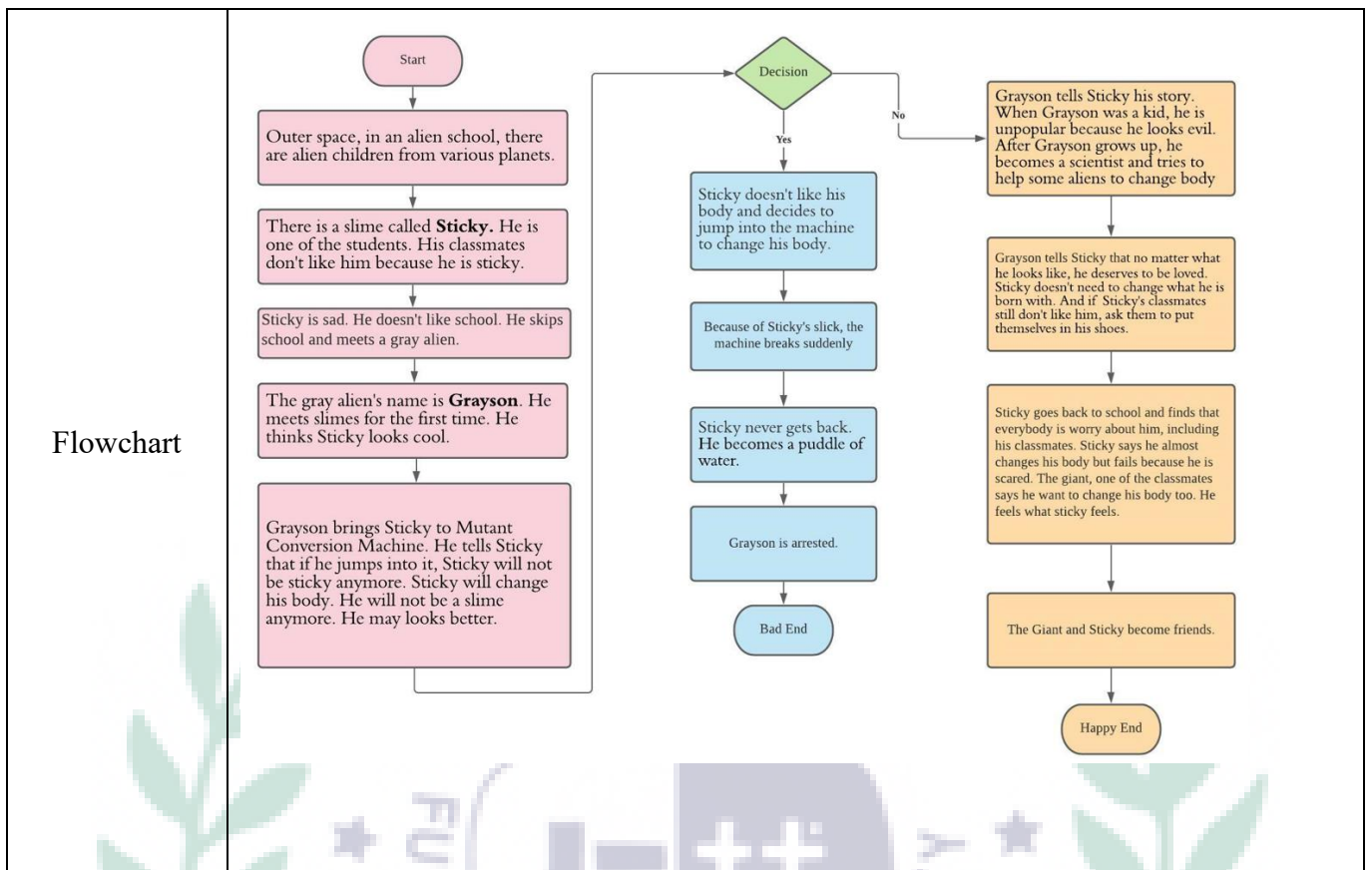
Storyboard

Storyboard link: Ebook-Sticky the Slime.docx
Ebook gameplay: Sticky-the-Slime.html

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
	Too many dialogue in the pictures.	We decide to delete some sentences and make it short.
	The words might be too difficult for target students to understand.	We revise the contents and choose simple words to present the story.
	After revision, there are still a lot of	We decide to embed sentences into the pictures,

sentences, and it is difficult to position all the sentences at the right place in Twine.	and Twine will be used for giving readers the choices.

2. Lesson(s) learned.

   a. From trial and error

   I notice that the story I created is too long and the words might still be too difficult for target users. If there were a second chance, I would make the story shorter which includes only 6 scenes.

   b. From team member(s)

   Because I created too many scenes, the member that is in charge of drawing pictures had a lot of workload. And all of our group members are quite busy for their courses respectively. It is hard for them to put all the effort on the project. If I had the second chance, I would create a simple story.

   c. From other team(s)

   There is a group having an easy but funny story. It is nice to create an interesting simple story to interact with target users, and make them happy while learning things. If I had the second chance, I want to make the story more interesting and interactive.

3. Most impressive conversation/ event.

   The most impressive event is that our group brainstormed the model of the story. We had a great time discussing the plots, and everyone has their creative thought. When we were designing the setting and characters, we draw a lot of pictures together, which is great fun.

III. TEFL Tai-pin Elementary School Tutoring - Types and Issue

Group member list

408110168 Bernie Tsai

408110297 Sylvia Tu

408110405 Anna Kan

408110443 Vivian Lin

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	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 grade G5 W12	Vivian, Anna, Sylvia	
A. Teach and guide	A2. Contextualized vocabulary Highlight vocabulary in context	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) Ways to improve: Let the students also think of scenarios related to the words	5 grade G5 W12	Vivian	
B. Assessment	B1. PPT	We let kids play	5 grade	Anna	

	vocabulary review game for the ocean creatures	vocabulary recap games and correct their answers	G5 W12		
	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 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 grade G5 W12	Anna, Vivian	
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 grade G5 W12	Anna, Vivian	
D. Affective factor/ feelings	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 grade G5 W10	Sylvia Tu	Bernie-cropping pictures
		Also, we design a game to let students get involved by moving their avatars to answer the questions. It helps students stay focus and raises their interests of the lesson.	5 grade G5 W12	Bernie	
E. Technical problems	E1. Children report that they cannot identify	We try to raise our volume and repeat what we say if needed. Also, we may call	5 grade G5 W12	Bernie	

		whether it is our voice or the other groups'	their names to specify who we are talking to.			

A. Teach and guide

Type/Category	Sub-category	How did/do you teach? Evaluate yourself (modify this)	1. My TP grader 2. Source/ grader	Group members task division (Student No. & Names)
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A-1 Syllables longer than two or three syllables

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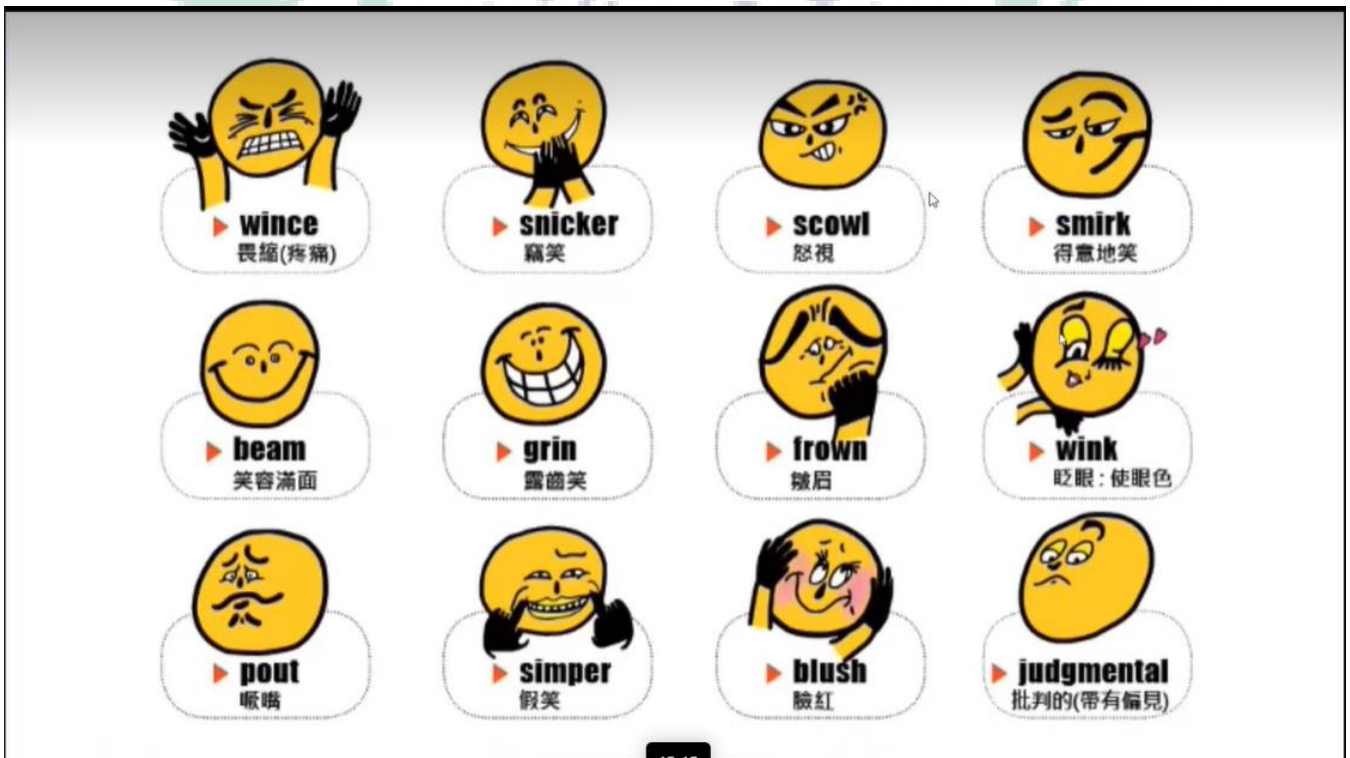Screenshots/film clips time slot 7:28-8:28

A-2 Contextualized vocabulary

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)

Ways to improve: Let the students also think of scenarios related to the words

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

B. Assessment

	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 grade G5 W12	Sylvia Tu

We let kids play vocabulary recap games and correct their answers

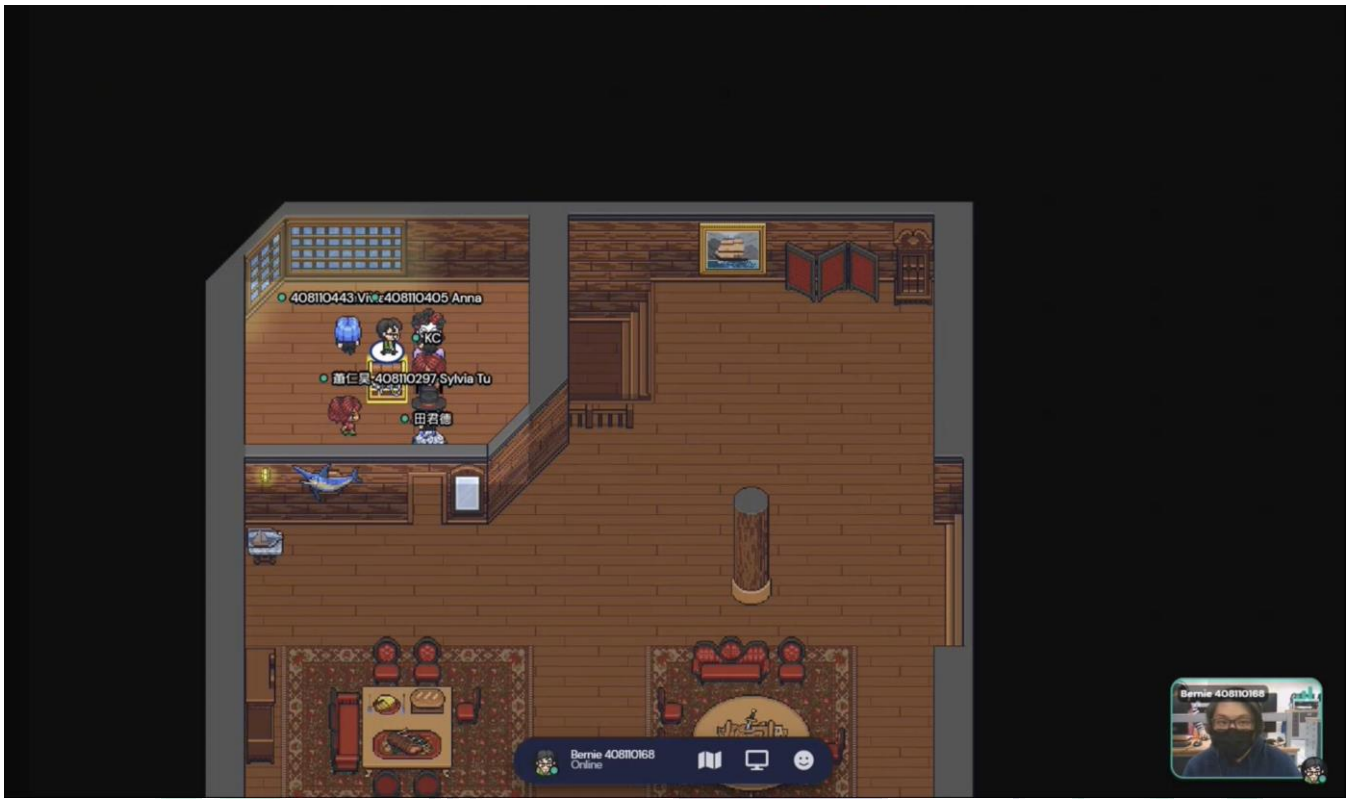Screenshots/film clips time slot here 12:17-15:19
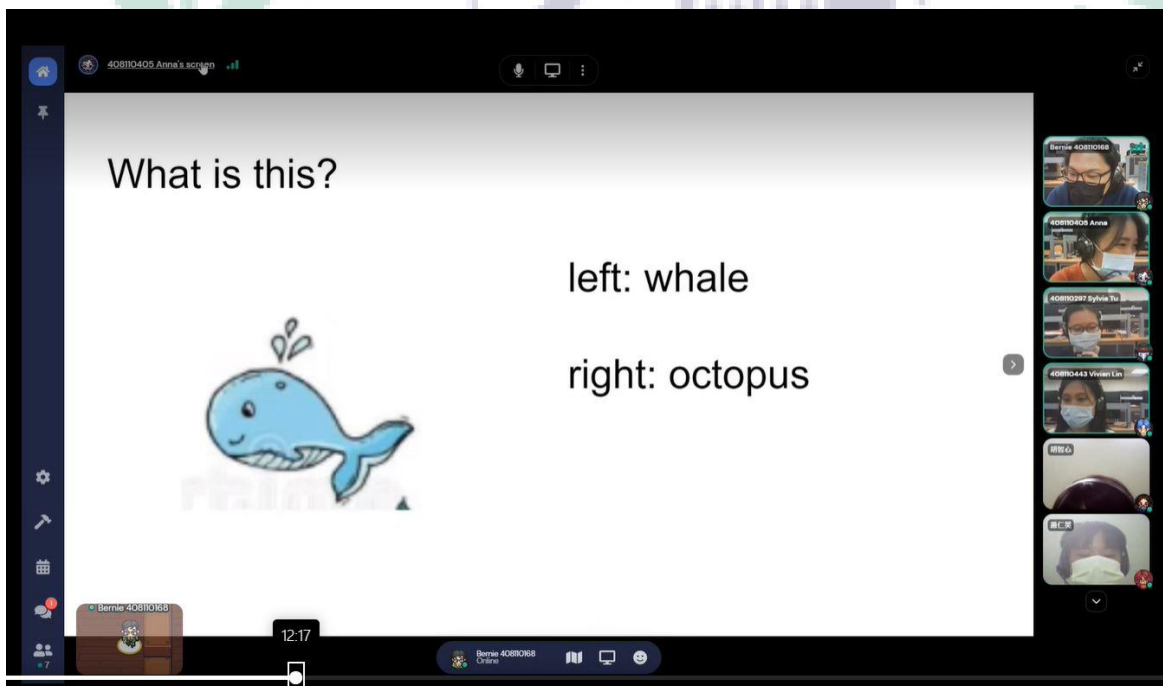
Put riddles on the map and let them give directions.

It didn't work.

Students should improve their attitudes.

10:10-10:28

C. Empathy

C. Empathy		We let kids think about some situation and ask them why, help them to understand the empathy question	5 grade G5 W12	Anna, Vivian

We let kids think about some situation and ask them why, help them to understand the empathy question

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

D. Affective factor/ feelings

| 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 grade G5 W12	Anna, Vivian
D2. Children difficult for you to draw attention/ how do you deal with	We design a trap to narrow down the space in order to prevent them from running around in	5 grade G5 W10	Sylvia Tu	Bernie-cropping pictures

your own feelings?	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.			

D1. Rapport vs. Crash
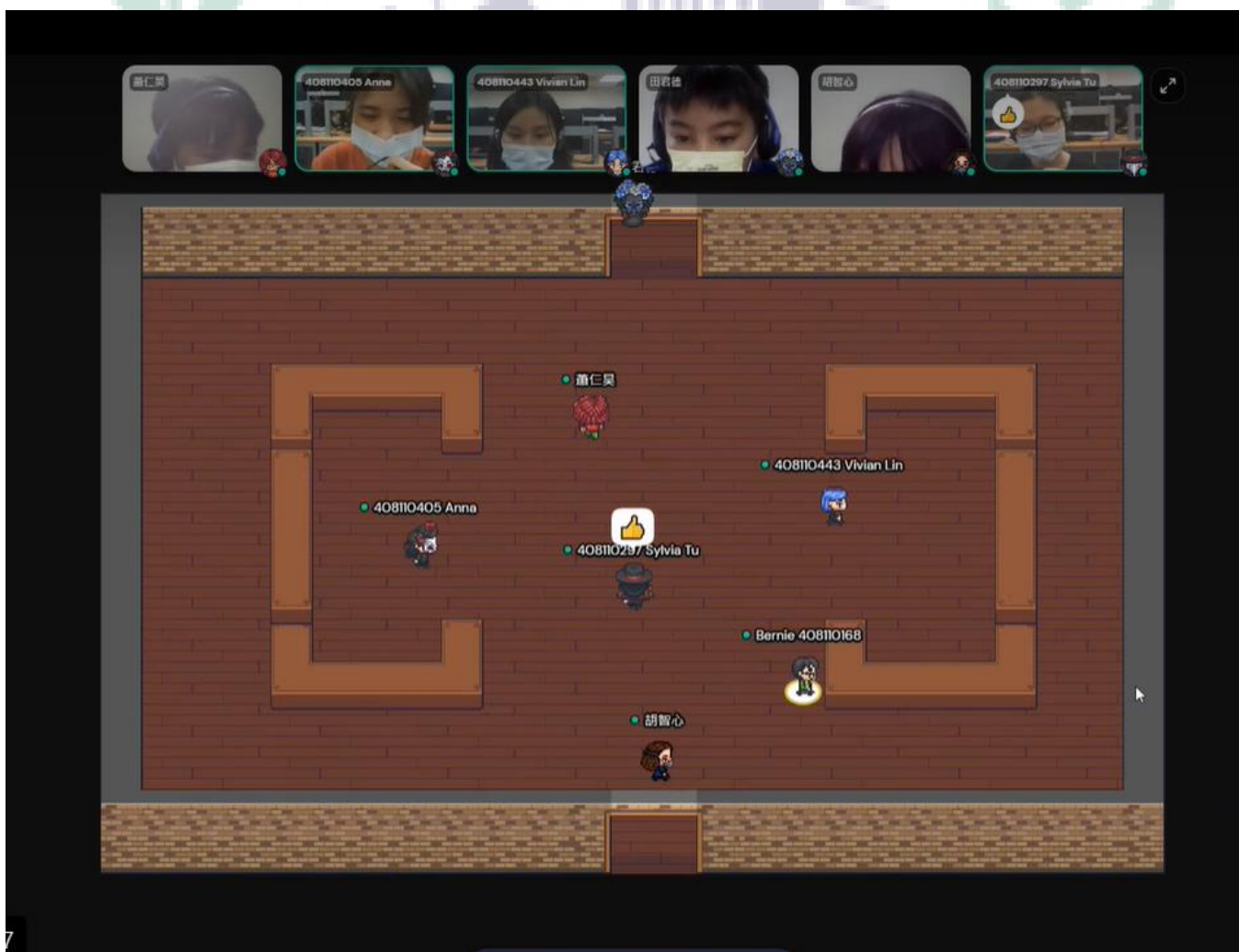
## D2. Children difficult for you to draw attention/

How do you deal with your own feelings?

Improvement: 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.

Screenshots/film clips time slot here 4:10-7:27
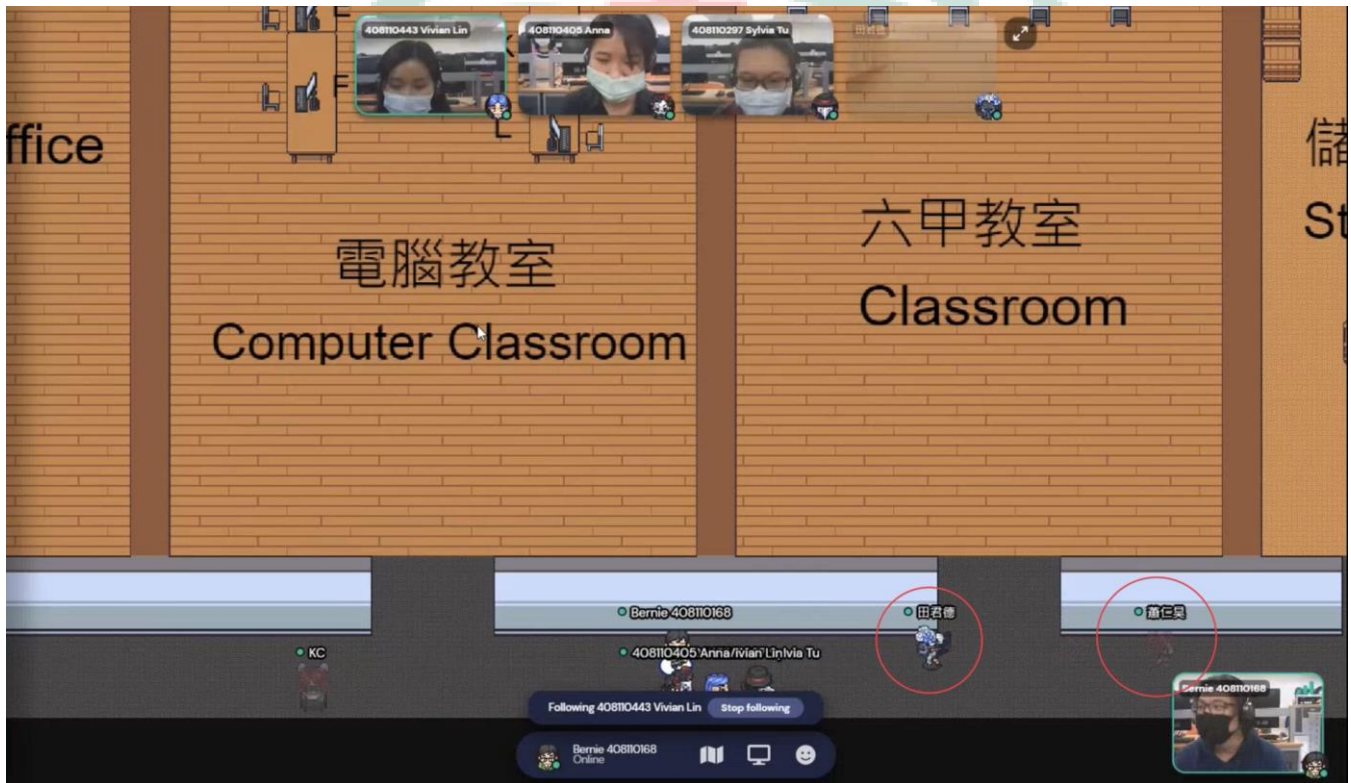
E. Technical problems

33:15-33:56

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

When we faced some technical problem, our group member Bernie was trying to solve it by changing audio channels.

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.

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.

IV. Conclusion: A paragraph of Thoughts

This is the first time I take this kind of course. All of the teaching method, coding, and project in this course is new to me, and after the course ended, I think it is interesting and inspiring. I have learned a lot from both the course and the internship.

After I learned the teaching method introduced in the class, I not only understood the terms but also remembered the past that how my teachers taught me the second language. I retrieved my memory and tried to use the effective way I used to be taught to teach the next generation, which is quite interesting. For example, I have never heard of ALM before, but after I comprehend the definition, I remembered how teachers taught me and emulated the teaching method.

As for teaching students in Gather Town, I think that game-based learning is creative and fun. I have learned an innovative strategy to gain students' attention. Although I were meeting some problems when teaching at the beginning, I have learned problem-solving after I communicated with my group members and came up with some solutions, which becomes a valuable experience for me.

Also, I have learned how to create a picture book by designing a story in a flowchart and storyboard, and how to do the basic coding in Twine to create an interactive picture book. This new knowledge raises my interest and makes me want to know more about its function in it.

The most precious experience from the course is the interaction with Tai-pin's students. I have to admit that the process of teaching and communication is not smooth all the time, but after some conflict, I learn to put myself in my student's shoes and consider what is the most comfortable way for them to learn. Not only do I teach the students empathy, but I am also learning empathy on my own through the experience.

In conclusion, I have learned a lot from this course and the projects. And I learned not only theories but also apply these theories to students, and learned to use a trending platform to teach students. I appreciate the course that gives me the chance to know more about myself and gain some useful knowledge.

VI. References

LOD portfolio template, lesson plan template, reflection sheet, game design framework, storyboard sheet, types and issues sheet are provided by BC Chen and Lynn Chou. Screenshots are from Teams record.

Gather Town: Home | Gather

Twine: Twine / An open-source tool for telling interactive, nonlinear stories (twinery.org)

Teaching Methods materials: Diane Larsen-Freeman

Audio-lingual-method: audio-lingual-method.pdf

Comprehension-approach-tpr: communicative-approach.pdf

Communicative-approach: comprehension-approach-tpr.pdf

V. Appendix: TEFL & Internship Lesson Plans & Reflections

Lesson Plans
Copyright issue- for internal viewers only. Download the file, and then use browsers to view the lesson plan: Lesson Plans - OneDrive (sharepoint.com)

Reflections	
10/28	TutoringReflection_1028.docx
11/04	TutoringReflection_1104.docx
11/11	TutoringReflection_1111.docx
11/25	TutoringReflection_1125.docx
12/09	TutoringReflection_1209.docx
12/16	TutoringReflection_1216.docx
12/23	TutoringReflection_1223.docx