

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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Dr. Bichu Chen and Dr. Lynn Chou

**Portfolio Report of “Introduction to TEFL”**  
**E-book Title: Whale the White whale**

學生：張宸瑋 撰  
Aaron Chang

The background features a large, faint watermark of the Fujian Catholic University logo. It consists of a central shield with a cross, surrounded by a laurel wreath. The shield is divided into four quadrants, each containing a different symbol. The text 'FUJIAN CATHOLIC UNIVERSITY' is written around the shield, and 'PULCHRITUDO' and 'VERITAS' are on banners at the bottom. Above the shield, the Chinese characters '聖善其具' are written in red.

**Course Title: 2021f TEFL**

**TWINE E-book Title: Whale the White whale**

**Adapted From “我們不一樣”**

**Name: Aaron Chang**

**Student No. 408110637**

**Instructors: Bichu Chen & Lynn Chou**

**Presentation Film&Ebook Onedrive link:**

[TEFL Final TWINE Presentations.mp4](#)

**Date: 2022/01/24**

One Drive Folder and File Links (available and viewable to limited readers due to copyright issues)---

[408110637 張宸瑋 Aaron LOD](#)

1. eBook Link

2. My self-created eBook parts/pages: Please list parts or pages you are involved in.

- a) Programming
- b) Activity design
- c) Proof reading

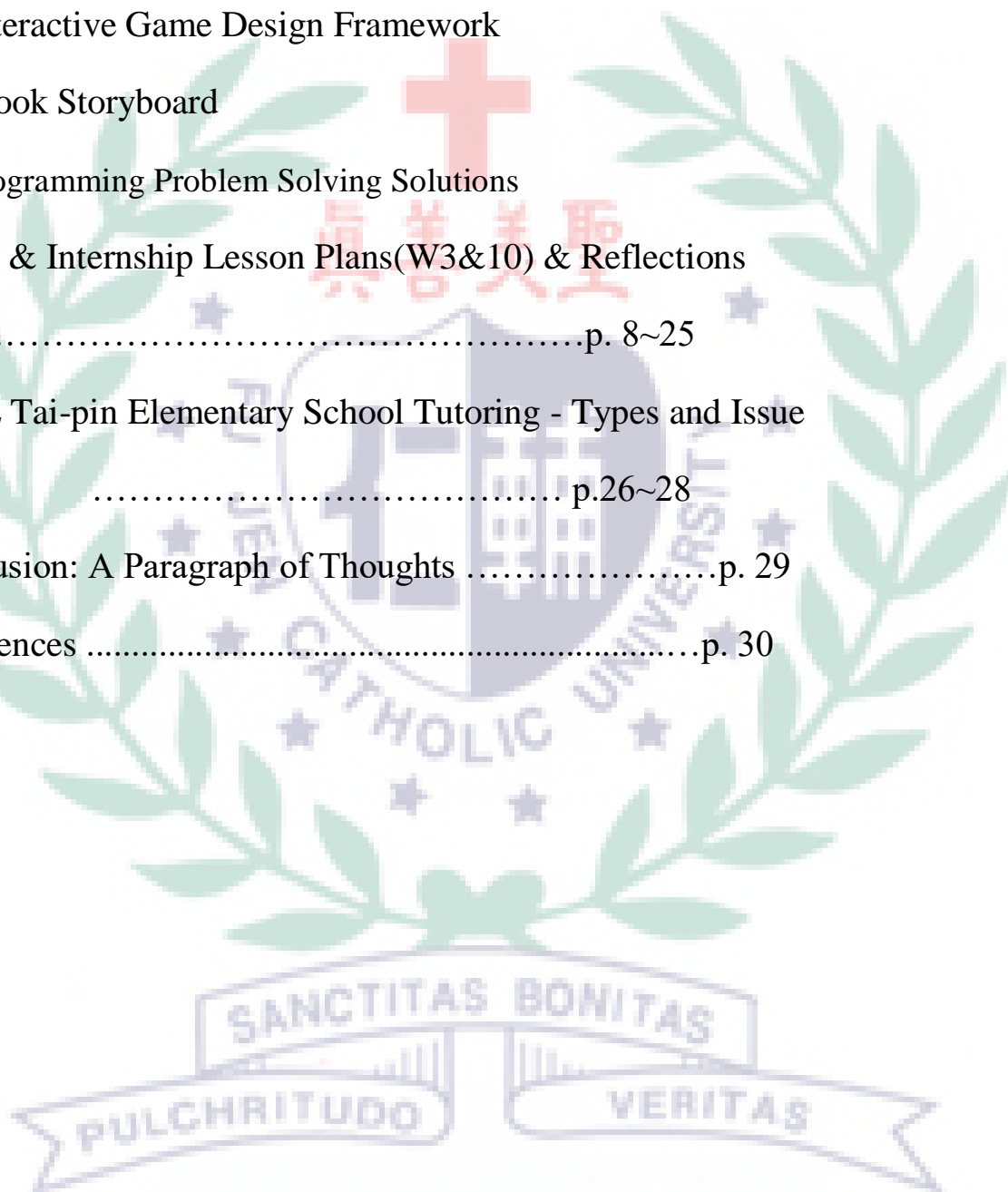
3. Project Oral Presentation Film Link (One Drive or) ---

(For copyright and privacy issues, the complete version of the LOD report and related images or document are accessed to limited readers at FJU)



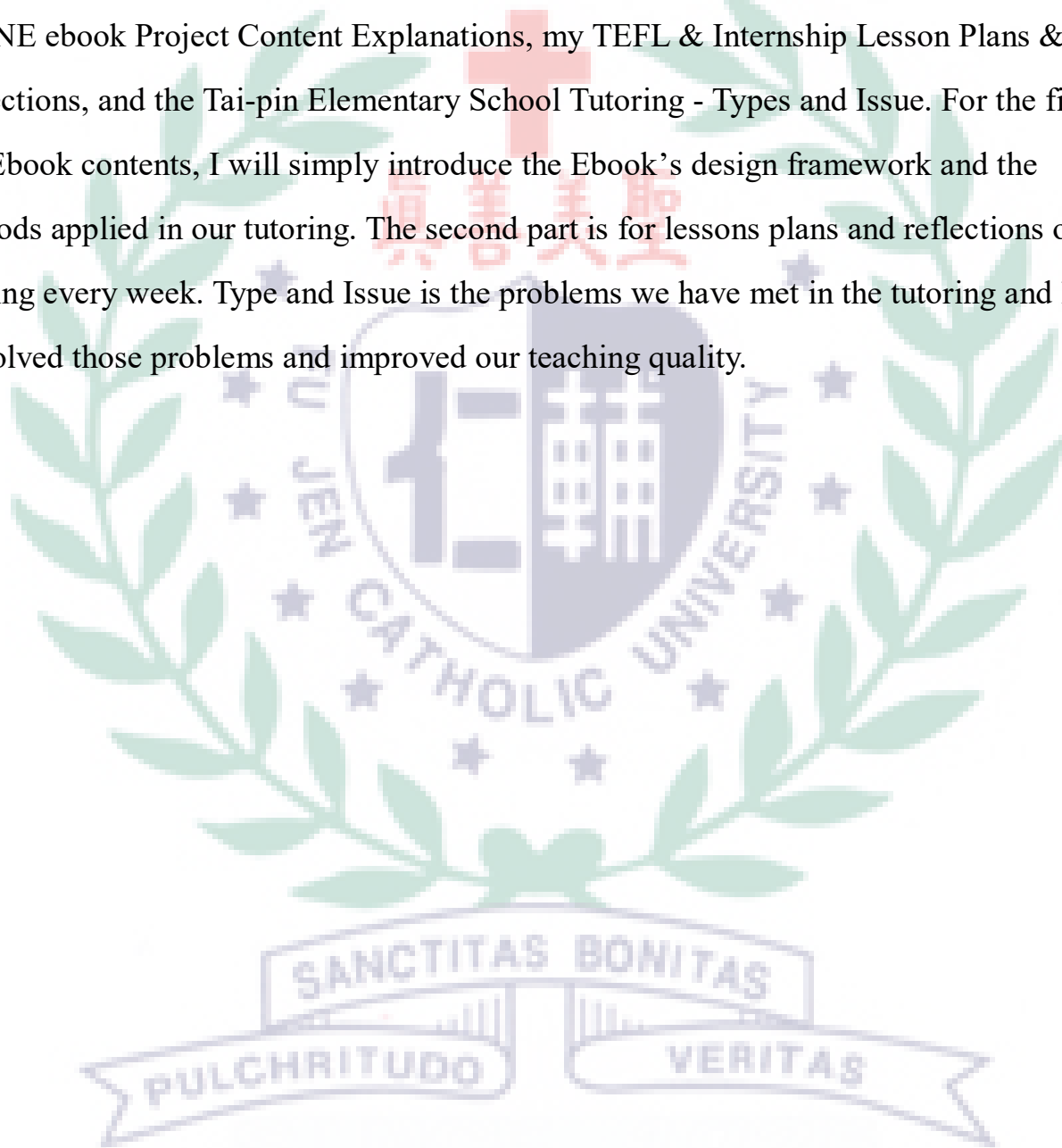
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# I. Introduction

This LOD portfolio is the presentation of my works and results in the course Teaching English as a Foreign Language. It can be divided into three major parts, which are the TWINE ebook Project Content Explanations, my TEFL & Internship Lesson Plans & Reflections, and the Tai-pin Elementary School Tutoring - Types and Issue. For the first one Ebook contents, I will simply introduce the Ebook's design framework and the methods applied in our tutoring. The second part is for lessons plans and reflections of the tutoring every week. Type and Issue is the problems we have met in the tutoring and how we solved those problems and improved our teaching quality.



## II. TEFL TWINE ebook

### Interactive Game Design Framework

Student ID: 408110637

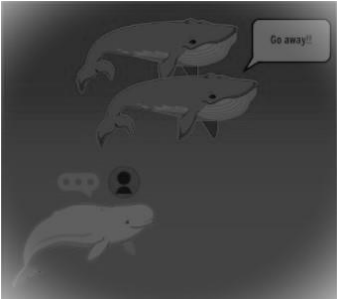
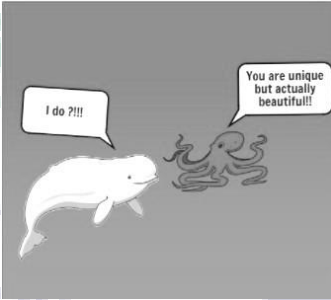

Name: Aaron Chang

Group ID: Gp.4

Topic	What would you do?	Teammate(s)	Andy Shen
Theme	Role-playing	Background	The plot in the Ebook
Target Users	TP students		
Purpose	Aims to help students to know about empathy.		
Character(s)	Whale(The protagonist in the Ebook,) Other whales.		
Plot	You are one part of the big whale family, and one day there is a whale with different color comes to you and wants to make friend with you, what would you do? Or if you are Whale, what would you do or say to make friends?		
Game Play and mechanics	Role-playing can easily helps the students to put themselves in sufferer's shoes: the game is like miniature of the real life, so it can help them develop some ideas if one day they meet this problem.		
Flowchart	<pre> graph LR     Start([Start (level 1)]) --&gt; Narrative[Narrative Description (mission statement)]     Narrative --&gt; Question{Question 1}     Question -- yes --&gt; Level2([Go to Level 2])     Question -- No --&gt; Narrative           </pre>		

### Storyboard

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

 <p>Go away!!</p>		<p>Whale (white whale) wants to make friends with others but get turned down.</p>	
	 <p>I do ?!!!</p> <p>You are unique but actually beautiful!!</p>	<p>Whale meet Octo and Octo praises on Whale's unique white color.</p>	
	 <p>To love yourself, you are unique, but not a weirdo.</p> <p>Friends, we are the same!!!</p>	<p>Whale and Octo go to find Teacher Dolphin, a teacher who solve Whale's problem.</p>	
		<p>They find out that although Whale is different, he is still a part of big whale family.</p>	

All the images above are created by using the free online software "StoryboardThat"

<https://www.storyboardthat.com/>

## 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
	Short-staffed, we have only two students in group.	Refer to relative works and make our own contents.
	Coding of the Twine Ebook.	Go online to find the tutorial.

### 2. Lesson(s) learned.

#### a. From trial and error:

We should spend more time on the rehearsal and share our thoughts together before we start to teach, so we can develop more specific teaching strategy for the tutoring.

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

At first, I did not care about the grammatical problems I made when I was teaching those students, but my teammate still told me that I should teach them correctly even they can not really notice that.

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

Other teams are very creative, they can always desperate to innovate, to develop new contents, but truly speaking, they have more people.

### 3. Most impressive conversation/ event.

I found out that our TP students are have a great deal of sense of justice and can really show their empathy to others when we were doing the role-playing game. It makes me moved when they said they would still want to make friend with the sufferer.



## III. TEFL & Internship

### Lesson Plans & Reflections

#### Lesson Plan\_CLIL\_Internship

Individual Student ID: 408110704 408110637 Name: Andy Shen Aaron Chang  
 My Learner: T-P ? 4<sup>th</sup> grader

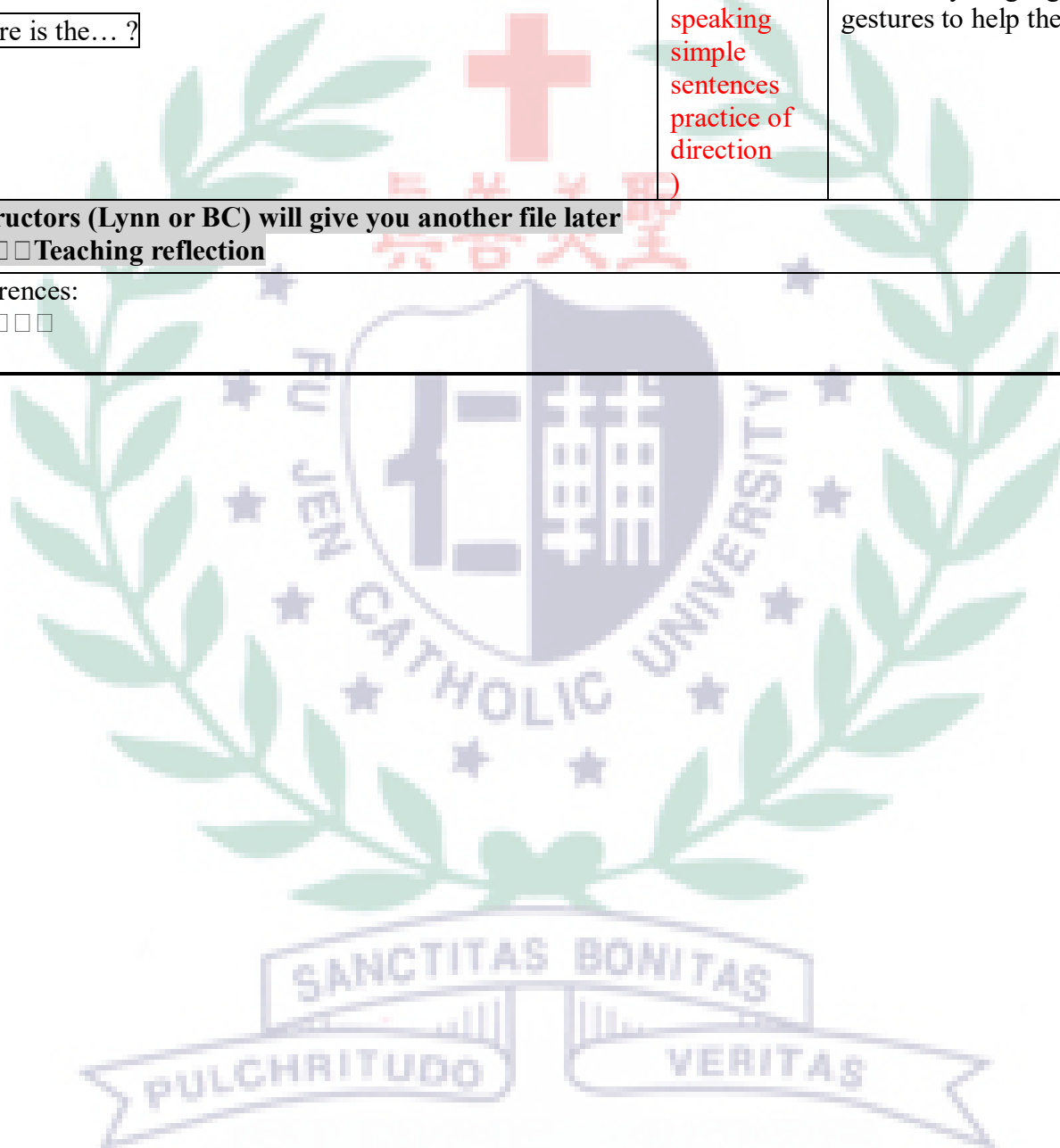
Group members: IDs & Names 408110637 Aaron, 408110704 Andy Shen

<b>Date/day of the week , 2021f, 1101</b>	W3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Topic of the Unit</b>	<b>Giving directions</b>
<b>(e)Tool link/ Platform recording link</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Primary Student Teacher(s)</b>	<b>Aaron, Andy</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Grade &amp; Group No.</b>	4 <sup>th</sup> grade	<b>Word division:</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Designer(s) Student No.</b>	<b>Major Plan Writer(s) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>:</b> <b>Aaron, Andy</b> <b>Recording/Screenshots<input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"><input type="checkbox"/>:</input></b>  <b>Interactive games/task planner:</b>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Field / Subject /Theme</b>	English vocabulary  Sentence forming  Direction drills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Total class periods &amp; time required</b>	Time: 4. <b>5 Minutes ice breaking</b> 5. <b>15 minutes vocabulary learning</b> 6. <b>20 minutes direction drills</b>
<b>Other Notes</b>		Absentee <input type="checkbox"/> <input type="checkbox"/>	FJU: TP student
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Theoretical or pedagogical underpinning for the unit design</b>	<p>d. Use game-based learning to help students learn vocabulary related to giving directions.</p> <p>e. Use the inductive learning method to help them get familiar with different types of sentences.</p> <p>f. Use ALM method throughout the session to teach students the vocabulary and sentences.</p> <p>g. Apply communicative approach first during sentence formation, but give corrections and additional vocabulary if needed.</p>		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Design Basis</b>			

□□□□ <b>Learning focus</b>	□□□□ <b>Core Competence</b>	(General) Students will learn how to form basic sentences with the vocabulary they learn.	□□□□ <b>Learning performances - competence</b> <u>[selective while practicing]</u>	1. Learn the meaning of words for places and directions by connecting the English word with the Chinese word, and then repeating after the teacher in English. 2. Read and recite the direction sentences provided by the teacher. 3. Role-play asking for directions and giving directions with the sentences provided by the teacher. 4. Form sentences for asking for directions and giving directions with the words they learned.
	□□□□ <b>Learning content (subjects/ Fields/ Domains)</b>	Asking for directions Giving directions Understanding directions		
□□□□ <b>Issue integration</b>	□□□□ <b>Substantial connotation</b>	Asking for directions, and giving directions in TP school.		
	□□□□□□□□ <b>Learning focus</b>	<ul style="list-style-type: none"> <li>● Vocabulary on directions</li> <li>● Pronunciation and fluency of speech</li> <li>● Sentence formation</li> </ul>		
□□□□□/□□□□□ <b>Links with other fields/subjects</b>		Geography		
□□□□ <b>Source of teaching materials</b>		1.TP ENG book Follow Me		
□□□□/□□ <b>Teaching equipment/resources</b>		Webcams, lab No. provided by FJU teachers		
□□□□ <b>Learning objectives</b>				
(Specific) 1. Acquire the ability to give and ask for directions, as well as understand directions. 2. Improve pronunciation and speaking fluency 3. Become more familiar with forming sentences.				

□□□□□ <b>Teaching activity design</b>		
□□□□□□□□□□□□□□ <b>Teaching activities content and implementation methods</b>	□□ <b>Time</b>	□□ <b>Remarks</b>
Ice-Breaking on self-introduction (hobbies...etc) and their favorite location in school or outside school. (Computer room, sports field, class room...etc)	5 minutes	<b>Language: Half CN and Half ENG (Mostly CN)</b> <b>Interaction for promoting their learning motivation</b>
1. Ask TP students to repeat after the provided vocabularies	15 minutes	<b>Language: Half CN and Half ENG (Mostly ENG)</b>

<p>of direction. (ALM Learning) (Turn left, right, go straight, in front of... etc)</p> <p>2. Ask students to <u>lead tutors to certain school spots.</u></p> <p><u>What do you think is the best place in school?</u></p> <p><u>Where are you now?</u></p> <p><u>How can I get to the...?</u></p> <p><u>Where is the... ?</u></p>	<p>(10 minutes for vocabularies learning (with camera interaction, ALM) 5 minutes for speaking simple sentences practice of direction)</p>	<p>Mostly using simple sentences for them to practice.</p> <p>If they cannot catch up with some vocabularies learning, slow down the pace and use more body language or gestures to help them.</p>
<p><b>Instructors (Lynn or BC) will give you another file later</b></p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <b>Teaching reflection</b></p>		
<p>References:</p> <p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>		



## CLIL Reflections

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	Direction Teaching	Date	10/28
Your Name	Aaron Chang	Co-teachers' Names	Andy Shen
Teaching Goal & Activities (briefly introduce)	Ice breaking through the self-introduction.  Teaching vocabularies about directions.		
Do you achieve the goal of teaching <input type="checkbox"/>	If you achieve the goal, why <input type="checkbox"/>		
	If you don't achieve the goal, why not? We only did the ice breaking due to some technical problems.		
What digital tools do you use in this teaching?	Headset, Webcam.		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	Yes, I think a good headset can prevent the noise around us so that we can more focusing on our tutoring and improve the teaching quality.		
Is "empathy" introduced or discussed in your teaching? How do you teach "empathy"?	(only answer this question from online tutoring #4-#6)		
Is there any special event* in this lesson? How do you deal with the event*?	First we met the problem about TP students can not get into our gather town, they entered the wrong link so they were in other's classroom. I first went to pro. Lynn to ask she if she can send them a new link, and then I went to the classroom where our students were and told them the situation.  Finally we got only 2 or 3 minutes teaching them; the students are breezy and sometimes could not stop talking, so I tried to provide questions to them which made them slow down and think.		

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet Tutoring Session			
Topic(s) of Lesson Plan		Date	11/7
Your Name	Aaron Chang	Co-teachers' Names	Andy Shen
Teaching Goal & Activities (briefly introduce)	Interaction interview. Vocabularies teaching.		
Do you achieve the goal of teaching <input type="checkbox"/>	If you achieve the goal, why <input type="checkbox"/>		
	We finished most of the vocabularies and did the quick review. 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?	Sometimes feels troublesome to use those tools, for example, students walked around when we were using Gather Town. I should go to change PPT slides and check out that if children leave us or not at the same time.		
Is "empathy" introduced or discussed in your teaching? How do you teach "empathy"?	(only answer this question from online tutoring #4-#6)		
Is there any special event* in this lesson? How do you deal with the event*?	We ran smoothly this time I think.		

What do you learn from that event*?	The willingness to do something has to come from within and if someone believes that they can not do something they will not do it.
If you have a second opportunity, what will you do differently?	Make some sentences examples for vocabularies, or use pictures to build concrete images for students.
Do you have any problems with your teaching?	One student was sometimes distracted.
What makes you happy or feel proud of in today's lesson?	We told them that they can take notes because we might have quick test, then they just took notes actively; they are diligent students.

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

Topic(s) of Lesson Plan	Final direction teaching	Date	11/14
Your Name	Aaron	Co-teachers' Names	Andy
Teaching Goal & Activities (briefly introduce)	Teaching vocabularies of direction. Provides sentences or even scenario for students to learn the basic conversation. Pronunciation (Vowel, consonant.)		
Do you achieve the goal of teaching <input type="checkbox"/>	If you achieve the goal, why <input type="checkbox"/> By using ALM, they can repeat the vocabularies or basic sentences.		

	If you don't achieve the goal, why not?
What digital tools do you use in this teaching?	PPT slides, Gather Town.
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	Students can learn via online videos, interactive online games, and more, all at their own pace. And because online content is easily updated.
Is "empathy" introduced or discussed in your teaching? How do you teach "empathy"?	(only answer this question from online tutoring #4-#6)
Is there any special event* in this lesson? How do you deal with the event*?	Today is in a fine fix.
What do you learn from that event*?	Children benefit from teaching each other; they might assume that we should naturally to be able to know the answer, so asking them to answer the question is not as motivating as seeing someone their own age demonstrate a technique or process.
If you have a second opportunity, what will you do differently?	Students have trouble to pronounce correctly, or the whole sentence.  Slow down the pace with patient, using deconstruction method to help them learning sentence structure.  Slow down, say the words one by one, but should make sure the accuracy.  Force them, encourage them to try.
Do you have any problems with your teaching?	Too fast I think, and also should manage the time better.

<p>What makes you happy or feel proud of in today's lesson?</p>	<p>Students are willing to try the words which they are not familiar with.</p> <p>They are patient and diligent to our lecture. (Making notes, repeat the word.)</p>
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# Lesson Plan\_CLIL\_Internship

Individual Student ID: \_\_\_\_\_ Name: \_\_\_\_\_

My Learner: T-P ? 4<sup>th</sup> grader

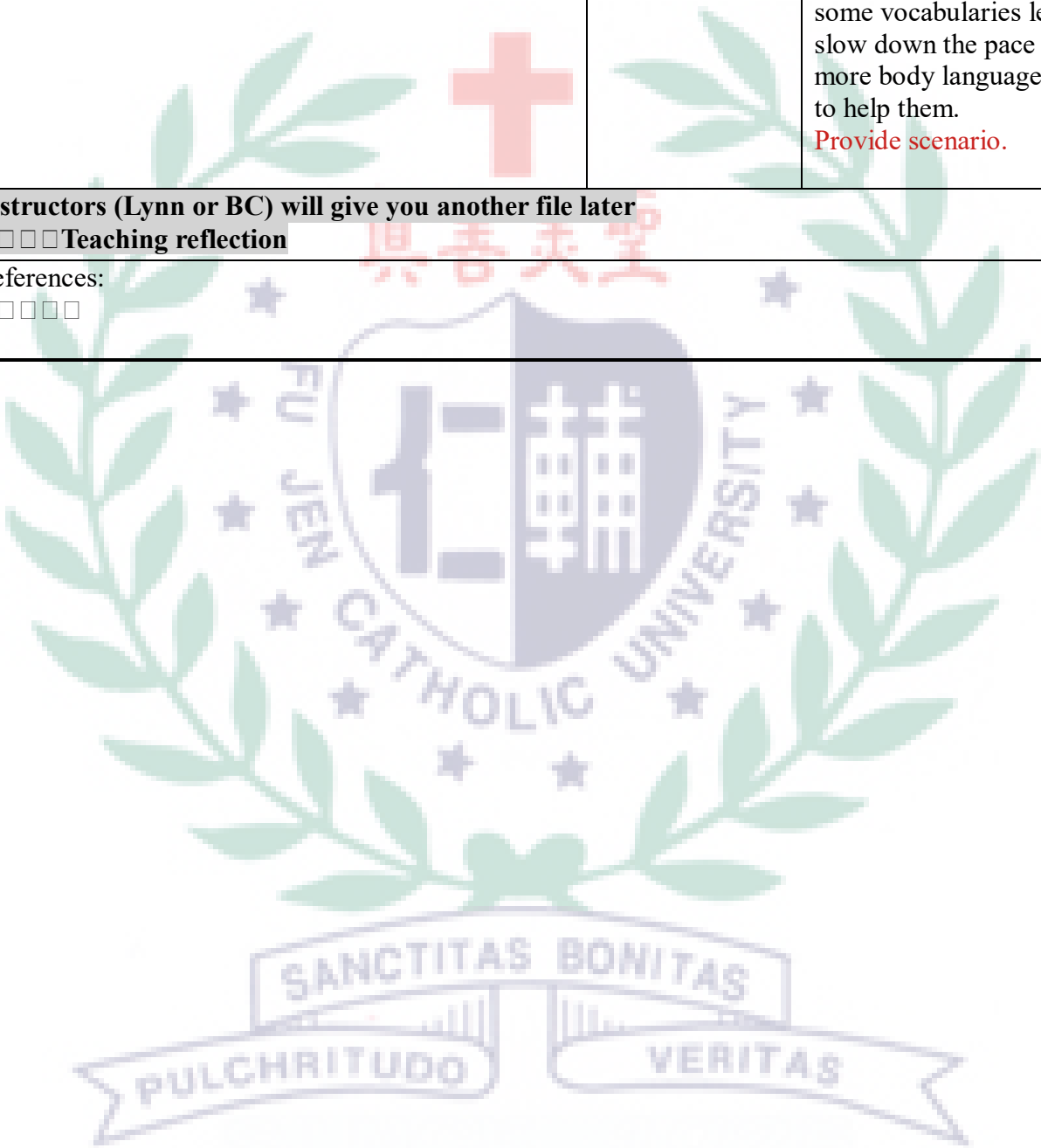
Group members: IDs & Names 408110637 Aaron 408110704 Andy Shen

<p><b>Date/day of the week</b> <b>, 2021f, 1101</b></p>	<p>W10</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <b>Topic of the Unit</b></p>	<p><b>Twine Ebook</b></p>
<p><b>(e)Tool link/ Platform recording link</b></p>		<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <b>Primary Student Teacher(s)</b></p>	<p><b>Aaron ,Andy</b></p>
<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <b>Grade &amp; Group No.</b></p>	<p>4<sup>th</sup> grade</p>	<p><b>Word division:</b> <input type="checkbox"/><input type="checkbox"/> <b>Designer(s) Student No.</b></p>	<p><b>Major Plan Writer(s) <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>:</b> <b>Aaron, Andy</b> <b>Recording/Screenshots<input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox">:</input></b> <b>Andy</b>  <b>Interactive games/task planner:</b> Aaron, Andy</p>
<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"> <b>Field / Subject /Theme</b></input></p>	<p>English vocabulary  Twine Ebook  Empathy-step into somebody's shoes</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <b>Total class periods &amp; time required</b></p>	<p>Time: 7. <b>30 minutes Ebook studying with 4F and sentence pattern.</b> 8. 10 minutes for reflection and review.</p>
<p><b>Other Notes</b></p>		<p>Absentee<input type="checkbox"/><input type="checkbox"/></p>	<p>FJU: TP student</p>
<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <b>Theoretical or pedagogical underpinning for the unit design</b></p>	<p>h. Use game-based learning to help students learn vocabulary related to marine.</p> <p>i. Use the inductive learning method to help them get familiar with different types of sentences.</p> <p>j. Use ALM method throughout the session to teach students the vocabulary and sentences.</p> <p>k. Apply communicative approach first during sentence formation, but give corrections and additional vocabulary if needed.</p> <p>l. Using CLT to teach with 4F method.</p>		
<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <b>Design Basis</b></p>			

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Learning focus</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Core Competence</b>	<b>(General)</b> Students will learn how to form basic sentences with the vocabulary they learn. Empathy.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Learning performances - competence</b> <u>[selective while practicing]</u>	1. Learn the meaning of words for marine creatures by connecting the English word with the Chinese word, and then repeating after the teacher in English. 2. Read and recite sentences provided by the teacher. 3. Role-play asking through 4F.
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Learning content (subjects/Fields/ Domains)</b>	Twine Ebook		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Issue integration</b>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Substantial connotation</b>	Learning Empathy.		
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Learning focus</b>	<ul style="list-style-type: none"> <li>● Vocabulary of marine creature.</li> <li>● Pronunciation and fluency of speech</li> <li>● Sentence formation</li> </ul>		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Links with other fields/subjects</b>		Humanities		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Source of teaching materials</b>		Twine Ebook designed by us.		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Teaching equipment/resources</b>		Webcams, lab, headset provided by FJU teachers		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Learning objectives</b>				
<b>(Specific)</b> 1. Learning vocabularies and empathy, and also an ability to analyze the story. 4. Improve pronunciation and speaking fluency 5. Become more familiar with forming sentences.				

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Teaching activity design</b>		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>Teaching activities content and implementation methods</b>	<input type="checkbox"/> <input type="checkbox"/> <b>Time</b>	<input type="checkbox"/> <input type="checkbox"/> <b>Remarks</b>
Greeting, attention getting, or vocabularies review.	5 minutes	<b>Language: Half CN and Half ENG (Mostly CN)</b> An initial activity that helps to grab students attention.
1. Questions through 4F method. 2. Ebook Guide.	35 minutes  (30 minutes for Ebook)	<b>Language: Half CN and Half ENG (Mostly ENG)</b>  Mostly using simple sentences

<p>3. Vocabularies teaching. 4. Asking for reflection. 5. Do the review.</p>	<p>learning( ALM, 4F) 5 minutes for review or reflection)</p>	<p>for them to practice.  Raising questions for them as possible.  If they cannot catch up with some vocabularies learning, slow down the pace and use more body language or gestures to help them. <b>Provide scenario.</b></p>
<p><b>Instructors (Lynn or BC) will give you another file later</b>  <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> <b>Teaching reflection</b></p>		
<p>References:  <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p>		



## CLIL\_Reflections

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	Twine Ebook	Date	W10
Your Name	Aaron	Co-teachers' Names	Andy
Teaching Goal & Activities (briefly introduce)	Teaching vocabularies of marine creature, color, family... Ebook studying(reading together), and 4F questions. Pronunciation (Vowel, consonant.)		
Do you achieve the goal of teaching <input type="checkbox"/>	If you achieve the goal, why <input type="checkbox"/>		
	CLT method for students to express their thought, and 4F questions guide them focus on the topic. If you don't achieve the goal, why not?		
What digital tools do you use in this teaching?	PPT slides, Gather Town.		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	They typically demonstrate confidence in using online education when they have the resources.		
Is "empathy" introduced or discussed in your teaching? How do you teach "empathy"?	(only answer this question from online tutoring #4-#6) To analyze the texts, asking students to observe protagonist or other characters' expression. CLT and 4F, using questions like "If you were," "How or What would you" to guide students to predict, observe, or provide them a similar scenario- Students' self-experience has become a very important part of learning		

2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	Final empathy W12	Date	12/29
Your Name	Aaron	Co-teachers' Names	Andy
Teaching Goal & Activities (briefly introduce)	<p>Teaching vocabularies of marine creatures</p> <p>Provides sentences or even scenario for students to learn the basic conversation.</p> <p>Pronunciation (Vowel, consonant.)</p>		
Do you achieve the goal of teaching <input type="checkbox"/>	If you achieve the goal, why <input type="checkbox"/>		
	4F questions to learn empathy. Phonics learning (vocabularies)		
	If you don't achieve the goal, why not?		
What digital tools do you use in this teaching?	PPT slides, Gather Town.		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	I believe that technology equips educators with various tools to help students develop a better understanding of the material.		
Is "empathy" introduced or discussed in your teaching? How do you teach "empathy"?	(only answer this question from online tutoring #4-#6) 4F questions and provide scenario.		
Is there any special event* in this lesson? How do you deal with the event*?	No		

<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>Students have trouble to pronounce correctly, or the whole sentence.</p> <p>Slow down the pace with patient, using deconstruction method to help them learning sentence structure.</p> <p>More interaction.</p> <p>Force them, encourage them to try.</p>
<p>Do you have any problems with your teaching?</p>	<p>Ofentimes when the instructor is speaking very quickly, loudly or in an erratic tone it creates an atmosphere of agitation and anxiety. For some students that kind of pressure makes it very hard to learn.</p>
<p>What makes you happy or feel proud of in today's lesson?</p>	<p>Students are willing to try the words which they are not familiar with.</p> <p>They are patient and diligent to our lecture. (Making notes, repeat the word.)</p> <p>Can pronounce the word better.</p>



2021 Fall TaiPing (TP) Online Tutoring Reflection Worksheet			
Tutoring Session			
Topic(s) of Lesson Plan	Wrap-up	Date	W13
Your Name	Aaron	Co-teachers' Names	Andy
Teaching Goal & Activities (briefly introduce)	Teaching vocabularies of marine creature, color, family, directions.... Empathy Pronunciation (Vowel, consonant.)		
Do you achieve the goal of teaching <input type="checkbox"/>	If you achieve the goal, why <input type="checkbox"/>		
	CLT method for students to express their thought, and 4F questions guide them focus on the topic. If you don't achieve the goal, why not?		
What digital tools do you use in this teaching?	PPT slides, Gather Town.		
Do you consider the use of technology facilitate your teaching and student learning? Why or why not?	Technology in the classroom helps students engage with the material they're learning.		
Is "empathy" introduced or discussed in your teaching? How do you teach "empathy"?	(only answer this question from online tutoring #4-#6) To analyze the texts, asking students to observe protagonist or other characters' expression. CLT and 4F, using questions like "If you were," "How or What would you" to guide students to predict, observe, or provide them a similar scenario- Students' self-experience has become a very important part of learning		
Is there any special event* in this lesson? How do you deal with the event*?	Students came late to the online meeting.		

<p>What do you learn from that event*?</p>	<p>Just relax, and you can have more time to prepare your lecture, or go through your material again.</p>
<p>If you have a second opportunity, what will you do differently?</p>	<p>Spend more time on teaching them how to pronounce the words.</p>
<p>Do you have any problems with your teaching?</p>	<p>Too fast I think, and also should manage the time better.</p>
<p>What makes you happy or feel proud of in today's lesson?</p>	<p>Students are willing to express their thoughts on the lecture, or share their personal experience.</p> <p>They are patient and diligent to our lecture. (Making notes, repeat the word.)</p> <p>Willing to do the review.</p>



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

1. Teach and Guide- Syllables longer than two or three syllables

For example: con-fi-din-ce, s-tran-ge or s-tr-u-an-ge

The screenshot displays a Zoom meeting in progress. The main content is a presentation slide titled "Vocabularies" with a light blue background and a large orange starfish graphic on the left. The slide lists four words with their parts of speech and Chinese translations:

- Strange** (adj.) 奇怪
- Confidence** (n) 自信
- Ugly** (adj) 醜的
- Beautiful** (adj) 美麗的

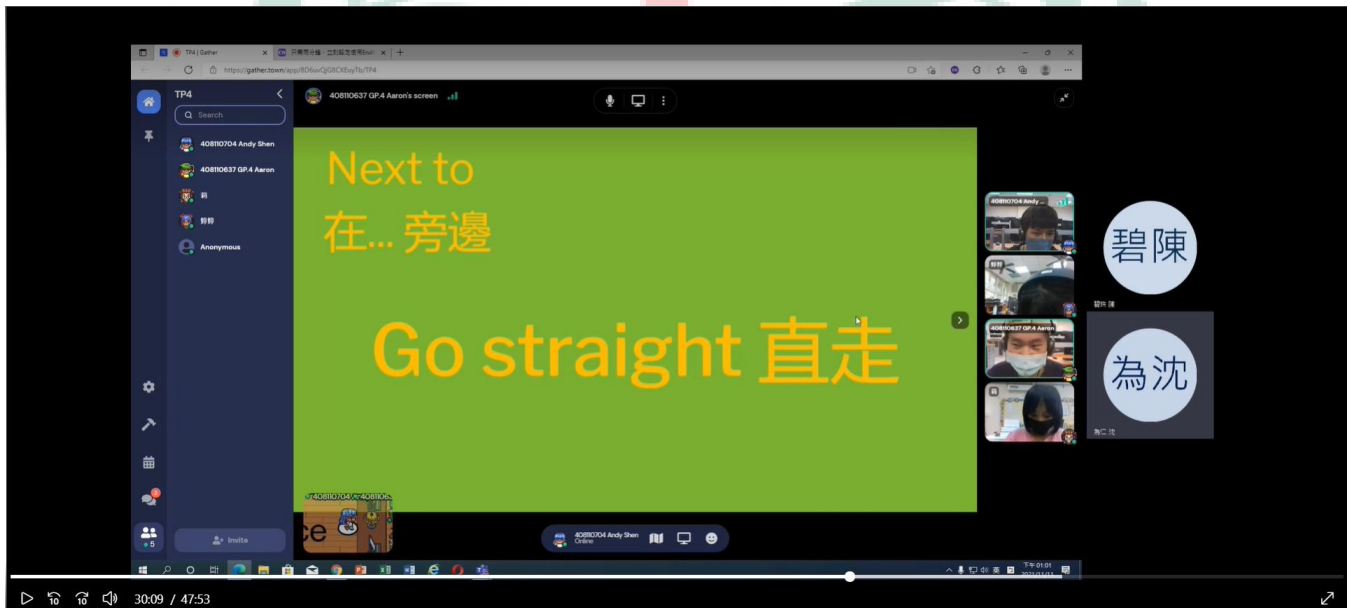
The Zoom interface includes a participant list on the left with names like "TP4", "Andy Shen", and "Anonymous". On the right, there is a video grid showing several participants, and a circular icon with the Chinese characters "為沈". The bottom of the screen shows the Windows taskbar with the time 10:06 / 37:54, system tray icons, and the date 6:02 PM 12/10/2021.

We broke down the word into separate syllables and pronounced each syllable slowly.

2. Assessment- Formative assessment: questioning; summative assessment: test

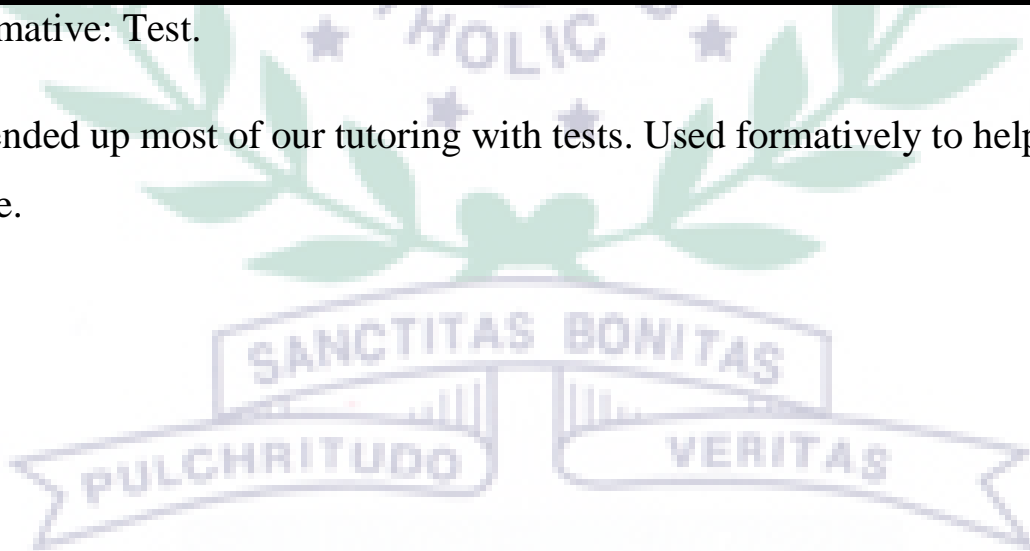
1. Formative: **Questioning** for building their understanding. Find out what level they are at.

誰在我的旁邊呢?--- Andy 老師-- Next to me.



2. Summative: Test.

---We ended up most of our tutoring with tests. Used formatively to help them improve.



3. Empathy- **Asking** them how they would feel if they were the character in the story, and how they would treat the main character if they were in the story. **(4F questions)**

Questions For You !!

- 如果你是威爾(Whale)妳會有什麼樣的感受?  
If you were Whale, what would you do?
- 如果你是其他的鯨魚, 妳會怎麼對待威爾(Whale)呢?  
If you were the other whales, how would

## V. Conclusion: A paragraph of Thoughts

I appreciate that this class and my mentors BC and Lynn provide us the chance to teach children in TP elementary school, and I really learn a lot of being a teacher. Before each class, design my own teaching material for children; during the class, guide students to answer questions, help them learning vocabularies and basic grammar; after the class, find the way to improve my next tutoring. I have to say that teaching is not my type, especially children are hard to tackle with, but after the time passed, I realized that if I have a chance or ability to provide those children a better condition to learn English, that would be significant to me. Overall, this course lets me experience the hard work of being a teacher but acquire a sense of achievement at the same time.



## VI. References

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Zaida and Peko. □□□□□□□□

