

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

指導教授：周德嫵老師

Dr. Lynn Chou

真善美聖

**Digital Storytelling Design**  
**A Hundred Year's Legacy: Lao Shun-Xiang**

SANCTITAS BONITAS

PULCHRITUDO

VERITAS

學生：林紫彤 撰

Alice Tzu-Tung Lin

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Course Title: 數位故事創作

學生：林紫彤  
English Name: Alice Lin



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## I. Introduction

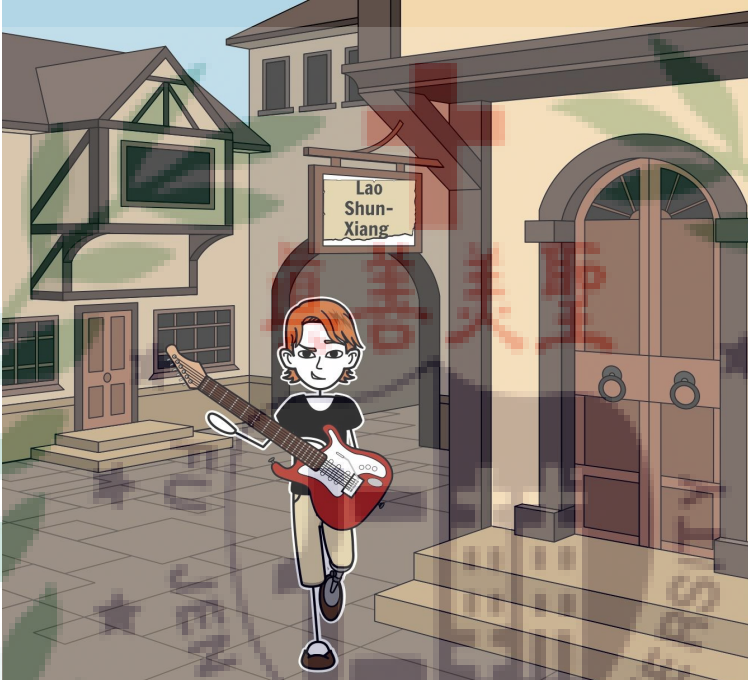

This project centers around Lao Shun-Xiang, a bakery situated in Xinhuang district. By delving into the history of Lao Shun-Xiang, we aim to highlight the importance of the district's history and traditions. To narrate this story, we have used an interactive approach using a game developed on Twine. Within the game, players played the role of constructing the legacy of Lao Shun-Xiang. We explore the origins of their bread and introduce the history as players progress. Our target audience is junior high students in Taiwan, with the goal of deepening their knowledge about their local surroundings.



## II. Story Design Description

Topic	A Hundred Year's Legacy: Lao Shun-Xiang	Teammate(s)	408110314 Will Su 408110601 Terry Zhuang 408110675 Alice Lin 411096139
Theme	The history of Lao Shung-Xiang	Background	Lao Shung-Xiang started since 1840 and had a history of more than 100 years. It is famous for its “鹹光餅” and “金牌鳳梨酥” (pineapple cake).
Target Users	Junior high students		
Objective	To let students understand why Lao Shunxiang has been able to operate for 100 years, and know the history of Xinzhuang at the same time.		
Plot	The player plays the role of the person who is in charge of the shop. In the story, traditional cakes have lost their popularity, and the main character (player) must make a decision: whether to uphold the tradition or abandon it. By chance, the character stumbles upon a means to travel back in time. The player starts on a journey to learn about the traditional cakes and confront challenges in order to find a way back to the present.		

### III. Storyboard Description

Scene	Image	
	Screen shot	Description
1		<p>The player enters the game as the person who is in charge of the shop.</p>
2		<p>Found the way to the past.</p>

3



The quest player needs to complete to get back.

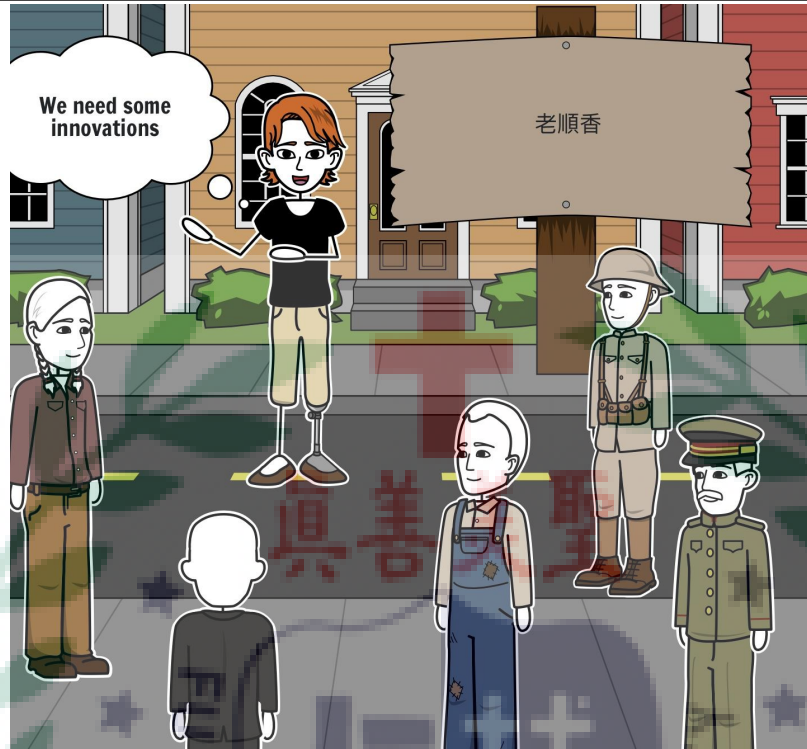
4



Start learning the traditional cakes!



5




The players will find their way to solve the problem.

6



After learning the history, the player invented the famous cake.



7	 <p>Cellar door</p> <p>8 days later</p> <p>The cellar! I can go back!</p>	After learning all the traditional cakes and the history of Lao Shun-Xiang, the player finally get back to normal timeline.
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## IV. Work's Screenshots



「艾老闆為了滿足居民祭祀上的需求，開始研發金牌鳳梨酥」

看到糕餅及糕仔皆銷售一空後，

艾老闆開始在經營方面得到成就感，

但同時也發現到如果將農民視為老順香的唯一客群，

在經營上或許有些冒險，

畢竟農民出現的時段只有中午，

加上糕仔易保存，其實不見得天天都會有農民光顧。

於是艾老闆將眼光投向了.....(選擇)

宮廟前行乞的信徒

廟會的圍觀群眾



## V. Final Presentation PPT Slides



01

About Lao Shun-Xiang



## INTRO

老順香是一間位於新莊廟街上，  
距今已有152年歷史的糕餅老店。  
隨著現代西式麵包及甜點的盛行，  
傳統糕餅已不再受市場的青睞，也因此，  
老順香的第三代繼承人愛老闆時常在是否要放棄傳統糕餅，  
以追求大眾口味的抉擇中苦惱。

# 老順香餅店

- Introduce 老順香  
Traditional cakes are no longer popular
- The main character Alice have to decide whether to give up the tradition or keep it.

- One day Alice found a cellar...

7點時，  
注意到的地窖，  
密室的門

打開地窖門

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PULCHRITUDO

VERITAS



## Work Distribution

- Brainstorming of plots: All members
- Script: Will
- Music: Alice, Weshine
- Drawing: Alice
- Twine: Terry



## TABLE OF CONTENT

- 01 About Lao shun-xiang
- 02 Plot
- 03 Modifications from midterm
- 04 Twine demo.
- 05 Reflection



SANCTITAS BONITAS

PULCHRITUDO

VERITAS

02

Plot



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### CONCLUSION

*(First and second storyline)*

#### Alice's reflection to herself and the store

- Alice finally understands the importance of creativeness and the legacy her ancestors has passed down.
- Alice will preserve the traditional way of making cakes and popularize those traditional snacks to the modern generation.

艾小姐這才知道，地帶出現的意義或許是想告訴她，世界上其實沒有做不成的生意，只要有心經營，再傳統的糕餅依舊有其存在的價值。對艾老闆來說，在時空旅行上，過去與現在或許只是20分鐘的路程，但對老順香及糕餅們卻是152年的堅持與傳承。而自此之後，艾老闆除了瞭解到自己家業的寶貴，更誓言要好好經營老順香，並將老順香這家店繼續傳承下去。

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VERITAS

```
(text-color:#d567a1)+(text-style:"bold")["艾老闆穿越時空，背負著新的任務"]
```

她憑藉著一個上午對鹹光餅以及糕仔的分析，  
了解到.....適合補充農民大量流汗所流失的鹽份，  
而.....對農民來說則是方便攜帶且較容易保存。

(問題)

鹹光餅；糕仔  
糕仔；鹹光餅

## Font color & style

- When questions or choices come up, change text color & style



Thank you for listening

SANCTITAS BONITAS

PULCHRITUDO

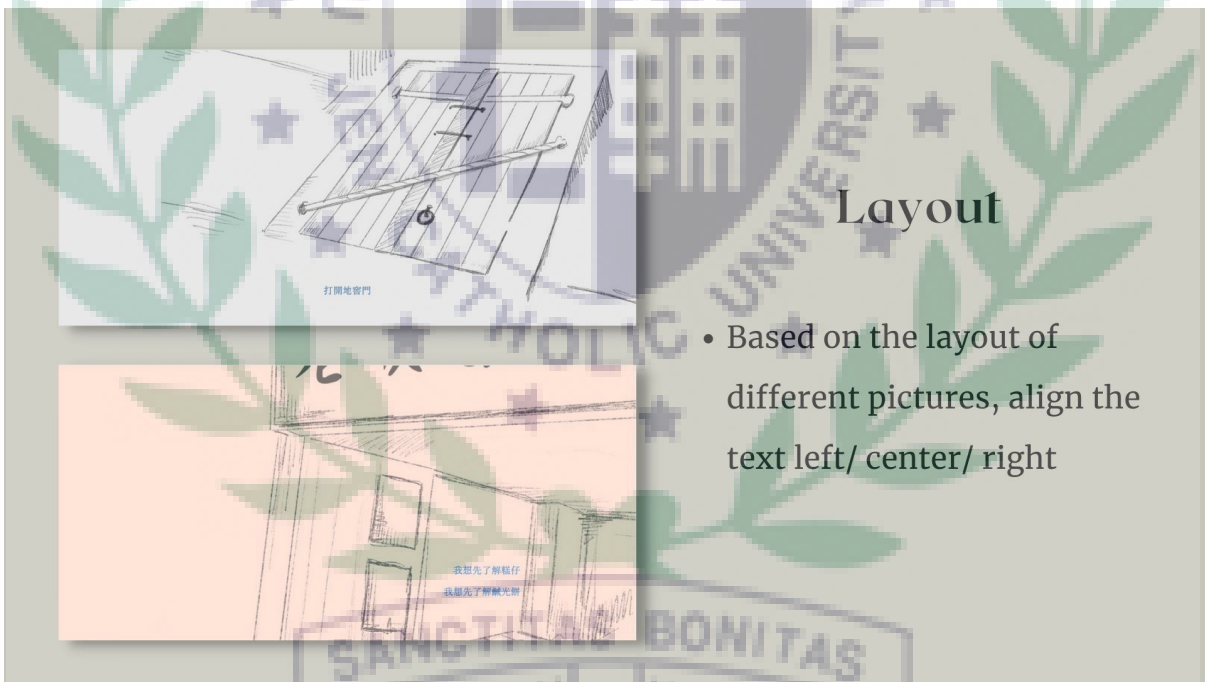
VERITAS





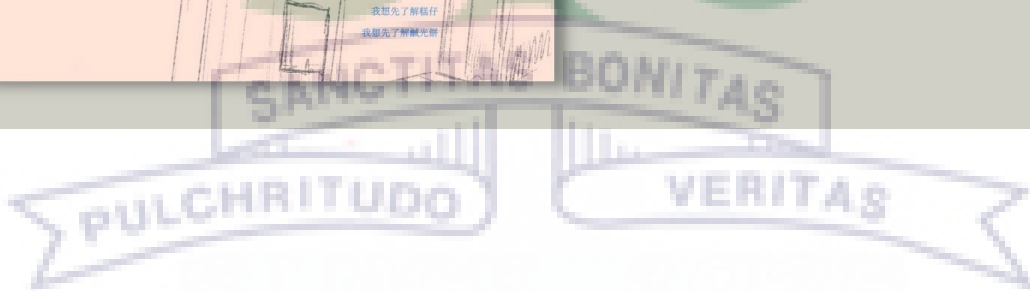
## Layout

- Add several blank lines in passages so that users can see both the words & patterns



## Layout

- Based on the layout of different pictures, align the text left/ center/ right



```
(text-color:#d567a1)+(text-style:"bold")["艾老闆穿越時空，背負著新的任務"]
```

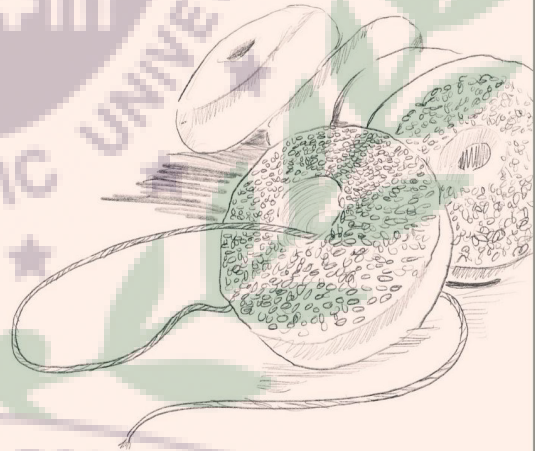
## Font color & style

「艾老闆穿越時空，背負著新的任務」

老闆一出地道口，映入眼簾的是一條老街，  
而老街兩旁都是農田。  
她發現街上人們的穿著和現代人的風格迥異，  
艾老闆於是沿著街道繼續走，  
越走越發現這是他熟悉的新莊老街，  
但店家以及周圍景物卻跟她印象中的完全不同，  
接著他開始找尋老順香。

- Change text color & style when important events happen

### SCENE 1: INTRODUCTION OF 鹹光餅



## BGM

- Used the HAL plug-in and followed our school sister Luisa's instructions, but the audio **didn't** work at first.
- The problem is I **didn't** put **the link right after the colon** with a **space** before it in the hal.track passage (hal.track is used as music playlist).

## Use of commands

- I knew we can change the English font family, but I think the stylesheet cannot read Chinese font family command so I **didn't** change it.
- But with **Google Fonts**, we can change the font family to whichever we want.

```
@import url('https://fonts.googleapis.com/css2?family=Noto+Serif+TC&display=swap');
tw-story {font-family: 'Noto Serif TC', serif;
color: #666e75;
}
```



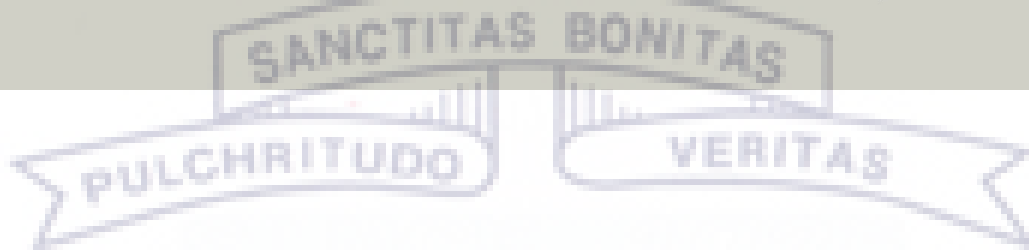
## Use of commands

- The mouseover effect at the beginning of the story & on the pages with explanations of answers to questions.



LAO SHUN - XIANG

- It is located in Xingzhuang Dist., New Taipei City.
- It was founded in 1870. It has been there for over a hundred years .
- Its signature products are 鹹光餅，糕仔，以及金牌鳳梨酥。
- Its current owner is 王明朝 (WANG, MING-CHAO), a member of the fourth generation.



03

### Modification from Midterm



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### Layout

- The patterns mostly are at the bottom of the pictures



04

## TWINE Demo



```
tw-link{color: #327ac3;}
tw-link:hover{color: XXX;}
.enchantment-link {
  color: #327ac3;}
.enchantment-link:hover {
  color: XXX;}
```

## Font color &amp; style

- Change link color in the stylesheet

我想先了解糕仔

我想先了解鹹光餅

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又有「雙糕圓」之稱，  
而後又以傳統圓錐特製的模具，使其成塊狀，  
故被賦予台語的語音轉寫「敲塊」！




瞭解鹹光餅

## Layout

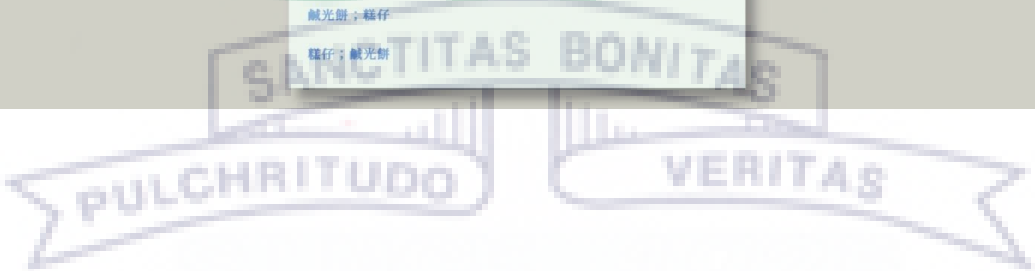
- Add several blank lines in passages so that users can see both the words & patterns

## QUESTION

只見老街上擠滿了汗流浹背、汗流浹背的農民，  
艾老聞於是思考著該如何將自家產品的特色推廣給他們，  
她選擇著一個上午對鹹光餅以及糕仔的分析，  
了解到...適合補充農民大量流汗所流失的鹽份，  
而...對農民來說則是方便攜帶且較容易保存。

(問題)

鹹光餅；糕仔  
糕仔；鹹光餅



### SCENE 3

(First storyline)

Alice came back  
to modern world

- Alice found that the Gold Medal Pineapple Cake she invented becomes so popular overseas after Paik Jong-won's visit.

- The Gold Medal Pineapple Cake was listed the top 10 souvenirs of New Taipei City.

回到現代後，艾老闆發現.....

因為受到韓國國民美食家白鍾元的報導而受韓國遊客青睞，

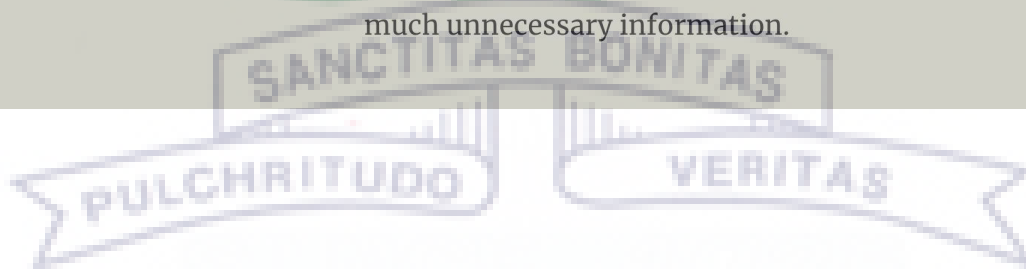
更被列入新北市十大伴手禮。(問題)

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AFTER THE MIDTERM, WE  
FOUND THAT...



- Our plot was too simple and boring, nothing dramatic and exciting.
- Our story only provided little information. Players could hardly learn things from the game.
- The original script was too trivial and included too much unnecessary information.





前導:  
[https://static.wixstatic.com/mp3/b23c88\\_fbf4a9fecf024153bb6a5f27068fbd6f.mp3](https://static.wixstatic.com/mp3/b23c88_fbf4a9fecf024153bb6a5f27068fbd6f.mp3)

地盤:  
[https://static.wixstatic.com/mp3/b23c88\\_b5f18cc8b7d14fddbbc2ae4fd8a4eaf8.mp3](https://static.wixstatic.com/mp3/b23c88_b5f18cc8b7d14fddbbc2ae4fd8a4eaf8.mp3)

倉庫:  
[https://static.wixstatic.com/mp3/b23c88\\_17cf0557b8394f609e6846ee29480d27.mp3](https://static.wixstatic.com/mp3/b23c88_17cf0557b8394f609e6846ee29480d27.mp3)

走出倉庫:  
[https://static.wixstatic.com/mp3/b23c88\\_d2b43fb45a0e4c45aab141fc8d367f6e.mp3](https://static.wixstatic.com/mp3/b23c88_d2b43fb45a0e4c45aab141fc8d367f6e.mp3)

糕仔&酥光餅:  
[https://static.wixstatic.com/mp3/b23c88\\_106160f7365d437a84dfe2f9170053f1.mp3](https://static.wixstatic.com/mp3/b23c88_106160f7365d437a84dfe2f9170053f1.mp3)

宮廟&選項後的廟會:  
[https://static.wixstatic.com/mp3/b23c88\\_26d8717349a64d6b832424b5be741eb6.mp3](https://static.wixstatic.com/mp3/b23c88_26d8717349a64d6b832424b5be741eb6.mp3)

選項後的宮廟:

## BGM

- But press the enter or press space key first then insert the link, they look the same because the link is long. And maybe I pressed enter just because of this.

## Reflections Alice Lin

- This is an interesting project that made me understand more about the history of traditional cakes of 老順香. I really like to eat 蛋黃酥 and 鳳梨酥 but I never do research about them. Through the project, I found that there are interesting history regarding to things in our life, especially things that we are used to. I was in charge of the drawings and backing track in the project. I think the most challenging part is the drawing of 地藏庵. I learned a lot through the process including the temple's details.



SCENE 1 :  
INTRODUCTION OF  
糕仔



SCENE 1 :



我想先了解糕仔  
我想先了解鹹光餅



糕仔，既是早期農民、體力勞動者的日常食物，  
也是年節祭祀不可或缺的供品。  
正月初九拜天公時，人們會將糕仔仿照碎金、碎銀的樣態，  
做成紅、白兩色的「糕仔粒」，祈求財豐丁旺人家宅。  
有趣的是，中元普渡的祭品也少不了它。  
普渡用的糕仔是黃、白兩色的「金糕仔」與「銀糕仔」。  
新莊糕仔以水蒸程序製作，口感Q美。

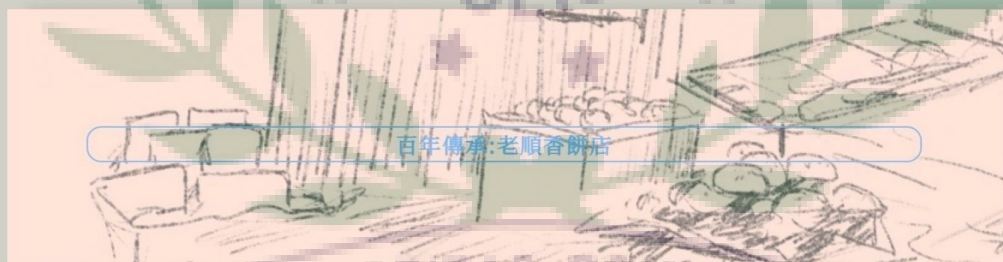
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做成紅、白兩色的「糕仔粒」，祈求財豐丁旺人家宅。  
有趣的是，中元普渡的祭品也少不了它。  
普渡用的糕仔是黃、白兩色的「金糕仔」與「銀糕仔」。  
新莊糕仔以水蒸程序製作，口感Q美。  
又有「雙糕調」之稱，  
而後又以傳統圓扁特製的模具，使其成塊狀。

## Layout

- Follow Professor's advice, separate the sentences to make them not look too long
- Add new lines between them so they won't look squeezed together

## Use of commands

- Instead of using the link, add a button command at the beginning of the story.



SANCTITAS BONITAS

PULCHRITUDO

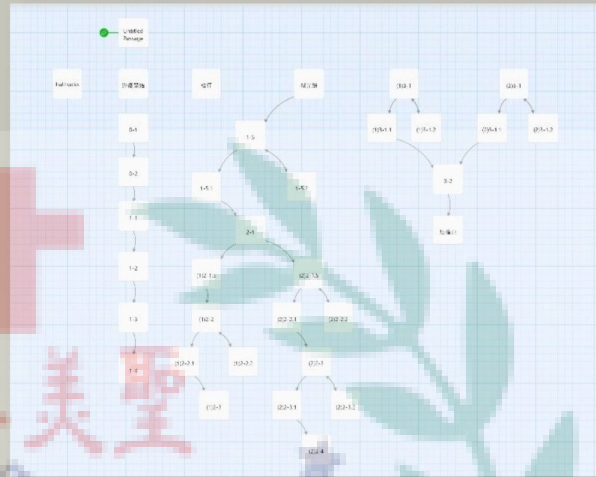
VERITAS

## Use of commands

- Replace the command pipe with "click-goto" so the editor window would look more cleaner

```

==>
[我想先了解糕仔]
[我想先了解鹹光餅]
(click-goto:"我想先了解糕仔", "糕仔")
(click-goto:"我想先了解鹹光餅", "糕仔")
  
```



### SCENE 3

(Second storyline)

Alice came back  
to modern world

- Alice found that the temples are still buying 鹹光餅 with them.
- 鹹光餅 is nicknamed as "Taiwanese Bagel" and "Taiwanese donut" nowadays.

「艾老闆回到現實，明白地窖的意義」

回到現代後，艾老闆和曾曾祖父研發的鹹光餅依然在架上發售，附近的宮廟也會定期向老順香訂購，最原始、傳統的味道也因為艾老闆在另一個時空的努力得以保留下來。慕名前來的觀光客還為鹹光餅取了個新名字，叫做……(問題)



## SCENE 2: START TO DEVELOP 金牌鳳梨酥

「艾老闆為了滿足居民祭祀上的需求，開始研發金牌鳳梨酥」

看到糕餅及糕仔皆銷售一空後，

艾老闆開始在經營方面得到成就感，

但同時也發現到如果將農民視為老順香的唯一客群，

在經營上或許有些冒險，

畢竟農民出現的時段只有中午，

加上糕仔易保存，其實不見得天天都會有農民光顧。

於是艾老闆將眼光投向了.....(選擇)

真善美聖

宮廟前行乞的信徒

廟會的圍觀群眾

## SCENE 1: ALICE WENT THROUGH THE CELLAR

「艾老闆穿越時空，背負著新的任務」

老闆一出地道口，映入眼簾的是一條老街，

而老街兩旁都是農田。

她發現街上人們的穿著和現代人的風格迥異，

艾老闆於是沿著街道繼續走，

越走越發現這是他熟悉的新莊老街，

但店家以及周圍景物卻跟她印象中的完全不同，

接著他開始找尋老順香，

想釐清這究竟是怎麼一回事。

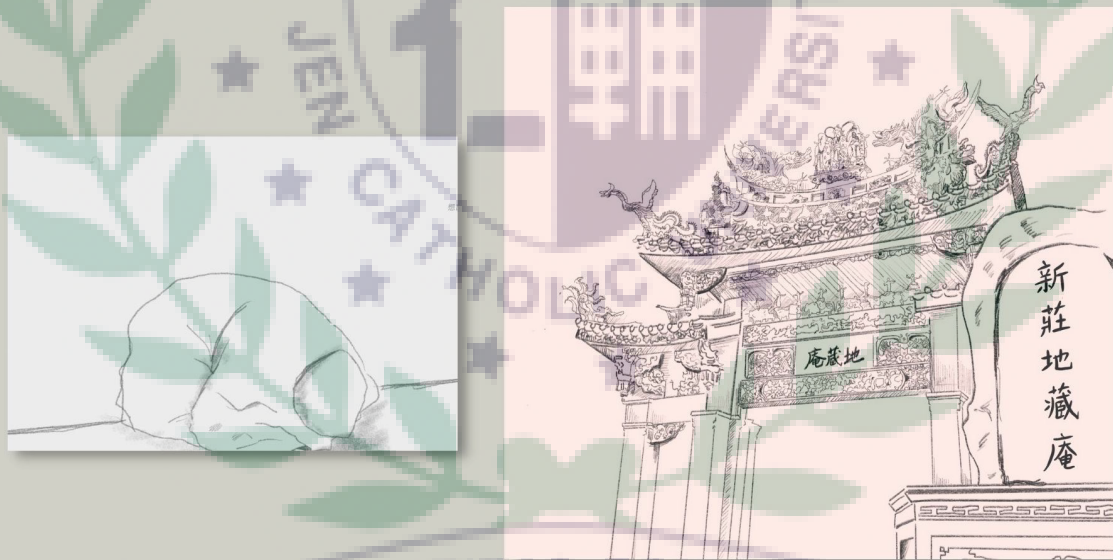
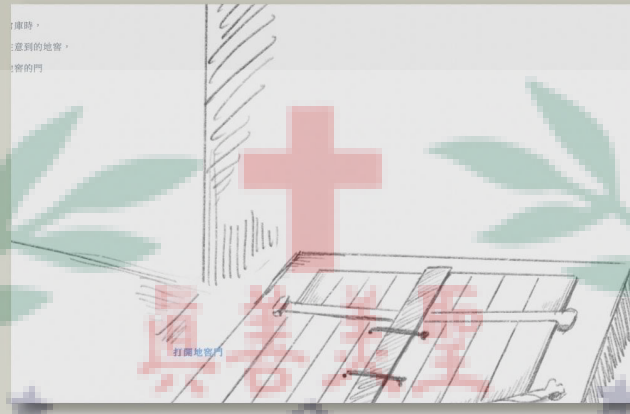
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PULCHRITUDO

VERITAS

## SCENE 2: FOUND THE CELLAR AGAIN



[https://www.canva.com/design/DAFVQs6JDoM/ORnn2YT7HdSRvTXB-e1xKg/edit?utm\\_content=DAFVQs6JDoM&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFVQs6JDoM/ORnn2YT7HdSRvTXB-e1xKg/edit?utm_content=DAFVQs6JDoM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)



## VI. Reflection and Further Study

### The Use of Interactive Fiction in Language and History Learning.

#### I. Introduction

Literature is one of the means used in language teaching. Students can gain access to not only language learning itself, but also culture and history. Through literature, they can form their own ideas which eventually leads to critical thinking. In addition, students now need to interact with technology and digital works in learning literature. There are more and more literature and interactive fiction combinations in recent years. Interactive fiction provides a new form of opportunity to access knowledge and literacy. This brings another possibility for using literature in language learning. Thus, the paper will first discuss the use of literature in language learning for bilinguals. Then, the paper will discuss the new form of learning—interactive fiction and its three aim in learning. Last, the paper will bring up and discuss an interactive fiction project we made for students.

#### II. Literature review

Odilea Rocha Erkaya mentioned in “Benefits of Using Short Stories in the EFL Context,” that instructors have found the way literature can be used to strengthen skills and make language teaching more complete in the past two decades. Moreover, through literature, students can gain background knowledge of the world, including the cultural aspect of stories. Literature, therefore, becomes an access to the culture and its history while students learn the language simultaneously. In “Use of Literature in Language Teaching Course Book,” Nazife Aydinoglu mentioned several reasons for using literature in language teaching. There are two points that are related to the research among all reasons. The first reason is

cultural enrichment. Literature is a good way for learners who do not have the chance to visit the country where the language is spoken. Through literature, they gain insight into the country's culture and even history. To fully understand the literature content, students are required to have sufficient background knowledge of its cultural and historical events. This encourages them to be aware of different aspects from background to literacy.

In a digital world like now, students need to cope with new engaging means of language learning. Literacy and its content change as the digital world opens a new door for learning.

Interactive fiction is a new form that emerged in recent years. Nicholas Negroponte described interactive fiction as a “book without pages” in *Being Digital*. The two key points of interactive fiction are “autonomy,” which is the ability to decide and change on one's own; and “interactivity,” the ability to make reactions after thinking. There should be a system to provide narrative interaction and a structure of rules throughout the process. The combination of these structures is also known as a game. In the game, learners should have the power to make decisions that can change the story's direction. In “Colossal Classroom adventure: Developing Interactive Fiction for English Language Learners,” Alexis Kim mentioned that many interactive fiction games are text-based only, however, there are also adventure games. It is a broad genre. He points out three purposes that interaction fiction tends to achieve in learning. The first point is edutainment, or education and entertainment. This means that the lecture is designed to educate students through entertainment. Next, he describes educational games as subsets of edutainment. Educational games emphasize educational concepts rather than cover other media like television or audio. The last concept is gamification. It means the application and transition of gaming concepts into activities and tasks. These elements make an interactive fiction project more complete in education and game design. Overall, interactive fiction is a tool designed to educate with entertainment.



### III. Discussion

In this part, I will discuss the three purposes of interactive fiction mentioned above with the project I made and the literary elements in the project. To combine literature with interactive fiction, my teammates and I chose to make a text-based game. The title of our project is “A Hundred Year’s Legacy, Lao-Shun-Xiang. The project is about a traditional cake shop located in the Xingzhuang district. It was founded in 1870 and is still running now. The aim of the project is to let students learn the history of the traditional cake shop and Xingzhuang district through the interactive fiction game. Thus, we made up a story and created different storylines for readers to decide on. As mentioned above, an interactive project requires readers to make decisions that guide or affect the story’s ending. The following are examples of our project.



(Players can choose the cake they want to review)

「艾老闆為了滿足居民祭祀上的需求，開始研發金牌鳳梨酥」

看到糕餅及糕仔皆銷售一空後，

艾老闆開始在經營方面得到成就感，

但同時也發現到如果將農民視為老順香的唯一客群，

在經營上或許有些冒險，

畢竟農民出現的時段只有中午，

加上糕仔易保存，其實不見得天天都會有農民光顧。

於是艾老闆將眼光投向了.....(選擇)

宮廟前行乞的信徒

廟會的圍觀群眾

(Players can choose the target group of people they want to help.)

We also designed questions for readers which also affect the storyline.



只見老街上擠滿了汗流浹背、汗流浹背的農民，

艾老闆於是思考著該如何將自家產品的特色推廣給他們，

她憑藉著一個上午對鹹光餅以及糕仔的分析，

了解到……適合補充農民大量流汗所流失的鹽份，

而……對農民來說則是方便攜帶且較容易保存。

(問題)

鹹光餅；糕仔

糕仔；鹹光餅

For context, we choose to introduce the history of traditional cakes and the traditional events in the Xingzhuang district. We combine history and our story to create fiction that is more attractive to players. We made up a character related to the cake shop for the story. Players need to become that character in the game, like a role-playing game. These elements meet the two key points Nicholas Negroponte mentioned, autonomy and interactivity. This means players can direct the plot of the story in a first-person narrative perspective. The aim of our project also meets Alexis Kim's three purposes of interactive fiction in education. We added visual content and audio to make the game more entertaining but also emphasized the information we want to convey. We also gave tasks and goals for players to achieve. These fulfill the three aims of interactive fiction, including edutainment, educational games, and gamification.

In conclusion, interactive fiction is a broad genre that has great potential in both language and history learning. I learned that it is not easy to combine these elements in one project, especially when it requires both entertainment and education. To enrich the content, designers

need to be familiar with the background history. The game should also be made to let the player learn more about the culture and the history. All in all, interactive fiction still has a long way to go since technology is still growing and developing. I believe in the future, it will provide more opportunities for learning and educating.



## VII. References

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