

A Practical Experience of Designing and Teaching English as Foreign
Language (EFL) Strategies in Taiwanese 1st and 2nd Grader Classrooms

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January 2011

Hsinchu, Taiwan

元 培 科 技 大 學
應用英語系應用英語專題研究審核書

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題目: A Practical Experience of Designing and Teaching English as
Foreign Language (EFL) Strategies in Taiwanese 1st and 2nd Grader
Classrooms

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|-------------|---|------------|---------------|-----|
| 班 級 | 應用英語系 4-1 | 組 別 | 5 | |
| 專題題目 或領域 | A Practical Experience of Designing and Teaching English as a Foreign Language (EFL) Strategies in Taiwanese 1 st and 2 nd Grader Classrooms | | | |
| 專題摘要 | <p>The world is flat and English becomes more important than before. As Lai (as cited in Hu 2008) said that today, for professionals in different workplaces, it is important to know a foreign language, and usually that language is English. Also, Chang (as cited in Chu 2008) emphasized that having good English proficiency used to be a plus, but in a globalization era as nowadays, English ability becomes necessary. In a globalized business world, there are many ways one can expand the business, but English ability is the keystone (Chang as cited in Chu 2008). The importance of English leads to another concern, i.e. the learning and teaching of the language. English is a mandated subject in Taiwan's compulsory education. Students start learning English as early as 1st grade in some cities in Taiwan.</p> | | | |
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註：各組同學須於三下第十週方可請請老師簽署同意書，否則無效。

Acknowledgements

As an old saying goes, “Failure is the mother of success.” The project did not come to fruition without our hardworking. Our effort alone, of course, is never enough to complete the project. We appreciate the unselfish support from our family, friends, classmates, and teachers. Without them, this project could not have been possible.

We also would like to dedicate special thanks to teachers at KidCastle-Genius Campus in Hsinchu, and all the professors at the Department of Applied English at Yuanpei University, we thank you for inspiring us to be better persons and better English teachers. Finally, Dr. Yu-Chih (Max) Lo, our adviser, we thank you for your guidance and patience.

CHAPTER 1

Introduction

Background of the Study

The world is flat and English becomes more important than before. As Lai (as cited in Hu 2008) said that today, for professionals in different workplaces, it is important to know a foreign language, and usually that language is English. Also, Chang (as cited in Chu 2008) emphasized that having good English proficiency used to be a plus, but in a globalization era as nowadays, English ability becomes necessary. In a globalized business world, there are many ways one can expand the business, but English ability is the keystone (Chang as cited in Chu 2008). The importance of English leads to another concern, i.e. the learning and teaching of the language. English is a mandated subject in Taiwan's compulsory education. Students start learning English as early as 1st grade in some cities in Taiwan.

Purpose of the Study

For us, we are not only interested in English, but also enjoy working with children very much. Students are cute and innocent. When we see children, they have this special power that makes us care for them. Our voice becomes gentle and our mood is good. When working with children, we feel happy and full of energy. We want to show children what we know about English in more interesting ways, and English should be taught in interesting ways too.

CHAPTER 2

Review of Literature

Issues in Elementary English Education

Learning English should be more than just memorizing and testing. As Chair of Education and Training Committee in American Chamber of Commerce in Taipei, Hockertz (as cited in Hsu 2010, 12) observed, that most English teachers in Taiwan tend to ask students to learn English by memorizing information and students are likely to forget what they have memorized quickly. Director of the Department of Elementary Education in the Ministry of Education in Taiwan, Yang (as cited in Hsu 2010, 10), further added that in order to promote children's interest in learning English, the curriculum of English subject at elementary education should therefore strengthen and encourage schools and teachers to integrate and assess different English skills.

Researchers also noticed that in addition to the teaching strategies of English, instruction time for English subject in the compulsory education limits the development of English proficiency in elementary students (Peng, 2010). Peng (2010) observed that it is no doubt that most English teachers are professional and have strong knowledge in English language, but usually by the time when they finish teaching the technicality of the English language, they also run out of time for activities or strategies which are meant to motivate students to learn English. Nevertheless, this should not lead to the conclusion of shortening the time for students' mother tongue, Chinese Mandarin. The important idea here is as Chang (as cited in Chu 2008) continued to stress, in addition to mastering the Chinese language, to increase one's international competitiveness, equipping at least one foreign language ability becomes a prerequisite in today's global arena.

CHAPTER 3

Research Method

Research Method

In order to gain real experience in working with children and helping them with their English, we decided to use participant observation to enrich our research experience. Given the nature of qualitative research method, participant observation research method, although might take more time, allows us to understand, interact, and observe 1st and 2nd graders in the real world English learning classroom (Esterberg, 2002). In addition to taking a closer look at the student in the real world classroom, we also designed several teaching strategies and work with students on their English ability under veteran teachers' monitor. We interviewed the teachers afterward for their advice for our teaching.

Data Collection Procedures

Throughout our study, we observed, audited, and taught in veteran English teachers' class, Elementary English, for 1st and 2nd graders. The teachers showed us how to teach and how children learn about English. We had taken notes, interviewed veteran teachers, and video-taped our teaching sessions with permission (see Figure 1).

Time Duration

The time duration of our observation was three times a week, four hours each time, for eight weeks. In each visit, our responsibilities included assisting teachers with the teaching materials, discussing the lessons for the day, observing veteran teachers' teaching, and a 10-minute teaching time for us.

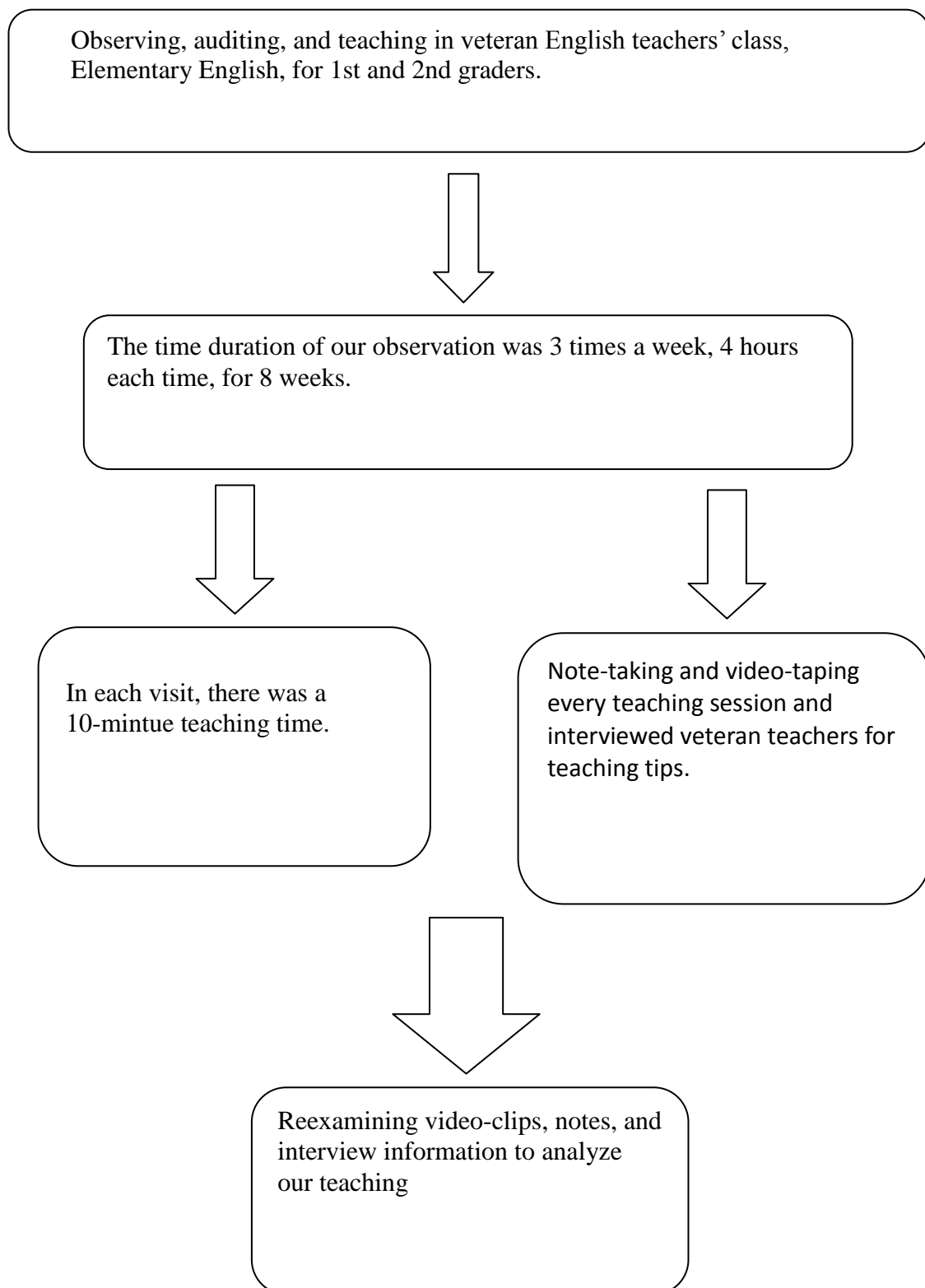
Participants

We found the students, 1st and 2nd graders, at a private English language teaching school. With students, teachers, and institutions permission, we were allowed to be involved in the classroom activities.

Instrumentation

For 10-minute teaching, we designed EFL teaching strategies based on a theory-based EFL teacher development resource (Ong & Murugesan, 2007). Moreover, we also did research and confer with professionals in English teaching for our strategies (Hsieh, 2004; Huang, 1988; Hsieh, 1987). With the suggestions from different sources, we designed materials such as vocabulary flash cards, pictures, posters, samples, games, and etc.

Figure 1. Steps for Data Collection



CHAPTER 4

Discussion

After reexamining our video clips, notes and suggestions from veteran teachers, generally speaking, in our teaching, we found that we tried to talk to students in English as much as possible. In addition to the listening and speaking skills, we also prepared many hands-on activities, such as teaching materials and props for students to draw on and play with in our teaching. However, we did notice that it was indeed challenging to make every student participate for some of our activities. Overall, we were so happy that most of our students did enjoy of our class.

Nonetheless, we analyzed strengths and weaknesses of our teaching and discussed with examples as followed. For our strengths, we did a good job at catching students' attention, encouraging them to participate, and reviewing the lesson. For example, when we were teaching new vocabulary and we would repeat many times and make sure that students remember. Then, when we noticed students had problems with the pronunciation, we would continue to correct them until they can say it right. On the other hand, we should improve our teaching in terms of moving from vocabulary to sentence, involving every children, softening our tone, slowing down the talking speed, and opening ourselves more to the students (see Table 1).

Table1. Analysis of Teaching

| Strengths | Weaknesses |
|---|--|
| <ul style="list-style-type: none"> ● Catching attention (ex. toy fruits, stickers, and etc.) ● Encouraging (ex. children keep raising their hands to answer questions) ● Reviewing (ex. repeat to help them remember the new words and try to use a lot of English) ● Constant correction (continue to correct students' pronunciation until they get it right) | <ul style="list-style-type: none"> ● Limited in vocabulary only (ex. should try to ask students to make sentence with the new words) ● Fail to involve all students (ex. some students looked bored during the game) ● Voice too loud (ex. some students were not comfortable with the volume of our voice) ● Speaking too fast (ex. instructions were not clearer enough) ● Too nervous and shy (ex. we forgot what was the next on our lesson plan and also forgot to interact with the students) |

CHAPTER 5

Conclusion

In our project, we not only learned how to teach but also learned more about how children learn. We also learned a lot from the unexpected situations. We have never thought that children could be out of control easily and we would have to need spend a lot of time on classroom discipline, such as fighting. Now after we know more about children and teaching, we realize that teaching could be very challenging. The experience, on the other hand, also makes us enjoy working with children more. There were times during our observation and teaching, we were frustrated and felt like giving up. However, the importance of teachers' role in elementary English education is, as Hsu (2010) pointed out in his report, to better the English education for future generation, schools and teachers have to create a positive learning environment for our children and every aspects of English ability should be emphasized. Therefore, we believe as long as teachers keep trying, children will learn to appreciate teachers' effort and English could therefore be fun to them.

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Appendix 1

Transcription of Sample Video Clips

Lesson of Fruit Vocabulary

The topic is “fruits”, teach “fruits vocabulary” to students, I said: it is a watermelon, then tells them repeat after me, when they can remember all the fruits names, then we are going to play the game. Let’s see the some example: first, I use the box and fruits.

T: I will put one of the fruit into this box and you need to guess what is it?

T: Guess what is it?

S: tomato

Teacher said: Are you sure it is a tomato? Maybe it is a monster.

Student said: tomato

T: ok, put your hands down, it is a tomato? (This time I asked the other students)

T: YES or NO

S: YES.

T: Ding Dong Ding Dong.

T: You get answer right, I give you a sticker.

Lesson of Animal Vocabulary

Today we talk about the animals.

Look at all this animals, giraffe, panda, kangaroo and koala.

First, I have teach words and children have to say right word,

Second, I can teach a sentence, “What do you see?” “I see a _____.”

Example: T: What do you see? S: Giraffe. T: you can say I see a giraffe.

T: OK, What do you see?

S: I see a papaya.

T: NO, I see a panda. Panda.

Finally, I went to with picture and word. When I say kangaroo, you have with picture and word, put up! Right ?

Like this, kangaroo. If children have right answer, I will give children a present.

Lesson of Toy Vocabulary

I teach children the vocabularies of toys like, puzzle, block, robot and doll. First, I will introduce myself, and then introduce the sentence about the question and answer.

For example, What do you like? I like_____? When I finish it, every question and answer will be repeated many times. It makes them remember in their brain.

Furthermore, I will take four toys flashcard and changed it on the blank then ask students and make them answer me. (If they got the right answer I will give them a sticker.) Finally, I finish the class I will introduce myself and review any I taught today.

Appendix 2

Lesson plan

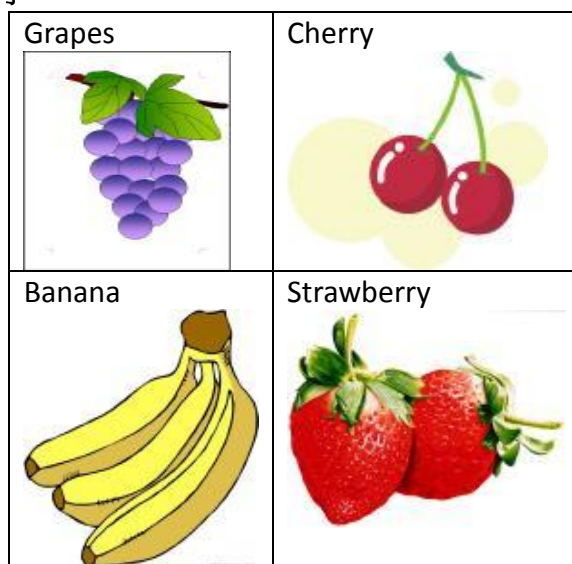
教小朋友不該只是念念課本、考考試。教小朋友除了要有耐心，還要有一套的教學本領，那就是---創意。

- 1)教小朋友單字時可以搭配遊戲,
 - 2)教小朋友句子時可以搭配繞口令
- 小朋友不但學得快也記得容易.

★Ex:

單字: 教單字不單單隨便教, 不時的搭配遊戲, 才會吸引小朋友注意力, 把要教的單字寫在黑板上, 然後教完小朋友怎麼念怎麼拼之後, 分兩組比賽, 然後看誰最先唸出老師所指的單字並且唸得越快越正確就得分。所以小朋友在有競爭的情況下會比較認真且專心, 當然也會記得快





單字:



Ex:分成 A.B 兩隊.先念出老師所指的單字就得分.一個笑臉代表得一分,兩組用不同笑臉區隔分數.

得分表:

(如右圖 Team 獲勝)

| Team A | Team B |
|--|---|
| 第一場  | |
| 第二場 |  |
| 第三場  | |
| 第四場  | |

★Ex2:

把一個單字拆成好幾個音節

Student S t u d e n t

Banana B a n a n a

如此一來, 小朋友就會從音節中, 把單字慢慢拼出來, 就不必死背單字。

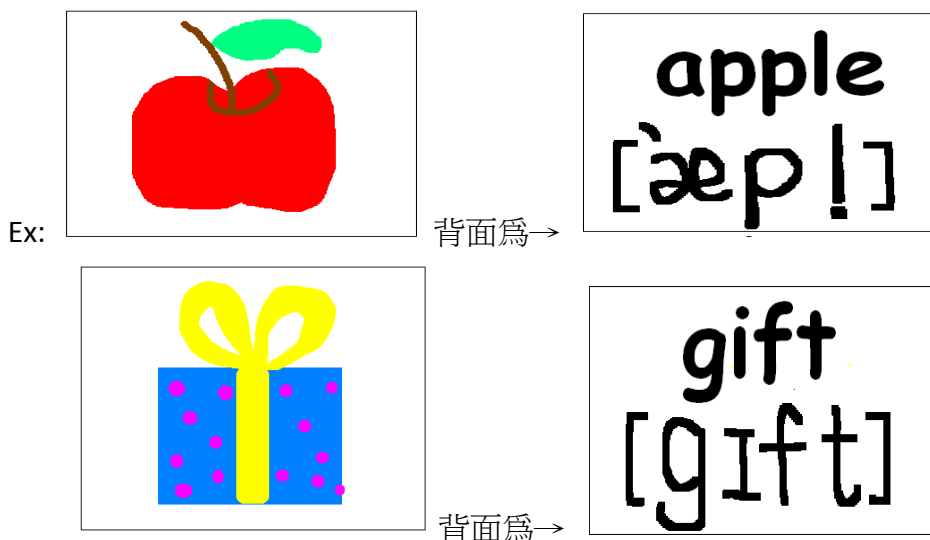
★句子:

1. I lost my cap.
I have a map to my cap.
The map to the cap is on my lap.
2. This is Dad.
Dad is mad.
I'm bad and Dad is mad.

以發音相似的單字匯集成用繞口令，小朋友就會覺得很新鮮很有趣，而且也會因為繞口令的關係，會把發音相似的單字都記起來。老師一樣分兩組比賽，比哪一個人念的快又清楚，就得分。這不僅可以增加小朋友的發音和口說的進步，以這樣繞口令的方式去認識單字、句子會比傳統的死念課文、死教書來得容易吸收與學習。

單字及發音

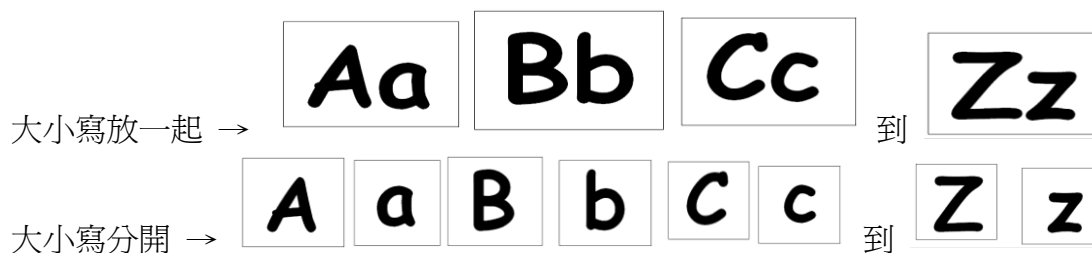
可利用單字卡或圖卡加上發音的口型來教學



英文字母大小寫

可用字母卡來讓小朋友容易記住個字母的大小寫

★Ex:



以上內容可用的遊戲如下:

→ 單字及發音部分

1-1 在黑板中放上幾張圖卡，在點兩位小朋友出來，老師隨意唸出一個單字請小朋友指出來，最快者加分。

1-2 在遊戲過程中老師可以用較誇張的嘴型來唸出圖卡上的單字讓小朋友更容易辨別出來。

1-3 遊戲時可以用小道具讓小朋友指黑板，吸引小朋友的注意。EX:可愛的仙女棒之類...

→ 英文字母大小寫部分

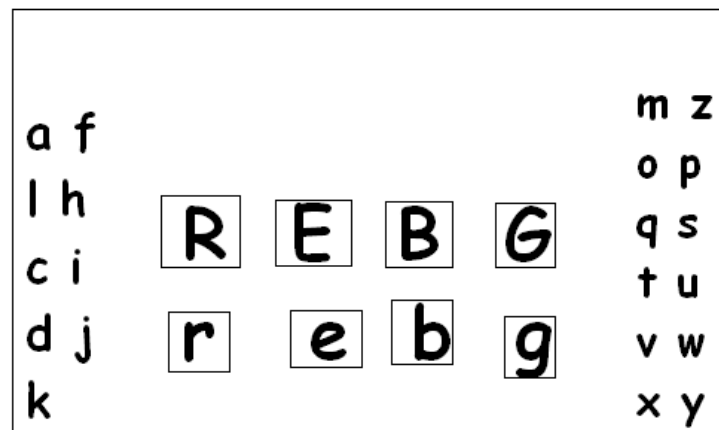
1. 可將小朋友們分為兩組，再分別請一位小朋友出來，老師拿出隨意挑選的字母卡讓他們辨別，辨別出最多的小朋友整組加分。

2-1 也可在黑板中間放上大寫或小寫的字母卡，黑板的兩旁則可放上小寫或大寫的字母卡(視中間所放的字母卡大寫而定)。

2-2 再點小朋友出來自行從兩旁的字母卡中找出黑板上所對應到的大小寫字母。

★Ex: 中間字母放 R、E、B、G

小朋友則從兩旁找出 r、e、b、g 放置該字母的下方，如下圖所示↓



對話、會話

★自我介紹 → What's your name? My name is XXX.

遊戲：讓小朋友互相用英文詢問五位小朋友的英文名字並用英文回答

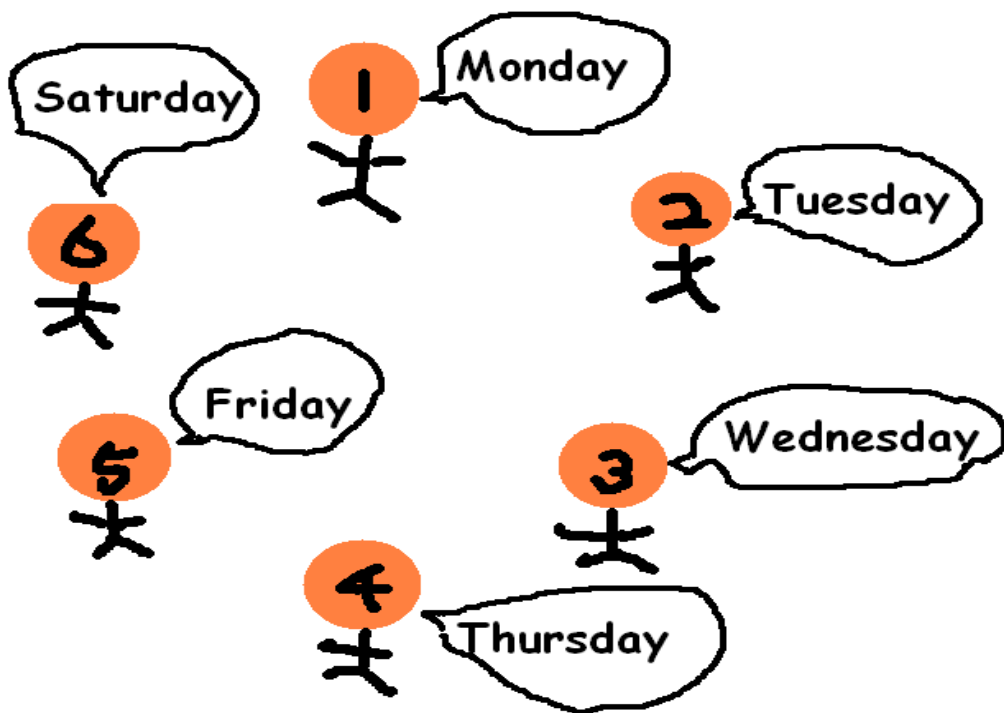
Ex:



★問答星期幾 → What day is today? Today is XXX.

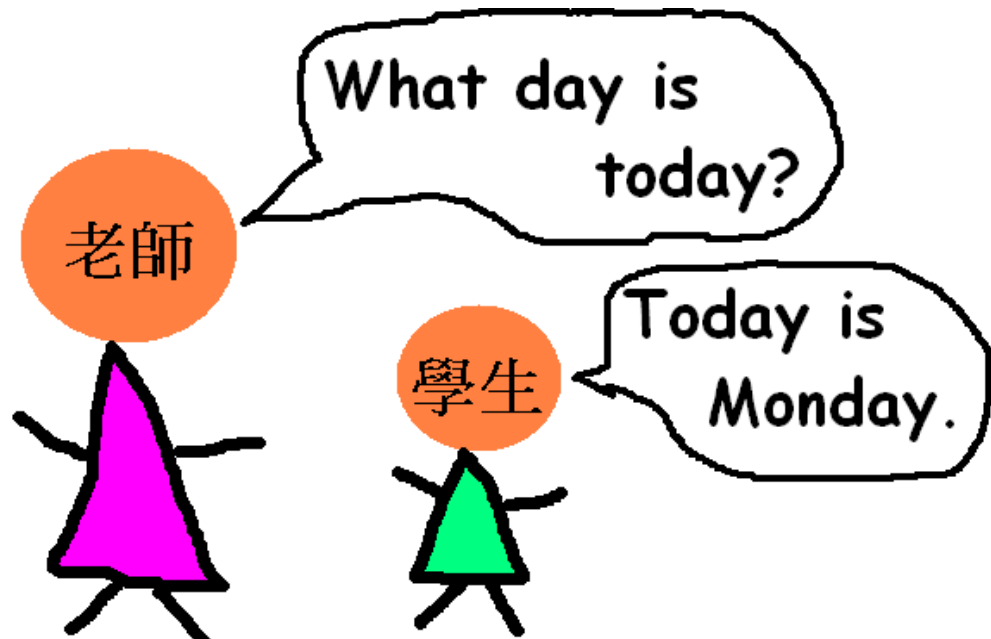
遊戲一：請小朋友們圍圈圈，依序唸出星期一~星期日的順序。

Ex:



遊戲二：再請小朋友們記住剛剛自己所唸到的星期，老師則是一一詢問小朋友們 What day is today? 小朋友在回答剛剛自己所對應到的星期。

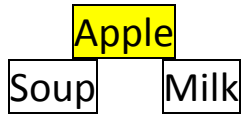
★Ex:



1.老師可以單字寫在黑板上，小朋友聽取老師的指令，搶答選取老師所說的單字

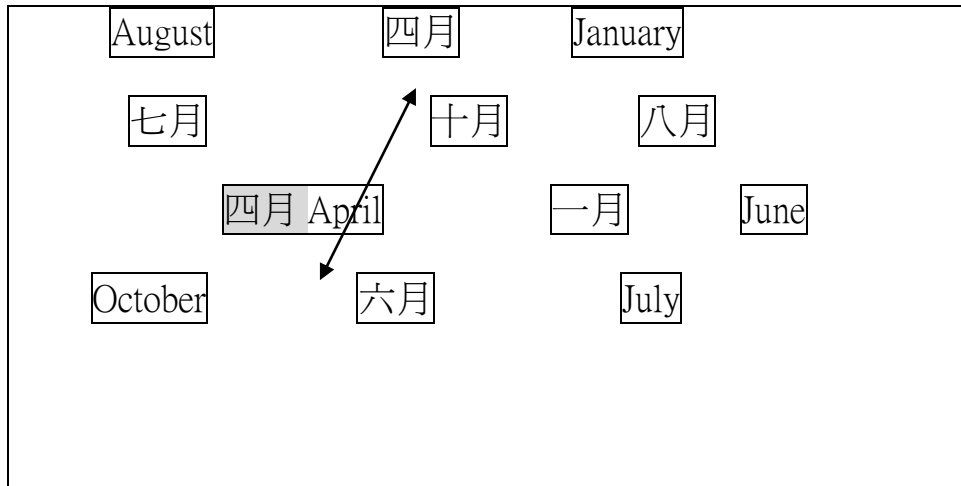
★Ex: 老師說 Apple 小朋友就必須選取正確的單字。

| | | |
|-------|--------|-----|
| Chair | | tea |
| | Flower | |
| Piano | | car |



2. 由老師準備單字中英配對卡，並分散貼在黑板上，分成兩組，各組輪流上台，並由老師出題，請小朋友找出所對應的中英文單字，配對正確的那一組即可獲得一分，依此類推。

★Ex: 老師說 “四月” 就要把四月中文字卡拿到 April 旁貼上。



3. **英文單字聽寫競賽**：將小朋友分成兩組，接著每組先各派一位小朋友上台，然後聽從老師的指示，將聽到的單字快速且正確的寫在白板上，一直輪到最後一位小朋友，此時就要暫停比賽，接著老師就會看哪組錯的最少，而那組就是 **winner**，並給予獎勵。

★ Ex: 老師說 **Cherry**，兩組的小朋友就必須寫下 **Cherry** 這個單字，然後快速換下一個小朋友，每個小朋友的單字都會不一樣，就這樣一直輪到最後。

4. **帶動唱**：讓小朋友從歌曲中認識單字。
從最基礎的 **ABCD SONG** 開始，之後再唱其它兒歌。

EX: Ten little Indians boys

One little, two little, three little Indians,
four little, five little, six little Indians,
seven little, eight little, nine little Indians,
ten little Indian boys.

Ten little, nine little, eight little Indians,
seven little, six little, five little Indians,
four little, three little, two little Indians,
One little Indian boys.