Co-teaching and reciprocal teaching for English-as-a-foreign-language reading

Pei-Ying Chou

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CO-TEACHING AND RECIPROCAL TEACHING FOR ENGLISH-AS-A-FOREIGN-LANGUAGE READING

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Teaching English to Speakers of Other Languages

by
Pei-Ying Chou
March 2006
CO-TEACHING AND RECIPROCAL TEACHING FOR ENGLISH-
AS-A-FOREIGN-LANGUAGE READING

A Project
Presented to the
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March 2006

Approved by:

Dr. Lynne Diaz Rico, First Reader

Dr. Kurt Kowalski, Second Reader

Date: March 8, 2006
ABSTRACT

The purpose of this project is to help promote elementary English-as-a-foreign-language (EFL) students’ reading comprehension. In particular, the project investigates the co-teaching model and its implementation in the Taiwanese English class. With more and more native-English-speaking teachers sojourning in Taiwan, there is a great need for research on this topic. Moreover, this project not only provides related research, but also practical units of instruction for co-teachers to implement during English class.

The project includes five chapters. Chapter One indicates the topic, background, purpose, significance, and limitation of the project. Chapter Two presents related literature to support this topic, followed by a theoretical framework in Chapter Three based on the key concepts investigated in Chapter Two. Chapter Four provides a unit of instruction for classroom teachers to apply in class. Finally, Chapter Five evaluates the feasibility and efficiency of the unit of instruction.
ACKNOWLEDGMENTS

I would like to express my highest thanks to my advisor, Dr. Lynne Diaz-Rico. Without her patient and consistent instruction and support, I could not have completed this project.

I would like to thank my second reader, Dr. Kurt Kowalski. I appreciate his thorough reading and feedback on my paper.

I also like to thank my parents. Without their financial and spiritual support, I could not have gone abroad to study and experience so many things. I have learned so much, both from classes and outside the classroom. I hope they will feel proud of me.
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CHAPTER ONE
INTRODUCTION

Background of the Project

English as an international language is highly emphasized in Taiwan. Taiwanese always want to enhance their English to better communicate with foreigners. In fact, if a person is proficient in English, he or she gains substantial advantages: better chances to go to elite high schools and universities, to obtain a well-paid position at a prestigious company, and even to attain a higher social status. Moreover, people who master English acquire knowledge without translation so that they can learn faster and more efficiently.

In 1999, the Taiwanese government announced that English is the second official language of Taiwan. In addition, the Taiwanese government began to emphasize English-language education down to the elementary level, especially the promotion of students' English communicative ability. Moreover, the education department proposed that English become a compulsory course for forty minutes a day, two days a week at the fifth- and sixth-grade levels, with the goal of facilitating students' listening and speaking skills. In addition, the
other two language skills--writing and reading--would be emphasized and promoted in high school. Moreover, junior high school students would be required to take an English class every day as well as take an entrance examination in English before enrolling in senior high schools or universities. In addition to the normal English class they take in school, most high school students also enroll in supplemental English lessons after school.

These situations presented above indicate that the Taiwanese put a high priority on proficiency in English. Thus, improving students’ English ability has become an important and popular educational goal in Taiwan. Some parents believe that in order to maximize their children’s language abilities, they should encourage their children to start learning English as early as possible. They also believe that their children can master English if they begin this study early and spend much time in English-as-a-foreign-language (EFL) instruction. Therefore, there is an increasing trend that the age when students first learn English is decreasing dramatically.

In addition, because of increased attention to the contributions that native-English-speaking teachers provide, recruiting these teachers seems to be a trend in Taiwanese English education. However, although this may
sound ironic, most of these native-English-speaking teachers do not have much training and experience in teaching, but they still receive high salary and better treatment than do Taiwanese teachers. Therefore, by considering the drawbacks presented above, in 2003 the Taiwanese government announced that native-English-speaking teachers would be recruited as English teachers who are well trained and have acquired at least a college diploma in education. However, although this policy precludes the employment of some unqualified foreign teachers, it also results in unclear educational policy. For example, the following issues are salient: How do native-English-speaking teachers and Taiwanese teachers negotiate and communicate with each other? How do they arrange the class and cooperate with each other? Obviously, the arrival of native-English-speaking teachers has impacted Taiwanese English education.

**Pedagogical Limitations in Taiwan**

There are two common teaching methods in Taiwan: grammar translation and Total Physical Response. Most of the Taiwanese teachers have adopted the grammar-translation method, which focuses on the meaning of vocabulary words and the structure of sentences. According to Diaz-Rico (2004), the strengths of this method are
twofold. First, grades are used as a tool to measure students' understanding and progress, which provides students a clear goal to attain. Second, the curriculum can be carefully controlled and structured so that students' access to the second language can be limited. However, this method leads to the phenomenon where students memorize vocabulary and rules of sentence structure but do not know how to use this knowledge properly and accurately. Moreover, this kind of class lacks both interaction among class members and immediate feedback from fellow students, which results in ineffective student learning. Most importantly, this method fails to capture students' interest in learning. Students do not care about whether they can communicate in English well but only care about getting higher grades on the tests.

The second teaching strategy widely employed in Taiwan is Total Physical Response. This method has recently gained ground and is broadly used in kindergarten and elementary schools. Because of students' short attention span, Total Physical Response uses various activities to interest younger learners. Students are greatly motivated and have fun in learning. However, this method cannot be used to express or explain discrete and
interest. However, sometimes this put more pressure on students and makes them dislike English even more.

Lack of Appropriate Teaching Methods and Learning Skills. EFL learners with limited experiences and exposure to English need support and assistance from appropriate teaching methods and learning strategies. However, in current Taiwanese English classes, most Taiwanese English teachers do not have adequate skills and training in teaching the target language. Moreover, students spend too much time waiting for teacher’s attention and assistance. Most importantly, students do not possess appropriate learning strategies to address their learning difficulties. It is urgent for educators to investigate teaching methods and learning strategies that are more suitable and fit students’ needs.

Negative Attitudes toward English Learning. No matter what methods teachers adopt, there is one persistent problem in Taiwan: students have inadequate opportunities and stimuli to use English in their daily lives. For example, most English teachers use Chinese to teach English. Moreover, because of the constrained schedule of the class, teachers usually use English conversation class time to administer exams or to offer extra test-preparation activities, which result in less and less
chances to practice and use the target language. Students’ attitudes toward the target language are passive—they simply accept what teachers say and follow what is in the textbook.

Purpose of the Project

Taiwanese students often lack motivation, appropriate learning skills and instruction, and positive attitudes toward English learning. Therefore, this project presents five key concepts that attempt to solve these problems and to build strategies for promoting English reading comprehension. More specifically, adopting reciprocal teaching in class can motivate students to learn with or without the teacher present. Students are actively involved and highly motivated in learning the target language.

In addition, co-teachers combine and maximize each other’s contributions to students’ learning, which assists students to improve their social and academic skills and to facilitate their learning performance. Moreover, students spend less time waiting for teachers’ attention and learn more from different teachers. Furthermore, co-teaching allows Taiwanese English teachers to learn and observe different teaching methods by working with others.
Besides, EFL students with limited background knowledge encounter various reading difficulties. Hence, teaching prereading strategies and adaptation to text structure can successfully establish students' basic knowledge of the target language. By doing so, students can not only enhance their reading comprehension but also ensure their further independent study.

In addition, the key concept, learner autonomy, successfully leads EFL students to become more positive and responsible for their studies. More specifically, autonomous learners acquire attitudes toward learning that are active and independent. They create more opportunities for themselves to use the target language in their daily lives. To sum, the role of the English teacher is not only to fill students with language, but also to motivate their learning interest, to assist them to develop learning strategies, and to install in them positive attitudes toward learning.

Content of the Project

Chapter One introduces the background of the Taiwanese educational environment. In addition, it discusses the learning problems Taiwanese students have encountered and outlines the purpose of the research.
Chapter Two presents a review of related literature. Five key concepts will be explored and researched. These five key concepts consist of co-teaching, reciprocal teaching to promote motivation and reading comprehension, the use of text structure, prereading strategy, and learner autonomy.

Chapter Three presents a theoretical framework combining the five key concepts investigated in Chapter Two. Moreover, a model is provided to illustrate how these five key concepts interact with each other and affect reading comprehension.

Chapter Four incorporates the five key concepts with a sample curriculum containing six lesson plans. More importantly, it provides practical lesson plans to implement the five concepts in class.

Chapter Five assesses the feasibility and effectiveness of the unit of instruction. The unit of instruction will be explained and assessed in Chapter Five. The unit itself is contained in the Appendix.

Significance/Limitation of the Project

It takes much time and effort to learn a foreign language. EFL students with limited exposure to English stimuli need support from appropriate teaching methods and
learning strategies in order to achieve academic success. This paper aims to develop reading strategies for promoting EFL reading comprehension. In addition, this paper promotes learner autonomy, which emphasizing the power of learners themselves. Teachers should install the idea in students that the purpose of learning is not for anyone else but themselves. That is, students may still try hard to get higher grades, go to a better college, or have an admirable career, but doing these should be all because they are willing to do so, not because they must do so. I hope that this project will be helpful to address some reading problems that exist in Taiwanese education and provide useful learning methods to facilitate reading competence.
CHAPTER TWO

REVIEW OF THE LITERATURE

Language is an important method for people to communicate with each other. With the advent of "globalization," English as an international language is highly emphasized in Taiwan. Although Taiwanese put much time and effort into learning English, according to one report, Taiwanese college students' average score ranked 8th among students from 15 Asian countries. Worse of all, the overemphasis on English scores causes several serious learning problems on the Taiwanese student: lack of motivation, lack of appropriate reading strategies and background knowledge, and negative attitudes toward English learning.

This paper attempts to resolve these learning problems by dividing them into three categories: the contextual factors, the textual factors, and the reader factors; addressing each by adopting useful reading strategies or teaching methods. More specifically, co-teaching and reciprocal teaching attempt to address the contextual factors. The key concept "use of text structure" provides guidelines and solutions for the textual factors. Moreover, the key concepts of prereading
strategy and learner autonomy are adopted to address the reader factors.

Co-Teaching

Educators continually try to find the best ways to assist students to achieve academic success. One method that has been used is to employ co-teachers during instruction. Much research has proved that this system, if used wisely, can be a powerful tool to benefit students and teachers whether in regular or special classes (Villa, Thousand, & Nevin, 2004).

In addition, because of the contributions that they can provide, recruiting native-English-speaking teachers seems to be a trend in Taiwanese English education. However, the arrival of foreign teachers impacts the Taiwanese educational environment and raises a series of educational issues that need to be investigated and researched. For example, how do native-English-speaking teachers and Taiwanese teachers use their complementary strengths to maximize students' learning competence? How do they negotiate and communicate with each other in the face of their different perspectives of teaching? Also, how can co-teaching be implemented and the teaching responsibility be divided among co-teachers? This section
investigates the benefits of co-teaching and its efficiency when applied to English teaching in the EFL context.

**What is Co-Teaching?**

Although co-teaching is not a new concept in education, there are many misunderstandings about co-teaching that need to be clarified. Co-teaching is not one person teaching a subject followed by another teaching a different subject. Additionally, co-teaching is not one teacher teaching while another prepares instructional materials or assists the class. Moreover, co-teaching does not simply mean teachers correct or tutor students' assignments cooperatively. Rather than acting as tutors or assistants, co-teachers collaboratively deliver substantive professional instruction to a group of students with diverse learning needs (Cook & Friend, 1995). According to the definition made by Villa, Thousand, and Nevin (2004), co-teaching is two or more people sharing the responsibility of teaching. That is, co-teachers plan, lecture, and evaluate together for the benefit of students.

Based on Dieker and Barnett’s research (1996, p. 7), “in a collaborative model, co-teachers bring their skills, training, and perspectives to their class. The
collaborative relationship combines different teachers’ expertise in many areas and makes teaching more effective.” Moreover, this approach increases instructional options, improves educational programs, facilitates students’ learning, and provides co-teachers more professional support from their colleagues. In brief, this teaching approach combines and expands collaborative efforts to advance students’ learning competence (Cook & Friend, 1995, p. 145).

The Benefits of Co-Teaching

According to Roth, Lawless, and Tobin (2000), co-teaching is different from traditional instruction led by a single individual. It consists of two or more teachers collectively teaching the class. In general, the collective teaching accomplishes much more than that of any individual. Research presented as follows shows the benefits of co-teaching and its effects on both teachers and students.

First of all, at the level of teaching, co-teaching effectively lessens teachers’ workload so that co-teachers were reported being happier and did not feel so isolated at work (Lawton, 1999). In fact, teachers often encounter a great degree of pressure because of the characteristics of their work. The teachers’ daily work life often
includes long periods of isolation from their professional peers (Troman & Woods, 2001). For example, teachers always spend most of the workday interacting with students but not with other teachers or professional staff members who might better understand their work demands or difficulties. Moreover, situations such as teachers working alone in their classrooms and scheduling constraints that make finding time to meet with peers virtually impossible can cause teachers to feel disconnected and isolated (Bennett & LeCompte, 1990). Therefore, co-teaching seems to be the only solution to reduce the feeling of isolation and enhance teachers' work satisfaction at the same time. According to Glasser (1999), co-teaching enhances teachers' work satisfaction not only because they are given the options to choose how to teach, and how to divide their work with their colleagues, but also because they feel more empowered to control their work (Duke, Showers, & Imber, 1980).

Second, from the perspective of teacher training, co-teaching allows newcomers to learn by working with experienced individuals, and provides more opportunity for them to learn and observe others' teaching skills (Bourdieu & Wacquant, 1992). A similar statement made by Lawton (1999) indicated that teachers obtain personal and
professional support by working closely with colleague teachers and exchanging teaching practices as they work collaboratively. In addition, teachers who co-teach often find that they can structure their class more effectively (Miller, Valasky, & Molloy, 1998). Moreover, Thousand and Villa (1990) indicated that co-teachers improve their teaching skills, increase higher-level thinking, and generate more novel solutions while interacting and cooperating with others. Besides, Pugach and Johnson (1995) found that teachers in peer-collaboration group had increased positive attitudes toward the class, enhanced confidence in handling classroom problems, and more tolerance toward children with learning disabilities.

Third, according to Lawton (1999), students in co-teaching classrooms gain greater attention from teachers, which can be especially helpful for those students who may have special needs or learning disabilities. Students encounter less time waiting for teachers’ attention and increase their time on task. Also, having two or more teachers in one classroom may help students more readily identify their learning problems. Similarly, Villa, Thousand, and Nevin (2004) indicated that a lower teacher-student ratio allows more immediate and accurate diagnosis of students’ needs and encourages
students to participate in class activities. Besides, students can benefit from a variety of teaching styles and receive a more enriched curriculum (Dettmer, Thurston, & Dyck, 1993). For example, students are allowed to experience and imitate the collaborative skills that their teachers demonstrate while co-teaching. However, when referring to students' academic achievement, research indicates a positive outcome after adapting co-teaching in class. Walther-Thomas (1997) evaluated a co-teaching model and his research found that low-achieving students improved their social and academic skills, learning attitudes, and peer relationships.

In sum, many benefits result from implementing co-teaching in class. On the one hand, co-teaching divides teachers' workload, enhances work satisfaction, and provides opportunities to perceive different ways of thinking and teaching methods. On the other hand, students reduce their learning problems and receive more attention and assistance from their teachers.

Four Approaches to Co-Teaching

Co-teaching has many faces. Although being aware of the benefits of co-teaching, many teachers are concerned about which approach of co-teaching should be adapted to meet diverse students' needs (National Center for
Educational Restructuring and Inclusion, 1995). In general, there are four predominant approaches to co-teaching: supportive, parallel, team-teaching, and complementary.

First, drawing upon Cook and Friend (1995), supportive teaching is defined as one teacher taking the leading role in class and the other providing appropriate and timely support to students if necessary. More specifically, the supportive approach has one teacher overseeing the class activities in order to provide one-to-one tutorial assistance, while the other continues the lesson.

Second, parallel teaching is defined as two or more teachers working in different groups of students in different sections of the classroom. Work for the different groups may vary, as well as teaching activities.

Third, the team-teaching approach is when two or more people do what the traditional teacher has always done: plan, teach, assess, and take equal or partial responsibility for all the students in the classroom. For example, one teacher might demonstrate the steps in a science experiment, and the other record and illustrate the results.
Fourth, complementary teaching is when one classroom teacher teaches the content of lessons and the other co-teacher does something to enhance students’ instructional comprehension. That is, the classroom teacher is primarily responsible for teaching content, while the other co-teacher focuses on providing the students with "how-to" skills or strategies. For example, one co-teacher might paraphrase the classroom teacher’s statements or teach certain teaching strategies related to the lessons (Thousand & Villa, 1990).

In addition, Walther-Thomas, Bryant, and Land (1996) suggested that teachers without much experience in co-teaching should start with parallel and supportive teaching first because these two methods involve less interaction among co-teachers. Gradually, as they get used to the co-teaching skills and develop good relationships with each other, they can apply complementary and team-teaching approaches that require more time, effort, communication, teaching skills, and trust. Moreover, Friend (1998) pointed out that all of these four models have benefits for students. However, how to select an appropriate approach becomes an important issue that influences the effectiveness of co-teaching. Teachers
should be careful in choosing which model best fits students’ needs.

**Implementing Co-Teaching in Taiwan**

In 1999, the Taiwanese government announced English as the second official language. In addition, the Taiwanese government began to emphasize English-language education down to the elementary level and advocated the promotion of students’ English communicative ability (Taiwanese Education Department, 1999). Because of concern about students’ learning performance and speaking ability, many English-language institutions have started to employ native-English-speaking teachers to share the English classes with Taiwanese teachers. Besides, because of the need for native-English-speaking teachers in English education, the Minister of Education announced that the government would recruit native-English-speaking teachers to teach English in Taiwanese elementary schools (World Newspaper, 2003).

According to Villa, Thousand, and Nevin (2004), in complementary teaching, all teachers share in the delivery of the information and are responsible for different areas of students’ academic performance. By considering the current class arrangement between foreign and Taiwanese teachers and the English learners’ needs, complementary
teaching may be the most suitable approach to apply in Taiwan. On the one hand, the Taiwanese teachers take primary responsibility for the class and students’ academic performance. On the other hand, the main teaching goal for native-English-speaking teachers is enhancing students’ speaking and listening abilities or equipping students with learning skills to improve their language abilities. By doing so, students benefit from both foreign and Taiwanese teachers and have higher chance to attain academic achievement.

How to Co-Teach? Based on Bauwens and Hourcade (1995), co-teaching can maximize the success of learners with special needs, because they obtain more support and attention from their teachers. However, it is not easy to implement co-teaching in class because of the difficulty in sharing the lessons and teaching responsibility. Therefore, how to separate instruction and identify each co-teacher’s teaching role become important issues that influence the efficiency of co-teaching.

Building good communication among co-teachers was advocated by Dieker and Barnett (1996) for resolving the problems while co-teaching. Co-teachers can get together before the school year begins to look at the curriculum and determine areas of expertise and knowledge. Most
importantly, based on Thousand and Villa (1990), co-teaching should be planned and implemented systematically. Deliberate and ongoing communication among co-teachers, administrators, and parents is essential and necessary. Similarly, Johnson and Johnson (1999) suggested co-teachers determine in advance each person’s role in the classroom and their distinct teaching responsibilities. The teachers must begin to think of their class as “our” class so that they can combine and maximize each other’s contributions to student’s learning. In addition, Villa, Thousand, and Nevin (2004) highlighted some important questions that co-teachers must have clear answers before co-teaching. Table 1 presents these issues of co-teaching.

**Tips for Co-Teaching.** Although clean and explicit communication among co-teachers is the best way to reduce the ineffectiveness of co-teaching, sometimes, mistakes still cannot be avoided while co-teaching. In order to enhance the effectiveness of co-teaching, research provides some tips for co-teachers. Dieker and Barnett (1996) suggested having both teachers check, discuss, and then assign grades for student work. This process allows teachers to become familiar with each other’s standards and students’ learning performance. In addition, in order to avoid the feeling of invasion from co-teachers,
Table 1. Co-Teaching Issues for Discussion and Planning

<table>
<thead>
<tr>
<th>Time for Planning</th>
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<tbody>
<tr>
<td>- How much time do we need?</td>
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<td>- How will we use our time together?</td>
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<table>
<thead>
<tr>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What content will we include?</td>
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<tr>
<td>- Who plan what content?</td>
</tr>
<tr>
<td>- How will we share the teaching responsibility?</td>
</tr>
<tr>
<td>- Who adapts the curriculum and instructional and</td>
</tr>
<tr>
<td>assessment procedures for select students?</td>
</tr>
<tr>
<td>- What are our strengths in the area of instruction?</td>
</tr>
<tr>
<td>- How will we assess the effectiveness of instruction?</td>
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</table>

<table>
<thead>
<tr>
<th>Communication</th>
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</thead>
<tbody>
<tr>
<td>- What types and frequency of communication do we each</td>
</tr>
<tr>
<td>like to have with parents, students, and administrators?</td>
</tr>
<tr>
<td>- How will we explain this collaborative teaching</td>
</tr>
<tr>
<td>arrangement to parents, students, and administrators?</td>
</tr>
<tr>
<td>- Who will communicate and which type of communication</td>
</tr>
<tr>
<td>do we each like to have with parents, students, and administrators?</td>
</tr>
<tr>
<td>- How will we ensure regular communication?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>- Who develop units, projects, lessons?</td>
</tr>
<tr>
<td>- Who create or prepare the class materials?</td>
</tr>
<tr>
<td>- How will we monitor students’ progress? How will we</td>
</tr>
<tr>
<td>assess and grade students’ performance?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Logistics</th>
</tr>
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<tbody>
<tr>
<td>- How will teacher space be shared? How will the room</td>
</tr>
<tr>
<td>be arranged?</td>
</tr>
</tbody>
</table>


Bauwens and Hourcade (1995) suggested co-teachers move into different classrooms rather than one teacher moving into the other's space.
Table 2. Self-Assessment: "Are We Really Co-Teaching?"

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>In our co-teaching partnership, do we...</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Decide which co-teaching model we are going to use in a lesson?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Share ideas, information, resources, and materials?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teach different groups of students at the same time?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Maintain aware of our roles and responsibilities?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Share responsibility for deciding what and how to teach?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Agree on the curriculum standard that will be addressed in a lesson?</td>
<td></td>
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<tr>
<td>7.</td>
<td>Make changes flexibly as needed during a lesson?</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Identify student strengths and needs?</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Include other people when their expertise or experience is needed?</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Share responsibility for how student learning is assessed?</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Show that students are learning when we co-teach?</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Give feedback to one another on what goes on in the classroom?</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Make improvements in our lessons based on what happens in the classroom?</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Communicate freely our concerns?</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Have a process for resolving our disagreements and use it when facing conflicts?</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Have a regularly scheduled time to meet and discuss our work?</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Explain the benefits of co-teaching to the students and their families?</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Both viewed by our students as their teachers?</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Depend on one another to follow through on tasks and responsibilities?</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Communicate our need for logistical support and resources to our administrators?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Villa, Thousand, & Nevin (2004).

Assessment for Co-Teaching. It is complicated and difficult to evaluate the effectiveness of co-teaching. However, Villa, Thousand, and Nevin (2004) have created a self-assessment checklist to reflect the quality or degree co-teachers engaged and implemented in co-teaching. Table 2 presents the self-assessment.

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Summary

Much research indicates positive outcomes of co-teaching. However, it is a challenge to implement co-teaching because many issues are involved that are hard to resolve. For example, finding time to plan and coordinate with one another is one of the more persistent problems for co-teachers. Co-teachers may experience problems, such as how to monitor, evaluate, and sustain co-teaching. Although plenty of practical problems need to be overcome, once the basic framework is established, teachers and students benefit greatly from this model of instructional delivery.

The Relationship among Reciprocal Teaching, Students' Motivation, and Reading Comprehension

According to Language Arts Cadre (2005), reciprocal teaching has been used to help students--with or without a teacher present--actively bring meaning to the written word. This teaching strategy not only promotes reading comprehension but also provides opportunities for students to monitor their own learning and thinking. This section investigates the relationship between reciprocal teaching, students' motivation, and reading comprehension, offering
educators a better understanding of reciprocal teaching and its effects on students.

**What is Reciprocal Teaching?**

Reciprocal teaching, created by Palinscar and Brown (1984), is used to develop reading ability. The teacher and students take turns leading a dialogue. This dialogue is described as reciprocal because each learner acts in response to one another and the interaction may occur between the teacher and students or among students. The dialogue is structured by the use of four strategies, sometimes known as the "Fabulous Four" (Oczkus, 2003): predicting, clarifying, questioning, and summarizing. Moreover, according to Foster and Rotoloni (2005), reciprocal teaching is a cooperative learning instructional method in which natural dialogue can model and reveal learners' thinking processes about a shared learning experience. The definitions of each activity are presented as follows (Palinscar & Brown, 1984).

First, predicting is anticipating what will come next in the text, based on readers' prior knowledge of the text structure and content of the text. In addition, predicting encourages learners to think ahead actively. Second, clarifying helps learners to deal with difficulties in the text by being alert to unfamiliar vocabulary, to text that
is structured or set out in an unfamiliar way, to new or difficult concepts, and to the moment when they lose track of the meaning. It may be necessary to reread the unclear passages again to understand the meaning. Third, when questioning, the learner is exploring the meaning of the text in depth. Questioning gives the learner an opportunity to identify the kind of information provided in the reading. Learners become much more involved in the reading activity when they are posing and answering questions themselves, rather than merely responding to the teacher’s questions or to pre-set questions. Questioning is a means of self-checking. Fourth, when summarizing, the learner identifies and integrates important information presented in the text. In summarizing, the learner needs to initially identify the most important content of the reading section.

Whole-class introduction or reinforcement of each activity is appropriate and necessary. However, some students who are inattentive, shy, or have other individual needs may not benefit if reciprocal teaching is only used in the whole class and does not demand their participation. More specifically, students will benefit when the four activities keep their attention through frequent involvement and they can be more comfortable to
voice their opinions and ideas (Oczkus, 2003). That is why reciprocal teaching requires no less than four and no more than six students in one group, so that all students have equal opportunity to participate. All members of the community share the responsibility for leading and taking part in the four activities. Thus, the learning community is able to reinforce understanding and to see, hear, and correct misconceptions that otherwise might have been ignored or neglected (Hashey & Connors, 2003).

In addition, teachers should aware that students take ownership of the four roles in reciprocal teaching only when they feel comfortable expressing their ideas in an open dialogue. Rather than assigning one activity to a certain student, teachers should provide students more opportunity to choose which role they prefer to assume while participating in the reading activity and which section of the reading text they desire to share and take responsibility for. Besides, the text must be at a level that can be effectively shared: not too easy and not too difficult for students (Tompkins, 2003). Most importantly, appropriate support and feedback must be given to facilitate learning during reciprocal teaching activities (Oczkus, 2003).
The Purpose of Reciprocal Teaching. This reading strategy is used to facilitate a group effort between the teacher and students as well as among students in the task of bringing meaning to the text. For example, according to Lysynchuk, Pressley, and Vye (1990), first, students clarify the important information in order to understand the text, relying on other members of the group to help them with the unclear key points. They also reread the text in order to find detailed information to support their perspectives. Secondly, by generating questions, students actively establish ownership of the reading process.

Third, as students summarize, inaccuracies that cause misunderstandings become apparent. Students are given explicit instruction in developing critical-thinking skills. Fourth, students can assess their understanding by predicting the reactions of characters, plots, or the ending of the reading text. Predicting not only enlarges students' interest in reading but also encourages students to read the text more deeply. In addition, Brown, Palincsar, and Purcell (1986) concluded that the strength of reciprocal teaching is that it focuses on how students read to learn rather than just teaching them to read.
The Benefits of Reciprocal Teaching. The primary benefit of reciprocal teaching is that it not only enhances reading comprehension but also increases students’ confidence in reading. Ample research has proved that reciprocal teaching increases reading comprehension because it contains several metacognitive components, including planning alternative approaches, selecting and applying a reasonable choice from the planned reading approaches, self-assessing the learning competence, and finally trying a different approach of reading if needed and so forth (Borkowski, 1992).

Similarly, Garcia and Pearson (1990, p. 235) pointed out that “the benefit of reciprocal teaching is making learners aware of the internal processes that are carried on in the mind through metacognition.” That is, individual readers increase their understanding of the text by performing some discrete reading skills such as skimming and scanning, tolerating ambiguity, finding meanings from context, and drawing inferences.

In addition, according to Hashey and Connors (2003), students increase their reading confidence and possess higher interest in reading when they find the text comprehensible. By applying the four activities, students not only advance their understanding but also promote
their interest in reading certain materials. More research investigating the relationship between reciprocal teaching, students’ motivation, and reading comprehension is presented as follows.

Motivation and Reciprocal Teaching

There is no general agreement about how to conceptualize and measure motivation (Bong, 1996). However, motivation is an important factor that influences students’ learning performance (Krapp, Hidi, & Renninger, 1992). Historically, limited research and attention has been given to investigate the relationship between motivation and reciprocal teaching. However, by considering the similarities between the reading strategies that enhance reading motivation and the four activities of reciprocal teaching, a positive relationship between students’ motivation and reciprocal teaching has been found.

Interest can be developed and motivated by adopting deep-level reading strategies. Bean (2002) claimed that several reading strategies are useful such as book clubs, online discussion groups, and interviews with students assuming the role of a character or author. When used well, these reading strategies can lead students to an enhanced enjoyment of reading. It is easy to find similar
functions in reciprocal teaching and these reading strategies. For example, both online discussion groups and reciprocal teaching adopt group discussion to improve students' motivation and understanding. Through discussion, the four activities are practiced and used.

The role-play interviews with students assuming the role of a character or author function in a similar way to the activities of predicting and questioning (Schiefele & Rheinberg, 1997). In addition, book clubs arouse readers' interest and curiosity toward certain books or authors. Moreover, as the book club first enrolls many members, readers' interest is engaged. The outsiders may wonder why so many people like the book and why they joined the book club. Then, they may start to read the book on their own. In addition, the book club provides many activities and opportunities for members to clarify and discuss the plots, to question the plot puzzles, and to predict the endings.

Furthermore, selecting interesting books for students to read, providing students enough time to finish reading, and giving students choices to decide what to read all have positive effects on promoting students' interest in reading. Overall, using reciprocal teaching encourages learners to gain more self-confidence in reading and
motivates them to read. Through the four activities, the students increase their interest in reading.

**Reading Comprehension and Reciprocal Teaching**

Based on Palincsar and Klenk (1991), students who have been struggling with reading and are taught how to read the text by applying the four activities are able to feel comfortable taking part in discussions and engaging in the reading of texts. They begin to understand how to make sense of what they are reading, organize and analyze the information, and clarify unclear or complicated concepts in the reading text. Implementing reciprocal teaching activities ensures that students understand the text better and more deeply.

Much research shows that by applying reciprocal teaching in class, students’ reading comprehension levels improve dramatically. This reading strategy leads readers to greater knowledge of the topic and content of the reading text, improves reading skills, and boosts reading comprehension efficiently and significantly. Palincsar, Brown and Campione (1989) observed a group of students applying reciprocal teaching while reading. After adopting Reciprocal Teaching for 15-20 days, research showed that the students improved their reading comprehension on assessments by 30 to 80 percent. In addition, Palincsar
and Klenk (1991) concluded that the group of students improved reading skills immediately and also exhibited these skills on tests performed a year later. Moreover, a study made by Lederer (2000) provided students reciprocal teaching instruction for 15 to 17 days. Meanwhile, feedback was given on a daily basis. The study showed positive changes in the students' abilities to generate and answer questions in the reading text and summarize information presented in the reading materials.

In addition, the reading strategies compiled by Karen and Robert (1994) for improving students' reading comprehension include predicting what will come next, scanning for text structure and major ideas, looking for specific words or concepts, taking notes, summarizing information, concept mapping and summarizing, and discussions about plot, setting, character, conflict, and resolution. These strategies provide students with a consistent framework about how to read precisely and efficiently in order to maximize reading comprehension.

By comparing these reading strategies and the four activities of reciprocal teaching, it is not difficult to find similar functions. More specifically, a prediction of what will come next requires readers to combine logic based both on information presented in the text and their
own prior knowledge. During reading, readers predict the reactions of the characters, the resolutions of the problem, and the main theme or idea in the text (Oczkus, 2003). As is evident, this reading strategy possesses exactly the same function as the activity of prediction in reciprocal teaching.

Moreover, scanning for text structure and major ideas, taking notes, summarizing information, looking for specific words or concepts, and concept mapping and summarizing equip readers with reading skills to improve their understanding of the texts. That is what the activity of summarizing does in reciprocal teaching. In addition, discussing plot, setting, character, conflict, and resolution asks students to clarify the important details in the text; that is what the role of prediction does in reciprocal teaching. The similarities between these reading strategies and the four activities of reciprocal teaching provide powerful evidence that implementing reciprocal teaching increases reading comprehension.

Summary

Implementing reciprocal teaching has positive effects on the students' motivation and reading comprehension, because the four activities equip students with the
reading skills to make reading comprehensible. Moreover, reciprocal teaching stimulates readers' motivation and to makes reading pleasurable. However, it is important to allow students to choose what they want to read and to provide adequate time for them to practice and become familiar with the four activities.

The Use of Text Structure to Enhance Comprehension

Students of all ages struggle with reading and have a hard time achieving reading comprehension. The reading problems students may encounter include the length of text, challenge of vocabulary, complexity of language, sophistication of concepts, and unfamiliarity of text structures (Pikulski, 2005). It is a challenge to assist students' reading comprehension by taking these reading problems into account. However, research indicates that even young students with very limited vocabulary recognition capabilities quickly begin to think of themselves as readers when they are successful with predictable text (Pikulski, 2005). That is, the knowledge of text structure helps students to address reading difficulties.

In addition, according to Sturgell's (1992) findings, text structure and students' awareness of it are highly
related to reading comprehension. This section explains the relationship between students' awareness of text structure and reading comprehension in order to help students achieve reading proficiency and thus academic success.

**Text Structure**

In general, text structure refers to the organizational features of the text that serve as a frame or pattern (Englert & Thomas, 1987) to guide and help readers identify important information and logical connections between ideas (Seidenberg, 1989, Meyer, Brandt, & Bluth, 1980). Text structure is the way in which the author organizes his or her ideas. Text structure can be simply categorized into two types: narrative and expository text. Most texts are a mix of both types. Thus, the knowledge of these two text structures is basic and essential for students to decode different kinds of texts.

According to Sturgell (1992), awareness of text structure has a strong impact on reading comprehension. Similarly, according to Gunning (2005, p. 322), "Knowledge of structure provides a blueprint for readers to construct a situational model of a story or information piece." That is, as students read, their sense of text helps them to transfer the text into ideas or propositions (Gunning,
2005). Therefore, a reader who has a good sense of text structure can take advantage of this while reading because he or she uses structure as a framework for understanding a text (Gordon, 1989). Furthermore, when a writer uses a certain text structure to organize his or her particular work, it is more easily understood by readers (Tompkins, 2003). Other factors--knowledge of the title, topic sentences, and content--are also useful for readers as they identify the type of text they are reading and assemble a sense of the meaning.

**Narrative Text Structure**

Narrative text may be either fiction or non-fiction. Fiction includes realistic and science fiction, mysteries, folk tales, fairy tales, and myths. Distinct from fiction, non-fiction composes fact-based text such as reports, factual stories, and biographies. Moreover, any given narrative text is composed of the some five elements: setting, characters, plot, theme, and vocabulary which together form the story grammar or basic plan (Cooper, 2003).

In addition, the purpose of narrative text is to entertain, to tell a story, or to provide an aesthetic literary experience (South Grafton Primary School, 2005). According to Gunning (2005, p. 327), "Narrative text is
linear and written in the straightforward style of thinking." By using person-oriented dialogue and familiar language, the content of narrative text is usually common and based on life experiences (Tonjes, Wolpow, & Zintz, 1999). Compared to expository text, narrative text is more predictable and easy to understand because of its structure. For example, narrative text always starts with an initiating event which is followed by a series of episodes, leading to a climax or high point, then the resolution for the story problem, and the ending (Bruner, 1986).

An example provided by Gunning (2005, p. 322) shows what people expect when they read a fairy tale. The expectation starts with the phrase "Once upon a time" or "A long time ago" and ends with the phrase "... and they all lived happily ever after." The main character is always a hero or heroine who must confront the story problem. The story also usually contains some sort of evil characters who conspire against the main character. In fact, these expectations about narrative text are developed beginning in preschool and established by listening and reading stories over and over again.

To sum up, readers have the structural expectations about narrative text derived from experiences. According
to Fitzgerald (1989), the expectation about story in readers’ minds gives them a clue to predict and hypothesize about forthcoming information or results. For example, readers can use their sense of narrative text to forecast the ending, the reaction of characters, and so forth. Most important of all, with the awareness of structure, the content becomes easier for readers to comprehend and predict. Readers feel more relaxed when reading and increase the quality of their reading at the same time.

**Reading Strategies for Narrative Text.** While reading narrative text, much attention should be given to the story line (Cooper, 2003). Besides this, what can be done to establish the sense of narrative text? The most effective technique is to read aloud from various reading materials (Gunning, 2005). By doing so, the reader increases his or her reading experience and obtains a sense of text structures. In addition, discussing the five major elements (the story’s setting, characters, plot, theme and vocabulary) is a useful reading strategy for enhancing reading comprehension. In fact, most test questions about narrative text address one of these five story elements. Hence, by investigating and clarifying
those five story elements, readers can foster their comprehension.

In addition, a graphic presentation of the five elements is called a story map. It assists students to visualize the structures and relationships in the story. Moreover, by implementing this reading strategy, students read actively to complete the story maps and also self-monitor while reading (Unrau, 2004). Besides, asking what, who, when, why, and how questions after reading narrative texts also helps readers to clarify and question ideas in the story about which they may be uncertain (Sadow, 1982). More specifically, according to Trabasso and Magliano (1996), “what” questions assess literal understanding; “why” and “how” questions help readers have clear pictures and ideas about the whole text; and “why” questions foster readers’ ability to make inferences.

Expository Text Structure

The reading of expository text is often ignored in the elementary school curriculum even though most of the reading that children do in school is of that type. Since the primary grades, students are taught the organization of narrative text and are encouraged to apply several reading strategies while reading in order to enhance reading comprehension (Coiro, 2001). However, awareness of
structure for expository text seems to be ignored; students are taught only to decode the text.

In contrast to narrative text, expository text is based on a more complicated, logical, and scientific style of thinking (Bruner, 1986). Thus, expository text is more challenging and complicated for readers to understand. Research shows that if children are presented with narrative text only, they tend to focus on linear thinking (Trussell-Cullen, 1994). Because of the two factors mentioned above (limited experiences with expository text and its complicated structure and content), students are often insufficiently equipped to read expository texts. Therefore, it is important to teach students expository text structure.

Expository text is written to inform, explain, describe information, or persuade; it has a greater variety of organizational patterns than does narrative text. That is, expository text is designed to explain or provide information and "the content dictates the structure" (Gunning, 2005, p. 327). As opposed to narrative text, expository text is subject-oriented, and contains facts and information with little dialogue (Tonjes, Wolpow, & Zintz, 1999). Students may have more difficulty in reading expository than narrative text,
because expository text may not follow a straightforward pattern; instead, the organization depends on the type of information and purpose of the text (Meyer & Freedle, 1984).

**Five Types of Text Structures.** Based on research (Armbruster & Anderson, 1981; Meyer & Rice, 1984), there are five types of text structures. First, the organizational pattern of description features qualities of characters, setting, and examples. The order of the description may reflect the order of importance or some other logical order. Phrases such as "for instance," "for example," and "in fact" are cues of this structure. In addition, in the pattern of sequence, items or events are presented in numerical or chronological order. Cue words for sequence are as follows: first, second, third, to begin, next, finally, most important of all, when, then, and to begin with.

Third, the pattern of causation shows facts, events, or concepts (causes) that happen and what effect or effects results. The author may signal this pattern through the following words: because, therefore, consequently, as a result, this led to, so that, nevertheless, accordingly, if..., then, and thus. Fourth, in the structure of problem-solution, the author states a
problem and offers one or more solutions. Cue words are as follows: problems, challenges, outcomes, and solutions.

Fifth, in comparison, two or more things are contrasted. Signal words are as follows: however, but, as well as, on the other hand, not only...but also, either...or, while, although, similarly, yet, unless, meanwhile, nevertheless, otherwise, similar to, compared to, and despite.

In fact, it is not usual to see only one pattern in one expository text. Generally, several of these patterns may be presented together. One paragraph may not be sufficient to determine the overall structure of a certain text (Cooper, 2003). While teaching expository structures, it is important for teachers to keep in mind that “text structures should be introduced by well-organized, single paragraphs that reflect one pattern at a time” (Gunning, 2005, p. 329). When students are aware of these five patterns, they can understand better what they read.

Reading Strategies for Expository Text. While reading expository text, readers should focus their attention on the author’s opinions or ideas and the framework of the whole article (Slater & Graves, 1989). Graphic organizers are excellent tools for capturing both content (main ideas) and text patterns (Sinatra, Stahl-Gemake, & Borg, 1986). In addition, graphic organizers help students
connect ideas logically and visualize the relationships of the information (Unrau, 2004). By utilizing graphic organizers after reading, the major concepts in a text can be clearly presented and supported by detailed examples. Besides, in doing so, some underlying structural patterns may be discovered (Gunning, 2005).

In addition, asking internal (how ideas in the text are related to each other) and external (how text ideas are related to the reader’s background) questions is also a useful reading strategy (Unrau, 2004). Procedurally, readers should figure out the internal questions in the text first, and then focus on making connections between the reader’s background and the ideas in the text (Muth, 1987). By answering internal questions, readers detect the relationships among ideas in a text. Moreover, external questions help readers memorize and relate the ideas in the text to their own backgrounds so that they can make connections between what they have read and their experiences.

Text Structures Enhance Comprehension

One way that a reader can read like a writer is to try to pay attention to the author’s style and how he or she organizes and explains information. No matter the type of text, readers who focus on the organizational patterns
will usually find the text easier to comprehend (Pages, 1999). Readers who are familiar with text structure do not sound out individual letter in words; they process large units (Perfetti, Liu, & Tan, 2002). Further research has demonstrated the importance of being aware of text structure in reading comprehension. Children who have a sense of story structure seem to ask better questions and attain better comprehension (Gersten, Fuchs, Williams, & Baker, 2001). According to Gordon (1989), readers who are able to detect the main idea of a text will better understand and retain information in the text than those fail to do so.

According to Sturgell’s (1992) findings, knowledge of text structure may create connections among the disciplines which could enhance understanding of content and promote thinking and communication skills. That is, what students have read becomes more meaningful and comprehensible so that the brain can recognize and organize the information and therefore maximize learning competence (Sturgell, 1992). In addition, with knowledge of text structure, it is easier for readers to construct meaning and make predictions (Meyer, Brandt, & Bluth, 1980). In contrast, students who are unaware of text
patterns have trouble both comprehending and writing content materials (Richard & Gipe, 1995).

Teaching text structure may also benefit ESL students in reading courses. According to Carrell (1985), being aware of text structure has positive influences on reading comprehension. Carrell’s research was conducted by comparing the reading performances of two groups of students. On the one hand, the experimental group received training that covered four major discourse types of expository texts (comparison, causation, problem/solution, and collection of descriptions). In contrast, the control group went through training sessions that focused on grammar and content rather than on text organization. Based on the results of the study, Carrell (1985) concluded that teaching text structure to ESL students can facilitate reading comprehension of different types of texts. Rather than teaching grammar rules or content, teaching text structure is more effective and helpful in enhancing students’ reading comprehension.

Moreover, not only students but also teachers should be aware of different kinds of text structures. According to Tompkins (2003), teachers need to know how the author combines pieces in order to instruct a lesson. And, before a lecture, teachers must think about the structure of the
stories or the patterns of the text in order to lecture more smoothly and clearly to their students.

**Summary**

In order to enhance reading comprehension, teachers should teach both narrative and expository text structures so that students can apply their text knowledge while reading. In addition, teaching text structures using such aids as graphic organizers can assist students both in reading and writing (Hoyt, 1999). When teaching text structure, some steps must be followed: one should start with narrative text and teach one text organization at a time, followed by introducing certain reading strategies. By following this regime, students can decode different kinds of text structures and increase their comprehension at the same time.

**Prereading Strategy for Beginning and Intermediate English Learners**

Although English learners with limited vocabulary and background knowledge seem to have a hard time enhancing their reading comprehension, research has been conducted that shows second-language learners of English are able to read as well as do native speakers (Barrera, 1983). However, how to help English learners to advance their
reading comprehension in English has become an important issue.

As teachers ask students to read a new text, they may neglect one important reading process: prereading. Students who start to read without setting learning goals and possessing appropriate background knowledge may feel that the resulting learning performance is inefficient and disappointing. In addition, knowledge of vocabulary, text structure, and the content are three major factors that influence students' reading comprehension. This section investigates the purposes of prereading and associated reading strategies that can help English learners read more efficiently and smoothly.

The Reading Process

Reading is a process in which readers seek and construct meaning. The reading process can be divided into three stages: before, during, and after reading the text. However, the reading process does not start as readers open a book and read the first sentence. In fact, the first phase is prereading. In this stage, readers not only establish and activate their prior knowledge related to the text, but also set and clarify their learning goals in advance (WestEd, 2005).
Besides, during reading, readers use their existing knowledge to process and decode the text. Most importantly, readers monitor their comprehension or achievement based on their purposes by asking questions of the text (Blanton, Wood, & Moorman, 1990). For example, when readers read something that does not make sense, they slow down, back up, clarify, or reread until it makes sense again. Thus, readers are clearly aware of which part of text they have already understood and which section in which they are required to invest more effort. Following that, during postreading, readers respond to the text and continue to negotiate the meaning. Postreading activities facilitate readers to organize and remember information they have gathered in reading. In other words, readers boost their memory through postreading (Barr & Johnson, 1997).

Prereading

Based on work done at Somers Central School (2004), effective readers are active, not passive. Proficient readers take some time before reading a text. More specifically, they activate their prior knowledge or experiences and use these to make a connection with the reading text, preview the passage (vocabulary and structure of the text), make predictions, establish
purposes, and generate questions before reading the text page by page. Therefore, prereading helps readers to have better preparation before reading the text. Similarly, previous preparation for reading allows readers to organize, make inferences, and elaborate on the text (Kirylo & Millet, 2000). To sum up, prereading ensures that readers are actively involved when reading and have enough background knowledge, thus reducing the difficulties they may encounter during reading.

In addition, in order to enhance students’ learning ability, there are two guidelines provided by Peregoy and Boyle (2001) for teachers to keep in mind: first, while prereading, making good use of illustrations and visual stimulations such as pictures, graphics, dramatization, or overheads help students to facilitate learning and establish background knowledge. Secondly, teachers can encourage and incorporate peer support to help beginners process information from the text. Similar to the statement made by Tompkins (2003, p. 33), “Students benefit from direct experiences, concrete objectives, and social interaction with classmates.” These criteria ensure active involvement and increasing motivation of students.
Purposes of Prereading

Developing motivation, establishing background knowledge and setting reading goals are three major purposes of prereading (Peregoy & Boyle, 2001). First, prereading captures students' interest by asking questions, such as, "What do I expect to learn?" about what the author is trying to convey. By considering those questions, students are motivated and actively involved in reading.

Secondly, students may have little or no associated knowledge about the text topic, or they may have misconceptions about the topic that can be clarified during the prereading stage. In other words, using prereading, students are better prepared because they acquire general ideas of text organization and content (Hawkes & Schell, 1987). In addition, English learners also benefit greatly if they prepare before reading. ESL students experience two main kinds of difficulties while reading. One is the difficulty in the target language. Another is in the content of the text. Because of different language structures, cultural prior knowledge, and knowledge of the language used (Weber, 1991), English learners require extra effort to promote their language development. Thus, teachers should immerse English
learners in language lectures or enriched environments (Rigg & Allen, 1989). In fact, by utilizing a prereading stage, English learners reduce their difficulties in learning the target language by increasing their background knowledge.

Third, prereading provides students an opportunity to consider their reading goals and purposes. Derived from Herber (1978), when readers have purposes for reading, their comprehension is enhanced. In contrast, students who are unable to state why they are reading a particular text or what they are supposed to do with the information later show inefficiency in learning. That is, they are likely to read the words and forget about them quickly, fail to get the point of the reading, or remember information haphazardly. The research above provides evidence that setting goals before reading is a key way to enhance reading comprehension and ability. Therefore, it is essential and necessary for students to be aware of why they are reading certain materials and what kinds of knowledge or information they are expected to seek and process. In short, prereading helps students to motivate their interest in reading, to possess enough background knowledge to understand and decode the text, and to read more effectively and successfully.
Prereading Strategies

Research also shows that “strategic readers control their reading and apply strategies as they need. They set purposes before reading, adjust and monitor their reading plan during reading, and deal with difficulties they encountered” (Tompkins, 2003, p. 260). That is, strategies allow readers to monitor their understanding of effectiveness and usefulness. Therefore, in order to be an expert reader, a reader must become strategic (Schmitt, 1990). Following are prereading strategies categorized by their functions.

**Prereading Strategy to Increase Background Knowledge.** According to the definition by Harris and Hodges (1995), prior knowledge is the sum of a person’s previous learning and experiences. It refers to all the knowledge that readers have acquired through their lives. There is no doubt that prior knowledge is an important step in the learning process (Christen & Murphy, 1991). However, some researchers even insist that prior knowledge is the single most important component in the reading process. Research conducted by Christen and Murphy (1991) indicated that there is significant value in providing activities or strategies to assist students with ways to establish and activate their prior knowledge before reading. That is,
constructing and stimulating background knowledge are probably the major factors that promote reading comprehension. Similarly, Hayes and Tierney (1982) found that presenting background information helps readers learn and comprehend better. In addition, Rumelhart (1980) held that prior knowledge is an essential element for readers to make sense about what they had read. Moreover, research clearly emphasizes that learning occurs when new information is integrated with what the learner already knows.

Question What Students Already Know is one strategy to assist students to become aware of what they already know about the new topics or issues. Then, teachers can expand and connect students' background knowledge to further information they are required to learn. By doing so, prior knowledge helps students comprehend the new text and enhance their knowledge step by step. Meanwhile, the strategy Increase Background Information boosts the amount of background information available by providing more in-depth and related information regarding to the topic. This will help students understand the selection at a higher level (Utah State Office of Education, 2005).

According to Porter (2005), actual experience is the best way to develop and refine readers' prior knowledge.
In truth, real-life experience effectively impacts a student’s memory so that what can be seen, touched, used and experienced is easier for readers to remember. Provide Real-Life Experiences is a useful strategy to increase students’ background knowledge, especially for English learners. In fact, English learners often lack enough stimulation and exposure to the target language in their daily lives. By applying this strategy, English learners can address their learning problems and increase their background knowledge or experiences related to the different cultures or values. For example, when students read a article about exotic foods, they may go to different foreign restaurants where they can experience dissimilar foods or eating habits, they may view related films to stimulate and motivate their interest in exotic foods, or they may take part in activities such as role play to form real-life experience or to become familiar with the foreign foods. All in all, the Provide Real-Life Experiences strategy helps students comprehend the text to a greater extent and increase the usefulness of their background knowledge (Carrell, 1984).

Prereading Strategy to Activate Background Knowledge. Research verified that activating background knowledge increases reading comprehension (Porter, 2005). The KWL
Strategy has had "one of the most positive effects in influencing and activating students' prior knowledge and helps them to read effectively" (Ogle, 1986, pp. 564-571). More specifically, the letter K stands for "What do we think we know?" W means "What do we want to find out?" And, L stands for "What have we learned?" Used as a prereading strategy, this approach is effective in tapping into readers' prior knowledge, thereby preparing them for learning (Marzano, Pickering, & McTighe, 1992).

Brainstorming is an other prereading strategy used to activate readers' background knowledge. Brainstorming encourages students to tell all they know about a particular topic or idea. And then, students discuss and predict what the article is about. These predictions or discussions are used to further recall, and in the process considerable knowledge is activated (Cooper, 2003). In addition, Preview and Predict is a strategy combining the processes of previewing and prediction, both of which have been proved effective in helping students construct meaning (Fielding, Anderson, & Pearson, 1990). Students look over the material to be read and predict what will happen next (narrative text) or what they will learn (expository text). Through this strategy, students make inferences and construct the meaning of the text. In
addition, data indicate that reading the previews before reading the stories increased students' learning by a significant and impressive amount (Stevens, 1982). That is, implementing Preview Guide as a strategy provides students an overview of the important ideas in the text and helps them to read more efficiently (Vacca & Vacca, 1996).

Moreover, the Prereading Plan developed by Langer (1982) encourages students to think about ideas related to topics or concepts that appear in the text. The process continues as students compare their knowledge to that of other students and self-assess the level of their prior knowledge. Once students have done this strategy, both teachers and students have a clearer idea of knowledge basis for students' feedback and discussions. In fact, each student with his or her own life experience will interpret the same text differently. This strategy encourages students to interact and share opinions with others. By doing so, students generate new information more efficiently and are given an opportunity to compare and consider others' viewpoints (Barr & Johnson, 1997). Furthermore, this strategy also helps students activate and extend their knowledge schemata.
Prereading Strategy to Comprehend Text Structure.

Paying attention to text organization, signal words, main idea sentences, highlighted phrases, and headings and subtitles improves readers’ reading comprehension. Structural Organizers are visual displays of information that give students basic frameworks that should be pointed out before reading an assignment (Readence, Bean, & Baldwin, 1998). Structural organizers give the reader an idea of the relative importance of information and assist memorization and comprehension of the key concepts (Graves, 1983).

The Anticipation Guide, designed by Readence, Bean, and Baldwin (1998), invites students to predict the main ideas and themes in a story or article before they read it. After reading, students compare the points of view they held before and after reading. By implementing this strategy, students are required to think about questions that appear in the text and become aware of what they have learned by comparing their “before” and “after” perspectives.

Vocabulary Prereading Strategy. Vocabulary plays a key role in reading comprehension. Plenty of research indicates that it is essential to develop appropriate vocabulary and to teach key words before reading a target
passage (Beck, 1982). Besides, rather than presenting students a list of new vocabulary, teaching it in semantically and topically related sets more efficiently enlarges students’ vocabulary and background knowledge concurrently (Stevens, 1982). All the prereading strategies presented above offer students concrete opportunities to acquire new vocabulary in the context of the text. However, it is essential and necessary to teach vocabulary strategies to equip students with skills to read more smoothly.

In Vocabulary Preview, students list all words in the assignment that may be important or unfamiliar, arranging words to show the relationships to the learning task. Besides, adding words students probably already understand forms relationships between what is known and unknown (Cunningham, Cunningham, & Arthur, 1981). In addition, Word Maps assist students to define a new word’s meanings, physical properties, and examples of the concept. Students need to clarify and answer following three questions: What is it about? What is it like? and What are some examples of the word? (Blachowicz, & Fisher, 1996). Applying these vocabulary strategies decreased the number of unfamiliar key words and increased that new words, background information, and comprehension can be improved together.
In addition, graphic organizers or clusters are all useful tools to help reader to advance their vocabulary knowledge (Kirylo & Millet, 2000).

All in all, there are many vocabulary strategies but all follow similar steps and rules; that is, they encourage students to emphasize unfamiliar or unknown vocabulary first, then to make connection between known and unknown vocabulary. Meanwhile, students predict the meaning, or make sentences of the new vocabulary words in order to boost their memory (Tierney, Readence, & Dishner, 1995). Finally, when students become more familiar with new vocabulary, this familiarity improves the relationships between the concepts in the text.

Summary

The prereading stage has often been ignored by both students and educators. However, the importance of prereading cannot be disregarded. That is, if students do not possess enough background knowledge or skills to decode the text, they will encounter difficulties in reading; if students do not set their learning goals in advance, they will have difficulty monitoring their comprehension and achievement. In brief, in order to maximize learning competence, students should preread
while applying appropriate reading strategies based on their needs.

Autonomous Acquisition of Academic Vocabulary

Because of limited environmental stimuli and exposure to English, it is difficult for EFL students to acquire English proficiency. In reality, it is impossible for educators to teach learners everything they need to know while they are in class. Therefore, “a major aim of classroom instruction should be to equip learners with learning skills that they can employ on their own” (Diaz-Rico, 2004, p. 101). Thus, learners cannot only passively rely on teacher’s lectures to master the target language. On contrast, learners who possess autonomous attitudes toward learning--no matter whether in class or outside the classroom--create more opportunities for themselves to use the target language in their daily lives.

In addition, a serious problem EFL learners may encounter in English is an inadequate knowledge of vocabulary. One reason is that few language courses attempt to introduce vocabulary systematically, whether for daily or academic use. Autonomous learners greatly benefit by being able to enrich their vocabulary beyond
the input provided in class. This paper examines the importance of autonomous language learning.

Academic Vocabulary

The vocabulary of any language is huge and its acquisition takes time and effort, even for a native speaker. Research has paid more attention to how words are learned than on what should be taught. According to Richard (2003), a threshold of around 2,000-3,000 words is a basic requirement in order to even begin to comprehend authentic text. In addition, students wishing to study in English at the university level may need up to 10,000 words (Hazenberg & Hulstijn, 1996). In order to bridge the gap between high school and college content courses, students must dedicate effort to using academic materials to enlarge their academic vocabulary (Gardner, 1997). Academic vocabulary is found in a wide variety of academic disciplines. These words are not specific to any one discipline but are the support vocabulary necessary for speaking or writing precisely in various fields (Schmitt & Schmitt, 2005).

The Importance of Vocabulary. Lexical competence is an important aspect of English language learning. There is no doubt that words are essential components when learning a second language. However, lexical aspects have been
undervalued and subordinated to the study of grammatical structures (Nation, 2000). According to Politzer (1987), compared to other error types, vocabulary errors are considered the most serious. Gass (1988) claimed that grammatical errors generally result in wrong structures that nonetheless understood, whereas lexical errors may interfere with communication. Lexical errors are the most common errors among second-language learners. According to Meara’s research (1984), lexical errors outnumbered grammatical errors by a three-to-one ratio in one corpus. Three points were provided by Alexander (2005) to explain the importance of vocabulary:

- Comprehension improves when you know what the words mean. Because comprehension is the ultimate goal of reading, the importance of vocabulary development cannot be underestimated.

- Words are the currency of communication. A robust vocabulary improves all areas of communication—listening, speaking, reading and writing.

- How many times have you asked your students or your own children to “use your own words”? When children and adolescents
improve their vocabulary, their academic and social confidence and competence improve too.

When studying in English, students will be required to read texts, write essays, respond to examination questions, and participate in class discussion. However, the English used in academic environments differs somewhat from the English in an informal social situation. According to Schmitt and Schmitt (2005), a key component of academic style is the use of academic vocabulary. As the size of students' academic vocabulary is enhanced, they will be able to develop their own academic style and achieve academic success. The role of the teacher in language learning is to provide explicit instruction on more frequent words, and to teach learners to develop their own learning strategies that will enable them to acquire high-frequency vocabulary (Schmitt & Schmitt, 2005). Briefly, being aware of a threshold amount of academic vocabulary and learning skills enables learners to advance their language development by themselves.

Learner Autonomy

Autonomous learners have been shown to display a high degree of self awareness, task awareness, and strategic awareness. According to Holec's (1981) definition,
“autonomy is the ability to take charge of one’s learning” (p. 3). More specifically, someone qualifies as an autonomous learner when he or she independently chooses aims and purposes and sets learning goals; chooses materials, methods, and tasks; exercises choices and purposes in organizing and carrying out the chosen tasks; and chooses criteria for evaluation (Benson & Voller, 1997). A similar statement was made by Diaz-Rico (2004, p. 103): “Learner autonomy is the learner’s feeling that studying is taking place due to their own volition.” In Papert’s terms (1993), individuals must be enabled to construct their own private learning spaces according to their needs and fill them with personally meaningful learning materials. To sum up, autonomous learners take an active role in the learning process, generating ideas and availing themselves of learning opportunities, rather than simply passively responding to various stimuli provided by teachers (Boud, 1988).

According to Dickinson (1995), the learner’s active and independent involvement in their learning increases motivation to learn and consequently increases learning effectiveness. In addition, “autonomy enables students to feel pride in their own achievements. If the learning is too externally controlled, a student may not feel a
personal sense of success" (Diaz-Rico, 2004, p. 103). In other words, the more active and autonomous the learner, the easier it is for him or her to acquire the language. However, being an autonomous learner does not mean that student learns alone, but rather controls his or her own learning with personal willingness and capacity (Nation, 1998). Such autonomy is more than a strategy adopted by a learner. It must be supported in a systematic way by teachers and curricula in order for learners to benefit. More specifically, teachers should provide explicit instruction on more frequent words and assist students to develop learning strategies (Schmitt & Schmitt, 2005). This autonomy is the basis for self-motivated and self-managed instruction.

Self-Motivation. There is no doubt that self-motivation plays an important role in language acquisition, not only because it results in a positive attitude towards learning, but also because it influences learners to learn better. In Sutherland’s definition (1995), motivation is the internal force that encourages a person to set and achieve goals. Brown (1980) asserted that motivation is undoubtedly a key to language proficiency. Furthermore, Krashen (1989) claimed that motivation was strengthened as learners choose the texts
that interest them or that related to their courses. If learners read such materials, they will feel the need to learn words. This is reinforced if they get continual and repeated exposure to appropriate items in unmodified language. Then, just like Gardner, Lalonde, and Moorcroft (1985) claimed, high-aptitude learners will be able to absorb the materials better.

**Self-Management.** Another important issue of autonomy needs to be discussed: self-management. Learners should be given more autonomous and self-managed instruction. “Learner autonomy should be given in three areas: control over topics (goals), freedom of choice in activity (means), and belief in themselves as agents of their own success (self-efficacy)” (Diaz-Rico, 2004, p. 104). In other words, it is essential for teachers to give learners the flexibility of choosing the curricula or instructions they prefer and need, the right to control their own learning, and full responsibility for their academic performances and learning competences.

**Learning Strategies**

Many students read texts passively, waiting for information to present and organize itself for them. In order to help those students to build up autonomous attitudes toward learning, teachers may teach students
some learning strategies to apply on their own. Then, when students reach the point where they can use a strategy automatically, they have achieved independence in its use (Cooper, 2003). According to the definition offered by O’Malley and Chamot (1990, p. 1), “learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.” Paris, Lipson, and Wixson (1998) also asserted that a learning strategy is a plan selected deliberately to accomplish a certain goal. This is a definition in keeping with the one provided by Wenden (1983, p. 18): “Learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so.” To a greater or lesser degree, the learning strategies that someone adopts may reflect personal performance rather than innate endowment (Skehan, 1998). Learning strategies can be categorized into two parts: cognitive and metacognitive strategies. Detailed descriptions and definitions are presented as followed.

Cognitive Strategies. According to O’Malley and Chamot (1990), cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Learners may use any or all of the following cognitive strategies (Cook, 1993):
• repetition, when imitating others' speech;
• resourcing, i.e., having recourse to dictionaries and other materials;
• translation, that is, using their mother tongue as a basis for understanding and producing the target language;
• note-taking; deduction, i.e.;
• conscious application of second language rules;
• contextualization, when embedding a word or phrase in a meaningful sequence;
• transfer, that is, using knowledge acquired in L1 to remember and understand facts and sequences in L2;
• inferencing, when matching an unfamiliar word against available information (a new word etc);
• question for clarification, when asking the teacher to explain, etc. (pp. 114-115)

Cognitive strategies push learners to take more responsibility for their learning. For example, according to Herbst and Stein (1987), dictionaries are good tools for autonomous learning. Using a dictionary enables
language learners to check their own knowledge, and to eliminate weaknesses in spelling, pronunciation, grammar, meaning and so forth. The dictionary is a tool that can help wean learners away from the classroom teacher and guide them towards further independent study.

Ponton (1999) presented five behaviors which could help learners to become more aware of autonomy in the learning process. **Goal-directedness** refers to the behavior of learners establish learning goals before or during reading and then gradually working to accomplish these goals. **Motivation** takes use of a comparison between learners' current and future desired learning stages. When challenging goals are accomplished, learners generate the sense of self-satisfaction and this satisfaction motivates learners to learn further (Bandura, 1977). **Action orientation** refers to how quickly the individual learner transfers his or her learning intention into some learning activities. **Persistence** refers to the behavior of continued participation in learning activities despite the presence of impediments. When obstacles impede one's desired learning goals, a persistent learner will develop solutions to solve his or her learning problem actively. **Self-startedness** means learners establish learning goals,
develop plans, and actively accomplish their plans towards their goals.

**Metacognitive Strategy.** According to Diaz-Rico (2004, p. 124), using metacognitive strategy, “students can plan what and how they want to learn; monitor, manage, and motivate; and evaluate what they have learned and how they did so.” Moreover, a similar definition of the term “metacognition” is “self-monitoring and conscious using learning strategies” (Jacobson, 1998, p. 4). O’Malley and Chamot (1990) divided metacognitive strategy into three areas: planning, monitoring, and evaluating. Planning helps learners to organize themselves in the learning process. Monitoring assists students in checking their understanding and performance in four language skills. Evaluating teaches students how to assess their own performance on a task including rubrics, self-assessments, checklists, learning logs or other reflective tools to verify what they had or had not learned. To sum up, when students become skilled at applying learning skills to their own learning, they become more autonomous and active.

**Autonomous Acquisition of Academic Vocabulary**

Research shows that the foremost approach to developing second-language lexicon through implicit means
is extensive reading (Yamashita, 2004). Richard (2003) offered a similar viewpoint, suggesting that extensive reading leads to vocabulary gains, though this behavior needs to be activated and motivated. However, rather than asking learners to read extensively, it is much better to teach them learning strategies and to install in the idea of taking full responsibility for their learning. Autonomous learners can be highly motivated and gain satisfaction from autonomous reading, which may become a habit (Day & Bamford, 1998). In addition, teachers can help learners to become autonomous by teaching learning strategies and ensuring the availability of appropriate and motivating materials. Strategies that promote autonomy provide an opportunity for learners to monitor their progress and to achieve language proficiency.

From Krashen’s point of view (1989), vocabulary learning is quite simple (which is not the same as “easy”). Teachers have to ensure that learners know the basics of the target language, including its grammar, phonetics, spelling and vocabulary. Once this basic threshold is reached, autonomous learners can expand their vocabulary on their own by wide reading. Once learners can take a new text and find it comprehensible and interesting, they feel a personal sense of success and
satisfaction. Autonomy enables learners to feel pride in their achievement and this feeling may encourage them to develop autonomous learning as a permanent habit. The process of language acquisition is not easy; but once launched, it can be further developed by the learners themselves.

**Summary**

Because of limited exposure to English, the need for autonomy is especially important for EFL learners. Teachers should offer students more opportunities to choose what and how they want to learn: the goals and means. In addition, teachers need to introduce vocabulary in a systematic and organized way, and help their students to develop learning strategies that will enable them to acquire academic vocabulary. Most importantly, teachers should teach students the idea that the purpose of learning is not for anyone else, but for themselves. Although language acquisition is a long process, the general pattern is one in which students become increasingly autonomous learners and the teacher intervenes less and less during the process of learning.
CHAPTER THREE
THEORETICAL FRAMEWORK

Strategies for Affecting Reading Comprehension

This project aims to build strategies for promoting elementary EFL learners' reading comprehension. Five topics were researched in Chapter Two. These five key concepts consist of the following: co-teaching, reciprocal teaching to promote motivation and reading comprehension, the use of text structure to enhance comprehension, prereading strategy for beginning and intermediate English learners, and autonomous acquisition of academic vocabulary.

It cannot be denied that appropriate teaching methods affect students' reading comprehension. Co-teaching is used in this project to address the teaching problems in Taiwanese English education. For example, the co-teaching model provides Taiwanese teachers opportunities to improve their teaching skills and to learn more teaching methods. Besides, students also benefit from co-teaching. They gain greater attention and assistance from co-teachers so that their learning performance can be maximized.

In order to facilitate reading comprehension, it is also essential to teach students useful reading
strategies. Reciprocal teaching, adaptation to the use of text structure, and prereading as a learning strategy are adopted in this project to resolve reading difficulties Taiwanese students may have encountered. Implementing reciprocal teaching in class motivates students' learning interest and thus enhances their reading comprehension. In addition, adaptation to the use of text structure and prereading strategy encourage students to establish basic background knowledge before reading the text. By doing so, students possess the ability to decode the text and feel more confident in their reading.

However, the support of co-teachers and useful learning strategies does not ensure that students achieve academic success. In fact, it is impossible for the teacher to teach learners everything they need to know while they are in class. Therefore, learner autonomy is advocated and emphasized in this project to indicate one important factor involved in reading competence: the learners. Although it is a challenge to master a foreign language, success is still possible. With the support of teachers, appropriate teaching and learning skills, autonomous students can achieve language proficiency by themselves.
The Components of the Theoretical Framework

The five concepts of Chapter Two can be integrated into a learning model comprised of three kinds of reading comprehension factors. In addition, this model illustrates how the five key concepts influence each other and interact to improve reading comprehension. The goal of this theoretical model is to understand these reading comprehension factors and to develop reading strategies to address them (See Figure 1).

The model is presented as three circles. Each circle represents one reading factor: The reader factors, the textual factors, and the contextual factors. Arrows are pointed in two opposite directions to indicate the mutual interaction between factors. Each factor is accompanied in the model by strategies that represent the key terms that have researched in Chapter Two. The following paragraphs will discuss the model, its components, and the interactions among these three factors in more detailed. According to Marshall (2000), meaning is not contained in the text but is the result of a transaction between the reader, the text, and the context. These factors interrelate with each other and influence the effectiveness of reading. Detailed explanation of each
Contextual Factors on a Reader’s Understanding

Reader Factors:  
- Prereading strategy  
- Learner autonomy

Contextual Factors:  
- Co-teaching  
- Reciprocal teaching

Textual Factors:  
- The use of text structure

Source: Adopted from Almasi (2003, p. 77)

Figure 1. The Impact of Reader Factors, Textual Factors, and Contextual Factors on a Reader’s Understanding

factor and its interaction between other two factors is provided as follows.

Reader Factors

Reader factors include motivation, background knowledge, experiences, intelligence, gender, and age. These factors influence the manner in which one
understands a text. However, considering all the reader factors, it seems a challenge to promote reading comprehension. Therefore, in this project, only motivation and background knowledge are emphasized and discussed as reader factors.

According to Martin (1991), broad background knowledge and motivation help readers to advance their reading comprehension. Two key concepts that fit here are prereading strategy and learner autonomy. On the one hand, prereading strategy assists students to efficiently establish and increase basic background knowledge of the text. Therefore, readers have better preparation to decode and comprehend the text. That is, they can activate their background knowledge and make connections between what they have read and what they have known. In brief, learner autonomy motivates readers to read more extensively and deeply. Prereading strategy ensures students to possess basic knowledge to comprehend the reading. These two reading strategies lead readers to reading success.

On the other hand, an autonomous learner can be highly motivated and gain a sense of achievement from their independent learning. Then, this sense of achievement encourages them to further self-determined learning. Moreover, autonomous learners’ active and
independent involvement in their learning increases their motivation to learn and consequently improves learning effectiveness.

**Textual Factors**

Based on Almasi (2003), the features of text have a large effect on comprehension. Almasi also stated that reading comprehension may become a problem when an individual does not have enough knowledge about text structure. More specifically, the knowledge of text topics, content, and structures assists readers to decode and predict the text. In addition, O'Malley and Chamot (1990) pointed out that all students, including English language learners, can greatly benefit from assistance in dealing with text structures and complex literature, both in reading and writing. Similar to the statement made by Pages (1999), no matter the content of the text, readers who concentrate on the organizational patterns will usually find the text easier to comprehend. The key concept, the use of text structure, means that readers can build awareness of the text structure so that they can apply this knowledge as a framework for understanding a text and thus develop reading comprehension.
Contextual Factors

Context, including the instructional method, environment, and role of teachers, is also important in determining how an individual understands text (Beach & Hynds, 1991). For struggling readers who have low self-esteem or poor understanding of the text, teaching them some reading strategies is a useful way to enhance reading comprehension. In contrast, when students are merely told to read a certain text without any reading skills or preparation, comprehension is negatively impacted (Almasi, 2003). Reciprocal teaching has been used to help readers bring meaning to the written word. The four reading skills of reciprocal teaching are used to enhance reading comprehension, promote motivation, and assist readers to construct the meaning of the text.

In addition, in 2003 the Taiwanese Minister of Education announced the policy of recruiting native-English-speaking teachers to share English classes with Taiwanese teachers. This policy impacts the Taiwanese educational environment to enrich the communicative content of English classes. In fact, it also raises several issues such as how to implement co-teaching in class and how to combine co-teachers’ strengths in order to maximize students’ learning competence. The research on
the concept of co-teaching has provided way to implement co-teaching to refer and implement co-teaching for English instruction.

The Interactions among the Three Factors

According to Beach and Hynds (1991), meaning is not only constructed in the text, in the reader, in the context, and in which the text is read, but also in the interactions among these factors. Changes to any of these factors will alter the meaning that is constructed. However, much research related to reading comprehension has focused on specific factors without investigating the interactions among these three factors. Therefore, the interactions among the readers, the texts, and the contexts will be explained as follows.

The Interaction between the Readers and the Text. Reader factors have an impact on how well an individual reacts and interprets a text. For example, when an individual lacks motivation and broad background knowledge of the text topics, content, or patterns, he or she may consider the text too boring and complicated to comprehend. In addition, textual factors also influence the readers and vice versa. That is, the length of the text, the author's writing style, and the content of the text affect the way a reader reads and understands it. For
example, when readers consider the text predictable and comprehensible, they demonstrate higher interest in reading it.

The Interaction between the Text and the Context. Various means of instruction, teaching methods, reading strategies, and classroom environment also influence the complexity of the text. Much research indicates that appropriate reading strategies can be applied to reduce the difficulties of the text and enhance reading efficiency (Peregoy & Boyle, 2001). For example, when readers encounter a complicated or unfamiliar text structure, some reading strategies or graphic organizers can be used to assist them to decode and comprehend the text. In short, with the help of appropriate reading strategies, teachers, and well-organized instruction, the difficulties of the text can be reduced dramatically and thus reading comprehension is facilitated.

The Interaction between the Context and the Readers. Contextual factors, such as class setting, class environment and instructional methods, also have impact on the reader. According to Almasi (2003), whether a text is read in school or out of school, alone or with a partner, with or without preparation, each contextual factor has the potential to change critically the readers' interest
in learning. That is, even proficient readers’ comprehension is influenced by different instructional methods, learning strategies, and class environment.

Summary

Being aware of students' reading difficulties can benefit both instructors and students. On the one hand, instructors can detect which factor may result in poor reading comprehension and adjust their teaching accordingly. On the other hand, students can improve their weaknesses in reading in order to maximize their reading competence. This model provides a theoretical framework to visualize how five key concepts connect and interact with each other as well as offers EFL teachers a clear framework to facilitate their students' reading comprehension.
CHAPTER FOUR
CURRICULUM DESIGN

Introduction

The curriculum in the Appendix has been designed based on the review of literature in Chapter Two and the theoretical framework in Chapter Three. The unit of instruction is for sixth-grade early intermediate Taiwanese EFL students. The goal of the unit instruction is to facilitate students' reading comprehension by incorporating several reading strategies. In addition, the unit of instruction assists students to acquire basic knowledge of the target language including its text structures and vocabulary, so that students further their autonomous language learning. Moreover, considering the involvement of the foreign teachers, the instruction is also designed to implement co-teaching in class. Hence, this unit of lessons is taught and shared by both native-English-speaking and Taiwanese teachers.

Sequence of the Unit Plan

In Taiwan elementary schools, English education is a compulsory course forty minutes a day, two days a week at the fifth and sixth grades. However, considering students' level and the characteristics of the class setting, the
time frame of each lesson is designed for one hour of instruction. Each lesson includes content, language, and learning-strategy objectives. The content objective comprises the topic of each lesson; the language objective emphasizes the language skills students will learn and develop; and the learning-strategy objective implies the teaching of cognitive skills.

Moreover, warm-up sheets, focus sheets, work sheets, homework sheet, and assessment sheets are also a part of the unit plan. The purpose of warm-up sheets is to give students a basic idea about the lesson or to recall the content of the last class. Focus sheets are used by instructors to deliver information and knowledge. Work sheets are used for group activity, individual work, or composition. In addition, homework sheets require students to practice the reading strategy which is taught in class or to encourage students to learn autonomously. At the end of the class, assessment sheets are used to evaluate students' performance and learning competence.

Content of the Unit Plan

The unit of instruction contains six lessons. The first two lessons focus on learning how to preread a text. Students are made aware of what they know about the text
and encouraged to establish and increase their background knowledge. In the following lessons, students learn and practice the four reading strategies of reciprocal teaching. In the last class, students apply reciprocal teaching in group reading and are induced to become more autonomous in their learning. Five key concepts of this project are included in these six lesson plans (see Table, 3).

The unit starts with prereading fiction The Ballad of Mulan. The content objective is learning how to preread. In the warm-up activity, students get a general idea about what prereading is and how to preread. Then, students use Focus Sheet 1.2 and Strategy Assessment 1.3 to bring out what they already know about Mulan and to set learning goals in advance. For the language objective, students demonstrate their understanding of the vocabulary by completing Strategy Assessments 1.4 and 1.5. As for the learning-strategy objective, students learn and practice several prereading strategies, such as KWL and Word Map. Moreover, Homework Sheet 1.8 encourages and induces students to increase related background knowledge autonomously. The key concepts that apply in the first lesson include co-teaching, learner autonomy, and prereading strategy.
Table 3. Distribution of Strategies in Lesson Plans

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<thead>
<tr>
<th>Key Concepts</th>
<th>Lesson Plans</th>
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<tr>
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<tr>
<td>Co-teaching</td>
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<tr>
<td>Reciprocal teaching</td>
<td></td>
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<tr>
<td>The use of text structure</td>
<td></td>
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<tr>
<td>Prereading strategy</td>
<td>X</td>
</tr>
<tr>
<td>Learner autonomy</td>
<td>X</td>
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</tbody>
</table>

In Lesson Two, the content objective is still prereading. Students establish related background knowledge about the reading content, including the vocabulary and text structure. On the one hand, students review the vocabulary words and write their own sentences on Worksheet 2.1. On the other hand, students learn the text structure of fiction. In addition, they use a story map to help them visualize the text. Students can choose any kind of story map they prefer to organize so that they may have more interest in completing Strategy Assessment 2.4. The language objective is that students can use the vocabulary in their own words. For the learning-strategy objective, students develop two prereading strategies: preview and practice and story map. Key concepts including
In this lesson are co-teaching, the use of text structure, learner autonomy, and prereading strategy.

In Lesson Three, for the content objective, students read the first section of the story and try to recognize the key concepts, events, settings, and historical background associated with the story. For the language objective, students summarize the key events in the story by completing Strategy Assessment 3.2. In addition, students review the text structure by completing Strategy Assessment 3.3. The learning-strategy objective is using the strategy Summarize to enhance reading comprehension. At the end of the class, students self-assess their performance and understanding of the story. The key concepts that apply in this lesson include co-teaching, reciprocal teaching, the use of text structure, and learner autonomy.

In Lesson Four, for the content objective, students read the second section of the story and make predictions about the story characters, events, and setting. For the language objective, students practice their speaking and reading skills by making up a story and making predictions. The learning-strategy objective is to use the story clues to make logical and sensible predictions. Homework Sheet 4.5 requires students to use the reading
skill. Predict to foresee the outcome of the story. By doing so, students practice how to make predictions and arouse interest in reading the story. At the end of the class, students are required to self-assess their group performance on Assessment 4.6. The key concepts that apply in this lesson include co-teaching, reciprocal teaching, and learner autonomy.

In Lesson Five, the content objective is that students learn the last two reading strategies of reciprocal teaching. For the language objective, students practice their speaking, writing, and reading skills by implementing reciprocal teaching in their reading. As for the learning-strategy objective, students are able to use four reading skills of reciprocal teaching to enhance their comprehension. In addition, students record their group discussions, experiences of applying reciprocal teaching, and their problems implementing it on Strategy Assessment 5.3. The learning journal gives them a chance to verify what they had learned or had not learned. Moreover, students are required to finish the KWL chart. The key concepts that apply in this lesson include co-teaching, reciprocal teaching, learner autonomy, and prereading strategy.
In the last lesson, the content objective is that students use Focus Sheet 6.1 and 6.2 to identify facts from the story. For the language objective, students develop their speaking and writing skills by completing Worksheet 6.4. The learning-strategy objective is using various kinds of resources to investigate facts. For example, students can use the Internet, consult encyclopedias, and ask classmates or teachers to summarize true information in the story. At the end of the class, students assess their group work. The homework requires student to choose one book they prefer and to identity facts from it. Key concepts including co-teaching, the use of text structure, reciprocal teaching, and learner autonomy is used in this lesson.

Summary

This chapter has explained the purpose of the curriculum design, the sequence of the unit, and the content of each lesson. Most importantly, it gives details about how the five key concepts are integrated and applied in the unit of instruction.
CHAPTER FIVE
UNIT ASSESSMENT PLAN

Purpose of Assessment

The importance of assessment cannot be underestimated. According to Diaz-Rico and Weed (2002), assessment is a process for verifying the level of a learner’s performance or knowledge. On the one hand, assessment assists students to evaluate their understanding of the instruction so that they are able to recognize their academic performance and progression. In addition, assessment also directs students to which section of the lesson they are required to improve or measure their efforts. On the other hand, assessment provides a tool for teachers to evaluate their students’ learning competence and feedback to adjust their teaching. Besides, in this unit of instruction, it is essential for both Taiwanese and foreign teachers to communicate and negotiate with each other about how to evaluate students’ performance and how to determine points for each class assignment or activity.

Formative and summative assessment, proficiency tests, and teacher observation are adopted to evaluate
students' academic performance and language competence. Each of them will be introduced in the following sections.

**Formative Assessment**

There are three task chains in each lesson. The formative assessment is designed to monitor students' understanding of each task chain. For example, in Lesson Two, Worksheet 2.1 is designed to evaluate students' understanding of vocabulary. In Strategy Assessment 2.3, students preview and predict the story by applying the knowledge they have learned in Task Chain Two. Also, Strategy Assessment 2.4 requires students to apply their knowledge of text structure to complete a group story map.

During formative assessment, both teachers and students benefit. On the one hand, students can determine their learning problems and thus gain immediate assistance from the teachers. On the other hand, the teachers can discover students' learning difficulties and adjust their teaching flexibly. In addition, self-assessments, checklists, and learning journals are useful reflective tools for both teachers and students to consider what they have done in class. Moreover, these reflective assessments provide teachers with feedback to understand students' thoughts and learning problems, so that they can evaluate students using more diverse perspectives. To sum up,
Formative assessment provides a direct and effective tool to estimate students' performance and understanding in each task chain.

Summative Assessment

The purpose of summative assessment is to evaluate what students have learned in the class as a whole at the end of the class. In summative assessment, co-teachers list all the items including reading skills and knowledge that are required in the lesson, and determine the points for each item based on the importance. Take summative assessment of Lesson Six for example. It tests students' knowledge about how to distinguish the facts in a story (Strategy Assessment 6.3 and Assessment 6.4). In addition, it also tests students whether they have learned this skill as they complete Homework Sheet 6.6. Moreover, summative assessment also takes Assessment 6.7 into account for grading students' academic performance. By doing so, teachers have a clear standard by which to assess student performance and students know what kind of skills or knowledge they are required to improve.

In this project, a hundred-point system is adopted to grade students. In fact, this system is easy for teachers and students to use to understand students' progress and performance in each lesson: 90-100 stands for "excellent,"
80-90 stands for “good,” 70-80 means “students need improvement,” 60-70 stands for “students are required to study harder,” and the score under 60 means that the students did not meet the minimum benchmark. Moreover, in this unit plan, students get extra credit when they speak up and share their ideas with the class.

Proficiency Tests

Proficiency tests assess students’ language ability and evaluate whether the student is prepared for the next step of learning. In this unit, achievement tests are adopted to measure students’ knowledge of the instructional content and the proficiency of reading skills. For example, Assessment 1.7 assesses students’ understanding of the instructional content. Strategy Assessment 2.5 evaluates students’ prereading skills. In sum, a proficiency test examines students’ acquisition of the content knowledge and reading skills.

Teacher Observation

Although there is no item on the Assessment Rubric for teacher observation, it should be adopted in assessing students’ academic performance. It is important for teachers to walk around the classroom to assist students if necessary. In fact, EFL students with limited knowledge of the foreign language need special attention and
assistance from the teachers. By means of teacher observation, students get immediate assistance in the middle of class so that they can learn better. In addition, teachers are clearly aware that whether their students are on track so that they can control and monitor students’ learning performance and language competence efficiently.

Assessment of Five Key Concepts

The following section will introduce how the five key concepts in Chapter Two are implemented and assessed in the unit of instruction.

Assessment of Co-Teaching. Co-teaching assessment is attached to the end of each lesson for co-teachers to self-assess their teamwork. Co-Teaching: Self-Assessment provides a reflective tool to evaluate and consider the effectiveness of co-teaching in the unit of instruction. Co-teachers can complete it either separately or jointly. However, the self-assessment provided in each lesson plan is just a sample for co-teachers to refer to and apply. Co-teachers can adjust or create other statements which indicate their weakness or problems in implementing co-teaching.

Assessment of Reciprocal Teaching. The strategy assessments of reciprocal teaching include assessing four
reading skills. The reading skill Summarizing is tested in Strategy Assessment 3.2. It evaluates students' ability to summarize and paraphrase information from the text. In addition, the reading skill Predicting is emphasized and developed in the fourth lesson. In Strategy Assessment 4.3, students combine story clues and their experiences to make logical predictions about the story. Moreover, for the homework, students need to apply their reading skill to predict the story outcome. Furthermore, the last two reading strategies of reciprocal teaching, Clarifying and Questioning, are introduced and promoted in Lesson Five. Strategy Assessment 5.8 is designed to test students' understanding of the four reading strategies. Finally, in the last lesson, Strategy Assessment 6.3 requires students to Summarize, Question, and Clarify fact from fiction.

Assessment of the Use of Text Structure. The strategy assessments of the use of text structure to enhance comprehension are presented in Lesson Two, Three, and Six. For example, Lesson Two evaluates whether students can apply their knowledge of text structure by completing Strategy Assessment 2.3 and 2.4. In the following lesson, Strategy Assessment 3.3 checks students' understanding of text structure. In Lesson Six, the characteristics of fiction are investigated and introduced, which provide
students a chance to increase their knowledge of text structure. In addition, in the last lesson, teacher observation is adopted to assess students' learning performance and understanding of text structure.

Assessment of Prereading Strategy. Prereading strategies aim at building and increasing students' background knowledge of the content, vocabulary, and text structure before reading a text page by page. The strategy assessments of prereading strategy are presented in three lessons. In the first lesson, strategy assessment tests students' background knowledge of the content. In particular, Strategy Assessment 1.4 and 1.5 evaluate their understanding of the vocabulary. Moreover, in Lesson Two, Strategy Assessment 2.5 assesses their knowledge of how to preread. Moreover, Homework Sheet 5.7 provides students and chance to compare what they have learned before and after the unit instruction.

Assessment of Learner Autonomy. One purpose of this unit of instruction is to induce students to become more autonomous and independent toward their language learning. Homework Sheet 1.8 encourages students to increase their background knowledge about the text. In addition, in Lesson Two, Strategy Assessment 2.4 provides students options to choose which story map they prefer to complete.
By doing so, students arouse their interest in completing the assignment. In the next lesson, Assessment 3.5 requires students to self-monitor and self-assess their own performance or understanding of the instruction. Similarly, Assessment 4.6 and 6.7 ask students to assess the learning competence of individual and group members. Moreover, Strategy Assessment 5.3 requires students to record what is happening in the group discussion. Learning journals provide students a chance to resolve their learning problems and adjust their learning strategies. Most importantly, they induce students to take responsibility for their learning and encourage students to become more autonomous and independent.

**Summary**

No matter what kinds of assessments, the goal is the same: to provide a standard to evaluate students’ learning competence and give teachers feedback to adjust their teaching after the class. This chapter has explained the purpose and function of each kind of assessment, and the way to assess the unit of instruction. Most importantly, it summarizes the assessment plan for determining how the five key concepts are integrated and applied in the unit of instruction.
Conclusion

Building appropriate reading strategies for EFL learners to apply is an important issue. Although it may be a challenge for EFL learners to achieve academic success, it is not impossible. This project provides research-based key concepts and practical lessons for teachers and students to refer to and implement in class. I hope this project can be a useful teaching resource or learning tool to facilitate reading comprehension.
APPENDIX

UNIT OF INSTRUCTION: MULAN
Unit of Instruction: Mulan

Lesson One: Prereading ............................................. 103
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Lesson Three: Summarizing ................................. 125
Lesson Four: Predicting ................................. 134
Lesson Five: Reciprocal Teaching ......................... 144
Lesson Six: From Fiction to Fact ......................... 157
Unit of Instruction: Mulan
Lesson One: Prereading

Teaching Level: Early intermediate, 6th grade EFL learners

Teaching Context: Co-teaching: A Taiwanese and native-English-speaker teacher ("foreign teacher") work together.

Background: The first two lessons are the introductory lessons in the Mulan unit.

Time Frame: One hour

Content Objectives: Students will learn how to preread The Ballad of Mulan.

Language Objectives: Students will be able to demonstrate their comprehension of the vocabulary by completing class activities.

Learning Strategy: Students will use Prereading Strategy before reading a text.

Materials: The story book: The Ballad of Mulan
Warm-up Sheet 1.1: What is Prereading?
Focus Sheet 1.2: What is KWL?
Strategy Assessment 1.3: Prereading--KWL
Strategy Assessment 1.4: Prereading--Word Maps
Strategy Assessment 1.5: Prereading--Crossword Challenge
Focus Sheet 1.6: The Historical Background
Assessment 1.7: Proficiency Test
Homework Sheet 1.8: Learner Autonomy--Increase Background Knowledge
Assessment 1.9: Assessment Rubric
Strategy Assessment 1.10: Co-Teaching Checklist

Warm-up:
1. The Taiwanese teacher describes to students what they are going to learn about the unit of instruction. Students are given an idea of how to preread a text (Warm-up Sheet 1.1).

Task Chain 1: KWL Chart
1. The Taiwanese teacher discusses with students what they already know about Mulan. Students are
encouraged to share their background knowledge with the class.

2. The Taiwanese teacher explains the purpose and function of KWL (Focus Sheet 1.2).

3. The Taiwanese teacher passes out Strategy Assessment 1.3 and asks student to complete the K and W columns.

Task Chain 2: Vocabulary
1. The Taiwanese teacher passes out Strategy Assessment 1.4 and teaches vocabulary in both Chinese and English.
2. Students are given sufficient time to draw a picture and write down a sample sentence for each vocabulary word on Strategy Assessment 1.4.
3. The foreign teacher checks students’ understanding of vocabulary and works with them to complete Strategy Assessment 1.5.
4. If a certain student has problems in completing class activities, he or she can get immediate assistance from both the Taiwanese and foreign teachers.

Task Chain 3: The Historical Background
1. The Taiwanese teacher introduces the historical background about Mulan (Focus Sheet 1.6).
2. The Taiwanese teacher passes out Assessment 1.7 and asks students to complete it individually.
3. The Taiwanese teacher can explain again what seems unclear or confusing to students based on their responses.

Homework:
1. Students are encouraged to increase their background knowledge about Mulan.
2. Students have to write down what they had learned by completing Homework Sheet 1.8.

Assessment:
1. Formative: Both the Taiwanese and foreign teachers check that students are on track when students complete several activities in class (Strategy Assessments 1.3, 1.4, and 1.5).
2. Summative: The Taiwanese and foreign teacher use Assessment 1.9 to evaluate students’ performance. In addition, Assessment 1.7 and Homework Sheet 1.8 will be reflected in the final scores.
3. Co-teachers collaboratively complete Strategy Assessment 1.10 to evaluate their partnership.
What is Prereading?

The reading process can be divided into three stages: before, during, and after reading the text. However, the reading process does not start as readers open a book and read the first sentence. In fact, the first phase is prereading.

How to Preread

In this stage, readers not only establish and increase their background knowledge related to the text, but also set and clarify their learning goals in advance.

Source: http://www.wested.org/stratlit/ideas/readingprocess.shtml
Focus Sheet 1.2
What is KWL?

What is KWL?

The letter, K, stands for “What do you think you know?”
The letter, W means “What do you want to find out?”
The letter, L stands for “What have you learned?”

Purpose of KWL

To help teachers tailor the lessons, to measure students’ knowledge level, and to facilitate what students want to know.

<table>
<thead>
<tr>
<th>K- What Do You Think You Know?</th>
<th>W- What Do You Want to Find Out?</th>
<th>L- What Have You Learned?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Strategy Assessment 1.3
#### Prereading--KWL

Directions: Identify each column and complete it (20 points).

<table>
<thead>
<tr>
<th>K- What Do You Think You Know?</th>
<th>W- What Do You Want to Find Out?</th>
<th>L- What Have You Learned?</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>
Strategy Assessment 1.4
Prereading--Word Maps

Directions: Draw a picture and write down a sample sentence for each vocabulary word (28 points).

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Meaning</th>
<th>Properties (What Is It Like?)</th>
<th>Making a Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>armor</td>
<td>metal body covering worn for protection in battle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comrade</td>
<td>companion; partner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>endure</td>
<td>to last through; to put up with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>farewell</td>
<td>good-bye</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prereading--Word Maps

Directions: Draw a picture and write down a sample sentence for each vocabulary word (28 points).

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Meaning</th>
<th>Properties (What Is It Like?)</th>
<th>Making a Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>triumphant</td>
<td>successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>troops</td>
<td>soldiers; army</td>
<td></td>
<td></td>
</tr>
<tr>
<td>victorious</td>
<td>winning by defeating others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategy Assessment 1.5
Prereading--Crossword Challenge

Directions: Write the word that matches each clue in the puzzle. Use the words in the word bank (14 points).

Word Bank

<table>
<thead>
<tr>
<th>armor</th>
<th>comrades</th>
<th>endured</th>
<th>farewell</th>
</tr>
</thead>
<tbody>
<tr>
<td>triumphant</td>
<td>troops</td>
<td>victorious</td>
<td></td>
</tr>
</tbody>
</table>

Across
2. winning by defeating another
6. metal body covering
7. lasted through

Down
1. successful
3. companions
4. good-bye
5. soldiers
A long time ago (about 1500 years ago), there was a foreign tribe lived northern China, the Huns.

They lived very close to China. The Huns had a strong army and intended to invade China. Therefore, at that time, there were a series of wars. Everyone worried about his/her safety. The Emperor wanted to protect his people, so he decided to establish an army against the Huns. However, the army needed lots of boys and men. The Emperor drafted even teenagers and elders to the army. They all needed to leave their homes to fight against the Huns.

At that time, women were not allowed to join the army. The duties of women in the ancient Chinese society were raising kids and taking care of the family.
Assessment 1.7
Proficiency Test

1. When and where did the story happen (4 points)?

2. Who was the Chinese enemy at that time? Where did they live (4 points)?

3. Why did the war happen (4 points)?

4. Were woman allowed to serve in the army at that time? Why or why not (6 points)?
Homework Sheet 1.8
Learner Autonomy--Increase Background Knowledge

Directions: Compared to other classmates, do you feel your background knowledge associated to Mulan is weak? You have a good chance to increase related background knowledge by completing this homework.

Before the second class, you could borrow books in the library, rent the video, discuss with parents or teachers, or whatever you can do to increase the background knowledge. Then, write what you learned about Mulan (20 points).
## Assessment 1.9
### Assessment Rubric

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>Strategy Assessment 1.3</td>
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<tr>
<td>Strategy Assessment 1.4</td>
<td>/28</td>
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<tr>
<td>Strategy Assessment 1.5</td>
<td>/14</td>
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<tr>
<td>Homework 1.7</td>
<td>/20</td>
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<tr>
<td>Assessment Sheet 1.8</td>
<td>/18</td>
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<tr>
<td>Yes</td>
<td>No</td>
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Unit of Instruction: Mulan
Lesson Two: Prereading

Teaching Level: Early intermediate, 6th grade EFL learners

Teaching Context: Co-teaching: A Taiwanese and native-English-speech teacher ("foreign teacher") work together.

Background: The first two lessons are the introductory lessons in the Mulan unit.

Time Frame: One hour

Content Objectives: Students will learn how to preread The Ballad of Mulan.

Language Objectives: Students will be able to demonstrate their comprehension of the vocabulary by completing class activities.

Learning Strategy: Students will use Prereading Strategy before reading a text.

Materials: The story book: The Ballad of Mulan
Computers- one for each pair of students
Worksheet 2.1: Making Sentences
Focus Sheet 2.2: Use of Text Structure--Fiction
Strategy Assessment 2.3: Use of Text Structure--Preview and Predict
Strategy Assessment 2.4: Use of Text Structure--Story Map
Strategy Assessment 2.5: Prereading--How to Preread a Text
Assessment 2.6: Assessment Rubric
Strategy Assessment 2.7: Co-Teaching Checklist

Warm-up:
1. The foreign teacher encourages students to share their experiences about what they did to increase their background knowledge about Mulan.

Task Chain 1: Making Sentences
1. The foreign teacher writes the vocabulary on the board and works with students to make a sentence for each new word.
2. Students are divided into groups of four and given time to create at least one sentence for each new word (Worksheet 2.1).

3. Both the foreign and Taiwanese teachers walk around the class to provide immediate assistance if necessary.

4. Students read their sentences in front of the class by turns. Students are encouraged to write down other group’s sentences (Worksheet 2.1). By doing so, students have a chance to compare themselves with and learn from other students.

Task Chain 2: Text Structure
1. The Taiwanese teacher explains the framework of fiction and indicates that legend is one kind of fiction (Focus Sheet 2.2).
2. Students work in pairs to preview and predict the story and complete Strategy Assessment 2.3.

Task Chain 3: Website Investigation
1. After students complete Strategy Assessment 2.3, the Taiwanese teacher sends them to the computers to complete Strategy Assessment 2.4. The foreign teacher walks around to monitor the activity.
2. The Taiwanese teacher is responsible for checking Strategy Assessment 2.3 and the foreign teacher is responsible for checking Strategy Assessment 2.4.

Assessment:
1. Formative: Both the Taiwanese and foreign teachers check that students are on track when students complete several activities in class (Worksheet 2.1, and Strategy Assessments 2.3, 2.4).
2. Summative: The Taiwanese and foreign teachers use Assessment 2.6 to evaluate students' performance. In addition, Strategy Assessment 2.5 will be reflected in the final scores.
3. Co-teachers collaboratively complete Strategy Assessment 2.7 to evaluate their partnership.
Worksheet 2.1
Making Sentences

Directions: Work in group and create at least one sentence for each vocabulary word (35 points).

armor

comrade

endure

farewell

triumphant

troops

victorious
Focus Sheet 2.2
Use of Text Structure--Fiction

Generally, fiction is composed of five elements: setting, characters, plot, theme, and vocabulary, which together form the story grammar or basic plan. Example indicates the pattern of fiction:

Signal Words or Phrases
The fiction always starts with the phrase "Once upon a time" or "A long time ago" and ends with the phrase "... and they all lived happily ever after."

The Characters
The main character is always a hero or heroine who must confront the story problem. The story also usually contains some sort of evil characters that conspire against the main character.

Source: Gunning (2005).
Strategy Assessment 2.3
Use of Text Structure--Preview and Predict

Directions: Use the knowledge of text structure. Work in pair to preview the story. Answer the following questions (20 points).

1. Is The Ballad of Mulan fiction? Why or why not?

2. Fiction seems to have a general pattern or framework. Thus, when reading a text, it is not difficult to know whether it is fiction by finding the sign words or phrases. How many sign words or phrases can you find in The Ballad of Mulan?

3. There is always a hero, heroine, or evil character in the fiction. Can you find the hero, heroine, or evil character in The Ballad of Mulan? Who are they?

4. There is always a problem needed to be overcome in fiction. What is the problem in The Ballad of Mulan?

5. Make a prediction. What might happen in the story and what might Mulan do?
Strategy Assessment 2.4
Use of Text Structure--Story Map

Directions:
1. Visit the website:
   http://readwritethink.org/materials/storymap/
   index.html

2. Enter the title as "The Ballad of Mulan" and your name.

3. There are four kinds of graphic organizers: character map, conflict map, resolution map, and setting map. Choose any one graphic organizer your group prefers.

4. Follow the directions to complete your group’s graphic organizer.

5. Print it out and submit it to the foreign teacher (20 points).
Strategy Assessment 2.5
Prereading--How to Preread a Text

Directions: After the first two classes, you should have a better understanding about how to preread a text. Try your best to answer the following questions:

1. Briefly write down how to use following prereading strategies: Word Maps, KWL, and Story Map (15 points)?

2. Several prereading strategies will be used in class. Could you match each strategy and its purpose? There may be two strategies with the same purpose (10 points).

<table>
<thead>
<tr>
<th>Prereading Strategy</th>
<th>The Purpose of the Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Maps</td>
<td>Establishing background knowledge of vocabulary</td>
</tr>
<tr>
<td>KWL Chart</td>
<td>Establishing background knowledge of text structure</td>
</tr>
<tr>
<td>Story Map</td>
<td>Activate background knowledge</td>
</tr>
</tbody>
</table>
## Assessment 2.6
### Assessment Rubric

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Sheet 2.1</td>
<td>/35</td>
</tr>
<tr>
<td>Strategy Assessment 2.3</td>
<td>/20</td>
</tr>
<tr>
<td>Strategy Assessment 2.4</td>
<td>/20</td>
</tr>
<tr>
<td>Assessment Sheet 2.5</td>
<td>/25</td>
</tr>
</tbody>
</table>
### Strategy Assessment 2.7
### Co-Teaching Checklist

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>In our co-teaching partnership, do we...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Decide which co-teaching model we are going to use in a lesson?</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>2. Share ideas, information, resources, and materials?</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>3. Teach different groups of students at the same time?</td>
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<td>4. Maintain aware of our roles and responsibilities?</td>
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<td></td>
<td>5. Share responsibility for deciding what and how to teach?</td>
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</tbody>
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124
Unit of Instruction: Mulan
Lesson Three: Summarizing

Teaching Level: Early intermediate, 6th grade EFL learners

Teaching Context: Co-teaching: A Taiwanese and native-English-speaker teacher ("foreign teacher") work together.

Background: This is the third lesson in the Mulan unit. Students should already have sufficient knowledge about the vocabulary words and text structure.

Time Frame: One hour

Content Objectives: Students will recognize the key vocabulary, key concepts, events, settings, and historical background associated with the story.

Language Objectives: Students will summarize and paraphrase the information from the text.

Learning Strategy: Students will use the strategy: Reciprocal Teaching--Summarize to enhance their comprehension of the story.

Materials: The story book: The Ballad of Mulan
Focus Sheet 3.1: Strategy Focus--Summarize
Strategy Assessment 3.2: Reciprocal Teaching--Event Map
Strategy Assessment 3.3: Use of Text Structure--Story Map
Assessment 3.4: Proficiency Test
Assessment 3.5: Learner Autonomy--Checklist
Assessment 3.6: Assessment Rubric
Strategy Assessment 3.7: Co-Teaching Checklist

Warm-up:
1. The Taiwanese teacher introduces the reading strategy: Reciprocal Teaching and its four reading skills: Summarize, Predict, Question, and Clarify.

Task Chain 1: Summarizing
1. The Taiwanese teacher explains how to summarize and find the main idea in a text (Focus Sheet 3.1).
2. The Taiwanese teacher reads the first section of the story, then discusses with students the important story events so far.
3. Students are given sufficient time to complete Strategy Assessment 3.2 individually.

Task Chain 2: Group Activity
1. The teachers divide students into groups of four to complete Strategy Assessment 3.3
2. The teachers walk around the class to monitor group activity and provide assistance if necessary.

Task Chain 3: Reading Comprehension
1. The Taiwanese teacher passes out Assessment 3.4 and asks students to complete it.
2. Students can consult their reading book, discuss with teachers or other students, or even use the Internet in the classroom to get the right answers.

Assessment:
1. Formative: Both the Taiwanese and foreign teachers check that students are on track when students complete several activities in class (Strategy Assessments 3.2, 3.3, and Assessment 3.4).
2. Summative: The Taiwanese and foreign teachers use Assessment 3.6 to evaluate students' performance. In addition, Assessment 3.5 will be reflected in the final scores.
3. Co-teachers collaboratively complete Strategy Assessment 3.7 to evaluate their partnership.
Focus Sheet 3.1
Strategy Focus--Summarize

Do you know how to summarize and find the main idea? Any thought is welcome.

Possible answers:
1. Looking for the first and last sentence in a paragraph.
2. Asking questions about what the author is trying to say.
3. Asking if the paragraph answers what, where, when, how or why.

How to Use the Strategy-Summarize

1. Thinking about the characters
2. Thinking about where the story takes place
3. Thinking about the problem in the story and how the characters solve it
4. Thinking about what happens in the beginning, middle, and end of the story

Source: http://readwritethink.org
Strategy Assessment 3.2
Reciprocal Teaching--Event Map

Directions: List the important events that have happened since the beginning of the story. Then use an event map to record the main story events in order of occurrence (25 points).

Invaders were attacking. There was news of war.

Then,

Mulan saw the draft poster and the twelve scrolls of names.

Then,

Mulan went to the market to buy a saddle, a horse, a bridle, and a whip.

Then,
**Strategy Assessment 3.3**

**Use of Text Structure--Story Map**

Directions: In groups of four, complete the story map (30 points).

| Setting       | Where does the story take place?  
<table>
<thead>
<tr>
<th></th>
<th>When does the story take place?</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Characters</th>
<th>Who are the main people in the story?</th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem</th>
<th>What problems does the main character face?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plot</th>
<th>What are the main things that happened in the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

| Goal          | What is the main character's goal?  
<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>What is he or she trying to do?</td>
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</tbody>
</table>
Assessment 3.4
Proficiency Test

Directions: Answer the following questions. You can consult the reading book, discuss with teachers or other students, or even use the Internet in the classroom to get the right answer (30 points).

1. Why does Mulan’s mother ask again and again what is troubling Mulan?

2. Why might Mulan not want to tell her mother what is wrong?

3. Why is the Emperor calling for troops?

4. Why might the author include the details about Mulan’s father’s name being on every scroll in the market?

5. What is the importance of the fact that Mulan’s father has no grown son?
<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>____/5</td>
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<tr>
<td>1 2 3 4 5</td>
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<td>1 2 3 4 5</td>
<td>____/5</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>____/5</td>
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</tbody>
</table>

1. Did I fully understand the story *The Ballad of Mulan* so far?

2. Did I know how to summarize and find the main idea?

3. Did I work hard to participate in group activities?

4. Did I know how to use the resources to accomplish the class assignments?
<table>
<thead>
<tr>
<th>Strategy Assessment 3.3</th>
<th>Points Earned</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>/25</td>
</tr>
<tr>
<td>Strategy Assessment 3.4</td>
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<td>/30</td>
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<tr>
<td>Strategy Assessment 3.5</td>
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<td>/30</td>
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<tr>
<td>Strategy Assessment 3.5</td>
<td></td>
<td>/15</td>
</tr>
</tbody>
</table>
**Strategy Assessment 3.7**  
Co-Teaching Checklist

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>In our co-teaching partnership, do we...</th>
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</table>
Unit of Instruction: Mulan
Lesson Four: Predicting

Teaching Level: Early intermediate, 6th grade EFL learners

Teaching Context: Co-teaching: A Taiwanese and native-English-speaker teacher ("foreign teacher") work together.

Background: This is the fourth lesson in the Mulan unit. Students should already be familiar with the reading strategy Summarize.

Time Frame: One hour

Content Objectives: Students will make predictions about the story characters, events, and setting as they read, based on the information presented in the story.

Language Objectives: Students will practice their speaking and reading skills.

Learning Strategy: Students will use the strategy Predict to enhance their comprehension of the story.

Materials: The story book: The Ballad of Mulan
Worksheet 4.1: Pictures of the Story
Focus Sheet 4.2: Strategy Focus--Predict
Strategy Assessment 4.3: Reciprocal Teaching--Making Predictions
Worksheet 4.4: Creating a Story
Homework Sheet 4.5: Reciprocal Teaching--Predicting the Outcome
Strategy Assessment 4.6: Learner Autonomy--How Did We Work Together?
Assessment 4.7: Assessment Rubric
Strategy Assessment 4.8: Co-Teaching Checklist

Warm-up:
1. The foreign teacher induces students to recall the content of the last class by asking questions such as, "What do you remember about the last class?" "How do you summarize and find the main idea?" and so forth.
Task Chain 1: Story Time
1. The foreign teacher passes out Worksheet 4.1 and asks students to describe each picture. Students get extra points if they read their descriptions of the pictures in front of the class.
2. The foreign teacher reads the second section of the story and encourages students to respond to the story and ask questions.

Task Chain 2: Make Predictions
1. The Taiwanese teacher explains to students the purpose and characteristics of the reading strategy Predict (Focus Sheet 4.2).
2. Taiwanese teacher passes out Strategy Assessment 4.3 and discusses with students as they complete it.

Task Chain 3: Make Up a Story
1. Students are divided into groups of four; each group uses Worksheet 4.1 to make up a new story.
2. Students are encouraged to use their imagination and background knowledge to accomplish the activity.
3. Each group presents their own story in front of the class. Students pick the most creative story.

Homework: Making Predictions
1. Students are asked to make predictions about the outcome of the story.
2. Students have to combine the story clues and personal knowledge to make sensible and logical predictions (Homework sheet 4.5).

Assessment:
1. Formative: Both the Taiwanese and foreign teachers check that students are on track when students complete several activities in class (Worksheets 4.1, 4.4, and Strategy Assessment 4.3).
2. Summative: The Taiwanese and foreign teachers use Assessment 4.7 to evaluate students’ performance. In addition, Homework Sheet 4.5 and Assessment 4.6 will be reflected in the final scores.
3. Co-teachers collaboratively complete Strategy Assessment 4.8 to evaluate their partnership.
Worksheet 4.1
Pictures of the Story

Source: http://magicsimon.tripod.com/mulan.htm
Focus Sheet 4.2  
Strategy Focus--Predict

What is Prediction?

1. A statement about what may possibly happen in the following passages
2. A statement about a character's future actions or thoughts, a future event, or the outcome of a situation
3. A sensible idea based on story clues and personal knowledge

Why Predict While Reading?

Authors do not always tell everything they want their readers to know. By leaving some clues or information out, authors allow readers to become active participants in the story. Readers need to use their own personal experiences as well as clues in the story to make sensible predictions about characters, events or settings.

Here is a useful chart to help readers to make predictions.

<table>
<thead>
<tr>
<th>Story Clues</th>
<th>What I Know</th>
<th>Making Prediction</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
"By the nightfall she was camped by the bank of the Yellow River. She thought she heard her mother calling her name. But it was only the sound of river." In this passage, what does Mulan feel? How do you know (25 points)?

<table>
<thead>
<tr>
<th>Story Clues</th>
<th>What I Know</th>
<th>Making Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mulan thinks she hears her mother’s voice.</td>
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<tr>
<td>The river sounds like a person crying.</td>
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</tbody>
</table>
Worksheet 4.4
Creating a Story

Directions: In your group, use your imagination to make up a story with the pictures presented on Worksheet 4.1. Create your group story and indicate the order of the pictures (25 points).
Homework Sheet 4.5
Reciprocal Teaching--Predicting the Outcome

Directions: Use the chart we learned in the class and make predictions about what will happen in the end (20 points).

<table>
<thead>
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</tbody>
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**Strategy Assessment 4.6**  
**Learner Autonomy--How Did We Work Together?**

Directions: Think about how your group works together. Evaluate yourself and your team members. Check “yes” if you agree and check “No” if you do not agree.

Name:
Group member:

<table>
<thead>
<tr>
<th></th>
<th>Myself</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help each other</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Shared ideas</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Spoke politely</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Was a good listener</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Stayed on task</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Participated in group work</td>
<td>Yes</td>
<td>No</td>
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</table>
### Assessment 4.7
#### Assessment Rubric

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Earned</th>
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<tr>
<td>Worksheets 4.1</td>
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<tr>
<td>Strategy Assessment 4.3</td>
<td></td>
<td>/25</td>
</tr>
<tr>
<td>Worksheets 4.4</td>
<td></td>
<td>/25</td>
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<tr>
<td>Homework 4.5</td>
<td></td>
<td>/20</td>
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<tr>
<td>Assessment Sheet 4.6</td>
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<td>/10</td>
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</table>
### Strategy Assessment 4.8
#### Co-Teaching Checklist

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<td>20. Communicate our need for logistical support and resources to our administrators?</td>
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</tbody>
</table>

Total 143
Unit of Instruction: Mulan
Lesson Five: Reciprocal Teaching

Teaching Level: Early intermediate, 6th grade EFL learners

Teaching Context: Co-teaching: A Taiwanese and native-English-speaker teacher ("foreign teacher") work together.

Background: This is the fifth lesson in the Mulan unit. Students should already be familiar with the reading strategies Summarize and Predict.

Time Frame: One hour

Content Objectives: Students will learn the rest two reading strategies in Reciprocal Teaching Question and Clarify.

Language Objectives: Students will practice their speaking, reading, and writing skills.

Learning Strategy: Students will be able to read cooperatively in order to enhance their reading comprehension.

Materials: The story book: The Ballad of Mulan
Focus Sheet 5.1: Strategy Focus--Clarify
Focus Sheet 5.2: Strategy Focus--Question
Strategy Assessment 5.3: Learner Autonomy--Learning Journals
Assessment 5.4: Proficiency Test
Worksheet 5.5: Using Adjectives
Homework Sheet 5.6: Describing One Character
Homework Sheet 5.7: Prereading--KWL
Strategy Assessment 5.8: Reciprocal Teaching Assessment 5.9: Assessment Rubric
Strategy Assessment 5.10: Co-Teaching Checklist

Warm-up:
1. The Taiwanese teacher asks students to recall two reading strategies that had been taught in the last two classes.
2. Then, the teacher introduces which reading strategy will be focused on in this fifth lesson.
Task Chain 1: Strategy Focus
1. The Taiwanese teacher passes out Focus Sheet 5.1 and demonstrates how to monitor understanding of the key story events while reading.
2. The Taiwanese teacher passes out Focus Sheet 5.2 and reviews another reading strategy: Question which had been introduced in the first lesson.

Task Chain 2: Reciprocal Teaching
1. The Teachers ask two students to volunteer and demonstrate reciprocal teaching in front of the class. After the demonstration, students are divided into groups of four.
2. In their group, students are asked to read the rest of the story. One group member plays a role in reciprocal teaching and reads a text cooperatively. Students are asked to take notes about their group discussions (Strategy Assessment 5.3).
3. When students finish their reading, the teachers ask students to complete Worksheet 5.4 in their groups.

Task Chain 3: Using Adjectives
1. Students are asked to brainstorm some adjectives that are appropriate to describe the main character Mulan. The foreign teacher writes down students’ ideas on the board.
2. EFL students with limited amount of adjectives are encouraged to speak their adjectives both in Chinese and English. The Taiwanese teacher is required to assist students in this activity.
3. Students work in pairs to complete Worksheet 5.5. When students do not know some adjectives in English, they can use various resources in the classroom.

Homework:
1. Students write an article to describe any character they choose in the story by using the adjectives.
2. Students finish the KWL chart.

Assessment:
1. Formative: Both the Taiwanese and foreign teachers check that students are on track when students complete several activities in class (Strategy Assessment 5.3, and Worksheet 5.4, 5.5).
2. Summative: The Taiwanese and foreign teachers use Assessment 5.9 to evaluate students’ performance. In addition, Homework Sheet 5.6, 5.7 and Strategy Assessment 5.8 will be reflected in the final score.
3. Co-teachers collaboratively complete Strategy Assessment 5.10 to evaluate their partnership.
Focus Sheet 5.1
Strategy Focus--Clarify

As you read, monitoring how well you understand the text is important. To monitor means to check your understanding. Clarify means trying to enhance your comprehension about the text.

How to Use the Strategy: Clarify

1. **Reread**
   Rereading gives one more chance to make sense of a challenging text. If you are unclear about something in the text, you should try to reread part of the story to clarify. For example, when you are experiencing difficulties in understanding the text such as being alert to unfamiliar vocabulary, unfamiliar text structure, new or difficult concepts, and when you lose track of the meaning, it may be necessary to reread the whole passage.

2. **Journals**
   You can use journals to note anything unclear in the passage and record how you tried rereading, the difficulty you experienced, and what you learned after clarifying.
Focus Sheet 5.2
Strategy Focus--Question

Questioning gives an opportunity to identify the information provided in the articles. Readers become much more involved in the reading activity when they are posing and answering questions themselves.

How to Use the Strategy: Question

1. **Self-Checking**
   Assess your understanding on a text with the following questions, such as, what parts of the text were difficult? what strategies did I use for these parts? what did I learn?

2. **KWL Chart**
   A KWL chart requires you to think the following questions: "What do you think you know?", "What do you want to find out?", and "What have you learned?"

Source: Palinscar and Brown (1984)
Strategy Assessment 5.3
Learner Autonomy--Learning Journals

Directions: When your group implements Reciprocal Teaching as your reading, take notes about what is happening, what is the difficulty your group experiences, what strategies your group adopts to help you understand the text, and what you learn (15 points).
Assessment 5.4
Proficiency Test

1. What does Mulan mean when she says, “I have no need for honor or gold”? Why might she not want a reward (3 points)?

2. How might Mulan’s action seem even more heroic to her parents and the people in her village than they did to the Emperor and her comrades (4 points)?

3. What symbols does the author give to hint that Mulan’s soldier days are over (3 points)?

4. Why might Mulan reveal she is a woman at the end of the story (5 points)?

5. Why might Mulan explain her own brave action by talking about rabbits instead of people (5 points)?
Worksheet 5.5
Using Adjectives

Directions: After reading the story, you must understand more about the main character Mulan. How many adjectives can you find below to describe her personality? Circle the appropriate ones. You can consult a dictionary or books, or ask the teachers for help (15 points).

- shy
- nice
- kind
- meat
- brave
- smart
- honest
- reliable
- creative
- friendly

- outgoing
- dependent
- optimistic
- courageous
- untruthful
- pessimistic
- responsible
- accountable
- independent
- high-spirited
Directions: Use the adjectives and write a short article about any one character in the story you want to describe (15 points).
Homework Sheet 5.7
Prereading--KWL

Directions: Take out Worksheet 1.3 from the first class. Finish the L column (5 points).

<table>
<thead>
<tr>
<th>K- What Do You Think You Know?</th>
<th>W- What Do You Want to Find Out?</th>
<th>L- What Have You Learned?</th>
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Strategy Assessment 5.8
Reciprocal Teaching

Directions: Since the third class, we have learned and practiced the four reading strategies in Reciprocal Teaching. Write down what did you know about the four strategies (20 points).

1. How do I to summarize a text? Is there any chart or way that can help me to summarize?

2. How do I to predict characters' future actions or thoughts, a future event, or the outcome of a situation? Is there any chart or way that can help me to predict?

3. How do I to clarify unclear concepts in a text? Is there any way that can help me to clarify?

4. How do I to question unclear concepts in a text? Is there any way that can help me to question?
### Assessment 5.9

#### Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td>Strategy Assessment 5.3</td>
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<tr>
<td>Assessment 5.4</td>
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<tr>
<td>Worksheet 5.5</td>
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<td>Homework 5.6</td>
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<td>Homework 5.7</td>
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### Strategy Assessment 5.10

**Co-Teaching Checklist**

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Total
Unit of Instruction: Mulan
Lesson Six: From Fiction to Fact

Teaching Level: Early intermediate, 6th grade EFL learners

Teaching Context: Co-teaching: A Taiwanese and native-English-speaker teacher ("foreign teacher") work together.

Background: This is the sixth lesson in the Mulan unit. Students should already be familiar with the four reading strategies of Reciprocal Teaching.

Time Frame: One hour

Content Objectives: Students will learn how to separate facts from the story The Ballad of Mulan.

Language Objectives: Students will practice their writing and reading skills.

Learning Strategy: Students will use various kinds of resources to investigate facts.

Materials: The story book: The Ballad of Mulan
Focus Sheet 6.1: Characteristics of Fiction
Focus Sheet 6.2: Guidelines to Determine Fact
Strategy Assessment 6.3: Reciprocal Teaching--What Are the Facts?
Assessment 6.4: Proficiency Test
Focus Sheet 6.5: Booklists
Homework Sheet 6.6: From Fiction to Fact
Strategy Assessment 6.7: Learner Autonomy--How Did We Work Together?
Assessment 6.8: Assessment Rubric
Strategy Assessment 6.9: Co-Teaching Checklist

Warm-up:
1. Remind students that Mulan is an old Chinese legend. The characteristics and events might not really exist.

Task Chain 1: Separating Fiction from Fact
1. The Taiwanese teacher asks students to think about what are the differences between the fact and fiction.
2. The Taiwanese teacher passes out Focus Sheet 6.1 and explains the characteristics of fiction.
3. The Taiwanese teacher passes out Focus Sheet 6.2 that presents the guideline to distinguish fact from fiction.

Task Chain 2: What Are the Facts in the Story?
1. Students are divided into groups of four. Students are asked to summarize and paraphrase the true information from the story.
2. Students discuss and compare their opinions with each other to complete Strategy Assessment 6.3.

Task Chain 3: Is Mulan a Real Person?
1. Students are separated into two groups. One group asserts Mulan is a real person but another group asserts that she is fictional.
2. Students need to find detailed information to support their points of view (Worksheet 6.4).
3. Each group chooses one student to state their points of view in front of the class.

Homework:
1. Students choose a story book from the booklist (Focus Sheet 6.5) and borrow it from the class library. Students read the story book with their parents or classmates and identify the facts from the story (Homework Sheet 6.6)

Assessment:
1. Formative: Both the Taiwanese and foreign teachers check that students are on track when students need to complete several activities in class (Strategy Assessment 6.3, 6.4 and 6.7).
2. Summative: The Taiwanese and foreign teachers use Assessment 6.8 to evaluate students' performance. In addition, Homework Sheet 6.6 will be reflected in the final scores.
3. Co-teachers collaboratively complete Strategy Assessment 6.9 to evaluate their partnership.
Focus Sheet 6.1
Characteristics of Fiction

- Legends are usually told without lots of details for a storyteller to remember. Besides, there may be different versions of one story.
- Story elements may seem true to life or made up. At times, characters may act like a real person facing realistic problems. At other times, they may act "larger than life," facing problems and finding solutions that are impossible in real life.
- Details of plot, setting, and character are often less important than the point of the story.

Source: http://en.wikipedia.org/wiki/Fiction
Focus Sheet 6.2
Guidelines to Determine Fact

Here are some guidelines to help you determinate the fact in a text:

1. **The Author:**
   Who is the author? Have you heard of the writer before? What is the reputation of the writer? How well written is the article?

2. **The Publisher:**
   Who is the publisher? Have you heard of the publisher before?

3. **The Point of View:**
   What is the point of view? You should figure out whether the information is neutral or not.

4. **The Sources of the Information:**
   What are the sources of the information? Are there references to other sources? Does the author cite other sources of information in the article? Can you go to these sources to verify the information? How current is the information? The documents should include the date when they were written or when they were last updated.

**Strategy Assessment 6.3**  
**Reciprocal Teaching--What Are the Facts?**

Directions: After reading this story, you need to summarize, clarify, and question the true information from the story. Discuss with your group members to complete this assignment. You can consult encyclopedias, search the Internet, or ask classmates or the teachers. You also could discuss and compare the answers with other groups (25 points).

<table>
<thead>
<tr>
<th>The Information of the Story</th>
<th>Fact</th>
<th>Fiction</th>
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<tbody>
<tr>
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Worksheet 6.4
Proficiency Test

Directions: Do you think Mulan is like a real person or like a legendary person? List the examples you could find in the book to support your viewpoints (30 points).

We think that Mulan is a ________________ person, because
<table>
<thead>
<tr>
<th>Books</th>
<th>Author</th>
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<tbody>
<tr>
<td>The Ballad of Sir Dinadan</td>
<td>Gerald Morris</td>
</tr>
<tr>
<td>Peter Pan</td>
<td>J. M. Barrie</td>
</tr>
<tr>
<td>Abe Lincoln’s Hat</td>
<td>Martha Brenner</td>
</tr>
</tbody>
</table>
Homework Sheet 6.6
From Fiction to Fact

Directions: Choose one story book from the booklist (Focus Sheet 6.5) and borrow it from class library. Read the book with parents or classmates and identify the facts from the fiction of the story (30 points).

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**Strategy Assessment 6.7**

**Learner Autonomy--How Did We Work Together?**

Directions: Think about how your group works together. Evaluate yourself and your team members. Check “Yes” if you agree and “No” if you do not agree.

Name:
Group member:

<table>
<thead>
<tr>
<th></th>
<th>Myself</th>
<th>Group</th>
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<tbody>
<tr>
<td>Helped each other</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Shared ideas</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Spoke politely</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Was a good listener</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Stayed on task</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Participated in group work</td>
<td>Yes</td>
<td>Yes</td>
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## Assessment 6.8
### Assessment Rubric

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<td>Strategy Assessment</td>
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<td>Worksheet 6.4</td>
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<td>Homework 6.6</td>
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<td>Assessment 6.7</td>
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### Co-Teaching Checklist

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REFERENCES


