Innovative literacy content, methods, and assessment in English-as-a-foreign language primary instruction

Tzu-Ru Tsai

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INNOVATIVE LITERACY CONTENT, METHODS, AND ASSESSMENT IN ENGLISH-AS-A-FOREIGN-LANGUAGE PRIMARY INSTRUCTION

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
Tzu-Ru Tsai
March 2006
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Approved by:

Dr. Lynne Diaz-Rico, First Reader
Dr. Bonnie Piller, Second Reader

March 6, 2006
ABSTRACT

English reading is the fundamental academic skill in which English-as-a-foreign-language (EFL) students must achieve proficiency when learning a second language. The primary goal of this project is to offer Taiwanese teachers diverse innovative literacy instruction and assessments to motivate students’ reading process.

This project elaborates a series of instructional concepts to foster students’ reading proficiency: innovative literacy instruction, learning centers, verbal protocol analysis of the reading process, vocabulary acquisition through short texts, and reading assessment. It also presents a theoretical model that shows how these instructional concepts and three-stage reading process are interrelated. Finally, a theme-based curriculum is based on the concepts inherent in the theoretical model and offers innovative assessment as a means to evaluate students’ learning.
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CHAPTER ONE
INTRODUCTION

Background of the Project

English is the most popular foreign language in Taiwan because of the increasing need for Taiwanese government officials to speak English. Especially because Taiwan has become a member of the World Trade Organization (WTO), a high percentage of the economy relies on import and export trade. Business companies need people with English proficiency to join their team to face competition with international rivals. English has become an important tool to communicate and exchange knowledge with foreigners. The ability to speak English is no longer just a benefit, but a necessity.

Schooling in Taiwan is mandatory for nine years; English education starts in the third grade. However, in 2005 the Ministry of Education started English education from the first grade to make English a second language for Taiwanese rather than a foreign language. In addition, English is a required pre-college subject; students have to get high grades if they wish to enter prestigious universities. However, the existence of many supplemental schools and English institutions in Taiwan also implies
that the English education in schools is not sufficient. Educators need to provide better organized English education to facilitate students' learning.

Teaching Methods in Taiwan

In Taiwan, even though students learn English as a foreign language (EFL) for nine years, they often still cannot use English in their daily lives because English education in Taiwan focuses on grammar, reading, and writing. In classroom, the teachers just follow the textbook, teaching vocabulary and grammar; the role of students is to sit and listen to teachers. There is very little interaction between teachers and students, so too often the result is students' indifference toward learning English.

At the present time, the Taiwanese government is aware of the problems in English education and has started to introduce foreign teachers, who may be fluent in English but seldom have received any training in teaching. This contrasts with Taiwanese teachers who may have teacher training but may not fluent in English. Despite the tensions around the foreign teachers' lack of pedagogical expertise, Taiwanese students have more opportunities to speak English in the classroom using realistic language provided by the foreign teachers.
Furthermore, in Taiwan the class usually contains forty or fifty students but only one teacher. Therefore, the standardized test is the most convenient method for teachers to evaluate students’ academic performance. The school and parents also rely on the score that students attain on the test to ascertain their learning level.

However, another standardized-test-related problem is that many teachers teach students how to take tests without encouraging independent thinking. Most teachers prefer to teach students to learn test-taking skills instead of learning thinking skills, so that students can get a high grade on tests. In fact, controlling students’ learning attitudes and evaluating the level of students solely through examinations is very difficult and unfair. In order to solve this problem, the Taiwanese government plans to reduce class size by affording classrooms a thirty-to-one ratio of students to teachers. This is intended to encourage teachers to hold small-group activities in the classroom to enhance students’ critical and creative thinking skills.

**Target Teaching Level: Elementary School**

I plan to teach English to elementary students in Taiwan. This is the first time during which students learn English and also an important period during which to
inspire their desire to learn English. The age of the students means low comprehension of abstract concepts; they are encouraged just to follow their likes or dislikes and to be curious about things that happen in the world—unlike the adult learner who is often rife with jaded prejudices. The primary grades comprise the prime time to learn English without the stress of getting high examination scores.

However, the English-teaching methods in Taiwan still follow tradition. Teachers just explain the content of the textbook, and incorporate little active learning. Nevertheless, the primary-grade students are little children, and it is hard for them to pay attention throughout the whole class. As a result, teachers should create connections between students and encourage them to speak in daily conversation.

In addition, I had a part-time job teaching elementary-school students in a cram school. I felt the biggest challenge was how to control the students' emotions because these young students often found it difficult to control themselves. Sometimes, they would cry or get overexcited without any warning, which affected the whole class atmosphere. I often acted tough to resolve the
situation. However, these children are innocent and artless. They did not become emotional on purpose.

In Taiwan, the children seldom come in contact with foreign cultures, but it is necessary to know something about the culture to learn a language. I will design authentic activities to teach children English songs, poems, and customs such as holidays. For Halloween, the school should cooperate with nearby stores to hold trick or treat and jack-o-lantern competitions, haunted houses, and costume parades. For Easter, the children will draw eggs and have an Easter egg hunt. In this way, the children will learn the language quickly through these experiences and daily conversations.

The Problems in Reading English in Taiwan

In Taiwan, teachers only focus on students' grades on certain standardized tests and ignore how the students construct their reading process. The standardized test is the only assessment used to evaluate their achievement. Teachers give students many tests everyday to train students as good test takers but offer few activities for learning. The result of this approach is that teachers lack varieties in teaching strategies and students have passive learning attitudes.
The goal of my career is creating an English environment with methods and skills that lead students to become interested in learning English. Certainly, I have to incorporate what I have learned from my studying into actual classroom use. In Taiwan, English is no longer just a tool to get a high grade but is now an indispensable instrument in daily life.

The Purpose of the Project

The primary aim of this project is to offer Taiwanese teachers diverse innovative literacy instruction and assessment based on a theoretical framework to inspire students' learning. This project can bring new methods to Taiwanese teachers to solve these problems and make a difference. It also presents various principled teaching methods to enhance teacher's teaching and students' learning.

To inspire students' creative thinking, teachers can offer work-group activities to foster students' creativity as they gather information from different perspectives. Learning centers is a well-received form of group activities that is never used in Taiwan. This new method can enrich English pedagogy in Taiwan because unlike
traditional teacher-centered instruction, it provides flexible teaching strategies.

Learning new vocabulary through short texts is a way to enrich teaching strategies in the classroom. In Taiwan, most teachers still use word lists or rote methods to structure students' learning. Reading short texts can provide many fascinating activities and inspire students' learning easily.

Helping Taiwanese teachers to change their assessment methods is another key purpose in this project. If Taiwanese teachers cannot adjust their evaluation, their teaching methods are constricted by certain standardized tests that constrain students' creative thinking. Teachers should monitor students' reading process and assess their achievement to identify their levels. Only appropriative teaching methods and assessment can fit students' needs and promote their innovative literacy learning.

The Content of the Project

This project introduces innovative literacy assessment based on a theoretical framework evaluated by means of a theme-based instructional unit. This project consists of five chapters:
Chapter One describes the background of teaching and learning in Taiwan and the significance of this project. Chapter Two is a review of literature which contains five important concepts: innovative literacy instruction, learning centers, verbal protocol analysis of the reading process, vocabulary acquisition through short texts, and reading assessment. Chapter Three presents a theoretical framework model based on the above concepts. Chapter Four presents a curriculum unit that incorporates the theoretical framework model introduced in Chapter Three. The lesson plans are attached in the Appendix. Chapter Five explains the methods of assessment that can be applied for each lesson in Chapter Four.

The Significance/Limitation of the Project

Learning a second language is a challenge for most elementary school students in Taiwan because the traditional teaching methods used by the majority of teachers result in passive student learning. This project only focuses on students' reading progress, not on all language skills. It introduces the concepts of innovative literacy instruction and assessment. It also encourages teachers to modify the traditional one-way evaluation procedures, potentially bringing a new energy of
innovation and creativity to traditional teaching instruction in Taiwan. With this approach, teachers can create more effective class environments for elementary students as they learn English.
CHAPTER TWO

REVIEW OF THE LITERATURE

Teaching innovative literacy skills to students is the responsibility of an educator because it facilitates students’ academic achievement and benefits students’ outside-the-classroom practical problem-solving. In learning a second language, vocabulary acquisition is the essential requirement for primary-school-aged children; using the short texts may be the best way to enhance students’ vocabulary learning. To this end, the use of learning centers is an excellent instructional method to enhance students’ vocabulary acquisition creatively because it offers the opportunity for flexible instruction.

No matter what kinds of instructional methods the teacher uses, he or she needs to assess students’ reading process to identify a matching level of instruction. This way the teacher can apply more effective teaching methods in the classroom corresponding to students’ ability and mastery levels.

This chapter explores and elaborates upon instructional strategies aligned to the reading process for primary-age second-language learners.
Innovative Literacy Instruction

Innovative literacy instruction is an essential skill for students' flexible thinking by gathering information as they solve complicated problems and transfer knowledge from known and unknown domains. This not only benefits students' academic achievement, but also reaps rewards outside the classroom in students' present or future lives. Gregory and Kuzmich (2004) defined innovative literacy as follows: "Innovative literacy is... reading, writing, speaking, and listening to do a complete task, solve a complex problem, invent a unique product or process, or create something new or influential" (p. 163).

In literacy instruction, innovation refers to creativity, invention, and uniqueness. Students need to learn to produce something new instead of reproducing existing ideas. In real life, creativity is one way for individuals to compete with others in society. Therefore, by teaching literacy in innovative ways, teachers can assist students to gather information from different perspectives in unusual ways. The creative thinking skills this develops can help students become life-long leaners.

The Concept of Innovation

Manzo, Barnhill, Land, Manzo, and Thomas (1997) stated that for a student, creative thinking skills start
with gathering information and ideas from multiple sources, recalling prior knowledge or previous experiences, and asking questions. Then, the students combine these ideas to develop solutions and other creative possibilities to serve a specific purpose. Creative thinking skills allow students to answer “what if...” questions that they may encounter in school and life.

Questioning is a fundamental requirement in innovative literacy, and curiosity and skepticism are engines that drive questioning. Wolfe and Brandt (1998) stated that the brain is essentially curious because it seeks connections between the new and the known, which stimulates innovation and creativity.

Barell (2003) observed that in the context of literacy, innovation and creativity begin with questioning. It is important for educators to train students' high-level thinking through asking questions so they can develop the natural curiosity that has lifelong implications for success. Teachers can continue to ask their students open-ended questions that will improve the quality of their answers and train them to use high-level thinking to produce innovation.
The Models of Innovation. Lubart (2000) pointed out that innovation should be defined as the product of both appropriate work and novel ideas. Appropriate work refers to the useful response to certain needs, and novel refers to original work with an unpredictable outcome. Recently, researchers have put forth much effort in identifying the factors that influence innovation. Most researchers agree that there are two types of innovation: process-oriented and systems-oriented models.

Process-oriented models focus on cognitive aspects of innovation: how people think. Lubart (2000) summarized four issues that belong to process-oriented models: problem finding, divergent thinking, synthesis of information, and idea combination through random process. The first stage of process-oriented models, called generative processes, involves retrieval, synthesis, and categorical reduction of information. The second stage, explorative processes, is composed of interpretation, hypothesis testing, and functional inference of information.

Systems-oriented models have a broader approach to innovation than process-oriented models. Csikszentmihalyi (1999) explained that the system-oriented models ranged from more of a social view to a more individual view.
System-oriented models involve the interaction between the producer and the audience that is composed of the individual (personal background), the field (society), and the domain (culture). The interaction between domain and individual only represents information; interaction between field and domain produces novelty. However, the interaction between field and individual produces innovation.

The Innovation Process. Amabile (1983) recognized that innovation is intimately connected to culture and history, and showed three componential models of innovation: expertise skill, creative skill, and motivation. Expertise skill means people have more prior knowledge of the domain and therefore more innovation will result. Creative skill is correlated with personality characteristics. Motivation is the reason why a person engages in a task to produce innovation.

Amabile (1996) also described four phases in the creative process: problem identification, preparation, response generation, and validation. It is very important for students to identify and respond to the correct problems during the creative process. That is the reason why problem identification is the first step in innovation.
Preparation is the next step of innovation, including building up or reactivating relevant information. In the response phase, an individual only needs to generate possible responses from different sources. The final phase will be chosen from the ideas that have been generated, and will determine which responses will be useful. Unquestionably, these useful responses should be recognized by others.

Creative Classrooms

Amabile (1996) indicated that environment factors will interact with individual differences to influence the creative process. Black (2003) described the basics of a creative classroom: Students and teachers are free to study and explore important curriculum topics without any limitation. In a creative classroom, the teacher is aware of government standardized tests, but teaches required topics in a manner that inspires students to learn. This way, students think deeply while they meet problems, discuss ideas, and pose questions from diverse perspectives. Edwards and Springate (1995a) presented five rules for teachers to help promote student creativity in the classroom:

1) Time: Give student abundant time to explore and do their work while they are engaged in
an interesting task to enhance their creative product.

2) Space: Provide an inviting work place that let students finish work automatically and spontaneously.

3) Materials: Offer sufficient literacy resources that students can use freely to enhance their creativity.

4) Climate: Build a classroom atmosphere where students feel comfortable about their creativity where they can be allowed to make mistakes and respect other’s opinions.

5) Enrichment: Help students think about their after-school experiences that expose them to ideas that they can use in the classroom. (p. 26)

Although some teachers may argue that standardized tests restrict the atmosphere in the classroom, these standards are all too easy for teachers to follow in the classroom. Teachers can still support creative learning environments for their students while teaching a standardized test curriculum. Unfortunately, primary-aged students can lose interest in school easily when their creativity is diminished. Therefore, building a creative
environment for students is a vital responsibility of the teacher.

Instructional Implications

Creative individuals depend on a repertoire of knowledge and skills to produce high-level thinking (Amabile, 1996). Therefore, how to foster student thinking skills becomes an issue for teachers. Bowd, McDougall, and Yewchuk (1998) suggested seven tips for teachers to enhance students' creativity:

1) Fluency: Ask many open-ended questions or problems.

2) Flexibility: Generate diverse ideas and view different situations from different perspectives.

3) Originality: Produce unique, individual responses.

4) Elaboration: Give rich details to ideas.

5) Visualization: Mentally manipulate images and ideas.

6) Transformation: Change one thing or idea into another to look into new meanings and Implications.

7) Synthesis: Combine different parts into a coherent whole. (p. 103)
However, fostering creativity is not easy. Bartel (2001) stated that sometimes teachers may hinder students' creativity when they think they are encouraging students' creative thinking. For example, teachers might give open-ended assignments for students and encourage them to choose topics that relate to their interests. With this method, students may tend to hand in less creative work because teachers fail to make standards for each student and fail to impose limits in the students' assignments.

Moreover, many experts suggest teachers should give many materials or models for students to adapt. They think imitation and repetition are helpful for students to develop basic skills. However, Bartel (2001) suggested that teachers should teach students to generate ideas by using a list, sketching possibilities, and judging their ideas for usefulness and durability rather than giving students secondary information.

Scenario-based Learning. Gregory and Kuzmich (2005) indicated that in order to give students opportunities to practice essential innovative skills frequently, educators should design many learning tasks to train students to integrate ideas independently and construct their own innovation. The best method is a scenario-based learning activity that uses realistic scenarios and interactive
Work-group Activity. Simonton (2000) suggested that encouraging diverse students to work in groups fosters creativity. When groups are comprised of various student levels, students will reach their goals quickly because each individual student has his or her own thinking style that can offer their group members creative ideas. With this method, students hear an opinion from someone who has a different perspective, which will produce more than one solution to a problem.

Class Activity. Here are three strategies that teachers can apply in the classroom for diverse students: Four Squares for Creativity, R.A.F.T., and iREAP. Gregory and Kuzmich (2004) pointed out that the four-squares activity is an excellent activity to promote creativity. To use Four Squares for Creativity, the teacher first poses a question to the individual students or groups (see Table 1). Students follow the four squares to build importance elements of creativity. The Four Squares method can also be used as an assessment strategy to promote students' learning.
Table 1. Four Squares for Creativity (Elementary Example: What Kind of Tool Is Best?)

<table>
<thead>
<tr>
<th>List as many uses for a tool as you can in five minutes. Use brainstorming. Tool _______</th>
<th>What kind of tools do you think your parents would like as a gift? You can guess.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Flexibility</td>
</tr>
<tr>
<td>Originality</td>
<td>Elaboration</td>
</tr>
<tr>
<td>Think of a new tool that everyone needs.</td>
<td>Describe your tool so that we could use the description in an advertisement on the Internet or in the newspaper.</td>
</tr>
<tr>
<td>Name your tool _______.</td>
<td></td>
</tr>
<tr>
<td>What will it help us do?</td>
<td></td>
</tr>
<tr>
<td>Draw your tool.</td>
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Manzo, Manzo, and Albee (2002) introduced iREAP as a way to improve students' reading and writing by using different perspectives in the classroom that use the Internet. The REAP system (Read, Encode, Annotate, Ponder) for responding to text has been in use in elementary through college classrooms for many years. However, in the iREAP, Manzo, Manzo, and Albee add technology to REAP. The "i" in iREAP refers to using the Internet to gain more information.

Using iREAP, students read the basic text first, and then encode the message into their own words while reading. Next, teachers ask students to annotate and analyze the message by writing responses from several
perspectives, and ponder what they have read and written. Finally, students share their perspectives with peers or read their responses to the whole class. Buehl (2001) presented a strategy, R.A.F.T (role, audience, format, and topic), to encourage students’ creative reading, writing, and divergent thinking. The meaning of the R.A.F.T acronym is as follows:

R: Role of the writer
A: Audience of writing
F: Format of the product being created
T: Topic of the product

Using R.A.F.T, students take on the role of someone or something related to the topic of study, and then they propose a possible audience. Next, students can create a scenario for role and audience interaction that is relevant to the topic. By means of this activity students learn to think critically about content, make connections to the text, and combine possible information into reading and writing.

These three class activities offer students opportunities to develop the fluid and flexible thought patterns of innovative thinking and creativity. Students are also allowed to show their understanding of problems in their own way.
Summary

It is the responsibility of educators to foster innovative literacy skills in students. Teachers should give students opportunities to practice the skills of innovative literacy to facilitate their classroom achievement. When students encounter problems outside the classroom, they will have the skills to design multiple and diverse creative solutions by using innovative skills. Innovative literacy will help students prepare for their future through practicing and rehearsing problem-solving in the classroom.

Learning Centers

The use of learning centers is an excellent instructional method to individualize the student's independent and collaborative learning, benefiting both teachers and students. This educational tool offers the opportunity to the teacher to give individualized instruction for different students that matches their levels and raises their academic achievement. By using learning centers in the classroom, students are able to be enthusiastically engaged, increasing literacy and development of important life skills.
Learning Centers Defined

Swartz, Shook, Klein, Moon, Bunnell, Belt, and Huntley (2003) defined learning centers as follows: Learning centers are designed for specific learning purpose and provide many meaningful activities. Students are able to practice and increase proficiency in previous learning without teacher assistance.

A successful learning center should have appropriate materials to enable students to explore and work independently; moreover, this can be individual work, with partners, or in a small group. Students also should know the purpose of the center and their jobs while in the centers. In actuality, learning centers are not specific places in the classroom; indeed, they are centers of activities. A center might be a space on the floor space, in front of a wall space, or at a table, using a plastic box or bag of materials.

Davis (2000) pointed out that learning centers offer the opportunities for student practice and enhancement of academic skills in a variety of areas, such as reading, science, mathematics, and social studies. Students can be involved in self-directed learning based on their interests and strength.
Purpose of Learning Centers. Salend (2001) described that learning centers can be focused on specific areas such as logic and problem-solving. They enable the teachers to vary and individualize instruction.

The use of learning centers is a good way to differentiate learning for diverse learners at any grade levels and allow students to focus work in areas of their strengths or weakness that need development (Gregory & Kuzmich, 2004). Fountas and Pinnell (1996) explained that learning centers are task-oriented, not simply a closed-ended exercise. The best and most productive centers involve open-ended inquiry. The authors gave suggestions for making learning centers work, as follows:

1. As with every area of the classroom, the center and materials in it should be organized and clearly labeled.

2. It is best not have more centers than are needed and can be used within the course of week. A center that sits idle most of the time is just taking up needed space.

3. Introduce centers one at a time, explicitly demonstrating and practicing the routines for using it with the children. A new center should not be introduced until the
children fully understand how to use the ones introduced before.

4. Children need to know the specific tasks that are expected in the center for any given day or week.

5. Each center needs an adequate supply of necessary materials.

6. There should not be more supplies than needed.

7. Established routines for participating in centers (for example, children may be assigned to centers on specific days or there may be a limit to the number of participants). (p. 49)

Learning centers must have ongoing routines so that students are familiar with the use of materials and the teacher is able to observe students in different ways: Ideally, the center is self-contained but students' work is evident and available for formative or summative evaluation.

Traditional Centers and Dynamic Centers. Whether the centers should be teacher-centered or student-centered is the first concern for teachers who are using learning centers for the first time. Cosgrove (1992) indicated that
some teachers have difficulty in using centers. They are not sure whether learning centers should be teacher-assigned or chosen by students.

Forte, Pangle, and Tupa (1974) designed one center called Believe It or Not. In this center, students were required to write down their favorite myth. Then, students are asked specific questions about the myth. This activity is designed to encourage students to think creatively. However, through this method, the teacher maximizes control in students' learning and has a specific task and expectation for the students to complete. As a result, students' learning is still limited in teacher-directed centers. Barnett and Irwin (1994) also agreed that the more traditional and direct instruction that takes place in the classroom, the less students like to read. Therefore, centers that encouraged independent reading may be the key to students' desire to be a reader.

Currently, most teachers believe that the less control they exert over students' activities, the more involved students will be: Once teachers have no pressure of following school-designed curriculum, most of them will implement student-centered learning centers in the classroom because the activities in the centers are designed for a child's instructional level. Cosgrove
(1992) claimed that student-centered activities have more meaning for students than those that are teacher centered.

**Organization of Learning Centers**

A well-organized learning center can facilitate students’ learning no matter whether in individual or group activities. Such a center can help teachers to make sure that students are on track. There are five aspects that must be considered when establishing learning centers: Selecting centers and grouping, environment, duration, evaluation, and the role of students and teachers.

**Selecting Centers and Grouping.** In a learning center, the teacher has two choices: whether to assign students into groups, and what kind of activities to design. Some teachers assign students to groups and even designate the activities in which they need to participate. However, some teachers assign children to groups and allow students to decide how to participate.

Swartz, Shook, Klein, Moon, Bunnell, Belt, and Huntley (2003) advocated that teachers should build routines for centers and assign group partners. Students need to work at the same center for a few days so that they can become totally involved in the learning tasks.
before they move on to the next learning center. If teachers do not assign students in groups and centers, students will only choose centers and group members depending on preconceived, narrow preferences, so that they may not take advantage of opportunities to participate in other learning centers and work with different classmates.

On the other hand, Morrow (1997) suggested that teachers should give freedom for students to choose learning centers they want to do and group members with whom they want to work. Through choosing centers and finding partners, students have more chances to make decisions by themselves and learn to think independently.

Environment. The environment of centers is very important for students' learning. A center with a good environment can produce positive effects on students' learning. Isbell (1995) suggested that boundaries should be made between centers, because if boundaries do not exist, students will wander in and out between different centers. These boundaries can be made of various materials such as bookshelves and tables that help students to maintain their attention on their own centers. Cosgrove (1992) indicated that teachers should consider the following aspects:
• Space: allow ample with tables and storage.
• Traffic flow: doors, windows, and desk.
• Number of people in the room, including children and adults.
• Available equipment and materials. (p. 7)

According to Coons (1993), the teacher should consider the classroom size and design adequate space and materials for the number of students who will participate at each center. Coons cautioned that too many groups could be confusing for young students. They would forget what tasks needed to be done at each center.

The arrangement of the classroom is the first concern for the teacher when designing learning centers. The teacher should provide students an adequate space for the center and good traffic flow so that students are aware of the boundaries of centers and can concentrate on work at their own centers without space pressure. In addition, sufficient material is another key factor in centers; there should be enough materials to accommodate all students while they are working.

**Duration.** How much time allowed for a learning center is often debated. Most experts believe that the more time students are engaged in center activity, the less opportunity there is for them to be distracted. Isbell
believed that thirty minutes is the minimum for students involved in a learning center. Longer periods from forty-five minutes to one hour encourage students to become more involved in centers. In Edwards and Springate's view (1995b), students should not be artificially rotated when they still productively engaged and motivated in the learning center. Obviously, teachers need to give students sufficient time while they working in a center in order to enhance their engagement.

**Evaluation.** How to evaluate students' performance in the learning center is a difficult issue for teachers. Cummins and Lombardi (1989) offered the following suggestion for evaluation of learning centers: the teacher can give a worksheet to students and ask them to write down what they have done in the center. After collecting students' worksheets, the teacher can read students' work and determine whether students have understood their learning in the learning center.

Allington (1994) proposed that teachers should make folders for each student and attach anecdotal notes for each student's growth by means of long-term observation. With this method, the teacher can examine the effectiveness of the centers and make adjustments to suit children's needs.
The Roles of Students and Teachers. The learning center is one kind of collaborative learning that helps students to learn from each other through discussion and also promotes students' academic performance. Forman and Cazden (1985) pointed out that collaborative learning allows students to explain what they learned from the tasks and listen to each others' explanations.

In this approach, students can observe, guide, and correct while the other members perform tasks. In addition, students can build friendships and develop acceptance of differences through this activity. As a result, the role in the group becomes an important issue during collaborative learning that influences the achievement of a group.

In Morrow's (1997) view, once groups are formed, the role of each group member needs to be decided. Each student has his or her responsibility in the center. Besides, in a group, there must be a leader, who will control the formation and production of the group. There also needs to be a recorder, who will write down what the group has done and share the accomplishments of the group. Also students need to take turns on jobs and make sure each group members has a job that correlates with the task.
As to the teacher’s role in the classroom, the teacher’s planning is the most important factor in the success of the learning center. In addition to preparing the environment and designing activities in learning centers, the teacher has another important task during learning center time. Morrow (1997) shared four guidelines as follows. The teacher...

1. Facilitates or initiates activities that children cannot achieve alone.
2. Guides or scaffolds literacy behaviors when help is needed.
3. Participates in activities with children at their request.
4. Observes activities and provides positive reinforcement for jobs well done. (p. 68)

The teacher’s role in the learning center is not simply one of passive bystander but also an active participant. That is, the teacher needs to pay more attention to observing students’ reaction than is necessary in teacher-centered activities. To review, before implementing learning centers in the classroom, the teacher should think about selecting centers and grouping, establishing a working environment, determining how long should be the duration of a center, deciding how to
evaluate center activities, and structuring the different roles of students and teachers. Each of these factors will enhance or undermine the outcomes of a learning center.

Implications of Learning Centers

There are many kinds of learning centers such as literacy, mathematics, and science centers. Although each center has different purpose, it provides students a way to develop a specific skill to facilitate learning. In addition, no matter what kind of center the teacher uses, he or she needs to offer a well-organized design to students. The reading center is an example.

Daniels (1994) stated that before the teacher implements a reading center, he or she needs to prepare sufficient reading materials, including stories, poems, and autobiographies. The teacher assigns students into groups but allows each group to choose books in which they are interested. After deciding the reading books, each group sets a reading and discussion schedule. Next, students read independently or with their peers; then, students share and discuss their ideas. In addition, a book may need more than one day to finish. Thus, the teacher should build routines so the reading center can run for a number of days, allowing students to finish the book.
Daniels (1994) mentioned the characteristics of the reading center:

1. Students choose their own reading materials.
2. Small temporary groups are formed, based on book choice.
3. Different groups read different books.
4. Groups meet on a regular, predictable schedule to discuss their reading.
5. Kids use written or drawn notes to guide both their reading and discussion.
6. Discussion topics come from the students.
7. Group meetings aim to be open, natural conversations about books, so personal connections, digression, and open-ended questions are welcome.
8. In newly forming groups, students play a rotating assortment of task roles.
9. The teacher serves as a facilitator, not a group member or instructor.
10. Evaluation is by teacher observation and student self-evaluation.
11. A spirit of playfulness and fun pervades the room.
center, all have the same goal: Training students to practice independent and collaborative learning.

Summary

Learning centers are beneficial for classroom management, helping students to learn to work independently and collaboratively. In addition, in learning centers, the teacher plays a role to encourage students to try new learning method and materials in the classroom. Using centers, students can work slowly or quickly depending on their needs. This way, students have the opportunity to develop skills in areas where they need more practice so that they can enhance their academic achievement.

Vocabulary Acquisition through Short Texts

Vocabulary acquisition is a fundamental need for primary school-aged children in the early stages of learning a language. It involves the skills of listening and speaking, and later reading and writing. Language learners need a certain level of vocabulary words to help them communicate well.

In the past, students learned vocabulary through word lists or memorization, resulting in passive learning by students. In more recent times, educators have taught
vocabulary words through short texts, such as illustrations, songs, and poetry. These are more effective approaches to increase students' motivation and improve vocabulary skills than are rote methods. Scott (2002) stated that short texts offer useful models for students to learn vocabulary without overtaxing learners' memories, as is the case with longer texts. In addition, Decarrico (2001) advocated out that vocabulary be learned in context, with understanding and meaning, not separately or by memorization.

Currently, teachers are using diverse teaching strategies to facilitate students' vocabulary learning. Short texts are better for students than longer texts because there are a number of activities that can be linked to short texts in the classroom that are stimulating and motivating for the students. The following sections will discuss vocabulary development, incidental vocabulary, and the relation between short texts and verbal learning.

Strategies of Vocabulary Development

Primary school-aged children who are beginning language learners may recognize certain levels of vocabulary words but may not fully understand their meaning. Moreover, their vocabulary words are limited
because of their young age. Thus, an effective and systematic vocabulary program is helpful for their language development.

**Concepts about Print.** First, children need to learn concepts about print, such as the left-to-right direction of written words. It is the precondition for children to learn language and helps children move forward in orthographic development. Moreover, English words are made of alphabet letters. Therefore, learning letters becomes important for beginning learners. Morais, Cary, Alegria, and Bertelson (1979) stated that preliterate children have difficulty identifying individual phonemes with words. As a result, learning the alphabet has become a gateway to entering literacy.

Primary school-aged children spend a lot of time learning each letter's shape and sound. Moreover, each letter has upper and lower-case forms. Some letters are similar to others, which can be confusing for children; for example, V and U have similar shapes and B and P have similar sounds. After knowing the characteristics, sounds, and shapes of letters, children can start to learn vocabulary.

Drum and Kononpak (1987) described six states of prior knowledge combined with learning for each goal and
offered an example of prior background knowledge that the student showed (see Table 2). In order to achieve these goals, vocabulary instruction becomes a significant factor for primary school-aged children. Beck and McKeown (1991) stated that helping students become actively involved in the learning process is an important component of vocabulary development. In addition, dynamic involvement can stimulate children's interest in vocabulary learning.

Table 2. Prior Student State for Learning Word Meanings

<table>
<thead>
<tr>
<th>Student's State</th>
<th>Learning Goals</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knows word meaning aurally</td>
<td>Decoding for reading</td>
<td>Can describe an elephant accurately but cannot read the word</td>
</tr>
<tr>
<td>2. Knows word meaning but does not express it</td>
<td>Production in writing and speech</td>
<td>Can understand the word chaos but not sufficiently familiar to use it</td>
</tr>
<tr>
<td>3. Knows meaning but not word</td>
<td>New label for old concept</td>
<td>Knows the idea of fear and hiding but does not know the word cringe</td>
</tr>
<tr>
<td>4. Knows partial meaning of word</td>
<td>Extend the attributes for a label</td>
<td>Knows the word guerrilla means soldier but does not know the tactics or the type of soldier connoted</td>
</tr>
<tr>
<td>5. Knows different meaning of word</td>
<td>New concept for old label</td>
<td>Knows that force means strength but does not know the vector meaning</td>
</tr>
<tr>
<td>6. Knows neither the concept nor the label</td>
<td>New concept and new label</td>
<td>Knows nothing about automatic structure, including the term ion</td>
</tr>
</tbody>
</table>

Picture-sorting Activities. Picture-sorting provides another way to facilitate vocabulary and conceptual development for primary school-aged children learning English. Mueller (1980) suggested that picture illustrations support the reading process because they clarify the meaning of new words. Teachers in the classroom may use picture cards for sorting activities. For instance, the teacher may give the children kitchen and classroom picture cards mixed together and ask them to sort these picture cards into kitchen and classroom cards. This way, the new vocabulary words will be enhanced or reinforced through practical experiences.

Word Play. The most common strategy used to explore vocabulary is wordplay. Children put words together in unusual ways to create new words. For example, they may put *cat* and *fish* together to create *catfish*. Word sorting is one kind of word play and a process of classifying words according to similarities and differences. The difference between word sorting and picture sorting is that there are only letters on the word-sorting cards. With this method, students can guess the meaning of a word and the teacher can examine the children’s orthography and words in print. Furthermore, word play can also help
children learn word meanings, homophones, antonyms, and synonyms through sorting activities.

Learn Word Meaning through Context. After one-word learning through picture and word sorting, children begin to learn word meaning through context. Ruddell and Ruddell (1995) listed three ways to learn new vocabulary. First, children need to find the definition of new vocabulary or guess the meaning of words from context. Second, children need to use comparison and contrast to find similar words and word group in context. Third, the meaning of new vocabulary can be enhanced through other semantically related words.

Haggard (1986) provided a strategy that can help students retain vocabulary over a long-term period: Vocabulary Self-collection Strategy (VSS). There are two features in VSS: (1) students learn new vocabulary words independently, and (2) students learn new vocabulary words that they are interested in from various sources.

Vocabulary Self-collection Strategy begins after reading. The teacher divides children into groups or pairs and asks students what words they do not understand. Then, the teacher lists the vocabulary words on the board. After that, children need to define the meaning of vocabulary words through group discussions or finding the meaning in
the dictionary. Later, children can practice VSS by themselves when they read independently.

By learning the alphabet and using picture-and word-sorting activities, children can acquire the concept of word meaning and orthography with help from the instructor. VSS enhances long-term retention of vocabulary for children who are learning vocabulary independently. This systematic vocabulary-development approach can increase the amount of vocabulary learned and improve children's language proficiency.

Learning Incidental Vocabulary

Nagy and Herman (1985) posited that students' vocabulary development rate is approximately 3000 words a year or 7 to 10 words each day. Children learn new vocabulary words not only in school but also through a variety of sources, such as newspaper and television. Children may acquire vocabulary words in two ways: intentional learning and incidental learning. Intentional learning is when children learn new vocabulary through explicit instruction in the classroom. Incidental learning is when students learn vocabulary unconsciously through independent reading or activities outside of school. This vocabulary acquisition starts even before children attend school.
In addition, Beck and McKeown (1991) reported that although children learn vocabulary words from a variety of sources, reading furnishes the largest part of vocabulary growth. Children enhance the quantity of vocabulary through independent reading. It is important that the book be matched to the student’s reading level or few new vocabulary words will be learned from reading books.

Furthermore, Krashen (1989) stated that vocabulary may be acquired incidentally by reading independently or listening to read-aloud. According to Krashen’s input hypothesis, children learn vocabulary incidentally through short texts because known vocabulary will provide meaning to unknown vocabulary through illustrations, photos, slides, actions, gestures, and prior knowledge. Medina (2000) referred to these instruments as extralinguistic support (see Figure 2). These are also referred to as non-verbal means of vocabulary acquisition. Teacher instruction was regarded as linguistic support. Consequently, extralinguistic support becomes an important factor of incidental vocabulary learning.
Tompkins (2001) provided three methods for independent reading: reading workshops, literature circles, and read-alouds. The first two methods offer opportunities for students to read self-selected books that they are interested in, increasing reading motivation. As in VSS, the students can choose what they want to learn. During read-aloud the teacher reads a book.
aloud to students every day. In this approach, students learn new vocabulary words incidentally without explicit instruction.

Besides read-aloud, incidental vocabulary acquisition may take place in other ways, such as through songs and poetry. These have the same elements as stories. These short texts are ideal for independent reading because they are not too long and do not overburden students. The basic skills of learning vocabulary from long texts are the same as from short texts. In other words, if students learn the skills of learning vocabulary through short text, they will learn as well as from long texts. Short texts are a useful tool for students to improve their vocabulary skills.

Short Texts and Verbal Learning

Applying short texts in the classroom to increase children’s vocabulary is better than using traditional longer texts. It provides more interesting activities that motivate students’ learning, such as story-song, illustrations, and poetry.

Enhancing the Amount of Vocabulary Words through Story-song and Illustrations. Story-song is a method of storytelling that combines music with storytelling. Medina (1993) reported an investigation on vocabulary acquisition
under four situations: (1) music, (2) no music, (3) illustrations, and (4) no illustrations. The subjects were 48 second-grade Spanish-speaking students who were divided into random groups. The material used in this investigation is *A Surprise for Benjamin Bear* by Joanne Nelson (1989). Audiocassettes and Big Books were also used. The audiocassettes included a song and spoken version of the story and the illustrations in the book were large and colorful to illustrate key vocabulary. This story was appropriate for students because it had at least 20 vocabulary words with which those students would not be familiar. This idea was the same as in Beck and McKeown (1991). The melody in the song was simple and uncomplicated and not too noisy so as to obstruct students' learning.

The testing instrument in this investigation was a 20-item multiple-choice test. The students were presented with a word. The word was presented three times by an investigator. They had to circle the answer that they believed matched the spoken word. In order to clarify the short-term and long-term vocabulary acquisition effects by music and illustrations, students needed to do two tests at two different times. One was at the end of the last
treatment and the other was one-half week after the last treatment.

The result of Medina's study was that the music and no-music treatments were equally effective in vocabulary acquisition. In the other words, music did not help the students learn more vocabulary words. On the other hand, music had the same result as the no-music treatment. Therefore, music treatment was a workable instruction in the classroom. However, the students in the illustrations treatment group attained a higher level of vocabulary acquisition than the no-illustration group.

At the end of the treatment, the average vocabulary gain between the illustrations and no illustrations group was 1.75 and 1.08. After two weeks, the illustrations group learned an average of 3.33 vocabulary words but the no-illustrations group only averaged 1.5 vocabulary words. Furthermore, the result also revealed that music and illustrations produced comparable vocabulary words. The data showed the students in the music treatment group learned an average of 1.5 words and the students in the illustrations treatment group averaged 1.0 word. This investigation proved that the illustrations facilitated students' vocabulary learning.
Enhance the Amount of Vocabulary Words through Poetry. Poetry is another effective way for learning vocabulary because of cadence, rhythm, and rhyme within the poetry. Children can remember the content of poetry easily. Poetry is also an important part of culture. Children may be exposed to poetry through folk songs and chants before they go to school. For children, poetry is an easy way to acquire vocabulary words in learning language.

McCracken and McCracken (1986) stated that nursery rhymes are natural ways for children to learn language because they are composed of short stanzas and simple rhythm. Children can learn and memorize them easily. Through nursery rhymes, teachers can teach concepts of words by using picture cards and actions. Some children may not have the concept of print and be confused about what a word is. They cannot distinguish a letter from a word. Reading poetry can help them recognize what a word is through rhyme and rhythm. The teacher can also use picture cards, gestures, and actions. Children can then match the picture card to the corresponding word in the poem.

There are many kinds of poetry forms, such as jump-rope rhymes, poetry songs, and preposition poems.
Jump-rope rhymes are similar to interviews for children where they ask questions of friends and family. Children can achieve vocabulary by jumping rope to poems. For example:

Teddy Bear, Teddy Bear, I am sick
Send for the doctor, quick, quick, quick
Teddy Bear, Teddy Bear, turn around,
Teddy Bear, Teddy Bear, touch the ground,
Teddy Bear, Teddy Bear, are you lame?
Teddy Bear, Teddy Bear, spell your name.
Teddy Bear, Teddy Bear, has too much to do,
Teddy Bear, Teddy Bear, you are through.

(Tiedt & Tiedt, 1987, p. 248)

McCracken and McCracken (1986) also reported that poetry songs give children practice with words, syllables, and letter sounds. All these are effective for increasing vocabulary.

The preposition poem is a form of poetry. Each line starts with only one word, a preposition. Tompkins (2001) suggested that it is like the process of a brainstorming activity. The children are engaged to apply the vocabulary words that they had learned before and complete the rest of the line with their own words. For example:
Superman
With the city
In a phone booth
Into his clothes
Like a bird
In the sky
Through the walls
Until the crime
Among us
is defeated! (Tompkins, 2001, p. 313)

For children, story-songs, illustrations, and poetry are more fascinating and interesting than traditional word lists and memorization activities. They stimulate children’ visual and auditory senses. Teachers can use these attractive methods to motivate students’ vocabulary learning.

Summary

Using short texts is an effective way to increase vocabulary acquisition in primary-school-aged children. Children can acquire vocabulary through activities using short texts, which can enrich vocabulary learning without being burdensome or too long for the learner. After children apply these skills with short texts, they may then be able to use these skills with long texts.
Verbal Protocol Analysis of the Reading Process

As an educator, it is important to understand a student’s reading process in order to improve that student’s reading strategies. Explaining how a reader processes text has become an important research domain for cognitive psychologists, literary theorists, and reading educators. Therefore, reading studies have been generated by researchers with different interests and background.

Simons (1971) suggested that the teachers should focus on the reading process than on the product of reading. However, how to observe a reader’s reading process correctly is very complicated because it involves the reader’s reaction and how the researcher defines the reader’s response. Researchers have used a variety of measures of the reader’s response, such as summarizing texts, answering comprehension questions, and completing cloze sentences with reasoning.

Verbal protocol is a methodology that uses as research data the readers’ self-report about their thinking process, also called the think-aloud process. Using verbal protocols, researchers can obtain data that involves readers’ cognitive and affective processes. This
way, researchers can ascertain how readers construct meaning from reading text.

**Verbal Protocol**

Atman and Bursic (1998) stated that verbal protocol is a research method that allows researchers to organize, analyze and study the content of what a subject says. In this approach, the researchers can find out what the subjects are thinking as they solve problems or perform a task because the subjects' thought processes are captured on audio or videotape. The recorded document from those tapes then forms the data for analysis.

Although verbal protocol provides many methodologies in research, there are some shortcomings that need to be improved. Sometimes these shortcomings will not affect the result of verbal protocol. Nevertheless, these problems still need to be addressed to achieve a correct record of verbal protocol data.

**Selecting Subjects.** Afflerbach and Johnson (1984) indicated that before recording verbal protocols, the researchers should consider the objective of the research and the task to be performed. Then, they should select suitable subjects for the research. The subjects of the verbal protocol range from 8 1/2 years of age to college professors.
Usually, subjects represent diverse reading levels, including poor, average, and good readers. This way, the verbal protocol can obtain data from the readers at all levels of reading ability. However, some experts did not agree with selecting subjects from differentiated levels. They believed young and less verbal subjects may produce less verbal data than experienced subjects.

Bridge and Winograd (1982) used teacher recommendation based on subjects’ verbal reports in the class to choose children with high-level reading ability or who may feel most comfortable to do the verbal reporting tasks. Afflerbach and Johnson (1984) also agreed that verbal reporting from expert readers could be used in constructing models of a proficient reading comprehension process and the development of instructional programs for teachers.

Many researchers choose a relatively small number of subjects to insure project manageability. Some researchers chose as their subjects those with similar interests. Wyatt, Pressley, El-Dinary, Stein, Evans, and Brown (1993) selected scientists as participants who share the same interest in reading science content. By having subjects with the same interests, it becomes more convenient for researchers to observe their subjects and collect data on
their verbal reporting due to the similar background of subjects.

Selecting the Research Texts. The research text was handed to the subject, and the subject was expected to think aloud during the time they were reading the article. Pressley and Afflerbach (1995) stated that the length of article is a crucial issue of research design. Researchers can learn about a reader’s reading process from a short text. If the researchers need the readers to read a whole book, the readers must be allowed to separate the book into many parts and read each separated part everyday to finish the book. Researchers believe that short reading will inspire the reader’s motivation to read the book. Fujita, Nardi, and Fagundes (2003) also pointed out that to maximize interest, the theme of the research text needs to be the specific area in which the subject works.

Informal Talk with the Subject. Fujita, Nardi, and Fagundes (2003) offered the idea that researchers should have an informal talk with subjects to make them feel comfortable during their performance on the reading task. With this informal talk, the research purposes were clearly stated to the subjects. It was also made clear that the anonymity of the subjects would be preserved. The researchers not only reminded the reader that he or
she has to think aloud all the time and control the tape recorder, but he or she also should try to forget the presence of the researcher in the room.

**Transcription of the Recordings.** Before analyzing verbal protocol, researchers need verbal reports of the transcript. However, a good transcription should include many nonverbal meanings and meanings conveyed by tone of speech or a paralinguistic form. The emotions of speech forms also affect the results of a verbal protocol, such as intonation, pause, and inflection. These features can support a more accurate report of the subjects' spoken report. Afflerbach and Johnson (1984) indicated that it is important to develop transcription codes and symbols for preserving the quality of spoken language when transcribing the recordings. Thus, Cavalcanti (as cited in Fujita, Nardi, & Fagundes, 2003), designed notations to capture subjects' entire verbal process:

- **[...]** passage of the text verbalized by the subject at the first reading.
- **italics** subject's comments showing comprehension
- **...** pauses and continuation of reading
- **< - -** subject returns to previous passages of the text
Many methodologies are applied in order to analyze verbal protocols. However, some research designs are not proper for all subjects due to their age, reading ability, prior knowledge, and background. To overcome the weakness
of methodology design, researchers have modified methods of verbal protocol research design.

**Constructively Responsive Reading**

Miller (1995) explained that responsive reading involves constructing and reconstructing meaning from the printed material. This is an interactive procedure between the reader's mind and the printed material. Pressley and Afflerbach (1995) proposed that there are three types of reading: meaning construction, monitoring, and evaluation.

Meaning construction means that readers gradually identify the main idea of the text while they read the material. Before reading, readers set a goal for reading the text, and skim the whole text to know what they will gain from previewing it. During reading, readers are required to read the text in sequence, select important points of view, integrate parts, make inferences, and interpret the text. After reading, readers must do a mental review, such as making a summary or doing a physical review by using rereading.

Monitoring helps readers are aware of their perceptions of the text, such as the field, characteristics, and style of the text. That means if the reader monitoring is going well, reader comprehension will come along with it so that readers can continue processing
text successfully. Readers comprehend what they learned from the text through meeting problems and difficulties. These factors can be produced between text and readers. On the text side, the problem lies in whether word usage and the meaning of text are clear. On the readers' side, the difficulties are a result of the insufficient knowledge background of readers or the differing opinions of the readers about the text topic. Therefore, monitoring can stimulate readers to continue reading if comprehension is going well.

Evaluation can be divided into two parts: consistent evaluation and focused evaluation. Consistent evaluation includes anticipatory, acceptance, and skepticism evaluation. Anticipatory is related to a reader's background, and acceptance implies that readers agree vis-a-vis the belief of text. Skepticism evaluation means the conclusions of the text challenge the reader's beliefs. On the other hand, in focused evaluation, readers evaluate the style and content of text. Thus, evaluation happens at every level when skilled readers read (Pressley & Afflerbach, 1995).

In short, conscious processing during reading can be very complicated. A skilled reader uses many strategies to apply massive metacognitive knowledge to their reading:
skimming the text, selecting and attending to points of view, predicting, making inferences, integrating, and interpreting the text.

Comprehension Difficulties. Almasi (2003) explained why some readers have struggled with reading comprehension and presented three types of reading comprehension difficulty: schema availability, schema selection, and schema maintenance. Almasi also stated that when schema availability is a problem for readers while they read the text, it is because they do not have enough knowledge about the topic. Rumelhart and Ortony (1977) stated that if the readers do not have the appropriate schema in their conceptual framework, they will not be able to make sense of the text.

Schema selection is difficult for less proficient readers. Wade (1990) explained that the less proficient readers often make the text fit the schema they selected initially, notwithstanding the incoming textual information. As a result, students engage in the schema selected initially and have trouble adjusting their initial ideas in subsequent reading.

Some readers may have appropriate schema available to understand the text and be able to select schema while reading. However, some of them may be unable to maintain
the schema while reading. Almasi (2003) observed that a reader’s attention and motivation may decrease if the text is not interesting to the reader or the text is too long or difficult. Consequently, these readers cannot maintain the complete schema from the text because of absentmindedness. Pearson and Spiro (1980) pointed out that decoding problems may require that the readers pay too much attention to the visual analysis of print, causing a deficit of cognitive ability for recalling and synthesizing information into a coherent whole.

These three types of reading comprehension difficulties also correlate with reader factors, textual factors, and contextual factors. Almasi (2003) stated that each reader factor has an impact on how an individual responds and interprets the text, such as gender and age. Textual factors also influence how a reader understands texts, such as the length of the texts. Usually, young and less proficient readers have difficulty in reading long texts. Contextual factors, like environment, instructional method, and time management, have the potential to crucially alter the reading experience (see Figure 3).
Instructional Implications. Understanding how students use their prior knowledge in constructing meaning from text and how they monitor their comprehension while reading is very important for instructional implications. Some instructional strategies may only work on one type of student and may not be effective for another. Wade (1990) divided the students into two types of reading processors: bottom-up and top-down. Bottom-up readers who are focused
on decoding the words on the page may have difficulty activating background knowledge and predicting plot by using textual clues. Therefore, the key strategy for bottom-up readers should be to develop relevant background knowledge before reading. Some of these readers may have sufficient background knowledge, useful for making reasonable predictions from text while reading. In this approach, the students can learn to focus on the meaning of the whole text instead of paying too much attention to decoding word meaning.

Wade (1990) suggested that strategies for top-down readers should emphasize comprehension monitoring. Questioning is a good method for the students to self monitor. Almasi (1995) described that peer discussion provides a way of questioning. The students bring their own questions about the text that they are confused about and discuss with their peers the answers to the text. This can lead to higher-level thinking, more so than with teacher-asked questions.

Summary

The frequent use of verbal reports as a data source in reading research reflects increased attention to the cognitive process involved in reading. Through verbal protocol, the teachers can ascertain how readers construct
meaning from reading text and evaluate students' reading strategies, than give different instruction to different students.

In the future, verbal protocol study will become more complex and complete, proliferating methodologies to support verbal protocol analysis and address its shortcomings. There are some obvious advantages of verbal protocol research: First, it offers a powerful sequence of data analysis because it involves diverse methods of data collection. Second, it shows the readers' mental processes and cognitive activity. Finally, it also acknowledges affective components of reading.

Reading Assessment

Reading assessments are essential tools for the teacher to use to identify primary-school-aged children's reading levels and provide information to parents about children's school achievement. With appropriate assessments, the teacher can use differentiated reading instruction to help individual children make progress in reading that corresponds to their needs.

There are two kinds of reading assessments that a teacher can use: formal standardized tests and informal observations. Formal standardized tests are common in
school because they are easy to administer, and can quickly quantify students’ academic performance. Informal observation assessment is a way for teacher to gain information through observing individual students and collecting students’ work, such as in a portfolio. Although this assessment involves time-consuming work, it is an authentic way to observe, analyze, and record progress while students read texts. It also offers more direct and exact data about students’ reading level than a formal standardized test.

Tierney (1998) stated that a reading assessment can help a teacher become a better decision-maker; such assessment enriches teaching and learning in the classroom by providing systematic insight into students’ reading. Adams (1990) pointed out that students need to be placed in a learning environment where they can pronounce about 95 percent of the words if they want to be successful readers. However, due to inappropriate assessment, many students at school may be misplaced in difficult learning environments that hinder them from a high academic performance. Therefore, an authentic assessment is really useful for the teacher to help students improve their reading skills in a way that corresponds to their reading levels.
Standardized Tests

Stanley and Hopkins (1972) gave a definition of the standardized test: "A systematic sample of performance obtained under prescribed condition, scored according to definite rules, and capable of evaluation by reference to normative information" (p. 458). However, standardized tests have some deficits that need to be improved upon.

Standardized tests are based on the idea that what children learn in school can be tested based on certain criteria. Testing offers statistics about how children perform in school; these statistics are published by newspaper or educational websites, allowing individual schools and school districts to be compared. In this way educators and parents get information about children's average academic performance in school quickly and easily.

Leslie and Jett-Simpson (1997) stated that school districts are mandated to provide accountability (Table 3) to school boards and to state departments of education. These data inform parents how well the schools or districts are doing and gives information to parents that will help them compare individual schools and school districts. Then, parents can rely on the outcome of standardized tests to make the decision where their children will go to school.
Table 3. Characteristics of Assessment Designed for Different Purposes

<table>
<thead>
<tr>
<th>Guiding Instruction</th>
<th>Providing Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Used to assess the effect of particular instruction</td>
<td>♦ Used to compare children, schools, districts, to norm groups</td>
</tr>
<tr>
<td>♦ Materials and procedures come from classrooms, thus will vary</td>
<td>♦ Materials and procedures are standardized</td>
</tr>
<tr>
<td>♦ Can be given at any time</td>
<td>♦ Given on a predetermined time-table</td>
</tr>
<tr>
<td>♦ Immediate feedback is possible because is teacher scored</td>
<td>♦ Delayed feedback because scored outside</td>
</tr>
<tr>
<td>♦ Interpreted in view of other measures</td>
<td>♦ Interpreted independently of other measures</td>
</tr>
<tr>
<td>♦ Results are subject to change through immediate instruction</td>
<td>♦ Results are less sensitive to change through instruction</td>
</tr>
<tr>
<td>♦ Major use is within the classroom</td>
<td>♦ Major use is outside the classroom, often outside building or district</td>
</tr>
</tbody>
</table>


Nevertheless, there are some problems with standardized tests. Leslie and Jett-Simpson (1997) also pointed out that the two main junctions of standardized tests (providing accountability and guiding instructions) are totally different; guiding instruction is used to assess the effectiveness of teachers' instruction. Conversely, providing accountability is often used to compare children, schools, and districts. Cole (1988)
claimed that mandated standardized tests cannot meet the goals of classroom assessment. Later, Tierney, Carter, and Desai (1991) identified four problems with standardized tests: (1) tests restrict goals for learning, (2) tests reflect a limited view of reading, (3) tests constrain teacher instructional possibilities, and (4) students cannot engage in self-assessment.

In addition to these mentioned above, there is one more problem with standardized tests. Harp (1991) cautioned that some teachers base their lesson plans on teaching to the test because of their dependence on the standardized test. Teachers give students many practice tests before they take the standardized test. The goal of this is to help the students do better on the real standardized tests and improve the test scores of the school. However, the result of this approach is that students become good test takers but not independent thinkers.

Instead of relying on standardized tests, informal assessment offers more opportunities for teachers to monitor students’ progress and determine children’s literacy ability. Because of this, many teachers use informal assessments instead of standardized tests in the classroom.
Informal Reading Assessment

Various reading assessments help teachers to understand primary-school-aged children at diverse reading levels. This section will discuss various informal reading assessments based on emergent literacy.

Assess Concepts about Print. In this task, the teacher reads a small book with a child and asks questions that require him or her to know a critical concept about print, such as, the following: which is the front of the book, that clusters of letters are called words, which are the first and last letters in words, what are upper and lower case letters, and what do punctuation marks mean.

The Concept About Print test (CAP) was designed by Marie Clay. The test involves using one of four books: Sand (Clay, 1972), Stone (Clay, 1979), No Shoes (Clay, 2000a), and Follow Me, Moon (Clay, 2000b). Clay (2000c) also suggested that CAP is a critical part of emergent readers' early literacy development and understanding. This test really reveals what a student knows about print concepts.

The main purpose of this task is to assess the literacy knowledge of kindergarten and primary-grade students. Through this task, teachers understand specifically whether a child has enough knowledge about the concept of print.
Oral Reading Assessment. Oral reading is crucial for primary school-aged children because these children are too young to do well in silent reading. Only by using oral reading assessments can the teacher effectively determine children's reading abilities. In this approach, the teacher gives the children a textbook or a passage from a book and asks them to read aloud. While a child reads aloud, the teacher should note any words that a child omits or mispronounces.

Reutzel and Cooter (2002) suggested that a teacher may repeat oral reading assessments often during the first week of school because these assessments can help the teacher create a list of words those students need to learn. By means of this task, teachers also understand how each child's reading ability changes between the start and conclusion of reading instruction.

A running record is one kind of oral reading assessment that contains a systematical error calculation to measure a child's reading level. It is a standardized tool for scoring and decoding children's ability to read texts, and can even help teachers analyze children's reading behavior through insightful observation. The teacher will give a textbook to the child, and ask the child to read a story. During the observation, the teacher
records errors, children’s self-correction, or words omitted from the book. Besides, the teacher also needs to record how the child solves problems in three ways: using meaning, structure, or visual methods. Then, the teacher calculates how many times the child solves the mistakes correctly and how many errors he or she makes during the reading. With these data, the teacher can determine the child’s comprehension of the text, and his or her reading level.

The material in the running record should be selected to be appropriate for children' reading level; the text cannot be too simple or difficult. Clay (1993) said if the child can reach 95 to 100 percent accuracy, it is an easy text. If the child can only reach 80 to 89 percent accuracy, it is a hard text. The best text for the child is when the reader can reach 90 percent accuracy.

Clay (1993) stated that a running record is a process by which a child monitors and corrects his or her own performance. The teacher can look to see how a child can solve the problem he or she faces rather than simply read the correct word to the child. The teacher who uses a running record can find what a child knows about words and how they use their knowledge to solve their own word-recognition problems.
Story Retelling. Hoyt (1998) said one of the must efficient reading assessments to find out whether a child understands what he or she has read is retelling the story. Reutzel and Cooter (2002) also provided two ways for teachers to conduct story retelling with primary school-aged children: unaided recall and aided recall.

Unaided recall means a child just simply retells the story without being asked any questions by the teacher. To track this recall, the teacher needs to create a story grammar retelling record sheet (see Figure 4) and take notes on children’s retellings. After a student has retold the story, it is helpful to ask the child, “What else...?” in order for the child to recall what happens next in the story. Thus, teacher is able to evaluate the child’s comprehension of the plot.
The other method, aided recall, means the teacher asks direct questions from the story grammar retelling record sheet that students neglected in retelling, such as "Where did this story take place?" Thus, using this
assessment, the teacher can monitor children’s reading comprehension effectively and thoroughly.

**Portfolio Assessment in Reading**

A portfolio assessment of reading is a collection of a student’s work that shows his or her progress in the area of reading. A portfolio provides a clear and understandable measure of students’ productivity in a long-term record and improves student self-esteem and achievement (Gottlieb, 1995). A portfolio also helps students recognize his or her strengths and weaknesses in language skills. The reading portfolio usually includes the teacher’s observations and anecdotes, a book log, and checklists of reading behaviors.

Paulson, Paulson, and Meyer (1991) provided eight guidelines that may help in developing a portfolio:

1. The end product must contain information that shows that a student has engaged in self reflection.
2. The portfolio is something that is done by the student, not to the student.
3. The portfolio is separate and different from the student’s cumulative folder.
4. The portfolio must convey explicitly or implicitly the student’s activities;
including the purpose, goals, contents, standards, and judgments.

5. The portfolio may serve a different purpose during the year from the purpose it serves at the end.

6. A portfolio may have multiple purpose but these must not conflict.

7. The portfolio should contain information that illustrates growth.

8. Students need models of portfolio so that they know how to develop and reflect in their own portfolio processes. (pp. 62-63)

The portfolio assessment is a way to show a child’s growth, experience, achievement in literacy, and process of learning. The purpose of a portfolio is to create an environment in which students increasingly self-evaluate and realize their own reading growth. In addition, teachers and parents also can understand a child’s accomplishments and self-evaluation skills by using a portfolio assessment.

For teachers, a portfolio is not only a record of a child’s growth in literacy, but also can be used for instruction. The teacher monitors and focuses continual instruction on strategic reading behaviors through
examining a child's outcomes and achievement. Miller (1995) pointed out that a teacher can learn much information about students' abilities and interests by carefully examining students' portfolios and having regular conferences in which students talk about their portfolios. Thus, a successful reading portfolio requires collaboration between teachers and students. The teacher needs to implement portfolios as assessment in the classroom, and children must take responsibility for self-evaluation by tending their own portfolios.

Differences between a Portfolio and Standardized Test

Tierney, Carter, and Desai (1991) discussed the differences in the assessment process and outcomes between portfolios and standardized tests (see Table 4). Standardized tests do not present what students are taught in the classroom. These tests only emphasize verbatim memory and reading comprehension that is limited to fixed responses. They simply show children's abilities on one particular task at one time. Thus, standardized tests hardly show what children really do in the classroom.
Table 4. Differences in Assessment Process and Outcomes between Portfolios and Standardized Tests

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represents the range of reading and writing students are engaged in</td>
<td>Assesses students across a limited range of reading and writing assignments which may not match what students do</td>
</tr>
<tr>
<td>Engages students in assessing their progress and/or accomplishments and establishing on-going learning goals</td>
<td>Mechanically scored or scored by teachers who have little input</td>
</tr>
<tr>
<td>Measures each student’s achievement while allowing for individual differences between students</td>
<td>Assesses all students on the same dimensions</td>
</tr>
<tr>
<td>Represents a collaborative approach to assessment</td>
<td>Assessment process is not collaborative</td>
</tr>
<tr>
<td>Has a goal of student self-assessment</td>
<td>Student assessment is not a goal</td>
</tr>
<tr>
<td>Address improvement effort, and achievement</td>
<td>Addresses achievement only</td>
</tr>
<tr>
<td>Links assessment and teaching to learning</td>
<td>Separates learning, testing, and teaching</td>
</tr>
</tbody>
</table>


Conversely, a portfolio assessment provides the teacher an alternative assessment rather than sole reliance on standardized tests. De Fina (1992) described the standardized test as an unnatural event because it only presents children’s failures, ranking information in the classroom, and one-time evaluation of a child’s
abilities on one task. However, portfolio assessment is a long-term process that offers many opportunities for observing and assessing children using various assessments. A child demonstrates his or her strengths and weaknesses across many language skills. Consequently, the portfolio assessment is an authentic assessment because what is put in the portfolio is based on a child's real interactions in the classroom.

Summary

Learning how to read successfully is an important process for emergent readers. However, these children are too young to self-assess whether they understand the texts or not. Thus, these primary school-aged students need the teacher's help to measure their reading ability through various assessments. The standardized tests provide an easy way to judge children's academic performance. However, it is not fair to use only a few criteria to make a judgment of a child's academic level. For educators, finding out the process of how a student develops reading comprehension is more crucial than helping the student to get a high score on the test.

Therefore, the teacher needs to use authentic assessments to measure students' reading abilities. This way, teachers can really evaluate the progress of student
through regular observation. Children also should be able to self-assess their own portfolios. Then, teachers and students together will be directly involved with the process of reading assessment.

In Taiwan, the traditional teaching methods and standardized tests are widely used. However, the result of this approach is that teachers lack various teaching strategies and students have passive learning attitudes. Therefore, this review has introduced innovative literacy instruction and various types of assessment to facilitate primary-school-aged children’ reading comprehension, and to encourage students’ creative and independent thinking.
CHAPTER THREE
THEORETICAL FRAMEWORK

Introduction

The review of literature of the previous chapter explores a series of theoretical concepts about the instructional strategies of reading process. These theoretical concepts include innovative literacy instruction, learning centers, vocabulary acquisition through short texts, verbal protocol analysis of the reading process, and reading assessment. These concepts provide an opportunity for Taiwanese teachers to offer more effective theoretically-based reading instruction framework and modify traditional teaching by using more innovative strategies to evaluate students' academic achievement.

A Model of Innovative Literacy in the Reading Process

The model (see Figure 5) integrates the above five concepts into three-stage reading process to enhance students' creative thinking skills, this three-stage reading process involves Into Reading, Through Reading, and Beyond Reading. The three-stage reading process is a common approach to teach English learners in reading. The
first stage, Into Reading, offers activities prior to the reader’s opening the book, activities that correlate with students’ past experience or develop students’ background knowledge through new experience. The second stage, Through Reading, feature activities that help students to understand what they are reading. At the third stage, Beyond Reading, activities are designed to extend students’ interest in reading (Díaz-Rico, 2004).
### Figure 5. The Model of Innovative Literacy in the Reading Process

**Into Reading**

At the first stage, students have to use their background knowledge or personal experiences to make
connections with the text they plan to read. However, very often, individual experience may not sufficient for students to solve the classroom problem. Students need to exchange ideas with others to get new experience.

**Innovative Reading Content.** In this model, innovative literacy is the crucial idea applied at every stage of the reading process, and other concepts provide special strategies to enhance students' creative thinking at different stages. Innovative literacy, a major theoretical concept, develops students' mental flexibility, such as students' trying out many possible solutions to a problem that offers freedom of thought and image to inspire students' creativity. Students learn the abilities of evaluation, divergent thinking, and redefinition instead of memorization. Through practicing and rehearsing problem solving in the classroom, students will have the ability to use diverse perspectives to deal with the problems that happen in their future lives. Reading fables is a way to stimulate students' thinking because it conveys morals by presenting short narratives.

**Innovative Reading Methods.** Not all students have enough reading ability to read by themselves. Thus, the teacher can use read-aloud strategy to help students before they read the text. This provides an opportunity
for the teacher to demonstrate what a good reader does and
what reading strategies can accomplish while reading.

There is a little difference between read alouds and
shared reading. In shared reading, students can see the
text as the teacher reads it by using a Big Book. Students
join in reading the text several times.

Learning centers or small-groups activities offer
students the opportunity to share their prior knowledge,
gather lot of information, complete a task, and brainstorm
ideas with others. Guiding students' work at a center not
only increases their interest but also promotes their
creativity because it involves open-ended inquiry instead
of simply closed-ended exercises.

Learning centers also allow students to use their
past experience to solve problems independently. Students
are able to be engaged enthusiastically in their work
depending on their needs, without outside pressure. A
well-organized learning center allows students to develop
not only collaborative learning but also independent
thinking. The use of learning centers helps the teacher to
provide individualized instruction for different students.
Due to these reasons, learning centers can strongly
facilitate innovative literacy in the EFL classroom.
Through Reading

At the second stage, students use their knowledge to decode the text and word identification to understand the meaning of the text. To enrich students' learning, the teacher should use interesting class activities to promote students' positive learning and effective assessment to evaluate students' performance.

Vocabulary acquisition through short texts is an innovative reading strategy to increase vocabulary acquisition for primary school-aged children. The traditional teaching strategies only teach students to memorize vocabulary without understanding the meaning. For EFL students, it is too hard to memorize vocabulary for a long time with rote methods. Once they leave the classroom, they often forget the words quickly. In addition, short texts offer more fascinating activities to get students' attention, such as singing a song and reading a poem. Meanwhile, students' visual and auditory senses are also stimulated and their creativity is motivated unconsciously.

Innovative Reading Assessments. How to evaluate students effectively is a key issue at the second stage. With appropriate reading assessments, the teacher can help students to develop their reading skills that correlate to
their reading levels. Reading assessments usually can be divided into two forms: formal standardized tests and informal observation. Although formal standardized tests can identify students' levels quickly, it is unfair to judge students' levels through one standardized test. Even though informal observation can document a complete assessment of a student, it takes a long time to record. However, it is unfair to use narrow criteria to judge a student's academic level. As the result, more teachers use informal assessments to replace standardized test in the classroom.

Verbal protocol analysis is one informal reading assessment. The teacher needs to monitor how a student processes a text because, for the most part, the teacher does not know students' reading process, leading to inappropriate instruction that hinders students' learning and creativity. Once the teacher finds out how a student constructs meaning from reading a text, he or she can give individualized instruction to improve students' learning. Moreover, the teacher also can modify the teaching strategies in the classroom to correspond to students' needs.

Story retelling is a way to encourage students to think about what happened in a story and the teacher can
find out whether students understand what they have read. To track this assessment, the teacher needs to take notes on students' retelling. After they have retold the story, the teacher can give some hints about what that student may have neglected in retelling to encourage them to find out what they missed in the story.

No matter which kinds of reading assessments are applied in the classroom, the teacher should check whether the text students read is appropriate or not. The text cannot be too simple or too hard; only an appropriate text can stimulate students' learning and creativity.

Beyond Reading

At the third stage, students should learn independently and continue their interest in reading by using other media. At this stage, the teacher can also use learning centers to assist students' creativity. The learning centers are designed with flexibility so that the teacher can modify what the learning centers look like depending on his or her purpose. Besides, the teacher also can use audio equipment, computers, or films at the centers to inspire students' interest.

Learning centers also can be a kind of assessment. Students can perform their individual work in the centers
or work in the centers and perform together in the classroom.

A portfolio is a systematic and meaningful collection, including students’ daily work and the teacher’s anecdotes that reflect a student’s progress in the literacy development. Reviewing their own portfolios helps students to self-evaluate and to recognize their strengths and weakness.

In summary, this model demonstrates how the concepts are applied in the three-stage reading process. It provides ways for the teacher to use learning centers, short texts, think-alouds, and reading assessment strategies at every stage to promote primary school-aged children’s creative learning in the EFL classroom.
CHAPTER FOUR
CURRICULUM DESIGN

The unit plan featured on the Appendix is designed to promote students' creative thinking in primary school-aged children based on the model presented in Chapter Three. Students are guided through a three-stage reading process: into, through, and beyond. During the Into Reading Stage, students draw upon their background knowledge through collaborative activities in learning centers that motivate their creativity. During the Through Reading Stage, teachers use short texts, think-aloud strategy, and reading assessment strategies to assist students to read through the material and monitor student learning. During the Beyond Reading Stage, students can work independently in the learning centers to extend their interest in reading.

The topic of this unit plan focuses on Aesop's fables, which are short narratives that use animal characters with human qualities to convey a moral. Students can understand human nature and human behavior by reading these fables. In this unit, students explore the fables and will be encouraged to become independent and creative thinkers. This six-lesson unit introduces five
Aesop’ fables: The Hare and the Tortoise; The Dog and the Shadow; The Goose that Laid the Golden Egg; The Fox, the Wolf, and the Horse; and The Boy Who Cried Wolf.

Each lesson plan includes objectives, TESOL standards, materials, warm-up, task chains, strategy assessment, and summative assessment. The objectives include three types: content, language, and learning goals. EFL or ESL teachers can use the TESOL standards to set language goals. Using various materials, like films and computer software, can stimulate students’ visual and auditory senses. In the warm-up, the teacher presents background knowledge or asks questions that relate to the lesson to increase students’ motivation.

All task chains in a lesson include focus sheets and work sheets. These materials offer meaningful activities to practice the specific skill in each lesson. Strategy assessment offers the teacher an opportunity to assess whether students learn the specific strategies from the lesson. Assessment provides a way to ensure students are making progress and instructional strategies are used properly.

This six-lesson unit plan can be divided into three parts that fit in three-stage reading process (Table 5). Lessons One and Two correspond to the stage of Into
Reading. At this point (Into), students have not yet acquired any specific academic skills to read the story; they need to use prior experience to understand the text. Therefore, in Lessons One and Two, the teacher uses the activities of watching a silent video and reordering the sequence of pictures to help students draw an outline of the story. Then, the teacher reads the story aloud. This way the students' creative thinking can be stimulated before specific skills are used. During the last task chain, these two lessons both offer learning-center activities because working in groups is one effective way to promote students' creative thinking. Lesson One contains an art center, a reading center, and a writing center. Lesson Two consists of a listening center, a reading center, and an art center.
Table 5. Incorporation of the Key Concepts in the Lesson Plans

<table>
<thead>
<tr>
<th>Reading Process</th>
<th>Into</th>
<th>Through</th>
<th>Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concepts</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Innovative Literacy</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Learning Centers</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Acquisition through Short Texts</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Verbal Protocol Analysis of the Reading Process</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Reading Assessment</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Lessons Three and Four correspond to the stage of Through Reading. Students need to understand the meaning of the text; the first step is decoding words. In Lessons Three and Four, the first task chains involve learning new vocabulary words through reading a story. One uses direct teaching and the other is uses Vocabulary Self-collection Strategy. In Lesson Three, the teacher uses flash cards to help students memorize spelling words. In Lesson Four, students are asked to learn new vocabulary words through
group discussion to inspire their innovative literacy learning.

In Lessons Three and Four, the second task chains are about the think-aloud process; students need to understand the meaning of a moral and recognize the featured characters in a fable. Students are given work sheets and asked to complete them. This helps the teacher to know how a student constructs the meaning of the text. In the last task chains of Lessons Three and Four, students are assessed. One assessment is a formal test and the other is an informal assessment. In Lesson Three, the teacher gives students a vocabulary quiz to test their learning. In Lesson Four, the teacher uses story retelling to examine students’ understanding. At the end of Lessons Three and Four, the teacher asks students to put their work sheets and self-assessment in their own portfolio files before they leave the classroom.

Lessons Five and Six correspond to the stage of Beyond Reading. Students use various media to continue their interest in literacy. In Lesson Five, the teacher encourages students to perform a play, *The Boy Who Cried Wolf*, by using puppets. This way the students have an opportunity to create the conversation in the story or they can follow the script (Focus Sheet 5-3) by using
different voices or intonations. This open-ended assignment develops students' creative thinking.

In Lesson Six, the teacher introduces Internet search engines. Using a search engine students can find information that they like to read by searching the Internet to deepen their interests. The learning-center activity is a little different from other lesson plans. Students can choose which center they want to join, depending on their preference. Students can make decisions and think independently through choosing a center and finding partners. At the end of Lessons Five and Six, the teacher also asks students to put their work sheets in their own portfolio files after they finish their work. In addition, in Lesson Six, students are asked to bring their own portfolios to the centers to self-evaluate and share their ideas with their group members.

In summary, this unit plan is built on the model in Chapter Three integrating key concepts of innovative literacy instruction, learning centers, vocabulary acquisition through short text, verbal protocol analysis of the reading process, and reading assessment. All the lesson plans are designed to facilitate the reading process of primary-age students.
CHAPTER FIVE
ASSESSMENT

Purpose of Assessment

The purpose of assessment is to support teachers' attempt to identify the current level of students' academic performance and to aware of their weaknesses and strengths in certain areas. With appropriate assessments, the teachers can adjust instruction to meet students' needs, and students can modify their learning strategies to improve their performance. Usually, a well-organized assessment includes two categories: formative and summative assessment.

Formative assessment often happens while students are engaging in the class activities; the teacher gives students feedback or suggestions immediately about their learning. The goal of this process is to improve the students' achievement and should not involve grading students. Formative assessment takes multiple forms in the classroom. For example, story retelling is used in Lesson Four to check students' understanding of content and language. The teacher uses "What Else...?" strategy to remind students what happens next in the story.
Summative assessment is typically used to evaluate the effectiveness of the teacher's instruction; it is often done at the end of activities. In this process, students are given final grades from teachers that represent a judgment of the quality of students' learning by presenting a list of numeric scores. This way, the school authority and parents obtain information about children's academic learning at school quickly and easily. For example, each lesson in this curriculum design has a rubric to assess students' achievement. If students can reach above 90 points, they have attained excellent performance in this lesson. If students get lower than 60 points, they need to study harder to improve their performance.

Assessment Implementation

In Taiwan, school authorities and parents assess a teacher's instruction depending on students' final grades on standardized tests. As a result, many teachers regard the assessment as a tool to provide not only data about students' achievement but also data on the teacher's performance. However, many teachers focus on implementing their teaching methods and neglect the importance of assessment.
Unlike the traditional standardized assessment in Taiwan, the curriculum assessment design in the project includes both formal and informal assessment. Several types of assessments are provided in this curriculum. Every lesson plan provides formative and summative assessments to assess students' performances with various methods. Using work sheets, group discussion, self-assessment sheets, strategy assessment, and assessment sheets to provide evidence how much students have learned.

During the activities of work sheets and group discussion, the teacher can carry out formative assessment in the classroom at the same time. Through doing the work sheets, students can discover what they have learned. In the group discussion, students gather information and brainstorm ideas on their understanding of the text. The teacher walks around the classroom to ensure students are on track, giving individualized instruction to those who may have trouble in finishing work sheets or offering suggestions to a group to help them to clarify concepts about the text.

Self-assessment encourages students to evaluate their own learning whether individual or group work. With this approach, students learn to cooperate with others through
self-reflection. Strategy assessment is a way for the teacher to assess whether teaching strategies have been effectively applied in the classroom. Assessment sheets are used as tools to evaluate students' achievement based on their language skills. The teacher gives final grades to students through assessing their performance in all task chain activities.

Assessment of Key Concepts

Usually, students' achievement reflects the teacher's instructions. Thus, assessing students' work helps teacher to ascertain can know how the teaching strategies work in the lesson plans. The following parts will discuss how to evaluate the key concepts in the six-lesson unit.

Innovative Literacy Instruction. In Lesson One and Two, students' creative thinking skills are stimulated by watching a video and using out-of-sequence pictures. The teacher listens to students' ideas carefully and encourages them to consider unusual plots that differ from others' ideas. If the students can tell an uncommon plot, it means he or she has higher creativity. Lesson Three provides scenario-based skills to promote students' creative thinking by rehearsing problem-solving. Work Sheet 3-2 is designed to assess students' scenario-based learning.
Lesson Four uses work-group activity to help students to learn new vocabulary words and retell the story because each student has his or her own thinking style that can enrich their group's creative ideas; with group work, students will reach their goal more quickly. Work Sheets 4-1 and 4-3 are designed to assess students' work-group activity.

Lessons Five and Six both use other media to inspire students' divergent thinking. In Lesson Five, students are asked to use puppets to perform a play in a learning center. Thus, the teacher can observe students' performance and assess their learning. In Lesson Six, students have the opportunity to learn how to use search engines on the Internet. Work Sheets 6-1 and 6-2 are designed to evaluate their learning.

Learning Centers. In the learning centers, the teacher walks around the classroom to observe students' learning. The learning center is a typical kind of work-group learning. Thus, the teacher should make sure each student can communicate well with partners, listen to one another's ideas carefully, and get along well with group members. This positive interaction with group members is the most important element for students' success in a learning center.
Vocabulary Acquisition through Short Texts. The teacher can encourage students to use new vocabulary words on Work Sheets 3-1, 4-2, and 4-3, and this assess how many new vocabulary words students understand and know how to use properly. For example, in Work Sheet 4-3, students are asked to retell the story and write it on the paper. In addition, in Lesson Three, students are given a quiz to test their learning. This is the quickest way to evaluate students' vocabulary learning.

Verbal Protocol Analysis of the Reading Process. Asking questions of students is an effective way to assess students' reading process. While reading aloud the story the second time, the teacher needs to ask students many questions about the text to make sure students are listening carefully. After reading the story, the teacher also asks students a series of comprehension questions to help them to construct the meaning of the text. Then, students are given work sheets, like Work Sheets 3-1 and 4-2. By correcting students' work, the teacher can fully understand what students have learned from the lesson.

Reading Assessment. The portfolio assessment is applied from Lessons Three to Six. Students are asked to put their work in their own portfolio files before leaving the classroom. In the last lesson, students need to
self-evaluate by reviewing their portfolios. This activity can help students to recognize their weakness and strengths by self-reflection. The teacher can listen to what students say to assess their reading progress.

Summary

In summary, a successful assessment is one that helps teachers and students together to be involved with the process of assessment. Teachers should use various means to evaluate students' academic achievement instead of using only standardized tests. Students also are able to self-assess their own portfolios. Then, the assessment can really assess students' reading progress with maximum effectiveness.

This project holds that the reading process must incorporate various teaching strategies and assessments based on a theoretical model of innovative literacy in order to promote primary-aged students' creative thinking. It provides a new concept for teachers: To integrate the reading process model along with innovative literacy into the curriculum, helping students to acquire English more thoroughly and creativity.
APPENDIX

UNIT OF INSTRUCTION
Units of Instruction

Lesson One: The Hare and the Tortoise .................. 104
Lesson Two: The Dog and the Shadow ..................... 112
Lesson Three: The Goose that Laid the Golden Egg ..... 123
Lesson Four: The Fox, the Wolf, and the Horse ......... 133
Lesson Five: The Boy Who Cried Wolf (a Play) ........ 143
Lesson Six: Searching Aesop's Fables on the
            Internet ........................................ 159
Lesson One
The Hare and the Tortoise

Teaching Level: Elementary EFL: 2nd grade

Time Frame: 80 minutes

Objectives:
Content Goal: To read the story The Hare and the Tortoise
Language Goal: To use group discussion to practice speaking skills
Learning Goal: To use video and learning centers to stimulate students' creativity

TESOL Standard:
Goal 1: To use English to communicate in social settings. Standard 1: Students will use English to participate in social interaction. Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Materials:
Video: The Hare and the Tortoise
Focus Sheet 1-1 Story Book
Work Sheet 1-1 Using Your Creativity to Design a Medal for the Tortoise
Work Sheet 1-2 How Much Do You Know?
Pencils and crayons
Strategy Assessment 1-1 Creativity and Learning Centers Assessment Sheet 1-1

Warm Up:
The instructor introduces what a fable is and asks students to share with the class if they know any fables. Then, the instructor explains what a fable is.

Task Chain 1: Telling a Story from Watching a Silent Video
1. The instructor plays a video in the classroom. At the same time, the instructor turns off the captions and sound. Students need to think what the story is about.
2. After that, students are divided into groups of five. During groups, all students in the groups need to take turns speaking.
3. The instructor asks students to stop their work and asks each group to choose one leader to share their group's ideas with the class.

Task Chain 2: Reading the Real Story
1. The instructor uses the Big Book (Focus Sheet 1-1) to tell the story The Hare and the Tortoise.
2. The instructor reads aloud the story without interruptions and shows the illustrations.
3. After reading the story, the instructor asks students a series of comprehension questions about the text.

Task Chain 3: Using Centers to Encourage Students' Creativity
1. The instructor divides students into three groups, one each for an art center, a reading center, and a writing center. The instructor also gives directions to each center before students begin.
2. At the art center, students are given Work Sheet 1-1 and asked to complete it. At the reading center, each student is given one copy of The Hare and the Tortoise and uses his or her finger to point to the words while reading. At the writing center, students are given Work Sheet 1-2 and asked to complete it.
3. The duration of each center is twenty minutes. After twenty minutes students rotate to another center to experience all three.

Formative Assessment:
Task Chain 1: The teacher walks around the classroom and checks if each group is on track.
Task Chain 2: The instructor asks students questions randomly.
Task Chain 3: The teacher walks around the classroom and makes sure each center is on schedule. The instructor also helps students who may have difficulty finishing the task at the center.
Summative Assessment:
The teacher assesses Work Sheets 1-1 and 1-2. The instructor gives students final grades depending on the result of Assessment Sheet 1-1.

<table>
<thead>
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<tbody>
<tr>
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<td>Excellent</td>
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<tr>
<td>80-89 points</td>
<td>Good job</td>
</tr>
<tr>
<td>70-79 points</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>60-69 points</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Below 60 points</td>
<td>Study harder</td>
</tr>
</tbody>
</table>
Design a medal to give the tortoise for proving that “Slow and steady is sometimes best.”

Source: Bridge to Communication (1992)
Try to recall the story and answer each question as follows.

1. Why did the animals think the tortoise couldn’t win the race?

2. What did the hare do while the tortoise was walking?

3. How did the tortoise win the race?

4. What did you learn from the story?
## Strategy Assessment 1-1

### Creativity and Learning Centers

Candidate: ____________

<table>
<thead>
<tr>
<th>Component</th>
<th>Point Value/ Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Creativity</strong></td>
<td></td>
</tr>
<tr>
<td>A. Watching A Silent Video</td>
<td></td>
</tr>
<tr>
<td>• Shows individual ideas after watching a silent movie</td>
<td></td>
</tr>
<tr>
<td>B. Work Sheet 2-1</td>
<td></td>
</tr>
<tr>
<td>• Designs a unique medal</td>
<td>_____/25</td>
</tr>
<tr>
<td><strong>2. Learning Centers</strong></td>
<td>_____/25</td>
</tr>
<tr>
<td>• Communicates well with partners</td>
<td></td>
</tr>
<tr>
<td>• Listens to another’s ideas carefully</td>
<td></td>
</tr>
<tr>
<td>• Expresses ideas clearly</td>
<td></td>
</tr>
<tr>
<td>• Gets along well with others</td>
<td></td>
</tr>
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<td><strong>Total</strong></td>
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**Assessment Sheet 1-1**

Candidate: _______________

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<th>Point Value/ Critique</th>
</tr>
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<tbody>
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<td></td>
</tr>
<tr>
<td>• Creativity</td>
<td></td>
</tr>
<tr>
<td>• Uses appropriate color</td>
<td></td>
</tr>
<tr>
<td>• Neatness</td>
<td></td>
</tr>
<tr>
<td>• Hands in the assignment on time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>____/20</td>
</tr>
<tr>
<td>2. Work Sheet 1-2</td>
<td></td>
</tr>
<tr>
<td>• No syntax errors</td>
<td></td>
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<tr>
<td>• Spelling is correct</td>
<td></td>
</tr>
<tr>
<td>• Neatness</td>
<td></td>
</tr>
<tr>
<td>• Hands in the assignment on time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>____/20</td>
</tr>
<tr>
<td>3. Strategy Assessment</td>
<td>____/50</td>
</tr>
<tr>
<td>4. Class participation</td>
<td>____/10</td>
</tr>
<tr>
<td>Total</td>
<td>____/100</td>
</tr>
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</table>
Lesson Two
The Dog and the Shadow

Teaching Level: Elementary EFL: 2nd grade

Time Frame: 80 minutes

Objectives:
Content Goal: To read the story The Dog and the Shadow
Language Goal: To use peer interaction to practice speaking skills
Learning Goal: To use learning centers to stimulate students' creativity and enhance students' learning

TESOL Standard:
Goal 1: To use English to communicate in social settings. Standard 1: Students will use English to participate in social interaction. Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Materials:
Poster 2-1 Cover of the Story
Focus Sheet 2-1 The Dog and the Shadow
Work Sheet 2-1 Make a Booklet
Work Sheet 2-2 Using Your Creativity to Design the Cover of the Story
Scissors and crayons
Cassettes: The Dog and the Shadow
Audio equipment
Strategy Assessment 2-1 Creativity and Learning Centers
Assessment Sheet 2-1

Warm Up:
The instructor encourages students to recall what a fable is and chooses five students to answer.

Task Chain 1: Reading the Story
1. The instructor shows Poster 2-1 and asks students to take guesses what this story is about.
2. Students are given Focus Sheet 2-1. The instructor reads aloud the story the first time. Then, the instructor and students read together. The instructor reads one sentence and students repeat again.
3. While reading the story, the instructor asks many questions about the text to make sure students are on track.

4. After reading the story, the instructor asks students a series of comprehension questions about the text and what they learned from the story.

Task Chain 2: Making a Booklet
1. Students are given Work Sheet 2-1.
2. Students need to cut pictures from Work Sheet 2-1. Then, students rearrange the order of the pictures and staple them like a booklet.
3. The instructor assigns students to work with one classmate and tell the story to their partner by showing his or her own booklet.
4. After telling the story, students color their booklets.

Task Chain 3: Using Centers to Enhance Students' Learning
1. The instructor divides students into three groups, one of each for a listening center, a reading center, and an art center. The instructor also gives the directions to each center before centers start.
2. At the listening center, each student has his or her own player to listen the story The Dog and the Shadow. At the reading center, students read the story silently. At the art center, students need to complete Work Sheet 2-2.
3. The duration of each center is twenty minutes. After twenty minutes students rotate to experience all three centers.

Formative Assessment:
Task Chain 1: The instructor asks students questions randomly.
Task Chain 2: The teacher walks around the classroom and makes sure students are on track. The instructor also helps students who may have difficulty finishing the booklet.
Task Chain 3: The teacher walks around the classroom and makes sure each center is on schedule.
Summative Assessment:
The teacher assesses Work Sheets 1-1 and 1-2. The instructor gives students final grades depending on the result of Assessment Sheet 2-1.

<table>
<thead>
<tr>
<th>Score</th>
<th>Representative</th>
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<tbody>
<tr>
<td>Above 90 points</td>
<td>Excellent</td>
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<tr>
<td>80-89 points</td>
<td>Good job</td>
</tr>
<tr>
<td>70-79 points</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>60-69 points</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Below 60 points</td>
<td>Study harder</td>
</tr>
</tbody>
</table>
Poster 2-1
Cover of the Story

Source: infoweb.newsbank.com/correlationbank/kidspage/Hd980906-2.htm

115
Focus Sheet 2-1
The Dog and the Shadow

It happened that a dog had got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water and was never seen again.

Source: http://www.sharebook.co.kr/aesop/3.htm
Work Sheet 2-1
Make a Booklet

Please cut out these five pictures and rearrange the order to tell the story.

1.

2.

Aesop's Fables
Work Sheet 2-1
Make a Booklet

3.

4.
Work Sheet 2-1
Make a Booklet

5.

Source: Bridge to Communication (1992)
Work Sheet 2-2
Using Your Creativity to
Design the Cover of the Story

Please draw a picture to design a cover for The Dog and the Shadow.
**Strategy Assessment 2-1**

**Creativity and Learning Centers**

Candidate: ____________

<table>
<thead>
<tr>
<th>Component</th>
<th>Point Value/ Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creativity</td>
<td></td>
</tr>
<tr>
<td>A. Making a booklet</td>
<td></td>
</tr>
<tr>
<td>• Tells a story depending on the unique booklet</td>
<td></td>
</tr>
<tr>
<td>B. Work Sheet 2-1</td>
<td></td>
</tr>
<tr>
<td>• Designs a unique cover for the story</td>
<td></td>
</tr>
<tr>
<td>2. Learning Centers</td>
<td></td>
</tr>
<tr>
<td>• Communicates well with partners</td>
<td></td>
</tr>
<tr>
<td>• Listens to another's ideas carefully</td>
<td></td>
</tr>
<tr>
<td>• Expresses ideas clearly</td>
<td></td>
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<tr>
<td>• Gets along well with others</td>
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<td>Total</td>
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**Assessment Sheet 2-1**

Candidate: ____________

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<th>Point Value/ Critique</th>
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<tr>
<td>• Creativity</td>
<td>_____/20</td>
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<tr>
<td>• Uses appropriate color</td>
<td></td>
</tr>
<tr>
<td>• Neatness</td>
<td></td>
</tr>
<tr>
<td>• Hands in the assignment on time</td>
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</tr>
<tr>
<td>2. Work Sheet 2-2</td>
<td></td>
</tr>
<tr>
<td>• Creativity</td>
<td>_____/20</td>
</tr>
<tr>
<td>• Uses appropriate color</td>
<td></td>
</tr>
<tr>
<td>• Neatness</td>
<td></td>
</tr>
<tr>
<td>• Hands in the assignment on time</td>
<td></td>
</tr>
<tr>
<td>3. Strategy Assessment</td>
<td>_____/40</td>
</tr>
<tr>
<td>4. Class participation</td>
<td>_____/10</td>
</tr>
<tr>
<td>5. Interaction with the instructor</td>
<td>_____/10</td>
</tr>
<tr>
<td>Total</td>
<td>_____/100</td>
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</table>
Lesson Three
The Goose that Laid the Golden Egg

Teaching Level: Elementary EFL: 2nd grade

Time Frame: 80 minutes

Objectives:
Content Goal: To learn new vocabulary words through reading a fable
Language Goal: To help students organize ideas before speaking
Learning Goal: To develop students' reading process through recognizing the idea of the moral in a fable, to take a quiz to assess students' learning, and to use scenario-based learning to inspire students' creativity

TESOL Standard:
Goal 1: To use English to communicate in social settings. Standard 1: Students will use English to participate in social interaction. Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Materials:
Focus Sheet 3-1 Story Book
Focus Sheet 3-2 New Vocabulary Words
Focus Sheet 3-3 The Goose that Laid the Golden Egg
Work Sheet 3-1 The Moral in the Story
Work Sheet 3-2 Scenario-based Learning: Shopping Cart
Strategy Assessment 3-1 Creativity, Vocabulary Learning, Reading Process, and Reading Assessment
Assessment Sheet 3-1
Portfolio files

Warm Up:
The instructor reviews the meaning of the fable and asks students to recall what they learned from The Hare and the Tortoise, and The Dog and the Shadow.

Task Chain 1: Learning New Vocabulary Words through Reading the Story
1. The instructor reads aloud the story for students by using a Big Book (Focus Sheet 3-1).
2. After finishing reading, the instructor uses Focus Sheet 3-2 to teach new vocabulary words. Then, the instructor reads the story aloud again. This time, the instructor asks many questions about the text to make sure students are on track and know each new vocabulary word.

3. After reading the story, the instructor asks students a series of comprehension questions about the text and what they learned from the story.

Task Chain 2: Learning the Meaning of Moral

1. Students are given Focus Sheet 3-3 and asked to read silently. Then, the instructor explains the meaning of "moral." The instructor also encourages students to guess what the moral in this story and explains it.

2. Then, the instructor passes out Work Sheet 3-1 and asks students to complete it.

3. After that, the instructor asks some students to share his or her ideas with the class randomly.

Task Chain 3: Your Moral Lesson in Daily Life

1. After discussing the moral in the story, students need to think about moral lesson from their lives. Students are given Work Sheet 3-2.

2. After finishing Work Sheet 3-2, students are divided into groups of five. Then, students share their ideas within the groups. Finally, students are given a vocabulary quiz. The instructor passes out blank sheets to students. The instructor reads five new vocabulary words and students need to spell it on the paper.

3. Before leaving the classroom, students are asked to put their today's work on their own portfolio files.

Formative Assessment:

Task Chain 1: The instructor asks students' questions about the story and the meaning of new vocabulary words randomly.

Task Chain 2: The instructor walks around the classroom to make sure each student is on track while doing silent reading. The instructor also helps students who may have difficulty finishing Work Sheet 3-1.
Task Chain 3: The instructor helps students who may have difficulty to finish Work Sheet 3-2.

Summative Assessment:
The teacher assesses Work Sheets 3-1, 3-2, and the quiz. The instructor gives final grades depending on the result of Assessment Sheet 3-1.

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<th>Representative</th>
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<tr>
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<td>Excellent</td>
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<tr>
<td>80-89 points</td>
<td>Good job</td>
</tr>
<tr>
<td>70-79 points</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>60-69 points</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Below 60 points</td>
<td>Study harder</td>
</tr>
</tbody>
</table>
The Goose that Laid the Golden Egg
A Retelling of Aesop's Fable
By Marx White
Illustrated by Greg Page
<table>
<thead>
<tr>
<th>New Vocabulary Words</th>
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</thead>
<tbody>
<tr>
<td>goose</td>
</tr>
<tr>
<td>surprise</td>
</tr>
<tr>
<td>kill</td>
</tr>
<tr>
<td>reward</td>
</tr>
<tr>
<td>income</td>
</tr>
<tr>
<td>egg</td>
</tr>
<tr>
<td>oven</td>
</tr>
</tbody>
</table>
Focus Sheet 3-3
The Goose that Laid the Golden Egg

A goose surprised her owner by laying an egg of solid gold. He put aside his plan to eat her, and in reward received another golden egg each week.

But he has time, between eggs, for troublesome thoughts. "If I had all her gold at once, I could invest and live on the income!"

So the man killed his goose after all. But when he opened her, her found not one gold egg. She was just a goose, dead now, good only for the oven.

If you try to grab too much too soon, you risk losing everything.
Work Sheet 3-1
The Moral in the Story

1. Did you think the owner learned the lesson in this story? Make X in the box that gives your answer.
   - [ ] The owner learned the lesson.
   - [ ] The owner did not learn the lesson.

2. Write 3 reasons that explain your answer.
   A. ___________________________________________________
   B. ___________________________________________________
   C. ___________________________________________________

   - [ ] Slow and steady is sometimes best
   - [ ] Trying to get something you don’t have may make you lose what you do have.
   - [ ] If you try to grab too much too soon, you risk losing everything.

[Image of a goose on a nest]
Work Sheet 3-2
Scenario-based Learning: Shopping Cart

1. After reading The Goose that Laid the Golden Egg, do you understand what a moral is? Could you share one event or one thing that you got a lesson in your life? Share with your group members.

2. Try to complete this shopping cart. Imagine you are going to the grocery store to get the ingredients for a meal. If you forget one ingredient, your meal will not be complete. After finishing this shopping cart, you need to share your experiences with your group members.

With whom:

Time:

Place:

What have you learned?

What happened?
Strategy Assessment 3-1
Creativity, Vocabulary Learning, Reading Process, and Reading Assessment

Candidate: ______________

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<tbody>
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<td>• Completes scenario-based</td>
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<tr>
<td>learning well</td>
<td>/10</td>
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<tr>
<td>2. Vocabulary Learning</td>
<td></td>
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<tr>
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<td></td>
</tr>
<tr>
<td>on work sheets</td>
<td>/10</td>
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<tr>
<td>Spells correctly</td>
<td></td>
</tr>
<tr>
<td>3. Reading Process</td>
<td></td>
</tr>
<tr>
<td>• Answers questions correctly</td>
<td></td>
</tr>
<tr>
<td>• Completes Work Sheet 3-1</td>
<td></td>
</tr>
<tr>
<td>well</td>
<td>/10</td>
</tr>
<tr>
<td>4. Reading Assessment</td>
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</tr>
<tr>
<td>• Gets high grade on the quiz</td>
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<tr>
<td>• Puts today’s work in</td>
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<tr>
<td>portfolio file</td>
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<td>Total</td>
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### Assessment Sheet 3-1

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<tr>
<td>• No spelling mistakes</td>
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<tr>
<td>• No syntax errors</td>
<td></td>
</tr>
<tr>
<td>• Neatness</td>
<td></td>
</tr>
<tr>
<td>• Hands in the assignment on time</td>
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<tr>
<td>2. Work Sheet 3-2</td>
<td>____/15</td>
</tr>
<tr>
<td>• Creativity</td>
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<td>• No spelling mistakes</td>
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<td>• No syntax errors</td>
<td></td>
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<tr>
<td>• Neatness</td>
<td></td>
</tr>
<tr>
<td>• Hands in the assignment on time</td>
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<tr>
<td>3. Group time</td>
<td>____/10</td>
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<tr>
<td>• Communicates well with group members</td>
<td></td>
</tr>
<tr>
<td>• Listens to others' ideas carefully</td>
<td></td>
</tr>
<tr>
<td>• Expresses ideas clearly</td>
<td></td>
</tr>
<tr>
<td>4. Strategy Assessment</td>
<td>____/40</td>
</tr>
<tr>
<td>5. Class participation</td>
<td>____/10</td>
</tr>
<tr>
<td>6. Interaction with the instructor</td>
<td>____/10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>____/100</td>
</tr>
</tbody>
</table>
Lesson Four
The Fox, the Wolf, and the Horse

Teaching Level: Elementary EFL: 2nd grade

Time Frame: 80 minutes

Objectives:
- **Content Goal:** To learn new vocabulary words through reading a fable and working in a group
- **Language Goal:** To practice students' speaking skills through retelling the story
- **Learning Goal:** To develop students' reading process through identifying the featured characters in a fable, use story retelling assess students' learning, and use Vocabulary Self-collection strategy to inspire students' innovative literacy

TESOL Standard:
- **Goal 2:** To use English to achieve academically in all content area. Standard 1: Students will use English to interact in the classroom. Standard 2: Students will use English to obtain process, construct and provide subject matter information in spoken and written form. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Materials:
- Focus Sheet 4-1 The Fox, the Wolf, and the Horse
- Dictionaries or Thesauruses
- Work Sheet 4-1 New Vocabulary Words
- Work Sheet 4-2 Reading Process: Understanding Characters in a Fable
- Work Sheet 4-3 Reading Assessment: Retelling the Story
- Self-assessment Sheet 4-1
- Strategy Assessment 4-1 Creativity, Vocabulary Learning, Reading Process, and Reading Assessment
- Assessment Sheet 4-1
- Portfolio files

Warm Up:
The instructor asks students the meaning of "moral" and encourages students to recall the characters in previous reading, The Hare and the Tortoise. Then, the
The instructor asks students if they think each animal has its own personality. For example, when they think about a turtle, what human qualities will come along with turtle? And how about cat, fox, and dog?

Task Chain 1: Reading the Fable and Learning New Vocabulary Words through Group Cooperation
1. The instructor passes out Focus Sheet 4-1 to students and asks them to read silently. Students are also asked to underline or circle any words they did not understand.
2. Then, students are divided into groups of five. The instructor also gives each student one dictionary or thesaurus.
3. During the group time, students need to list the words (Work Sheet 4-1) they did not understand in the story. After that, students need to define the meaning of vocabulary words through group discussions or find the meaning in the dictionary or thesaurus.
4. After that, students reread the story and discuss the text with group members.

Task Chain 2: Understanding Characters in a Fable
1. The instructor encourages students to recall the characters in this story.
2. Then, the instructor explains the characteristic of characters in a fable. Students should notice that the author is using personification in the fable. The animals in the fable act like human beings.
3. The instructor distributes Work Sheet 4-2 and asks students to complete it.

Task Chain 3: Retelling the Story by Group Cooperation
1. Students are divided into groups of five. Each group was asked to choose one recorder to write down their story on Work Sheet 4-3.
2. The rest of other group members take turns retelling the story. Each person only can say one sentence, then the next one needs to continue until finishing the story.
3. During the group time, each student needs to listen carefully. If someone tells the wrong plot, everyone can correct his or her sentence politely. The recorder only needs to write the correct sentences.
4. The instructor distributes Self-assessment Sheet 4-1 to students and asks them to complete it.
5. Before leaving the classroom, students are asked to put their work in their own portfolio files.

Formative Assessment:
Task Chain 1: The instructor walks around the classroom and checks that the students are on track.
Task Chain 2: The instructor helps students who may have difficulty finishing Work Sheet 4-1.
Task Chain 3: The instructor walks around the classroom and makes sure each group is on schedule.

Summative Assessment:
The teacher assesses Work Sheets 4-1, 4-2, and 4-3. The instructor gives students final grades depending on the result of Assessment Sheet 4-1.

<table>
<thead>
<tr>
<th>Score</th>
<th>Representative</th>
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<tbody>
<tr>
<td>Above 90 points</td>
<td>Excellent</td>
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<tr>
<td>80-89 points</td>
<td>Good job</td>
</tr>
<tr>
<td>70-79 points</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>60-69 points</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Below 60 points</td>
<td>Study harder</td>
</tr>
</tbody>
</table>
A Fox and a Wolf were traveling together one day when they came upon a horse in a field. They had never seen a horse before and did not know what to make of it.

The fox approached the horse and asked his name. The horse replied, "My name is written on my hoof, you may read it."

The fox was careful. He said, "I do not know how to read, but my friend the wolf reads very well," The wolf was flattered and leaned forward to read the name. The horse kicked the wolf in the face and galloped away.
Please list the vocabulary words that you did not understand and give definitions.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
<td></td>
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<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
Reading Process: Understanding Characters in a Fable

Name: ___________________ Date: ___________________

Please answer the following questions:

1. What three characters are in this fable?
   __________, __________ and __________.

2. The horse in this fable stands for cleverness. Below is a list of other human qualities. Decide which qualities the fox and the wolf represent. Write Fox or Wolf after the qualities each animal represents.
   a. cautiousness
   b. simple-mindedness
   c. ability to look ahead

3. The fox says that the wolf is his friend. How does the fox prove he is not the wolf's friend?

Source: Littell, (1989)
Work Sheet 4-3
Reading Assessment: Retelling the Story

Please write your group’s fable.

Group members: ____________________________________________

Recorder: __________________________________________________

Self-assessment Sheet 4-1
Working in the Group

Name: __________________________
Date: __________________________

Put an X that correspond to your performance in the group.

©©©©©   Excellent
©©©©   Good Job
©   Needs Improvement

<table>
<thead>
<tr>
<th>Items</th>
<th>Degree</th>
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</thead>
<tbody>
<tr>
<td>Did I listen carefully when other group members spoke?</td>
<td>©©©©©</td>
<td></td>
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<td>Did I express my idea clearly?</td>
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<td></td>
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<tr>
<td>Did I respect other's ideas?</td>
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<td>©©©</td>
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<tr>
<td>Did I communicate well with others?</td>
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<td></td>
</tr>
<tr>
<td>Did I contribute the group?</td>
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<td></td>
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</table>
**Strategy Assessment 4-1**  
**Creativity, Vocabulary Learning, Reading Process, and Reading Assessment**

Candidate: ______________

<table>
<thead>
<tr>
<th>Component</th>
<th>Point Value/ Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creativity</td>
<td></td>
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<tr>
<td>• Uses Vocabulary Self-collection</td>
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<tr>
<td>Strategy well in the group</td>
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<tr>
<td>2. Vocabulary Learning</td>
<td></td>
</tr>
<tr>
<td>• Uses new vocabulary words on</td>
<td>_____/10</td>
</tr>
<tr>
<td>work sheets</td>
<td></td>
</tr>
<tr>
<td>• Spells correctly</td>
<td></td>
</tr>
<tr>
<td>3. Reading Process</td>
<td></td>
</tr>
<tr>
<td>• Answers questions correctly</td>
<td>_____/10</td>
</tr>
<tr>
<td>• Completes Work Sheet 4-2</td>
<td></td>
</tr>
<tr>
<td>well</td>
<td></td>
</tr>
<tr>
<td>4. Reading Assessment</td>
<td></td>
</tr>
<tr>
<td>• Retells the story with correct</td>
<td>_____/10</td>
</tr>
<tr>
<td>sequence</td>
<td></td>
</tr>
<tr>
<td>• Puts today's work in portfolio</td>
<td></td>
</tr>
<tr>
<td>file</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>_____/40</td>
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</tbody>
</table>
## Assessment Sheet 4-1

**Candidate:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Point Value/ Critique</th>
</tr>
</thead>
</table>
| 1. Work Sheet 4-1 and 4-2  
- Neatness  
- No spelling mistakes  
- No syntax errors  
- Hands in the assignment on time | ____/20 |
| 2. Work Sheet 4-3  
- Creativity  
- Neatness  
- Hands in the assignment on time | ____/10 |
| 3. Group Interaction  
- Communicates well with partner  
- Listens to others' ideas carefully  
- Expresses ideas clearly | ____/10 |
| 4. Class participation and interaction with the instructor | ____/10 |
| 5. Self-assessment 4-1 | ____/10 |
| 6. Strategy Assessment | ____/40 |
| **Total** | ____/100 |

**Total Score:** 142
Lesson Five
The Boy Who Cried Wolf (a Play)

Teaching Level: Elementary EFL: 2nd grade

Time Frame: 80 minutes

Objectives:
Content Goal: To know a story through a play
Language Goal: To perform a play through different voices and intonations
Learning Goal: To use learning centers to develop students' cooperation and creativity

TESOL Standard:
Goal 2: To use English to achieve academically in all content area. Standard 1: Students will use English to interact in the classroom. Standard 2: Students will use English to obtain process, construct and provide subject matter information in spoken and written form. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Materials:
Focus Sheet 5-1 Puppets
Focus Sheet 5-2 Story Sheet
Focus Sheet 5-3 Script
Work sheet 5-1 Elements of a Play
Self-assessment Sheet 5-1
Strategy Assessment 5-1 Creativity, Reading
Assessment, and Learning Centers

Portfolio files

Warm Up:
The instructor asks students "Have you ever read a play in a book?" and encourages them to share with classmates.

Task Chain 1: Listening the Story
1. At first, students are asked to sit on the rug and listen to a story.
2. The instructor introduces the characters in the story and shows the puppets to the students (Focus Sheet 5-1). Then, the instructor tells the story by
using these puppets and explains the elements of the play: setting, characters, event, and theme.

3. The instructor needs to use different voices and intonations of each character to attract students' attention.

4. After that, the instructor asks students a series of comprehension questions about the text and what they learned from the story.

5. The instructor asks students to go back to their seats and distributes Focus Sheet 5-2.

**Task Chain 2: Understanding the Elements of a Play**

1. The instructor explains the elements of a play again.

2. Students are given Work Sheet 5-1 and asked to complete it.

3. The instructor corrects the answer in the class through discussing with students.

**Task Chain 3: Using Learning Centers to Encourage Students to Create a Play**

1. Then, the instructor introduces today's center to students: The Boy Who Cried Wolf. Students can choose their partners in the center and decide the roles they prefer in the play.

2. After that, each group is given puppets (Focus Sheet 5-1).

3. Then, students are given Focus Sheet 5-3. Students can follow the script sheet or make it different to create their own play.

4. The instructor reminds students to notice their voices to show the emotion of a play.

5. Before leaving the classroom, students are asked to put today's work in their own portfolio files.

**Formative Assessment:**

**Task Chain 1:** The instructor asks many questions about the store to make sure students are on track.

**Task Chain 2:** The instructor helps students who may have difficulty finishing Work Sheet 5-1 and checks students' answers.

**Task Chain 3:** The instructor walks around the classroom and makes sure each center is on schedule.
Summative Assessment:
The teacher assesses Work Sheets 5-1 and gives final grades depending on the result of Assessment Sheet 5-1.

<table>
<thead>
<tr>
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<td>Needs Improvement</td>
</tr>
<tr>
<td>Below 60 points</td>
<td>Study Harder</td>
</tr>
</tbody>
</table>
Focus Sheet 5-1
Puppets
Focus Sheet 5-1
Puppets

Baker
Farmer
Boy
Parents
Focus Sheet 5-1
Puppets

Smith

Potter

Sheep

Wolf
There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don’t cry ‘wolf’, shepherd boy," said the villagers, "when there’s no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don’t cry ‘wolf’ when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn’t come.

At sunset, everyone wondered why the shepherd boy hadn’t returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.
"There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar... even when he is telling the truth!"
The Boy Who Cried Wolf

Setting: On a hill

Characters:
Parents (Mother or Father)
Father
Boy
Farmer
Smith
Potter
Baker

Parents: I know that this is a tedious job, my son, but it is an important one. The sheep of entire village are under your care. If you do a good job at this work then you will soon have a better job. Be sure to stay on the hilltop. That way you can safely see if thieves or wild beasts try to take our sheep, and you will be able to call for help. Now I must take the cart to the market in the city to sell our grapes. I will back this evening.

Boy: Boy, what a lousy job. I bet this is the sorriest job in the whole world, watching a bunch of dumb sheep. I wish I could go to the market. There's lots of excitement there. Hey, you ignorant lamb. Do you know where the ram went to wash his face? (pause) He went to the Baaàa throom. I figured you wouldn't catch it. All you stupid animals know how to do is to chew grass.
Focus Sheet 5-3  
Script (Con’t.)

Anything would be better than this. If I was picking grapes at least I’d have someone to talk to. Wait! I’ve got an idea. I bet this will add some excitement. (yells) Wolf! Help! Help! Wolf!

Farmer: Where? I don’t see any wolves.

Boy: There was just one and he ran away.

Smith: Just one wolf? That’s mighty curious, they usually travel in packs. Well if you see another one throw a stone first and if that doesn’t scare him then call us for help.

Boy: Oh boy! That was fun to see the old chubby smith a huffing and a puffing as he ran up the hill. This is a great idea. I’m going to have some kicks today. Who shall I trick next? I know, all those women working down near the ovens. (yells) Wolf! Help, help! A wolf! Ha ha, look at that old lady run with her big pot. And now she dropped and broke it.

Potter: Are the sheep safe? I ruined an expensive clay vase to get here in time to help.

Baker: What!? I don’t see a wolf in sight. My loaves of bread are probably burning, shepherd boy.

Boy: The wolf must have run away.

Potter: We’ve wasted enough time. We better get back to work.
Baker: Well it sounds mighty fishy to me. My husband told me at lunch time that the shepherd and yelled "Wolf," and there wasn't a sign of a wolf around.

Boy: Stupid old baker woman. What a sight she made, holding up her skirt as she ran. And my didn't she sweat and get red in the face. Ho ho! (sticks out tongue) Well, who shall I fool next? There's a man with a basket of apples. He'll do. Help! Help! A wolf, a wolf! Yippee this is a real hoot, why .......... uh oh, that's not the apple picker. It's the smithy and he was carrying a basket of iron ore. And here comes his wife and the wheat farmer, too. I'm in trouble now. I better think of something quick. Here I'll throw some stones. (fakes throwing) "Go away you bad wolf! Shoo, leave our sheep alone. (throws again) And don't you ever come back you mean wolf.

Smith: Not a wolf around.

Boy: I did like you told me and threw rocks and it scared the wolf away.

Baker: I'll bet, you little scamp.

Farmer: By Gemini, Smithy. There's not a wolf track around.

Potter: To think of all the work wasted today because of your foolishness. Your mother will hear about this.

Smith: I tell you one thing for sure. If you call "wolf" again, shepherd boy, I'll come up here with a sturdy staff.
Focus Sheet 5-3  
Script (Con’t.)

If there’s no wolf to whack around then I’ll use the staff on your behind.

Boy: You bunch of dumb people. It was worth it just to see all of you so upset. Go ahead and tell my mother. I’ll just make up a story to tell her about how mean you are and she’ll believe me. That’s strange, I didn’t know we had a gray sheep. Good heavens! That’s not a sheep, it’s a wolf, and there’s another one. Help! Help! Wolf! Oh no, it’s a whole pack of wolves. Help! Wolves! This time for real! Why doesn’t anyone come? Surely they can hear me. This is terrible. The wolves have killed the big ram and now the sheep don’t stand a chance. (throws rock) “Go away you nasty wolves!” They’ve killed all the sheep and are dragging off the little lambs. This is my entire fault. This is a terrible lesson I’ve learned, “If you tell lies, no one will believe you even when you tell the truth.”

Source: http://www.hipark.austin.isd.tenet.edu/mythology/aesop_wolf.html
Work Sheet 5-1
Elements of a Play

Please answer the following questions based on The Boy Who Cried Wolf.

Setting:

Characters:

What happened?

What is the theme?
Self-assessment Sheet 5-1

Name: ___________________

Your group members: ___________________

Which role you take: ___________________

Please circle the answer in the following questions.

1. Can I understand the meaning of this play? Yes No

2. Do I make eye contact with my partners while they are performing? Yes No

3. Do I contribute to the center? Yes No

4. Am I satisfied with my performance? Yes No

5. In your center, who is the best participant?
**Strategy Assessment 5-1**  
Creativity, Reading Assessment, and Learning Centers

Candidate: ______________

<table>
<thead>
<tr>
<th>Component</th>
<th>Point Value/ Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creativity</td>
<td></td>
</tr>
<tr>
<td>• Uses puppets to perform well</td>
<td></td>
</tr>
<tr>
<td>• Creates new scripts during the performance</td>
<td>/20</td>
</tr>
<tr>
<td>2. Reading Assessment</td>
<td></td>
</tr>
<tr>
<td>• Puts today’s work in portfolio file</td>
<td>/5</td>
</tr>
<tr>
<td>3. Learning Centers</td>
<td></td>
</tr>
<tr>
<td>• Communicates well with partners</td>
<td>/20</td>
</tr>
<tr>
<td>• Listens to another’s ideas carefully</td>
<td></td>
</tr>
<tr>
<td>• Expresses ideas clearly</td>
<td></td>
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<tr>
<td>• Gets along well with others</td>
<td></td>
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<td>Total</td>
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</table>

Total: 157
### Assessment Sheet 5-1

Candidate: ____________

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<th>Point Value/ Critique</th>
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<tr>
<td>• No spelling mistakes</td>
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<tr>
<td>• No syntax errors</td>
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<td>• Neatness</td>
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<td>• Correctness</td>
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<tr>
<td>• Hands in the assignment on time</td>
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<td><strong>3. Self-assessment 5-1</strong></td>
<td>_____/15</td>
</tr>
<tr>
<td><strong>4. Class participation</strong></td>
<td>_____/15</td>
</tr>
<tr>
<td><strong>5. Interaction with the instructor</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td>_____/100</td>
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</table>
Lesson Six
Searching Aesop's Fables on the Internet

Teaching Level: Elementary EFL: 2nd grade

Time Frame: 80 minutes

Objectives:
Content Goal: To learn how to use search engines on the Internet
Language Goal: To tell a story in the public
Learning Goal: To develop students' cooperation and creativity by using learning centers and Internet search engines to find various resources

TESOL Standard:
Goal 2: To use English to achieve academically in all content area. Standard 1: Students will use English to interact in the classroom. Standard 2: Students will use English to obtain process, construct and provide subject matter information in spoken and written form. Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Materials:
Computers and projector
Focus Sheet 6-1 Surfing the Web
Focus Sheet 6-2 Using a Search Engine
Work Sheet 6-1 Aesop's Fables on the Internet
Work Sheet 6-2 Finding Stories on the Internet in Learning Centers
Strategy Assessment 6-1 Creativity, Reading Assessment, and Learning Centers
Assessment Sheet 6-1
Portfolio files

Warm Up:
The instructor asks students to share their experiences of searching information on the Internet.

Task Chain 1: Exploring the Net
1. The instructor reads Focus Sheet 6-1.
2. At the same time, the instructor also shows the websites that are mentioned in Focus Sheet 6-1 on the projector through the computer.
3. After students get the idea about some websites, the instructor introduces the search engines and passes out Focus Sheet 6-2. The instructor also takes Aesop's fables as an example to show the differences when typing "Aesop," "fables," and "Aesop's fables" in the search box; the search engine will get different outcomes.

Task Chain 2: Searching Aesop's Fables on the Internet
1. Students are divided into groups. Each group consists of four group members.
2. Each group needs to find four Aesop's fables on the Internet. The instructor passes out Work Sheet 6-1 to each group.
3. In the group, each group has one computer and students need to take turns using the computer.
4. After that, students tell the fable that they find on the Internet to the group members.

Task Chain 3: Using Learning Centers to Encourage Students to Find Other Stories
1. The instructor introduces three centers to students: Grimm Brothers fairy tales, Anderson fairy tales, and One Thousand and One Nights.
2. These three centers are placed in different locations in the classroom. Students can choose which center they want to join depending on their preferences.
3. No matter which center students choose, they all need to complete Work Sheet 6-2.
4. Students bring their portfolios to their own centers to exam their progress and share their self-evaluation with the group members.

Formative Assessment:
Task Chain 1: The instructor asks many questions about the lecture to make sure students are on track.

Task Chain 2: The instructor helps students who may have difficulty finishing Work Sheet 6-1 and checks students' answers.

Task Chain 3: The instructor walks around the classroom and makes sure each center is on schedule.
**Summative Assessment:**

The teacher assesses Work Sheets 6-1 and 6-2 and gives grades depending on the result of Assessment Sheet 6-1.

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<th>Score</th>
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<td>Needs Improvement</td>
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<td>Below 60 points</td>
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</tbody>
</table>
Focus Sheet 6-1
Surfing the Web

Do you ever “channel surf” on your TV? Some people also surf the web, moving form link to link, because there are so many interesting sites to visit. Here are a few examples of the types of sites you can find.

On-Line Encyclopedias

If you want to look up something in a hurry, an on-line encyclopedia may be just what you need.

Encyclopedia.com <www.encyclopedia.com> This site offers many short articles on topics form A to Z.

Britannica.com <www.britannica.com> This site offers more-detailed articles.

Letsfindout.com <www.letsfindout.com> This site offers articles designed just for kids.

Electronic Libraries

When an encyclopedia isn’t enough, you may want to visit an on-line library.

Internet Public Library <www.ipl.org> This very useful library has many on-line magazines and newspaper and a special section just for kids.

Library of Congress <www.loc.gov> This is the United States Congress’s own library. It’s so huge; you may need help from an adult to find what you’re looking for.

Search Engines

A search engine is a special Web tool that helps you find what you need on the Web. To learn how to use a search engine, see Focus Sheet 4-2.

Adopted from: Write on Track (2002)
Focus Sheet 6-2
Using a Search Engine

A search engine is a special web site that lists addresses and descriptions of millions of Web pages. While there are many search engines, most people can find everything they need with just a couple of different engines.

Google <www.google.com> is one of the most popular general search engines now. It has several tabs which can provide different types of searches.

Search by
Webs: broadest possible search
Images: great for finding pictures to download or insert
Directories: searching according to categories

Click the appropriate tab before typing in your keywords

Enter keywords and then click on "Search"
Focus Sheet 6-2
Using a Search Engine

**Keywords**

The best way of narrowing your search is by always starting with two words instead of just one word. Two words usually return move specific web sites. Use quotation marks around both words (ex., “Aesop’s fables”) to have the engine search for both words together. Also, it will be helpful to make a list of related words or synonyms to use in the search.

- Use two words
- Use related words or synonyms
- Use every variation of the keyword
Please search for four Aesop's fables on the Internet, and answer the following questions.

Group members: 

1. Title: 
   Characters: 
   Moral: 

2. Title: 
   Characters: 
   Moral: 

3. Title: 
   Characters: 
   Moral: 

4. Title: 
   Characters: 
   Moral:
Work Sheet 6-2
Finding Stories on the Internet in Learning Centers

Name: ____________________________ Date: __________

1. In which center did you participate?
   __________________________________________

2. How many stories did you find on the Internet? Please list them.
   __________________________________________
   __________________________________________
   __________________________________________

3. Which one did you like best?
   __________________________________________
   __________________________________________
   __________________________________________

4. Could you list the characters in your favorite story?
   __________________________________________
   __________________________________________
   __________________________________________
### Strategy Assessment 6-1

**Creativity, Reading Assessment and Learning Centers**

**Candidate:** ______________

<table>
<thead>
<tr>
<th>Component</th>
<th>Point Value/ Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Creativity</strong></td>
<td></td>
</tr>
<tr>
<td>• Uses search engines to find many resources</td>
<td>____/10</td>
</tr>
<tr>
<td><strong>2. Reading Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>• Puts today’s work in portfolio file</td>
<td>____/20</td>
</tr>
<tr>
<td>• Reviews the portfolio and knows his or her progress</td>
<td></td>
</tr>
<tr>
<td><strong>3. Learning Centers</strong></td>
<td></td>
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<tr>
<td>• Communicates well with partners</td>
<td>____/10</td>
</tr>
<tr>
<td>• Listens to another’s ideas carefully</td>
<td></td>
</tr>
<tr>
<td>• Expresses ideas clearly</td>
<td></td>
</tr>
<tr>
<td>Gets along well with others</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>____/40</td>
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</table>
**Assessment Sheet 6-1**

Candidate: ______________

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<thead>
<tr>
<th>Component</th>
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<tr>
<td>1. Work Sheet 6-1</td>
<td></td>
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<tr>
<td>• No spelling mistakes</td>
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<tr>
<td>• No syntax errors</td>
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<tr>
<td>• Neatness</td>
<td></td>
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<tr>
<td>• Hands in the assignment on time</td>
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<td>_____/20</td>
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<td>2. Work Sheet 6-2</td>
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<tr>
<td>• No spelling mistakes</td>
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<td>• No syntax errors</td>
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<td>• Neatness</td>
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<td>• Hands in the assignment on time</td>
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<td>_____/20</td>
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<td>3. Strategy Assessment</td>
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<td></td>
<td>_____/40</td>
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<tr>
<td>4. Class participation</td>
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<td></td>
<td>_____/10</td>
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<tr>
<td>5. Interaction with the instructor</td>
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<tr>
<td></td>
<td>_____/10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____/100</td>
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REFERENCES


Allington, R. L. (1994). The schools we have, the schools we need. The Reading Teacher, 48, 14-28.


