

Title:

The Cooperative Classroom: Scaffolding EFL Elementary Learners' English Literacies Through the Picture Word Inductive Model -- The Journey of Three Teachers in Taiwan

Author:

Feng, Ching Chao

Advisor:

Bennett, Barrie

Department:

Curriculum, Teaching and Learning

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Abstract (summary):

Children in Taiwan start their English classes in grade three. As they progress through the grades, they generally do not demonstrate high English proficiency. In addition, they also gradually lose their interest in learning English ("Education Minister," 2009). To respond to the problem of achievement and motivation related to learning English, the Picture Word Inductive Model and Cooperative Learning were integrated as an alternative approach to the current instructional method in order to more effectively improve the Taiwanese elementary learners' English literacy and highly motivate their interest in acquiring a foreign language. The focus of this study was to discover the participating teachers' and students' perspectives toward this new teaching approach and to understand the difficulties they encounter during the process of initiating and implementing an educational change. This eleven-month qualitative study involved three elementary English teachers and their 71 students from grades 4, 5 and 6 as participants. The data were collected through field notes from onsite classroom observations, teachers' weekly reflective journals, in-class video recordings, and transcripts of teachers' monthly meetings and personal interviews with the participants. Although one teacher and her students had to withdraw from the study because of intense pressure from school authorities and parents, the results of this study indicate that the remaining teachers and students highly recommended implementing this alternative approach in English classes and believed that this new way of teaching not only helped students become more autonomous and responsible for their own learning, but also provided them with more opportunities to interact with their peers. Although having doubts about this new approach at the beginning of the study and encountering difficulties during the process of implementation, the two teachers reported that their students' English vocabulary had increased and they were able to compose meaningful English paragraphs as a result of this non-traditional strategy. The students also revealed that their motivation toward learning English had improved. Furthermore, the results show that support from school authorities and parents is essential to the initiation and maintenance of a change in education settings.

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Scaffolding is providing structured support to help learners achieve a task. The clue is in the word I guess... Personally, I used to think of scaffolding as part of differentiation, until I read this useful definition from edglossary.com. To give a basic example, some learners prefer to learn through seeing, some through listening, others through doing. Some theorists suggest that if we understand a student's preferred way of learning, we can tailor input and activities to suit their learning styles (Google 'Meshing Hypothesis'). The VAK model (of visual, auditory and kinaesthetic 'learning modalities') is well-known and [has featured](#) in almost every training course I've taken. Post navigation. ← Integrating technology in the EFL classroom. The 8 stages of teaching my own

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