

**CAN CHILDREN AND PARENTS READ HAPPILY
EVER AFTER? AN INVESTIGATION OF
EXTENSIVE READING IN TAIWAN**

Volume 2

BY

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Appendix 1 Baseline survey - Focus Group Interview Outline

Focus Group Question schedule

Issue 1: Teaching

Issue 2: English outside classroom

Issue 3: Attitudes and Motivation

Issue 4: Opinions to the primary English education

Issue 1: Teaching

1. What methods do English teachers use generally? What are the advantages and disadvantages of these methods? Any suggestions towards the methods? Any other commonly used methods/techniques? Do these methods suit Taiwan's education system? What do you know about foreign language learning in other countries? Are we different from or similar to their methods?
2. What is important in each stage of English learning, in your opinion and why? Does the teaching meet the needs of the learners?
3. Can teachers use Chinese in class? If so, when? Any particular difficulty of using only English while teaching?
4. Generally speaking, how is the interaction in class? What do teachers do when the students do not know the correct answers?
5. What should teachers provide in classrooms? (in terms of inputs) Do teachers change their ways of teaching in order to provide input outside classroom? By how? Have the teachers thought of doing it or the possible advantages of it? Do they know this can help learners?

Issue 2: English outside classroom

1. Compared to other countries that have already started primary English language education, do you think our society has provided a good environment for language learning? If not, what should be improved? (Do you think Taiwan is an environment with less input inside and outside the classroom than these successful countries in terms of English learning?)
2. What is the input outside classroom? (Homework, movies, radios, videos, TV, story books, songs, comic books, family input, private intuition, magazines, signs on streets, video games, study abroad, computer, internet, emails....)
3. In terms of English learning, do students focus more on the learning process or the learning result (grades)?
4. What is the most popular input outside classroom? Why?
5. Why makes you notice the input outside of the classroom, if you do? Are there any ways that can help you notice more?

6. (teacher) Have you had any students who are interested in the input outside of the classroom and also making use of the input?
7. How do people learn languages, in your opinion?
8. Do you think input outside classroom will help learning? If you do, in your opinion, how does learning / acquisition take place? Why does it help some people but not the others?
9. Have you had any teachers who gave you chances or directed you to the input around you in your English learning experience? If you have, how did the teacher do it?
10. (teacher) Have you tried to bring the real world outside (e.g. newspapers, radios, novels, cultural aspects) into your classroom?
(students) Can you use the English you learned at school after class? Is the School English useful to you?
11. There are countries that are successful in English language learning, e.g. Netherlands, Sweden, Poland. What is the key to success in these countries and what can we change in order to be compatible with these countries?

Issue 3: Attitudes and Motivation

1. Could you please briefly describe your learning experience or special learning experience? (attitude)
Does your experience in learning English influence you very much?
2. In your opinions, what is a good vs. bad attitude towards English learning?
3. How is your learning attitude? How about your classmates?
If you're interested in English learning, how do you learn and practice? What is your ideal ways of learning? Does your teacher's attitude influence you when you learn? Is it good or bad influence?
Do you ask in English? Does your teacher understand your question and solve your problem? If you don't practice in English, how do you solve your problem?
4. How good is your English, compared to other classmates? What can you manage to talk with a foreigner? Do you prefer foreign teachers if you can choose? If so, why?
5. Are learners in Taiwan good/bad at learning FLs in comparison to other countries?
Why do you think others are better or worse?
6. (Teacher) Do learners generally have positive attitudes toward learning a foreign language after years of learning English? Why?
(Students) In your learning experience, have you changed your learning attitude? Do you feel confidence in your learning?
7. (Teacher) Do you enjoy teaching? Do teachers encourage students a lot in Taiwan?
(Students) Do you think your teacher enjoys teaching? Do they encourage students?
8. When you have problem in learning English, do you try using different methods to learn?

Does your teacher suggest you other ways of learning?

Issue 4: Opinions to the primary English education

- 1. What qualities should English teachers have?**
- 2. Do English teachers generally have overall high proficiency? Have you had any difficulties in learning which were resulted by the low proficiency of your teacher?**
- 3. Do English teachers generally have good pronunciation? Have you had any difficulties in learning which were resulted by the poor pronunciation of your teacher?**
- 4. What do you think about employing foreign teachers for primary English education?**
- 5. Do you think one to two hours a week for English learning is enough? How much would be?**
- 6. Do you think the policy will be a success in a few years? If so, what are the keys? If not, why not?**
- 7. General suggestions.**

Appendix 2 Baseline survey - Questionnaire

Please read each questions in the first section of each issue and rank each question on a scale of 1-5 (1= strongly disagree; 2 = disagree; 3 = don't know / no comments; 4 = agree; 5 = strongly agree) and then circle the number after the questions. Then please write down your opinions of the questions in the following section.

I . Teaching

1. Do you have good knowledge of English teaching methodology and ability to use it?.....

5 4 3 2 1
2. Do English teachers in Taiwan have good knowledge of methodology and ability to use it?

5 4 3 2 1
3. Do English teachers in Taiwan still have a lot to improve in terms of methods?

5 4 3 2 1
4. Do you have good knowledge in English language teaching worldwide?..

5 4 3 2 1
5. Does what the English teachers teach meet the students' need?

5 4 3 2 1
6. Is it difficult for teachers and students to have English classes only in English?

5 4 3 2 1
7. Should teachers use only English in English classes?

5 4 3 2 1
8. Do you disagree with the use of Chinese to a great extent in English class while the teacher teaches?.....

5 4 3 2 1
9. Do students actively participate and practice in your English class?.....

5 4 3 2 1
10. Do students have many chances to interact with the teacher?.....

5 4 3 2 1
11. Does the teacher insist that the learners have to answer the question even if they do not know the answer?.....

5 4 3 2 1
12. Do you agree that increasing the extra-classroom input can help develop students' English ability?.....

5 4 3 2 1
13. Are you willing to adjust your ways of teaching in order to increase students' extra-classroom input?.....

5 4 3 2 1
14. Are you willing to try to increase the extra-classroom input of your students?.....

5 4 3 2 1
15. To your knowledge, what teaching methods are used in primary English education in Taiwan?

What are the advantages and disadvantages of these methods?
16. Have you heard of any special teaching methods used in Taiwan? Is it effective?
17. Are the teaching methods used here in Taiwan different from the methods used in

other countries?

18. What kind of resources do you need for your teaching?
19. What are the advantages and disadvantages of using only English in the classroom?
20. Is there any particular difficulty of using only English while teaching?
21. What are the advantages of using Chinese in an English classroom?
22. How do teachers create chances of contacts with English for students after class?

II. Extra-classroom input

1. Is Taiwan different from other countries in creating a learner-friendly English learning environment?5 4 3 2 1
2. Is it helpful to English learning if learners make more contacts with English in their everyday life?.....5 4 3 2 1
3. Does the learning environment in Taiwan still have a lot to5 4 3 2 1
improve in terms of extra-classroom input in English learning?.....5 4 3 2 1
4. Can the situation of extra-classroom input be improved if the teachers' teaching methods are changed?.....5 4 3 2 1
5. Can the situation of extra-classroom input be improved with the support from the parents?.....5 4 3 2 1
6. Can the situation of extra-classroom input be improved if the education policy is changed?.....5 4 3 2 1
7. Do learners care more about learning the practical usage of the language than the grades under the present education policy?.....5 4 3 2 1
8. Do learners not care about their grades under the present education policy?.....5 4 3 2 1
9. Do parents care more about learning the practical usage of the language than the grades under the present education policy?.....5 4 3 2 1
10. Do parents not care about the learners' grades under the present education policy?.....5 4 3 2 1
11. Do teachers care more about learning the practical usage of the language than the grades under the present education policy?.....5 4 3 2 1
12. Do teachers not care about their grades under the present education policy?.....5 4 3 2 1
13. Is it likely that the students can notice the extra-classroom input without help and use it in English learning?.....5 4 3 2 1

14. Is it unlikely to learn English well (in Taiwan) if you only learn it in English class?.....5 4 3 2 1
15. Can learners benefit/learn most if they learn the language outside the classroom?.....5 4 3 2 1
16. Do learners have active motivation?5 4 3 2 1
17. Did you have teachers who led their students in extra-classroom English input?.....5 4 3 2 1
18. Do you agree with the idea of brining authentic materials into the English classrooms?.....5 4 3 2 1
19. Can learners make use of the English they learned at school after class?.....5 4 3 2 1
20. Some countries are more successful in their English education.
Is it because their languages are similar to English?.....5 4 3 2 1
21. Some countries are more successful in their English education.
Is it because they have more contacts and so the communication pressure exists?.....5 4 3 2 1
22. Some countries are more successful in their English education.
Is it because their people are receiving more input (e.g. from TV)?....5 4 3 2 1
23. Do you think the overall English proficiency of Taiwanese will become as high as the proficiency of speakers of ESL?.....5 4 3 2 1
24. What is the difference in environment between Taiwan and other countries in terms of providing help for learners of English?
25. In our society, what is good and bad in our English learning environment?
26. What should be improved in our society so our learners can learn better after class?
27. What is extra-classroom input?
28. What kind of extra-classroom input can you find in Taiwan?
29. What kind of extra-classroom contacts with English can be created?
30. What is the most popular extra-classroom input in Taiwan? Why?
31. In your opinion, what makes learners active? What makes them passive?

32. How do Taiwanese teachers increase their students' extra-classroom input?
33. In your opinion, how can we improve overall English proficiency of Taiwanese learners?

III. Attitude and Motivation

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | Are Taiwanese learners active in attitude? | 5 | 4 | 3 | 2 | 1 |
| 2. | Do English teachers of Taiwan generally have active teaching attitude?..... | 5 | 4 | 3 | 2 | 1 |
| 3. | Does the teacher's teaching attitude influence the students' learning attitude?..... | 5 | 4 | 3 | 2 | 1 |
| 4. | Does the very active attitude of the teacher have a positive influence on the students' attitude?..... | 5 | 4 | 3 | 2 | 1 |
| 5. | Do students try to use their knowledge of English to ask questions in class?..... | 5 | 4 | 3 | 2 | 1 |
| 6. | Do teachers generally understand the students' questions and provide the answers in order to solve the problems for the students?... | 5 | 4 | 3 | 2 | 1 |
| 7. | Are you satisfied with your students'/your ability of English, compared with other people at school?..... | 5 | 4 | 3 | 2 | 1 |
| 8. | Do you think you/your students can talk with foreigners without problems?..... | 5 | 4 | 3 | 2 | 1 |
| 9. | Can students learn more from foreign teachers than Taiwanese teachers?..... | 5 | 4 | 3 | 2 | 1 |
| 10. | Do you think Taiwanese generally have better English proficiency than other non-English-speaking countries?..... | 5 | 4 | 3 | 2 | 1 |
| 11. | Do you think the learners in Taiwan will become more and more active in their English learning attitude under the present environment?..... | 5 | 4 | 3 | 2 | 1 |
| 12. | Are you optimistic and confident in the Taiwanese students' learning result and language ability under the present environment?.... | 5 | 4 | 3 | 2 | 1 |
| 13. | Is being a teacher not only a job, but also your interest and achievement? | 5 | 4 | 3 | 2 | 1 |
| 14. | Does the teacher/Do you often encourage students?..... | 5 | 4 | 3 | 2 | 1 |
| 15. | Is the teacher in a good mood in class while teaching?..... | 5 | 4 | 3 | 2 | 1 |
| 16. | Do you think the students can always find more effective learning methods/strategies on their own when they have problems in learning?..... | 5 | 4 | 3 | 2 | 1 |
| 17. | Do teachers always help students find more effective learning | | | | | |

- methods/strategies when students have problems in learning?..... 5 4 3 2 1
18. Does your experience in learning English influence you very much?...5 4 3 2 1
19. Could you please briefly describe your learning experience or special learning experience?
20. How do learners with interest learn?
21. What is the ideal ways to learn English?
22. How do learners solve their problems if they do not practice in English?
23. What are the advantages and disadvantages of having local or foreign teachers?
24. There are countries that are successful in English language learning, e.g. Netherlands, Sweden, Poland. What is the key to success in these countries?

IV. Primary English Education

1. Do English teachers generally have overall high English proficiency?..... 5 4 3 2 1
2. Do English teachers generally have overall high ability in teaching?.....5 4 3 2 1
3. Have you had problems in learning English because of the low English proficiency of the teacher?..... 5 4 3 2 1
4. Do English teachers generally have good pronunciation?..... 5 4 3 2 1
5. Have you had problems in learning English because of the teacher’s poor pronunciation? 5 4 3 2 1
6. Should the government employ foreigners to teach primary school English?..... 5 4 3 2 1
7. Can increasing the hours of English class at school produce great effect on the students’ English ability?..... .5 4 3 2 1
8. What qualities should English teachers have?
9. What is your opinion of our English education policy?

V. Background:

1. Name:
2. Gender: Male / Female
3. Age:
4. Education background/ teaching background:

- 5. Length of Teaching /Learning English:
- 6. School:
- 7. Contact number:
Email:

Appendix 3 Baseline survey - Study Results (Statistics)

A. Questionnaire

I. Teaching

I.1: "Do you have good knowledge of English teaching methodology and ability to use it?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	15.6	15.6	15.6
	3	15	46.9	46.9	62.5
	4	9	28.1	28.1	90.6
	5	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

I.2: "Do English teachers in Taiwan have good knowledge of methodology and ability to use it?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	10	31.3	31.3	31.3
	3	14	43.8	43.8	75.0
	4	7	21.9	21.9	96.9
	5	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

T-test

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Do English teachers in Taiwan have good knowledge of methodology and ability to use it?	7.361*	.011	2.238*	.034	3.22	2.64

I.3: "Do English teachers in Taiwan still have a lot to improve in terms of Teaching methods?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	14	43.8	43.8	43.8
	4	13	40.6	40.6	84.4
	5	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Do English teachers in Taiwan still have a lot to improve in terms of teaching method?	1.470	.235	2.091*	.045	3.94	3.43

I.4: “Do you have good knowledge in English language teaching worldwide?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	15.6	15.6	15.6
2	9	28.1	28.1	43.8
3	15	46.9	46.9	90.6
4	2	6.3	6.3	96.9
5	1	3.1	3.1	100.0
Total	32	100.0	100.0	

I.5: “Does what the English teachers teach meet the students’ needs?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	12.5	12.5	12.5
3	5	15.6	15.6	28.1
4	17	53.1	53.1	81.3
5	6	18.8	18.8	100.0
Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Does what the English teachers teach meet the students’ need?	7.108*	.012	-4.066***	.000	3.33	4.36

I.6: “Is it not difficult for teachers and students to have English classes only in English?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	18.8	18.8	18.8
2	15	46.9	46.9	65.6
3	3	9.4	9.4	75.0
4	8	25.0	25.0	100.0
Total	32	100.0	100.0	

I.7: “Should teachers use only English in English classes?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	9.4	9.4	9.4
2	11	34.4	34.4	43.8
3	2	6.3	6.3	50.0
4	14	43.8	43.8	93.8
5	2	6.3	6.3	100.0
Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Is it not difficult for teachers and students to have English classes only in English?”	10.640*	.003	-4.646****	.000	1.78	3.21

I.8: “Do you disagree with the use of Chinese to a great extent in English class while the teacher teaches?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	9.4	9.4	9.4
2	20	62.5	62.5	71.9
3	3	9.4	9.4	81.3
4	5	15.6	15.6	96.9
5	1	3.1	3.1	100.0
Total	32	100.0	100.0	

I.9: “Do students actively participate and practice in your English class?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	28.1	28.1	28.1
2	12	37.5	37.5	65.6
3	5	15.6	15.6	81.3
4	5	15.6	15.6	96.9
5	1	3.1	3.1	100.0
Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Do students actively participate and practice in your English class?	.657	.424	3.168**	.004	2.78	1.64

I.10: “Do students have many chances to interact with the teacher?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	18.8	18.8	18.8
2	12	37.5	37.5	56.3
3	4	12.5	12.5	68.8
4	7	21.9	21.9	90.6
5	3	9.4	9.4	100.0
Total	32	100.0	100.0	

I.11: “Does the teacher insist that the learners have to answer the question even if they do not know the answer?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	21.9	21.9	21.9
2	23	71.9	71.9	93.8
3	1	3.1	3.1	96.9
4	1	3.1	3.1	100.0
Total	32	100.0	100.0	

I.12: “Do you agree that increasing the extra-classroom input can help develop students’ English ability?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	5	15.6	15.6	15.6
4	19	59.4	59.4	75.0
5	8	25.0	25.0	100.0
Total	32	100.0	100.0	

I.13: “Are you willing to adjust your ways of teaching in order to increase students’ extra-classroom input?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.1	3.1	3.1
	2	7	21.9	21.9	25.0
	3	8	25.0	25.0	50.0
	4	11	34.4	34.4	84.4
	5	5	15.6	15.6	100.0
Total		32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Are you willing to adjust your ways of teaching in order to increase students’ extra-classroom input?	3.113	.088	2.549*	.016	3.78	2.86

I.14: “Are you willing to try to increase the extra-classroom input of your students?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.1	3.1	3.1
	3	10	31.3	31.3	34.4
	4	12	37.5	37.5	71.9
	5	9	28.1	28.1	100.0
Total		32	100.0	100.0	

II. Extra-Classroom input

II.1: “Is Taiwan different from other countries in creating a learner-friendly English learning environment?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.1	3.1	3.1
	3	15	46.9	46.9	50.0
	4	12	37.5	37.5	87.5
	5	4	12.5	12.5	100.0
Total		32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Is Taiwan different from other countries in creating a learner-friendly English learning environment?	3.142	.086	2.148*	.040	3.83	3.29

II.2: “Is it helpful to English learning if learners make more contacts with English in their everyday life?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.1	3.1	3.1
	3	2	6.3	6.3	9.4
	4	20	62.5	62.5	71.9
	5	9	28.1	28.1	100.0
	Total	32	100.0	100.0	

II.3: “Does the learning environment in Taiwan still have a lot to improve in terms of extra-classroom input in English learning?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.1	3.1	3.1
	3	10	31.3	31.3	34.4
	4	12	37.5	37.5	71.9
	5	9	28.1	28.1	100.0
	Total	32	100.0	100.0	

II.4: “Can the situation of extra-classroom input be improved if the teachers’ teaching methods are changed?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6.3	6.3	6.3
	3	6	18.8	18.8	25.0
	4	20	62.5	62.5	87.5
	5	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

II.5: “Can the situation of extra-classroom input be improved with the support from the parents?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.1	3.1	3.1
	2	1	3.1	3.1	6.3
	3	4	12.5	12.5	18.8
	4	15	46.9	46.9	65.6
	5	11	34.4	34.4	100.0
	Total	32	100.0	100.0	

II.6: “Can the situation of extra-classroom input be improved if the education policy is changed?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.1	3.1	3.1
	3	9	28.1	28.1	31.3
	4	18	56.3	56.3	87.5
	5	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

II.7: “Do learners care more about learning the practical usage of the language than the grades under the present education policy?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	3.1	3.1	3.1
2	14	43.8	43.8	46.9
3	4	12.5	12.5	59.4
4	11	34.4	34.4	93.8
5	2	6.3	6.3	100.0
Total	32	100.0	100.0	

II.8: “Do learners not care about their grades under the present education policy?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	28.1	28.1	28.1
2	16	50.0	50.0	78.1
3	1	3.1	3.1	81.3
4	6	18.8	18.8	100.0
Total	32	100.0	100.0	

II.9: “Do parents care more about learning the practical usage of the language than the grades under the present education policy?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	21.9	21.9	21.9
2	10	31.3	31.3	53.1
3	8	25.0	25.0	78.1
4	7	21.9	21.9	100.0
Total	32	100.0	100.0	

II.10: “Do parents not care about the learners’ grades under the present education policy?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	18.8	18.8	18.8
2	16	50.0	50.0	68.8
3	8	25.0	25.0	93.8
4	2	6.3	6.3	100.0
Total	32	100.0	100.0	

II.11: “Do teachers care more about learning the practical usage of the language than the grades under the present education policy?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	3.1	3.1	3.1
2	3	9.4	9.4	12.5
3	4	12.5	12.5	25.0
4	21	65.6	65.6	90.6
5	3	9.4	9.4	100.0
Total	32	100.0	100.0	

II.12: “Do teachers not care about their grades under the present education policy?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	9.4	9.4	9.4
	2	21	65.6	65.6	75.0
	3	2	6.3	6.3	81.3
	4	5	15.6	15.6	96.9
	5	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

II.13: “Is it likely that the students can notice the extra-classroom input without help and use it in English learning?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.1	3.1	3.1
	2	24	75.0	75.0	78.1
	3	4	12.5	12.5	90.6
	4	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

II.14: “Is it unlikely to learn English well (in Taiwan) if you only learn it in English class?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	15.6	15.6	15.6
	3	7	21.9	21.9	37.5
	4	16	50.0	50.0	87.5
	5	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

II.15: “Can learners benefit most if they learn the language outside the classroom?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	15.6	15.6	15.6
	3	13	40.6	40.6	56.3
	4	13	40.6	40.6	96.9
	5	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

II.16: “Do learners have active motivation?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6.3	6.3	6.3
	2	4	12.5	12.5	18.8
	3	2	6.3	6.3	25.0
	4	21	65.6	65.6	90.6
	5	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

II.17: "Did you have teachers who led their students in extra-classroom English input?"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	12.5	12.5	12.5
2	13	40.6	40.6	53.1
3	2	6.3	6.3	59.4
4	12	37.5	37.5	96.9
5	1	3.1	3.1	100.0
Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Did you have teachers who led their students to extra-classroom English input?	.347	.560	3.022**	.005	3.28	2.14

II.18: "Do you agree with the idea of brining authentic materials into the English classrooms?"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	1	3.1	3.1	3.1
4	22	68.8	68.8	71.9
5	9	28.1	28.1	100.0
Total	32	100.0	100.0	

II.19: "Can learners make use of the English they learned at school after class?"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	3.1	3.1	3.1
2	4	12.5	12.5	15.6
3	7	21.9	21.9	37.5
4	15	46.9	46.9	84.4
5	5	15.6	15.6	100.0
Total	32	100.0	100.0	

II.20: "Some countries are more successful in their English education. Is it because their languages are similar to English?"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	9.4	9.4	9.4
3	20	62.5	62.5	71.9
4	7	21.9	21.9	93.8
5	2	6.3	6.3	100.0
Total	32	100.0	100.0	

II.21: “Some countries are more successful in their English education. Is it because they have more contacts and so the communication pressure exists?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.1	3.1	3.1
	3	18	56.3	56.3	59.4
	4	9	28.1	28.1	87.5
	5	4	12.5	12.5	100.0
	Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
“Some countries are more successful in their English education. Is it because they have more contacts and so the communication pressure exists?”	11.025**	.002	2.777*	.011	3.78	3.14

II.22: “Some countries are more successful in their English education. Is it because their people are receiving more input (e.g. from TV)?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	20	62.5	62.5	62.5
	4	9	28.1	28.1	90.6
	5	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Some countries are more successful in their English education. Is it because their people are receiving more input (e.g. from TV)?	12.144**	.002	2.867**	.008	3.72	3.14

III. Attitude and Motivation

III.1: “Are Taiwanese learners active in attitude?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6.3	6.3	6.3
	2	19	59.4	59.4	65.6
	3	6	18.8	18.8	84.4
	4	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

III.2: “Do English teachers of Taiwan generally have active teaching attitude?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	6.3	6.3	6.3
	4	27	84.4	84.4	90.6
	5	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

III.3: “Does the teacher’s teaching attitude influence the students’ learning attitude?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	9.4	9.4	9.4
	3	7	21.9	21.9	31.3
	4	17	53.1	53.1	84.4
	5	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

III.4: “Does the very active attitude of the teacher have a positive influence on the students’ attitude?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	9	28.1	28.1	28.1
	3	5	15.6	15.6	43.8
	4	16	50.0	50.0	93.8
	5	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Does the very active attitude of the teacher have a positive influence on the students’ attitude?	6.107*	.019	3.174**	.004	3.78	2.79

III.5: “Do students try to use their knowledge of English to ask questions in class?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	18.8	18.8	18.8
	2	21	65.6	65.6	84.4
	3	4	12.5	12.5	96.9
	5	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

III.6: “Do teachers generally understand the students’ questions and provide the answers in order to solve the problems for the students?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.1	3.1	3.1
	2	5	15.6	15.6	18.8
	3	5	15.6	15.6	34.4
	4	21	65.6	65.6	100.0
	Total	32	100.0	100.0	

III.7: “Are you satisfied with your students’/your ability of English, compared with other people at school?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6.3	6.3	6.3
	3	13	40.6	40.6	46.9
	4	15	46.9	46.9	93.8
	5	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

III.8: “Do you think you/your students can talk with foreigners without problems?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8	25.0	25.0	25.0
	3	6	18.8	18.8	43.8
	4	16	50.0	50.0	93.8
	5	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Do you think you/your students can talk with foreigners without problems?	.447	.509	-2.827**	.008	3.00	3.86

III.9: “Can students learn more from foreign teachers than Taiwanese teachers?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	9	28.1	28.1	28.1
	3	10	31.3	31.3	59.4
	4	8	25.0	25.0	84.4
	5	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Can students learn more from foreign teachers than Taiwanese teachers?	.183	.672	-4.963***	.000	2.67	4.07

III.10: “Do you think Taiwanese generally have better English proficiency than other non-English-speaking countries?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	12.5	12.9	12.9
	3	20	62.5	64.5	77.4
	4	7	21.9	22.6	100.0
	Total	31	96.9	100.0	
Missing	System	1	3.1		
Total		32	100.0		

III.11: “Do you think the learners in Taiwan will become more and more active in their English learning attitude under the

present environment?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	3.1	3.1	3.1
2	16	50.0	50.0	53.1
3	5	15.6	15.6	68.8
4	10	31.3	31.3	100.0
Total	32	100.0	100.0	

III.12 “Are you optimistic and confident in the Taiwanese students’ learning result and language ability under the present environment?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	3.1	3.1	3.1
2	15	46.9	46.9	50.0
3	5	15.6	15.6	65.6
4	11	34.4	34.4	100.0
Total	32	100.0	100.0	

III.14: “Does the teacher/Do you often encourage students?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	9.4	9.4	9.4
3	7	21.9	21.9	31.3
4	13	40.6	40.6	71.9
5	9	28.1	28.1	100.0
Total	32	100.0	100.0	

III.15: “Is the teacher in a good mood in class while teaching?”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	6.3	6.3	6.3
2	5	15.6	15.6	21.9
3	6	18.8	18.8	40.6
4	15	46.9	46.9	87.5
5	4	12.5	12.5	100.0
Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Does the teacher/Do you always keep a good mood in class while teaching?	10.718**	.003	4.245**	.001	4.06	2.64

III.16: “ Do you think the students can always find more effective learning methods/strategies on their own when facing

obstacles?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	15	46.9	46.9	46.9
	3	1	3.1	3.1	50.0
	4	15	46.9	46.9	96.9
	5	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

T-test result.

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Do you think the students can always find more effective learning methods/strategies on their own when facing obstacles?	1.599	.216	-2.655*	.013	2.67	3.57

III.17: “Do teachers always help students find more effective learning methods/strategies when students have problems in learning?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	18.8	18.8	18.8
	3	10	31.3	31.3	50.0
	4	13	40.6	40.6	90.6
	5	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

T-test result

	F	Sig.	t	Sig. (2-tailed)	Mean	
					Tr.	St.
Do teachers always help students find more effective learning methods/strategies when students have problems in learning?	2.239	.145	7.883***	.000	4.06	2.57

III.18: “Does your experience in learning English influence you very much?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	6	18.8	18.8	18.8
	4	19	59.4	59.4	78.1
	5	7	21.9	21.9	100.0
	Total	32	100.0	100.0	

IV. Education Policy

IV.1: “Do English teachers generally have overall high English proficiency?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	6.3	6.3	6.3
	3	5	15.6	15.6	21.9
	4	23	71.9	71.9	93.8
	5	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

IV.2: "Do English teachers generally have overall high ability in teaching?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.1	3.1	3.1
	3	14	43.8	43.8	46.9
	4	15	46.9	46.9	93.8
	5	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

IV.3: "Have you had problems in learning English that were caused by the low English proficiency of the teacher?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	29	90.6	90.6	90.6
	3	1	3.1	3.1	93.8
	4	1	3.1	3.1	96.9
	5	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

IV.4: "Do English teachers generally have good pronunciation?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.1	3.1	3.1
	2	3	9.4	9.4	12.5
	3	14	43.8	43.8	56.3
	4	14	43.8	43.8	100.0
	Total	32	100.0	100.0	

IV.5: " Have you had problems in learning English that were caused by the teacher's poor pronunciation?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	23	71.9	71.9	71.9
	3	4	12.5	12.5	84.4
	4	4	12.5	12.5	96.9
	5	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

IV.6: "Should the government employ foreigners to teach primary school English?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	15.6	15.6	15.6
	3	8	25.0	25.0	40.6
	4	11	34.4	34.4	75.0
	5	8	25.0	25.0	100.0
	Total	32	100.0	100.0	

IV.7: "Can increasing the hours of English class at school NOT have a great effect
on the students' English ability?"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6.3	6.3	6.3
	2	7	21.9	21.9	28.1
	3	4	12.5	12.5	40.6
	4	19	59.4	59.4	100.0
	Total	32	100.0	100.0	

B. Interview Notes

I. Teaching

1. The teachers in this study revealed that the commonly used teaching methods in English primary include TPR, Audio-Lingual method, Direct Method, CLT, Chants, Communicative-approach-oriented eclectic method (see also Chan 詹餘靜 2000) and most teachers emphasize listening and speaking ability. When teachers teach upper grade students, they will focus more on reading and writing because these two skills are very important in junior high school English. At the high school level of education, teaching methods are abandoned because the class is exam-focused and the situation reaches its worst point in high school. University English does not have strict standards for teachers to follow, and teachers usually decide how to teach according to the subjects and the number of students.
2. Some beginner teachers were discouraged when they first started teaching at schools because the training was very different from the real classroom situation. Most teachers could only learn from their experience or others'.
3. Teachers have very different opinions and ideas about teaching and thus a variety of teaching methods are adopted. Some teachers focus on Phonics and teaching methods, while others still use traditional grammar-translation methods. Besides regional and level differences among students, there is also a gap between the new and old education systems.
4. The differences between Taiwan and other countries are bigger classes and fewer lesson hours, which accord with the literature review.
5. The resource that teachers need most is multimedia. All the teachers use video tapes or interactive CD-ROMs to give students visual and aural stimulus, to simulate real world in order to stimulate learners for real-world conversation and help their learning. Time, small-size class, cooperation of homeroom teachers, parental support, English classrooms and workshops are also mentioned; whereas the students most want foreign teachers.

II Extra-classroom input

1. The extra-classroom input suggested by teachers include: films, TV programs, games, songs, English books and magazines, holiday stories, plays, broadcasts, advertisements, internet, competitions after class, extra homework, handouts, contacts with foreigners, interactive CD-ROMs, summer camps, interesting English information and so on.

2. Some students mentioned in the interviews that the books introduced by their teachers were not interesting to most students.

3. Students states that they only pay attention to things that are new, interesting and exciting, or things that meet their needs or interests, or things that can increase their confidence and sense of achievement, and sometimes things that bring a little pressure. What attracts them is what triggers them to learn actively on their own. They become passive learners out of the following reasons: they are bored in class, the teacher is too strict, the pressure is too high, tests are too difficult, they have failed before, and they are used to being 'crammed', they do not know what "learning" is, they do not need English to communicate and so they do not see the importance of learning English, and so on.

4. In Taiwan, what is good and bad about our English learning environment:

Good:

- Parents pay attention to their children's English education.
- Students generally have knowledge of computers and thus can obtain information easily from internet.

Bad:

- The education policy is confusing (e.g. gap between the new and old systems, stress from the entrance examination, boring teaching methods which cannot develop the students' interest and special skills and so on).
- Parents interfere in teachers' teaching too much.
- Students do no know the importance of English.
- Students do not understand the real meaning and fun of "learning" and lack learning strategies and the ability of critical thinking.
- Students are not confident and afraid of losing face.

5. Some suggestions about the Taiwanese learning environment are made. First, the whole environment needs adjustment. For instance, we need a stricter and a more coherent policy and more consistent and congruous English courses. More specific guidelines concerning the training and recruitment of qualified elementary school English teachers are needed. Parents need to be educated and the schools should provide a low-anxiety learning environment with reasonable evaluation for the students in order to help learners understand the importance of English, develop their confidence, motivation, interest and the habit of using English, and then to raise people's awareness of the available English

input in their life.

6. Although the Annual Scholastic Aptitude Test seems to be the source of all the problems, it still has its value. Since everything could be included in the exam, nothing is classified as “input outside the classroom”; therefore, this actually increases the importance of learning after class and the students should be aware of this.

III. Attitude and motivation

1. Special experiences described by the interviewees include:
 - a. Aggressive teachers caused stress in learning.
 - b. One of the junior high schools had held an English party for students.
 - c. A few interviewees learned English songs with their family in their childhood.
 - d. Some teachers gave special assignments (e.g. Students were asked to collect ads from cans to learn vocabulary and bring them to class for discussion).
 - e. One student tried to practice English with classmates but stopped within a short time.
 - f. Some teachers invented a new phonetic system which resulted in the students' inability to use a dictionary.
 - g. Some teachers had poor pronunciation and so the students could not understand what the teacher was teaching because they could not find the passage in the textbook.
2. Generally speaking, how do students who are interested in English learn?
 - a. Asking teachers and students
 - b. Looking for information about learning English
 - c. Increasing their contact with English, e.g. cram schools, foreigners
 - d. Watching movies and TV programs
3. What is the ideal way to learn English?
 - a. Meaningful activities with fun
 - b. A lot of chances to practice
 - c. An environment full of English
 - d. Pleasant atmosphere, little stress (so that the learners are willing to learn)
 - e. Bilingual
 - f. Parental support
 - g. Physical activities instead of paper work
4. Students who do not like asking (English) questions in class usually try to solve their problems by: asking classmates, asking other English teachers, asking the teacher next time, asking parents, looking up words in the dictionary, or giving up.
5. Some non-English countries are very successful in their English education. In other words, their people have overall high English proficiency. What are the differences

between them and the English learners in Taiwan?

- a. Taiwanese learners do not have opportunities to practice and are afraid of speaking English. There is no need to use English for communication in Taiwan. Not many teachers correct appropriate usage, most teachers correct grammar.
- b. The liaison between primary English and junior high school English is not well connected. Therefore, a lot of students lose interest or give up on junior high school English, and some give up in senior high schools.

IV. Education policy

1. What are your suggestions about improving overall English proficiency in Taiwan?
 - a. Teachers should develop students' confidence and tell them learning is a process; it takes time to learn.
 - b. Teachers can take advantage of cooperative learning; let higher proficiency students lead the slower students and let students be independent in learning.
 - c. Teachers and students pay attention to different things and so the teachers should understand the students' needs and know their interests and thus attract them with materials and methods that would trigger their active learning.
 - d. Teachers should feel what the students feel.
 - e. Students need to develop their ability in deep thinking and strategies in effective learning.
 - f. The government should supervise teachers with higher criteria.
 - g. The government should reduce regional differences.
 - h. The public do not make use of resources available in life. Educators and policy makers should work on raising people's awareness of this and also try to create a better English environment (e.g. increasing the number of English channels on TV, adding English versions in announcements or broadcasts etc.) to increase input in people's life.
2. What qualities should an English teacher have?
 - a. Students' opinions: courteous and amiable, good at playing games, humorous, able to explain well, patient, good-tempered, experienced and trained, with an acceptable level and pronunciation.
 - b. Teachers' opinions: passionate, patient, with good pronunciation, professional in teaching and English, considerate, be confident both in students and themselves, internationalized, globalized, willing to learn (with students).
3. What are your opinions and suggestions about the present education policy?

Teachers' opinions:

 - a. English subject teachers are teaching too many classes for there is only a small number of them at schools. The Ministry of Education should involve the

homeroom teachers in primary English education because they know the students best and spend the longest time with them.

- b. In order to become internationalized, the government can start primary English education; however, the goals for each stage (lower-grade, middle-grade and upper grade) should be different and well-described, and most important of all, practical. For example, for lower grade learners, the goals could be to learn about the culture; whereas the upper-grade learners should learn more academic work to be prepared for junior high school education.
- c. It is very important to have parental support in this policy. Besides support, parents should also be educated about the real importance and meaning of the primary English education. The students' learning should not be for their parents' pride and vanity.
- d. An earlier start could also mean earlier giving-up. Therefore, it is crucial to let students understand the importance of English and the fun in learning, too.
- e. A better English environment is urgently needed.
- f. Policy makers should not mislead the children. For example, if the students are to be separated into two levels at school, the lower-level students usually give up quickly. Therefore, teachers should pay special attention when they face a situation like this. Although the English proficiency usually ranges widely in a class, the teacher should not ignore those students who cannot keep with others since it is compulsory education. Teachers should take care of each student fairly.
- g. The connection between primary and secondary education needs to be improved. The government should take other countries' experience for reference and improve.
- h. Some foreign teachers should be employed to teach the teachers, not the students.

Many teachers are not optimistic about our English education. However some teachers felt students in the past, who were crammed, did have higher proficiency than the students now. Therefore, the question of which way of teaching is better still remains undecided.

Students' opinions:

- a. Students want to learn more English that can be used in their daily life.
- b. Five hours a week at the junior high school stage is too many and there are too many tests.
- c. We should have some more English channels and programs, with English subtitles.

4. How do people learn languages?

Teachers' opinions: interest plus gift, more contact and more practice in a relaxed

environment for a long time, need, imitation,
Students' opinions: more practice, repeated listening (like learning singing),
memorization, starting from phonics, habit of using it, learning from
environment.

Appendix 4 Pilot study Pre-treatment questionnaire

(Parent) Class _____ Student name : _____

Dear Parents :

Thank you for your attention. This research aims to understand the parents and children's opinions in Taiwan on reading and family English reading for academic purposes. I hope you can spare a few minutes to fill in the questionnaire. There are not right or wrong answers, so please just fill in according to your real situation. The information will only be used for academic research (my thesis) and keep confidential. Your opinions and answers will help me understand the primary learners' English reading attitude, family English reading and interaction. The information is of contribution and value. Please answer the following questions in detail. Thank you very much again for your support and cooperation.

Name : Nonie Chiang
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Please tick the appropriate one or fill in the blanks, thanks!

I. Parent English learning experience

1. How long have you learned English?
☐Never ☐less than 3 years ☐3-6 years ☐over 6 years
2. Have you studied English at private/cram schools? ☐Yes ☐No
3. Do you use English at work? ☐Never ☐Rarely ☐sometimes ☐always
4. What is your English level?
☐Very low ☐low ☐average ☐good ☐very good
5. Do you like learning English?
☐strongly dislike ☐dislike ☐average ☐like ☐strongly like
Why? _____

II. Reading environment

1. How many English children's books are there in your family?
☐None ☐Less than 20 ☐21-40 ☐More than 41 books
2. How many English children's tapes or CDs are there in your family?
☐None ☐Less than 20 ☐21-40 ☐More than 41 books
3. How long does your child watch English programs (including movies)?
☐Never ☐less than 2 hours ☐2-4 hours ☐long than 4 hours
4. Do you have comfortable place for reading at home? ☐Yes ☐No

III. Reading habits

1. Do you read often? ☐Yes, about ____ hours a week ☐No
2. How long does your reading usually last?
☐less than 10 mins ☐10-20 mins ☐over 20 mins
3. The books you read are usually in what language?

- ☐English ☐Chinese ☐Mostly English ☐Mostly Chinese
4. Does your child read often? ☐Yes, about ____ hours a week ☐No
 5. How long does your child's reading usually last?
☐less than 10 mins ☐10-20 mins ☐over 20 mins
 6. The books your child reads are usually in what language?
☐English ☐Chinese ☐Mostly English ☐Mostly Chinese
 7. Do you read with your child often? ☐Yes, about ____ hours a week ☐No
 8. When you read together, how long does it usually last?
☐less than 10 mins ☐10-20 mins ☐over 20 mins
 9. What is the language of the books when you read together?
☐English ☐Chinese ☐Mostly English ☐Mostly Chinese

IV. Reading attitude

1. Do you think reading for interest is a pleasant thing to do?
☐Strongly like ☐Like ☐So so ☐Dislike ☐Strongly dislike
2. Do you encourage your child to read non-textbook materials for leisure entertainment?
☐Strongly agree ☐agree ☐So so ☐disagree ☐Strongly disagree
3. Do you think that reading English leisure books can help improve your English?
☐Strongly agree ☐agree ☐So so ☐disagree ☐Strongly disagree
4. Which area can benefit most from reading English leisure books? Please list from 1 to 6 from the most important (1).
☐listening ☐speaking ☐reading ☐writing ☐vocabulary ☐grammar
5. Does your child actively ask to read leisure books at home?
☐never ☐rarely ☐sometimes ☐often
6. Does your child like reading in English?
☐strongly like ☐like ☐average ☐dislike ☐strongly dislike
7. Do you think that the parents' company can increase their children's reading interest?
☐Strongly agree ☐agree ☐No comment ☐Disagree ☐Strongly disagree
8. Do you praise often for your child's achievement in reading?
☐Strongly agree ☐agree ☐No comment ☐Disagree ☐Strongly disagree

V. Family reading

1. What are the benefits of family reading? (multiple choice)
☐increase knowledge ☐improve language ability ☐increase in independent thinking ☐increase the ability of self-development
☐stimulate creation and imagination ☐develop interest

- ☐improve family relationship
- ☐develop correct reading habit and attitude ☐other _____
- 2. How do you choose for your child's reading: (multiple choices)
 - ☐internet ☐read in person ☐recommended by teacher or other parents
 - ☐recommended by newspaper and books ☐TV
 - ☐librarian ☐awards ☐choice of children ☐other _____
- 3. What genre would you choose for your child's reading? Please pick three categories.
 - ☐stories and novels ☐comics ☐puzzles and jokes ☐autobiography
 - ☐knowledge
- 4. Does your child ask you questions when s/he reads?
 - ☐often ☐sometimes ☐never

VI. Implementation

1. Do you think 15 minutes a day for English family reading is appropriate?
 - ☐Yes ☐No, I suggest _____ minutes.
2. Do you think 4 times a week at least for English family reading is appropriate?
 - ☐Yes ☐No, I suggest _____ times.
3. What is the most difficult thing for you to carry out in this project? Please number (1-3) three items from the most difficult to the least in the list.
 - ☐Length of time ☐Frequency ☐Book sources ☐Parents' English level
 - ☐Child's English level ☐Audio-/Video-recording ☐Filling in questionnaires
 - ☐Insufficient explanation and help from the researcher
 - ☐Parents' low interest in reading ☐Child's low interest in reading

VII. background information:

1. gender: ☐male ☐female
2. age: ☐below 29 ☐30-39 ☐40-49 ☐over 50
3. What is your education background?
 - ☐under high school ☐college and university ☐above postgraduate
4. How many hours do you spend with your child?
 - ☐less than 2 hours ☐2-4 hours ☐4-6hours ☐6-8 hours ☐over 8 hours
5. Does your child go to English cram schools? How many hours a week?
 - ☐None ☐Less than 2 hours ☐2-4hours ☐4-6 hours ☐longer than 6 hours
6. Does your child like English?
 - ☐strongly like ☐like ☐average ☐dislike ☐strongly dislike

Appendix 5Pilot Study Post-treatment Questionnaire

(Parent) Name _____

	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1. You know your child’s English level and difficulties better.					
2. You think your child’s English is good.					
3. You agree that English family reading can increase children’s learning interest.					
4. You’re more confident in your English now after the English family reading.					
5. You agree that this project can increase parents’ English too.					
6. You think story-tapes of the books are necessary in reading.					
7. The total number of English reading has increased.					
8. Your family talks about reading more now.					
9. You’re less nervous when you read in English now.					
10. You can find the books appropriate for your English level.					
11. You think this way to learn English is interesting.					
12. This family English reading can improve family relationship.					
13. Your child can read longer now.					
14. You think it’s better that the child chooses his/her own books.					
15. You think this kind of family reading brings parents a very big burden.					
16. You will continue English family reading after the project.					
17. You think parents should receive some training before family reading.					
18. You’re willing to participate in similar projects, if there is a chance in the future.					
19. You’re willing to introduce other parents and children to join in this kind of projects.					
20. You will take your children to libraries and bookshops more often.					

Please tick the appropriate one or fill in the blanks, thanks!

21 Generally speaking, what is your evaluation of this English family reading?

☐very high ☐high ☐average ☐low ☐very low

22. Did you benefit from it? What is it?

☐ Yes, _____

☐ No, _____

23. Before family reading, did you prepare? ☐ Yes ☐ No

If yes,

How long did you prepare? _____

How did you prepare? _____

24. Please recommend a book.

25. Did you have enough help from the researcher? If not, what did you need or what could be improved?

26. Please write down any other opinions or comments. Your precious opinion will contribute to improvement of future research, thank you.

Appendix 6 Pilot study Pre-treatment Questionnaire

(child) Class _____ Student name : _____

Dear children :

This questionnaire aims to help me understand the primary learners' English and Chinese reading, and the family storybook reading at home. This is not a test and there is no score. The information will only be used for academic research and keep confidential. Please answer the questions according to your situation and opinions. Thank you very much for your help.

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Please tick the appropriate one or fill in the blanks, thanks!

I. English learning experience

1. Since which grade have you started learning English at school?

☐1st ☐2nd ☐3rd ☐4th ☐5th ☐6th

2. Since which grade have you started learning English at cram school?

☐1st ☐2nd ☐3rd ☐4th ☐5th ☐6th ☐None

3. How long have you been learning English?

☐1year ☐2 years ☐3 years ☐4 years ☐5 years ☐longer than 6 years

4. In what situation do you use English most?

☐English class ☐cram school ☐storybook ☐computer

☐listening to English songs ☐TV and movies ☐other _____

5. What is your English level?

6. Which area is the most difficult in learning English?

☐vocabulary ☐pronunciation ☐grammar ☐reading

☐sentence pattern ☐speaking ☐writing ☐listening ☐other _____

7. Do you like learning English?

☐strongly dislike ☐dislike ☐average ☐like ☐strongly like

Why? _____

8. What's your contact with English? (multiple choices)

☐cram school ☐TV/movie ☐computer ☐broadcast ☐English class ☐songs

☐newspaper and magazines ☐other _____

II. Reading environment

1. Do you have many English books?

☐Many ☐some ☐a few ☐None

2. Do you like your English books?

☐Strongly like ☐Like ☐So so ☐Dislike ☐Strongly dislike

III. Reading habit

1. Do you actively read leisure books at home?
☐never ☐rarely ☐sometimes ☐often ☐everyday
2. How many English books do you usually read?
☐less than one ☐1-2 ☐3-4 ☐5-6 ☐more than 6
3. How long would you spend on English reading if you do not need to go
To cram schools?
☐30 mins ☐30-60mins ☐60-90 mins ☐90-120 mins ☐longer than 120 mins
4. Have you ever bought a book? ☐often ☐sometimes ☐never
5. Do you read with your parents at home? ☐Yes ☐No (Go to no. 7)
6. What is the language of the books when you read together?
☐English ☐Chinese ☐Mostly English ☐Mostly Chinese
7. How many books do you usually read a week?
Chinese: _____, English: _____.

IV Reading attitude

1. Do you think reading English leisure books is difficult?
☐Strongly agree ☐agree ☐So so ☐disagree ☐Strongly disagree
2. Do you dislike reading English leisure books?
☐Strongly dislike ☐Dislike ☐So so ☐Like ☐Strongly like
3. What is the reason to make you feel reading English is difficult? (multiple choices)
甲、Difficult vocabulary ☐difficult content or length
乙、☐difficult grammar ☐no interest in English
丙、No time to read ☐boring plot and storyline ☐not in the test
4. If reading English book can improve your English, are you willing to use this method
to improve your English?
☐Yes ☐Don't know ☐No
5. If reading English can improve your English, are you willing to read English
storybooks everyday? ☐Yes ☐No
6. Are you confident when you read in English?
☐Strongly agree ☐agree ☐So so ☐disagree ☐Strongly disagree
7. Do you feel nervous when you do not know all the words in the reading?
☐Yes ☐no feelings ☐no
8. Do you like to read with your parents?
☐Strongly like ☐Like ☐So so ☐Dislike ☐Strongly dislike
9. Does your praise often for your achievement in reading?
☐Strongly agree ☐agree ☐No comment ☐Disagree ☐Strongly disagree
10. What is the main reason for your to read leisure books?(multiple choices)
☐for grades ☐for rewards or higher grades ☐to improve composition ☐to

discuss with classmates and friends ☐for knowledge and experience
time ☐interest ☐teacher's requirement
☐parents' requirement ☐because others are doing it
☐other _____

☐to kill

11. What makes you decrease your leisure reading?

☐too much homework ☐no actual benefit from reading ☐I prefer playing
☐TV is more interesting ☐book report is required
☐It's not included in the test ☐can't afford the books
☐other _____

V. Family reading

1. What is the main source of your leisure books?

☐I choose and buy ☐from the parents' decision
☐I choose and parents buy ☐borrowing from friends ☐from the teacher ☐from the
library ☐from bookloan shops ☐other _____

2. What would you consider when you choose books: (multiple choices)

☐new/old ☐cover and illustration ☐printing quality
☐font size ☐pronunciation alphabet ☐price ☐storyline
☐length ☐title

3. What kinds do you prefer? Choose three.

☐stories and novels ☐comics ☐puzzles and jokes ☐autobiography
☐knowledge

4. Do you ask your parents questions when you read?

☐No ☐Yes

VI. Reading behaviour

1. Do you use English dictionary often?

☐Yes ☐No

2. Which way would motivate your learning most?

☐storytapes ☐storybooks ☐family reading

VII. Implementation

1. Do you think 15 minutes a day for English family reading is appropriate?

☐Yes ☐No, I suggest _____ minutes.

2. Do you think 4 times a week at least for English family reading is appropriate?

☐Yes ☐No, I suggest _____ times.

Appendix 7 Pilot Post-treatment Questionnaire (child) Name _____

Please tick the appropriate one or fill in the blanks, thanks!

	Strongly Agree	Agree	No Comment	Disagree	Strongly	
1. You think this method of reading English storybooks at home can help you learn English.						
2. You're more confident in your English now after the English family reading.						
3. You think story-tapes help you a lot.						
4. You're less nervous when you read English books now.						
5. You not think reading English storybooks is more interesting than before.						
6. You have more confidence in understanding English books now.						
7. You don't think reading English books is difficult now.						
8. You think this way of learning is interesting.						
9. You like learning this way.						
10. You have more fun when you read with your parents.						
11. You understand better with you read with your parents.						
12. Your parents praise and encourage you often when you read together.						
13. You now are more willing to go to libraries and bookshops to read English books than before.						
14. You're willing to introduce your friends to join the project.						
15. If there's another project like this, you're wiling to join again.						

16. Which way would you prefer in terms of English learning?
☐Reading books ☐listening to tapes ☐watching films ☐using computer ☐cram school lessons ☐tutoring ☐other _____
17. What type of books could motivate your interest in reading?
☐stories and novels ☐comics ☐puzzles and jokes ☐autobiography ☐knowledge
18. Now, how many books of English and Chinese do you read weekly?
Chinese _____ English _____
19. Which is the best book you think you' ve read this month? Why?

20. What is your score of English this semester? _____

For students who choose to read assigned books:

	Strongly Agree	Agree	No Comment	Disagree	Strongly	
21. You like the books.						
22. You think choosing books on your own will be better.						
23. These assigned books are interesting.						
24. These assigned books are not at the appropriate level.						

Do you have any other things to say? You can say it here!

Appendix 8 Pilot study - Reading record (parent) Name _____

assigned/self-chosen

Location: _____

reading with: ☐father ☐mother ☐other _____

Are there any other people around: ☐Yes, _____ ☐No

Is it a new book? ☐Yes. Why did you change to a book? _____ ☐No

Book title: _____

Does it come with a tape: ☐Yes ☐No

How did you get the book: ☐school library ☐public library ☐home ☐school
☐bookshop ☐friend ☐other _____

Reason for choosing the book: _____

Did you use the tape today? ☐Yes ☐No

During the reading today:

1. How was your child's interest of the book seemed to you?
☐very high ☐high ☐average ☐low ☐very low
2. Did s/he read well today?
☐very well ☐well ☐OK ☐not well ☐terrible ☐did not read
because: _____
3. Did your child understand the book well?
☐very well ☐well ☐OK ☐not well ☐terrible
4. Did your child seem confident to you today during the reading?
☐very highly ☐highly ☐average ☐low ☐very low
5. What was the reading difficulty you had today?
☐vocabulary ☐comprehension ☐grammar ☐tape ☐can't read the words

Solution: ☐dictionary ☐ask other people ☐ignore

6. How was the book level?
☐too difficult ☐OK ☐too easy
7. Please describe your feelings and opinions about today's reading, thank you.

Appendix 9 Pilot study – Reading records (child)

Reading record (child) assigned/self-chosen Name_____

Date:_____ Time:_____ to _____ (am/pm)

Location: _____

Is it a new book? ☐Yes. Why did you change to a book? _____ ☐No

Book title: _____

Does it come with a tape: ☐Yes ☐No

How did you get the book: ☐school library ☐public library ☐home ☐school
☐bookshop ☐friend ☐other_____

Did you use the tape today? ☐Yes ☐No

During the reading today:

1. Was it interesting?

☐very interesting ☐interesting ☐OK ☐uninteresting ☐very uninteresting

Why: _____

2. Did you read aloud today in English? ☐Yes ☐No

4. Did you understand the book?

☐Yes ☐mostly ☐generally ☐not really ☐No

4. The biggest problem of today's reading:

☐vocabulary ☐comprehension ☐grammar ☐tape ☐can't read the words

Solution: ☐dictionary ☐ask other people ☐ignore

5. How did you feel when you start the reading today?

☐very excited ☐excited ☐no feelings ☐bad ☐very bad

6. Did you any Chinese leisure books? ☐Yes ☐No

7. Please use one sentence to write down how you feel about the reading today.

Appendix 10 Pilot study - Interview Questions

1. 通常使用的共讀方法.

How do you usually read together?

2. 溝通管道是否滿意

Can you communicate with the researcher?

3. 對這個研究的看法及滿意度.

What do you think about the reading approach?

4. 實行中所遇到的困難.

What problems do you have during the implementation?

Appendix 11 Pilot study – Pre-test (child)

Mock Tests for the national standardized tests for children –

Style & JET (Caves Educational Training Co., Ltd.)

Practice 2

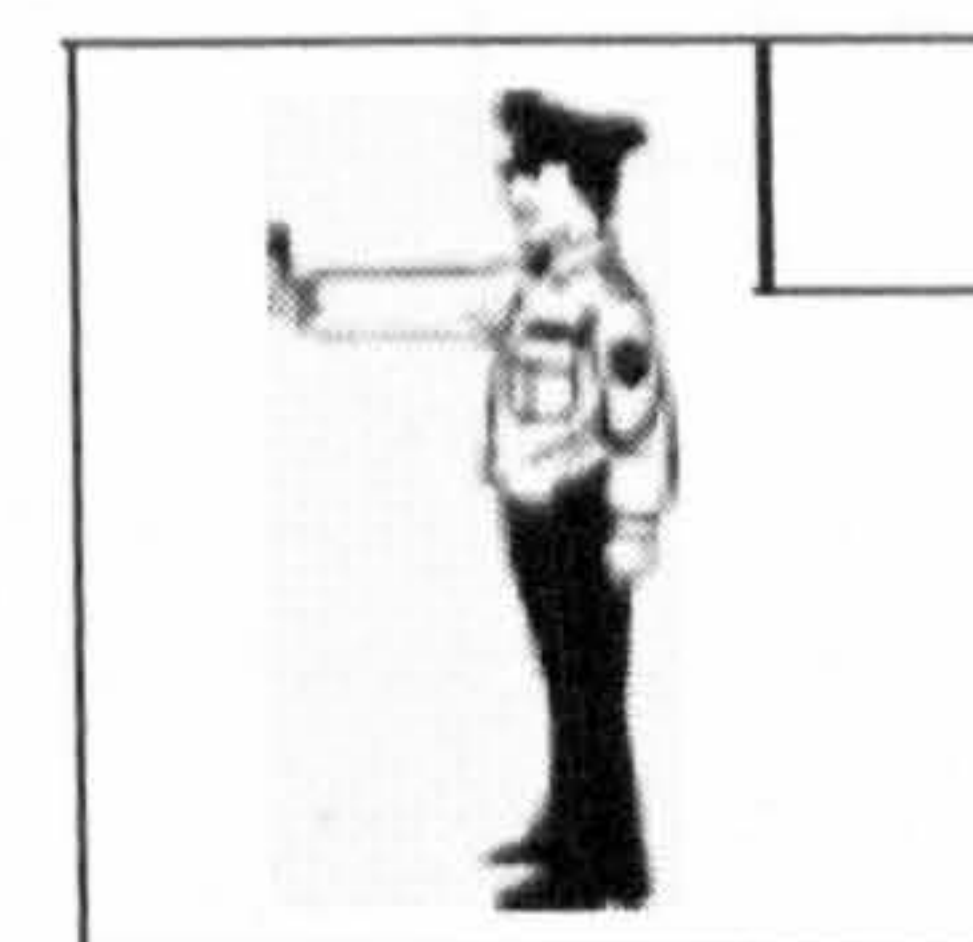
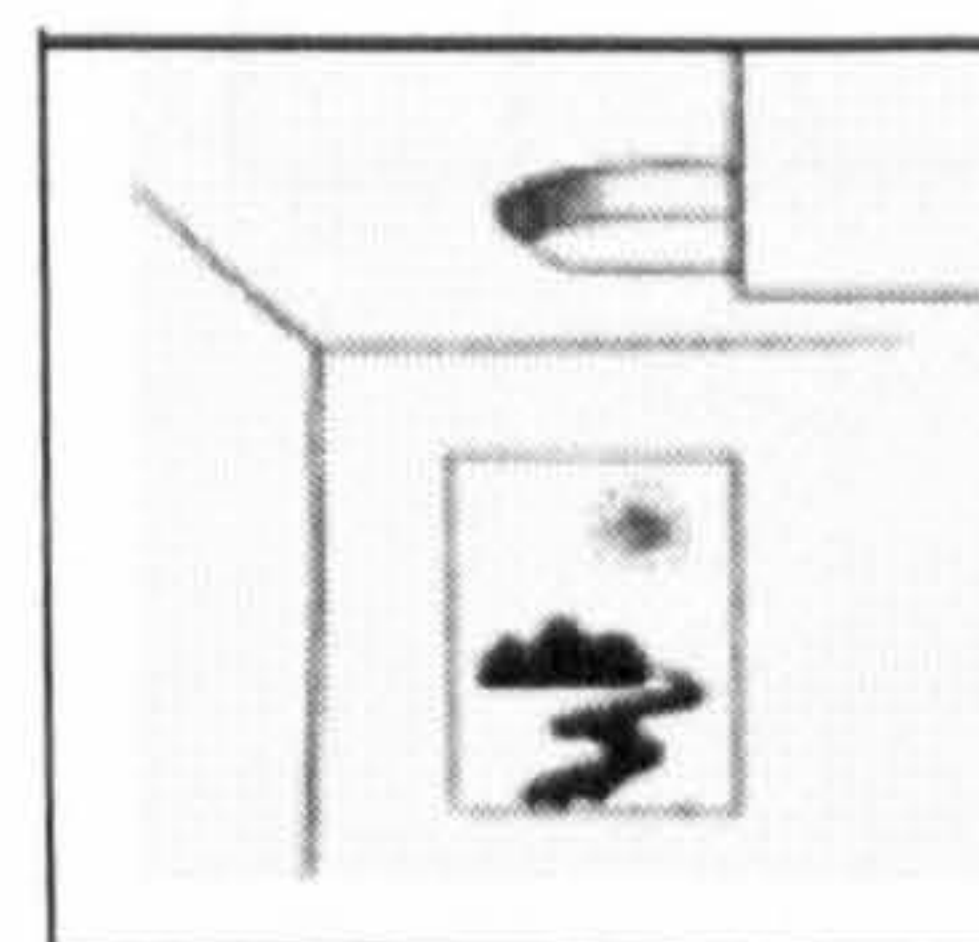
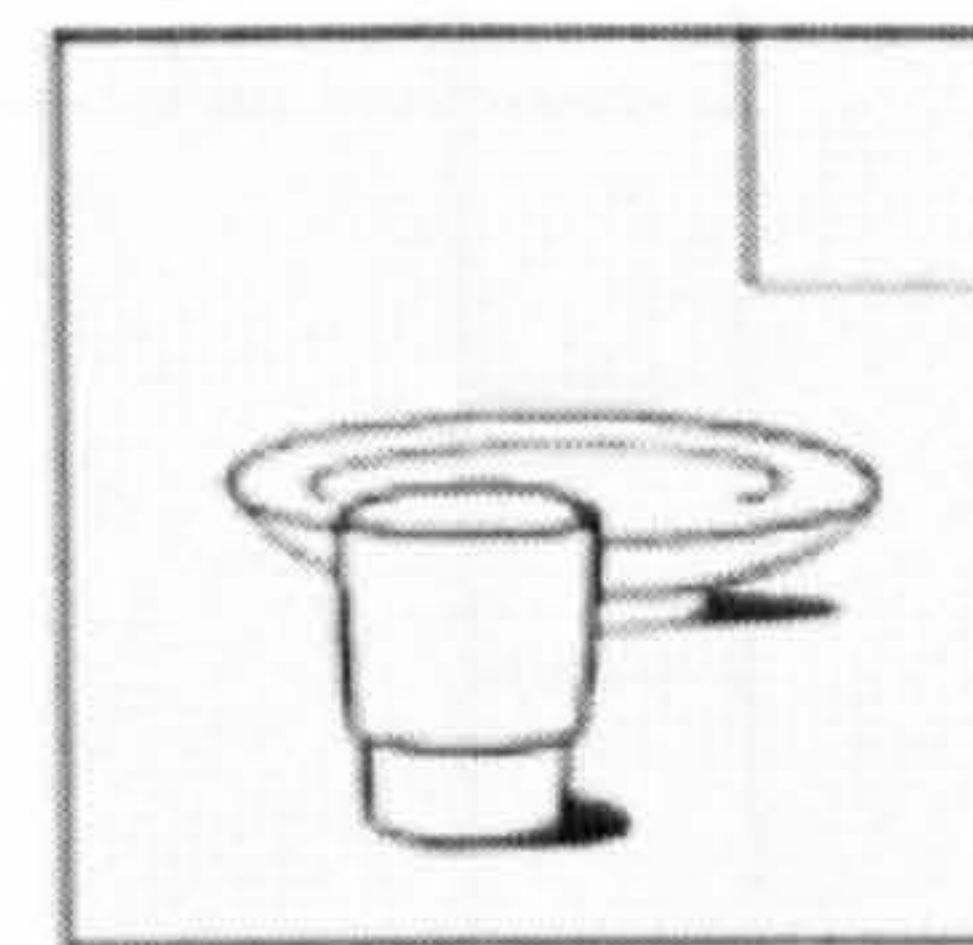
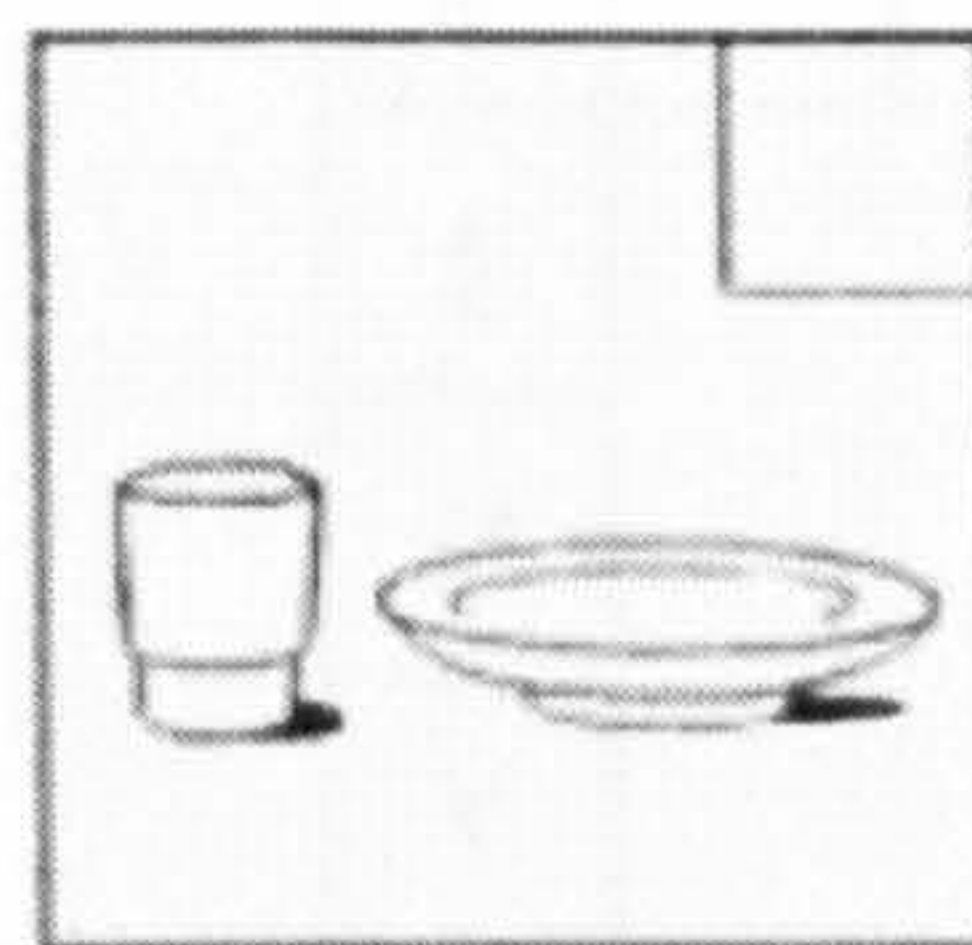
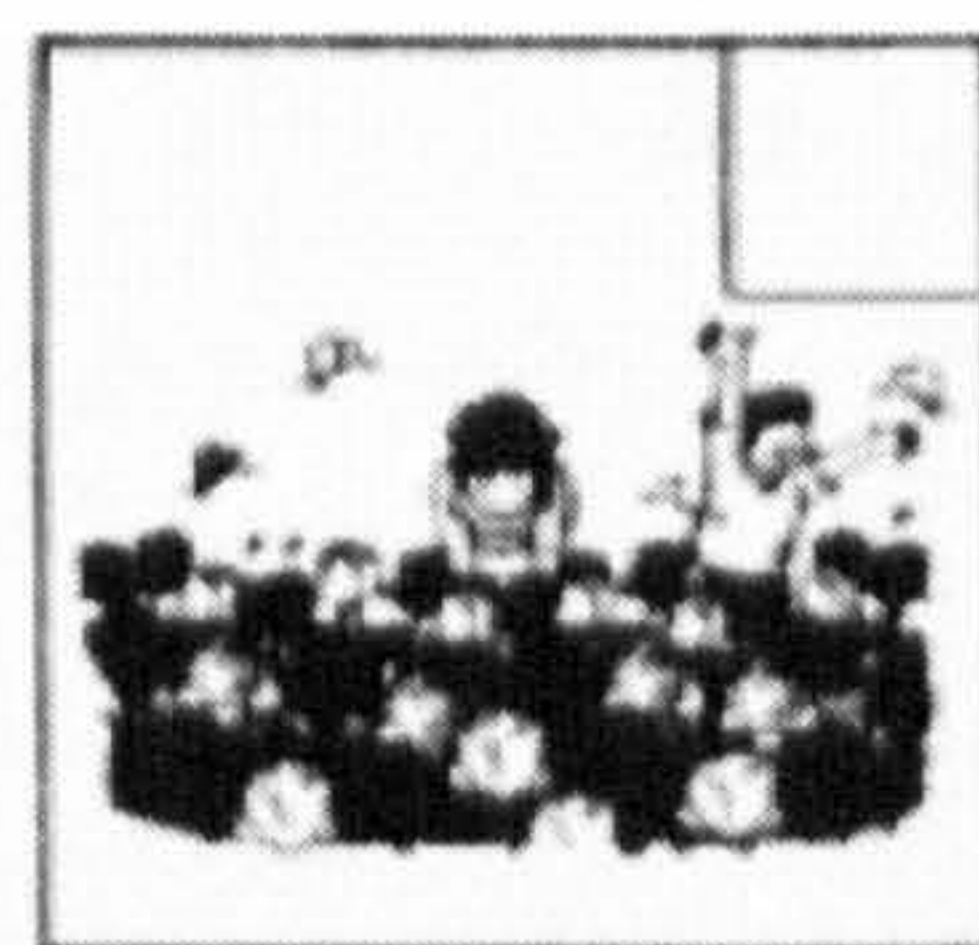
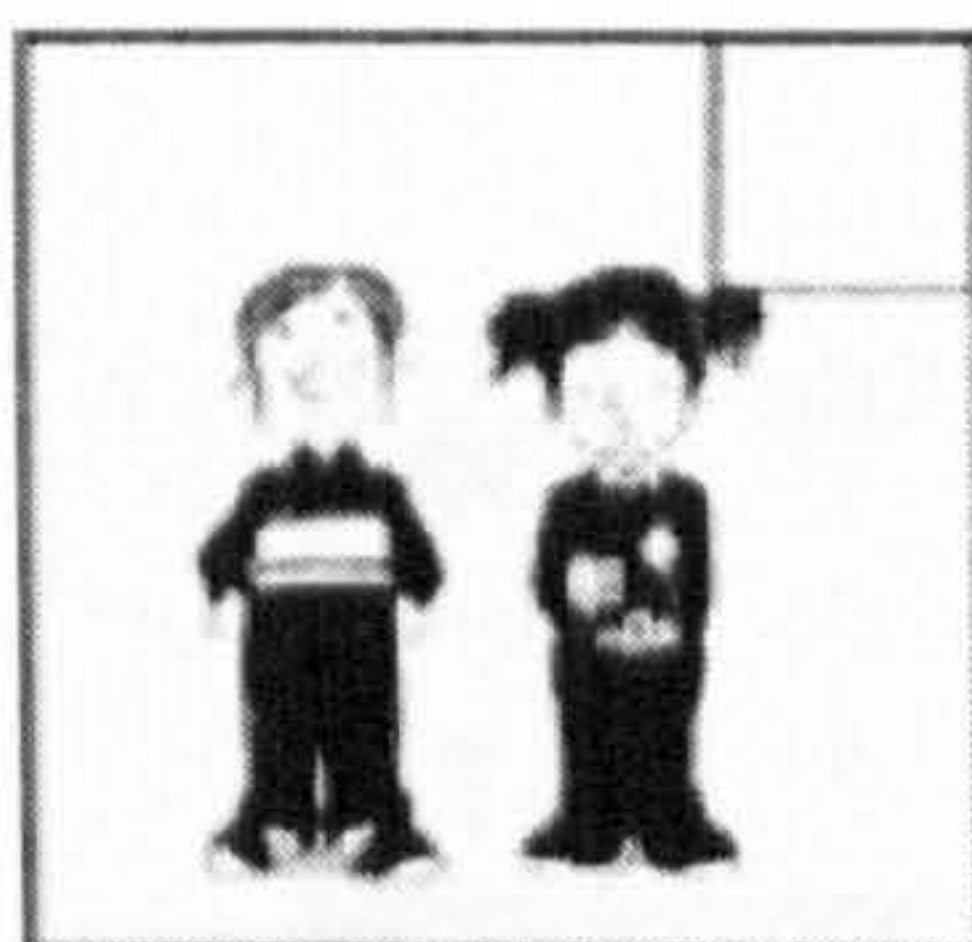
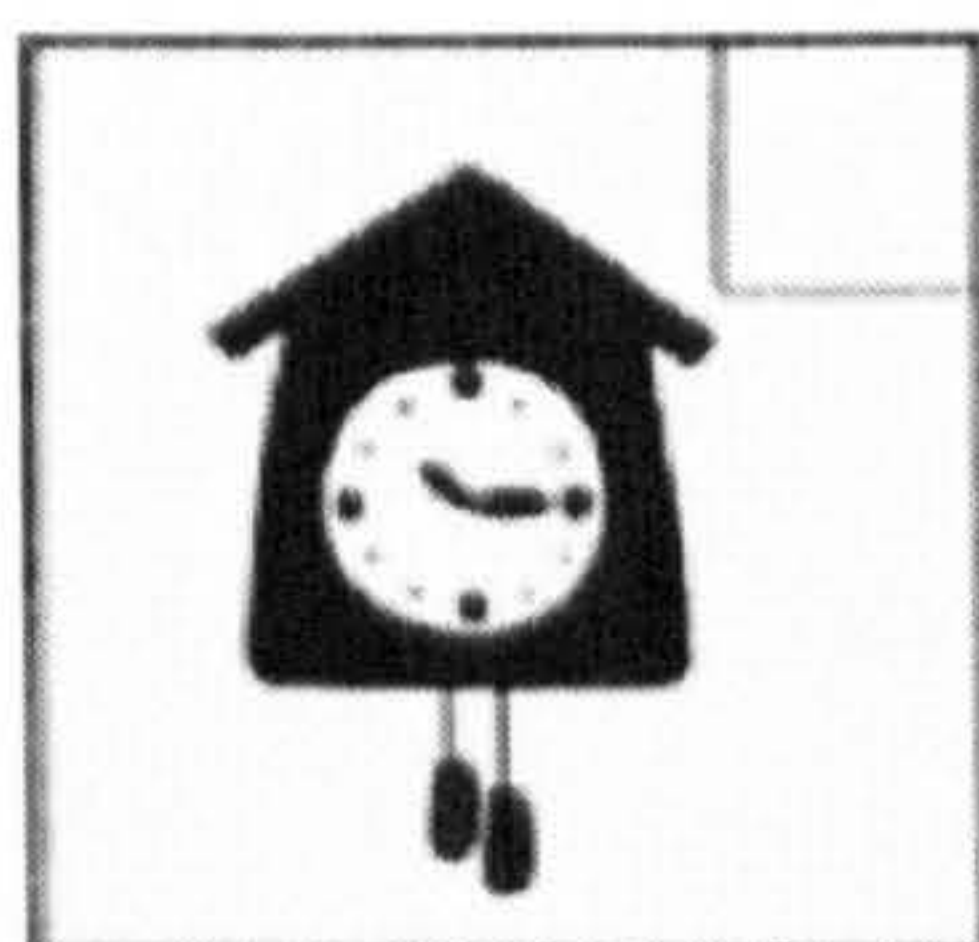
第二回



A.

Choose the right sentence and write the number.

1. The **glass** is in front of the plate.
2. The glass is **next** to the plate.
3. He wants to be a postman.
4. There is a **poster** on the wall.
5. They like to wear jeans.
6. My favorite season is spring.
7. He is playing the drum.
8. It's a quarter after ten.



B. Write the words in the crossword.

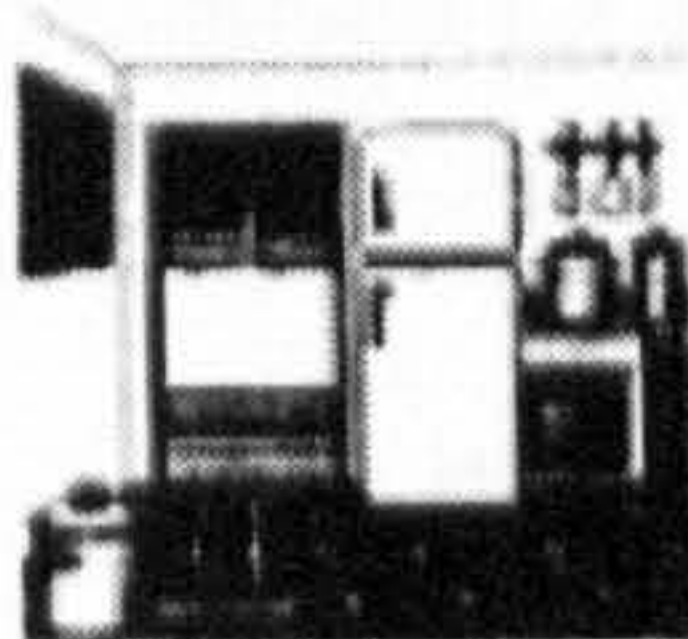
Across →

1



c _____

2



k _____

3



r _____

4



I'm t _____

Down ↓

5



n _____

6

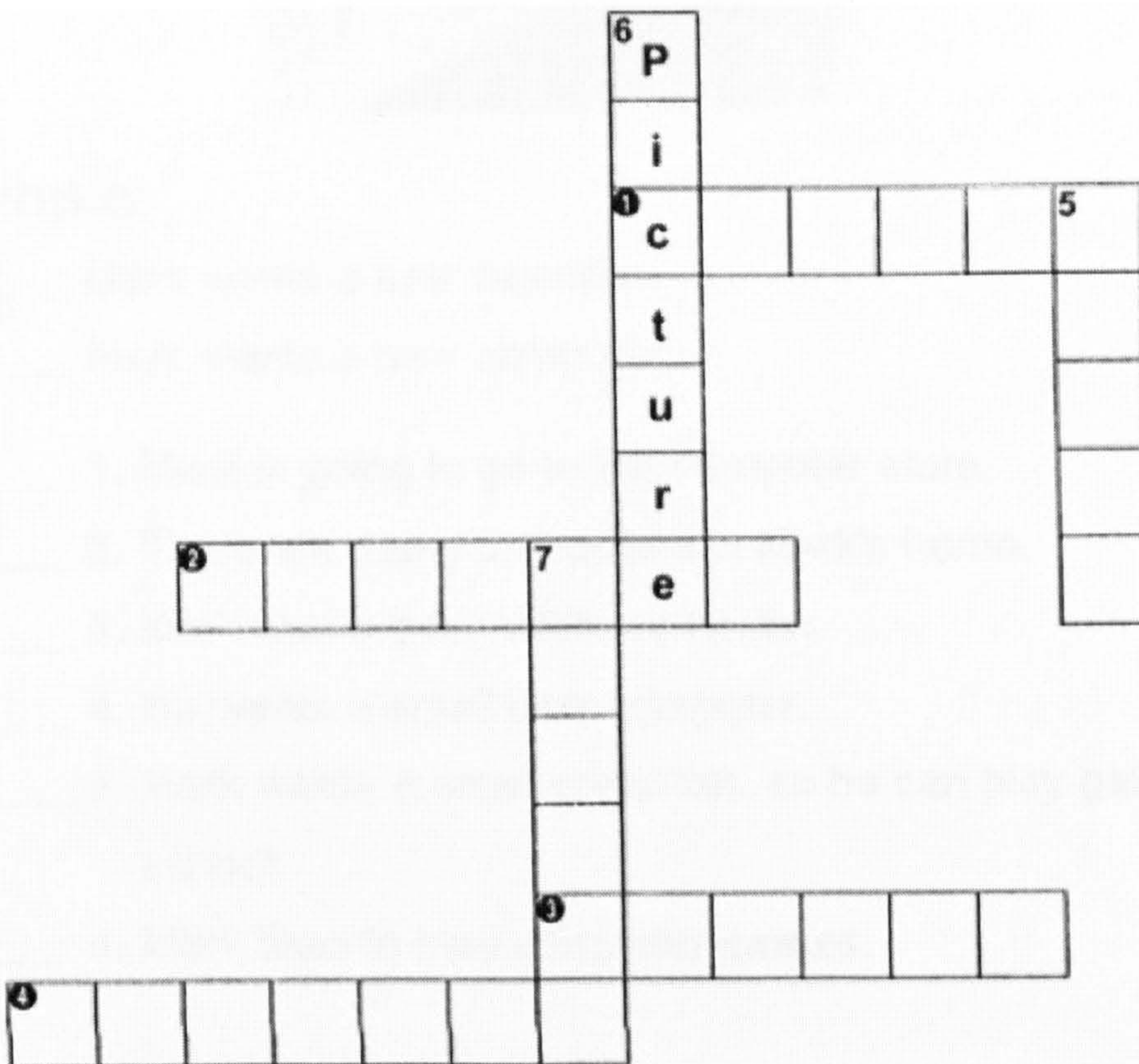


P _____

7



I'm h _____



Hi! My name is **Mark**. I **want** a new computer, **so I'm going** to go **to the computer store**. There are many computers in the computer store. Many computers **are** big and **white**, **but** I don't **want** a big white computer. The **salesperson can show me some good computers**. I want a **small** black computer. I **want** a small computer **so** I can **play with it at school or in the park**. I **want** a small computer **so** I can **always play computer** games. I love computer games. **So I'm going to the computer store now!**



Example:

☒ Mark wants a new calendar.

☒ Mark wants a new computer.

_____ 1. Mark is going to go to the computer store.

_____ 2. There are many computers in Mark's home.

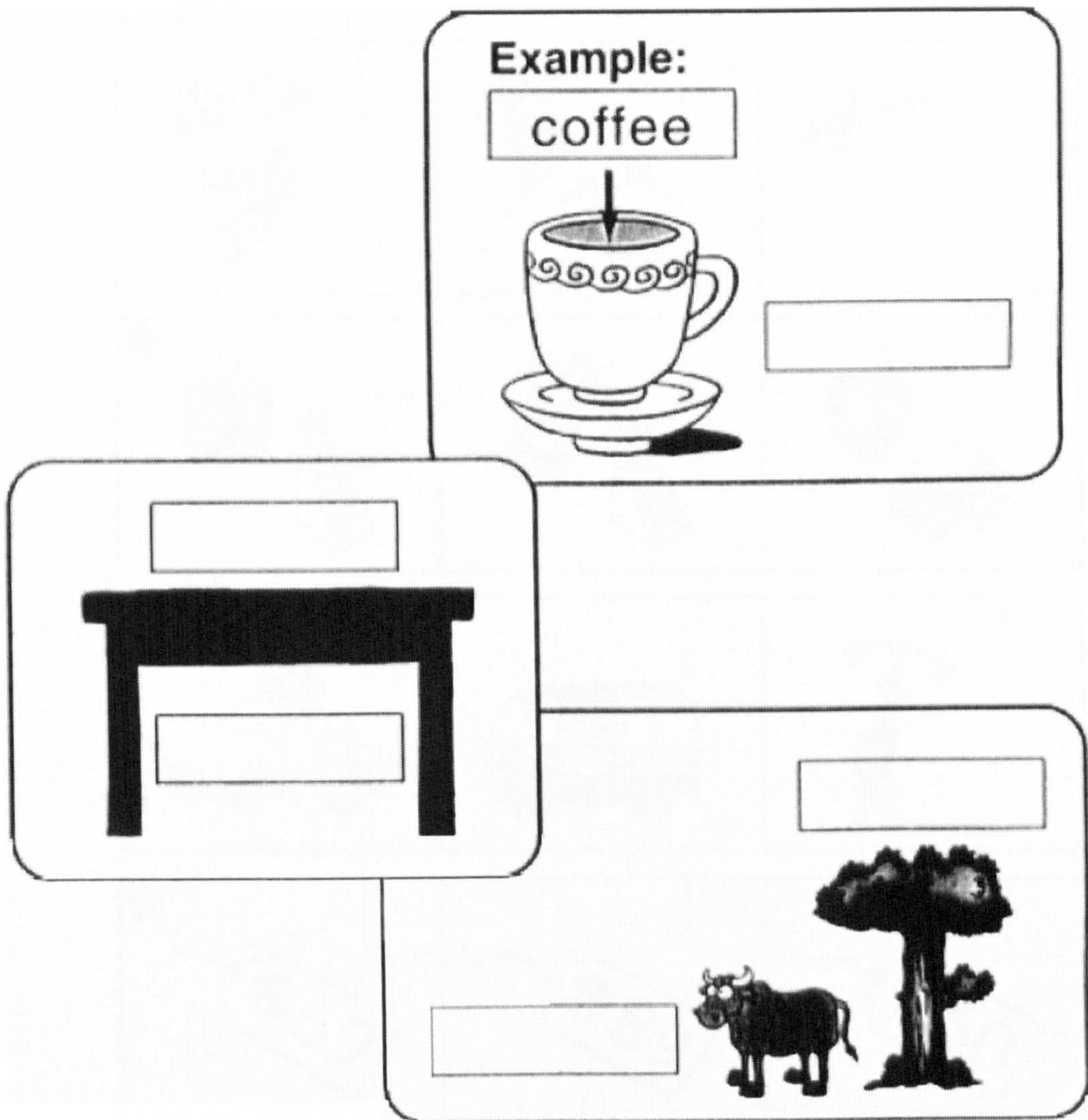
_____ 3. Mark wants a big white computer.

_____ 4. He wants a small blue computer.

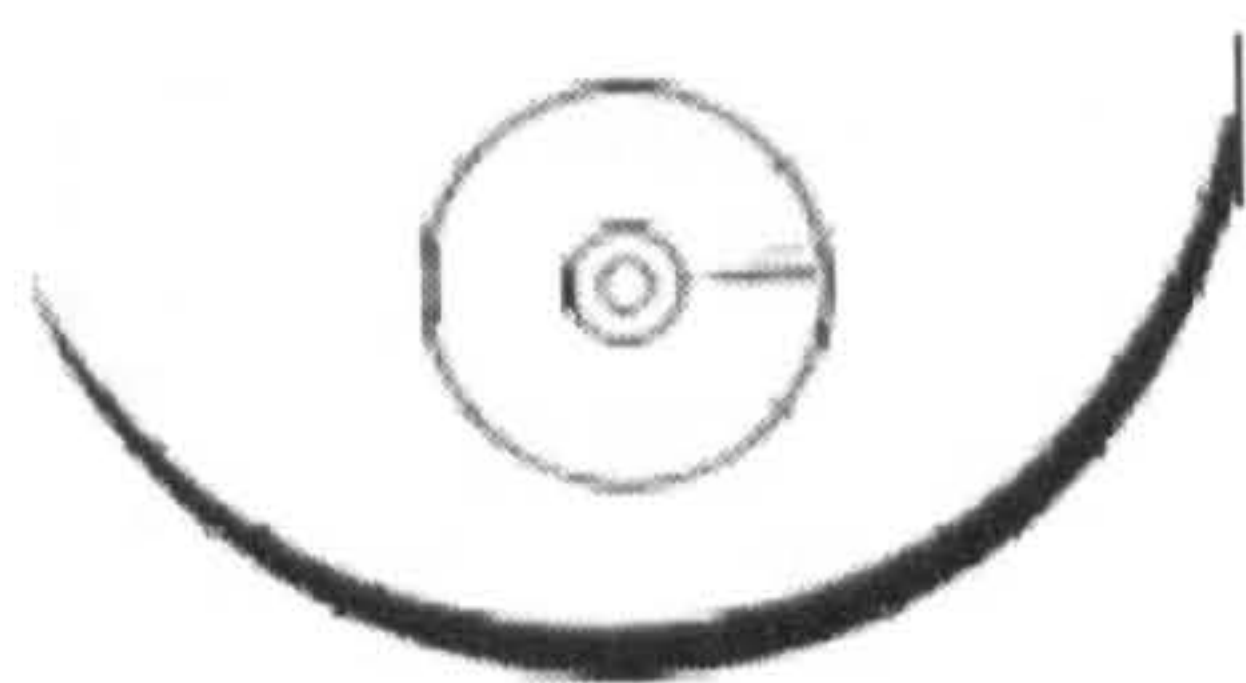
_____ 5. Mark wants a small computer, so he can play games at school.

_____ 6. Mark likes to play computer games.

D. Write *the* answers **in** *the* boxes.






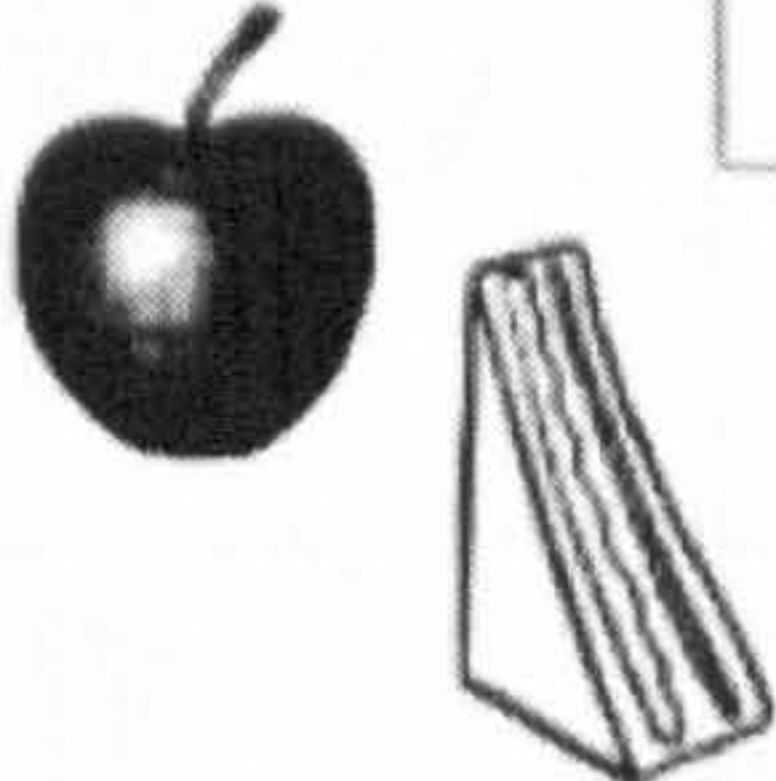
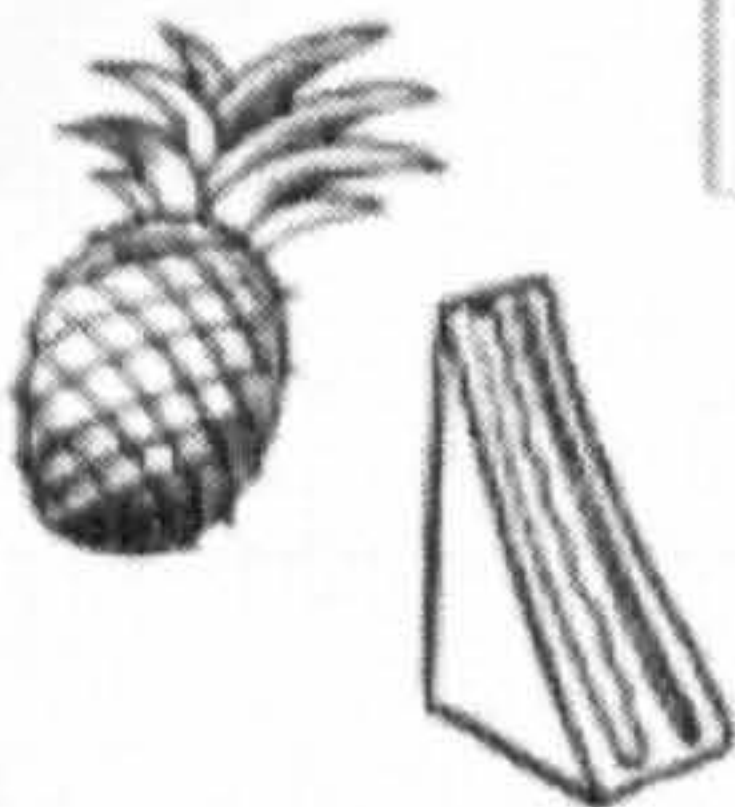
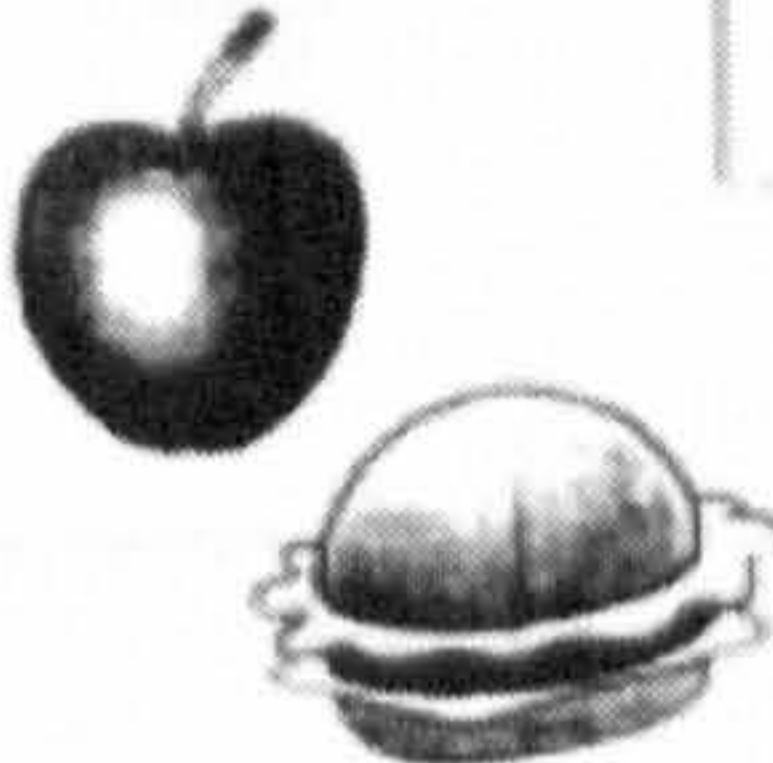

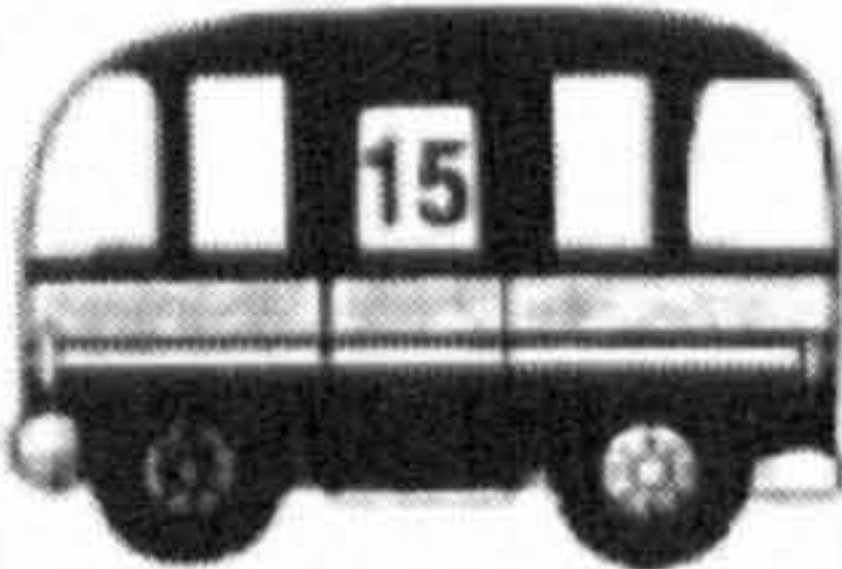

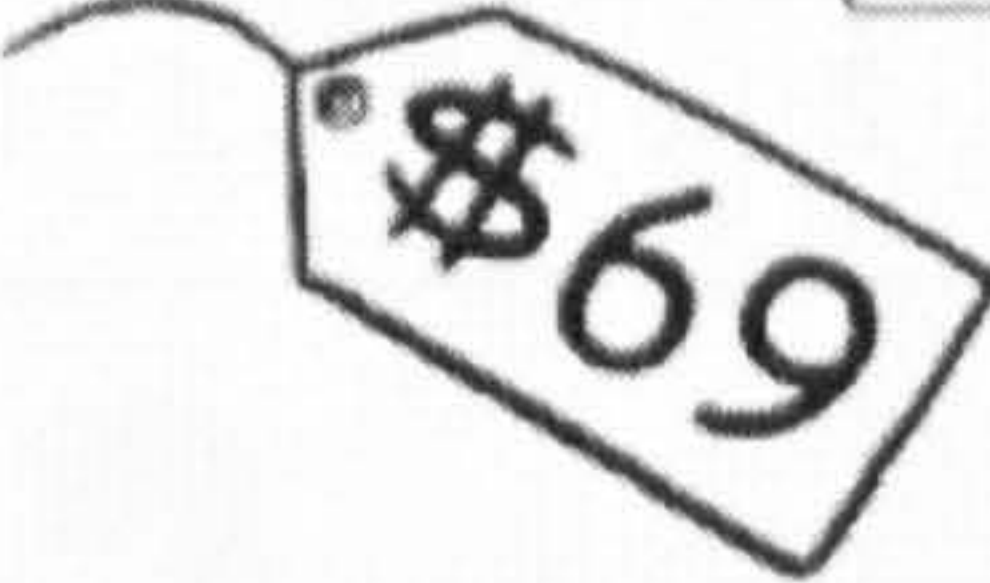
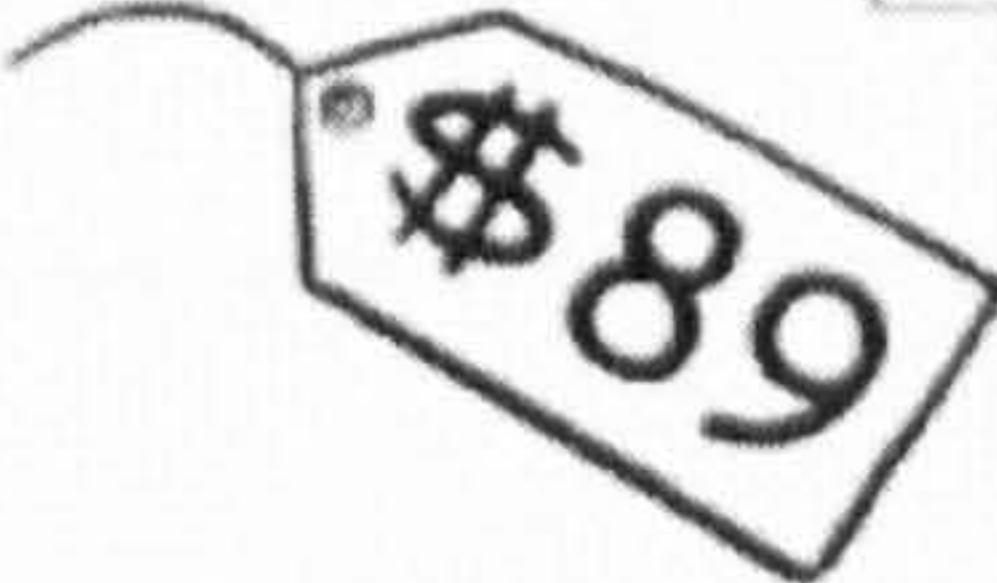
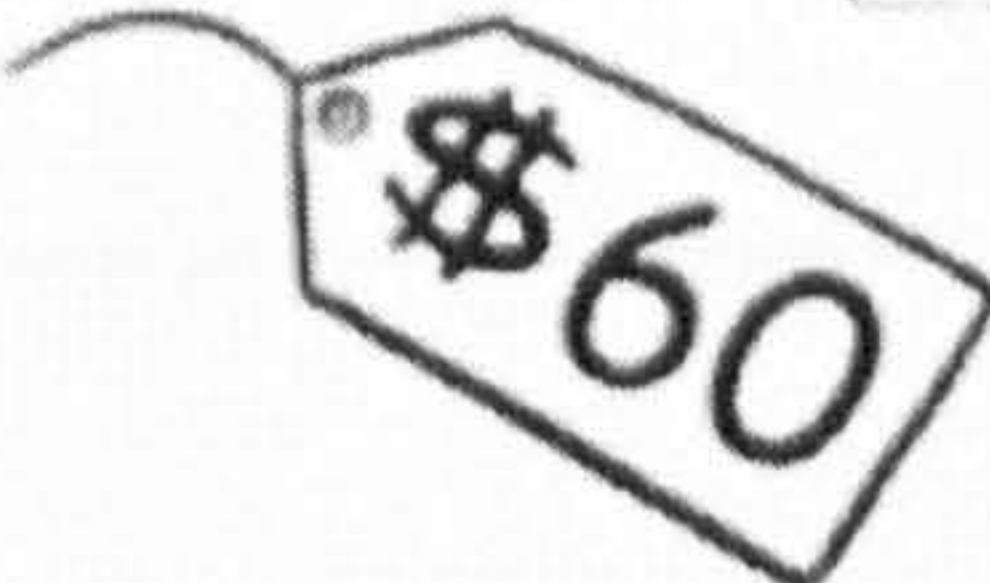



1. The bananas are under the table.
2. The hot dogs are on the table.
3. The coffee is in the cup.
4. The spoon is **next** to the cup.
5. The bird is on the tree.
6. The cow is between the sheep and the tree.





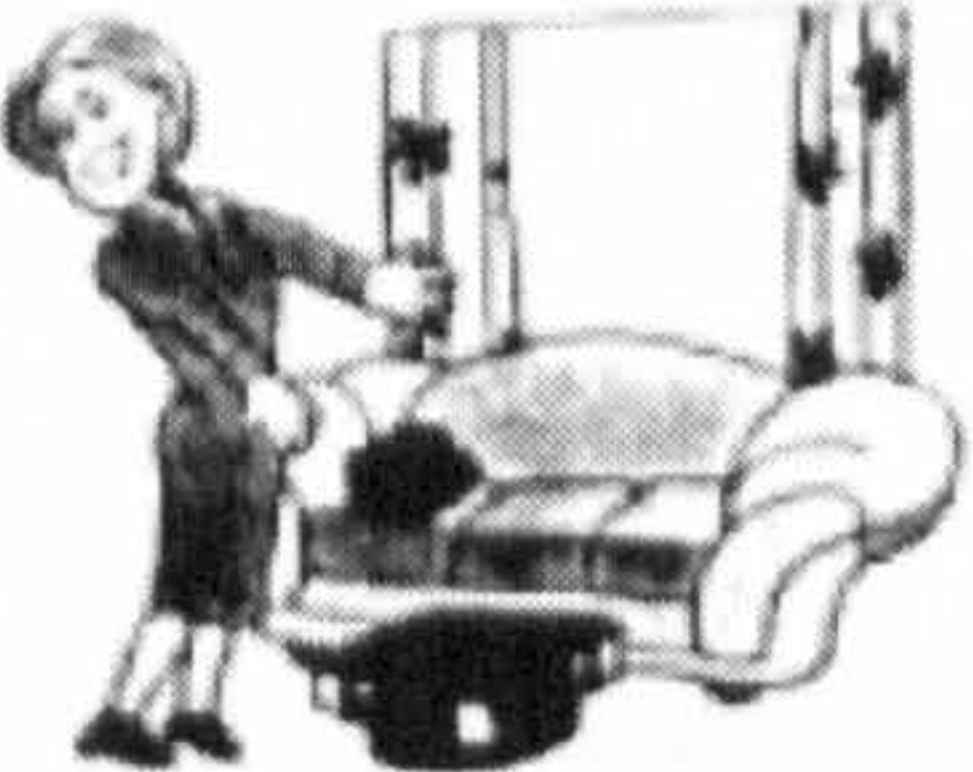




A.

Check (✓) the right answers.






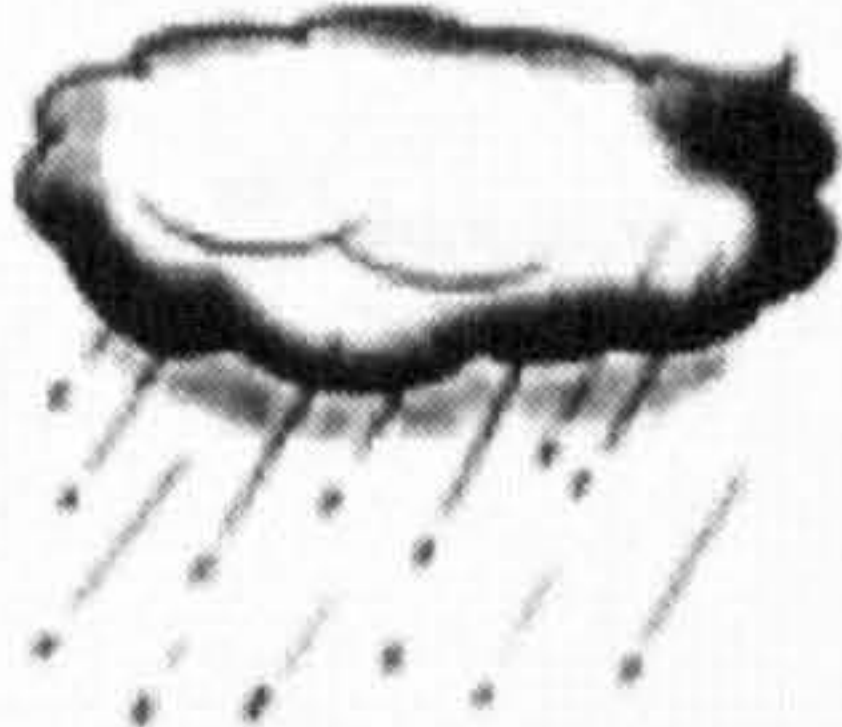

Example:

		
<div>1</div> 		
<div>2</div> 		
<div>3</div> 		
<div>4</div> 		

B. Write **Y** for yes and **N** for no.

	 May	 Martin
	N	Y
		
		
		
		

C. Put a ✓ for the things Nina and Mickey like to do and an X for the things they **don't** like to do.

	 Nina	 Mickey
	✓	✓
		
		
		
		

D. Listen and write the **words**.



Name Bob Jackson

Age

Date of Birth

Phone number

Favorite color

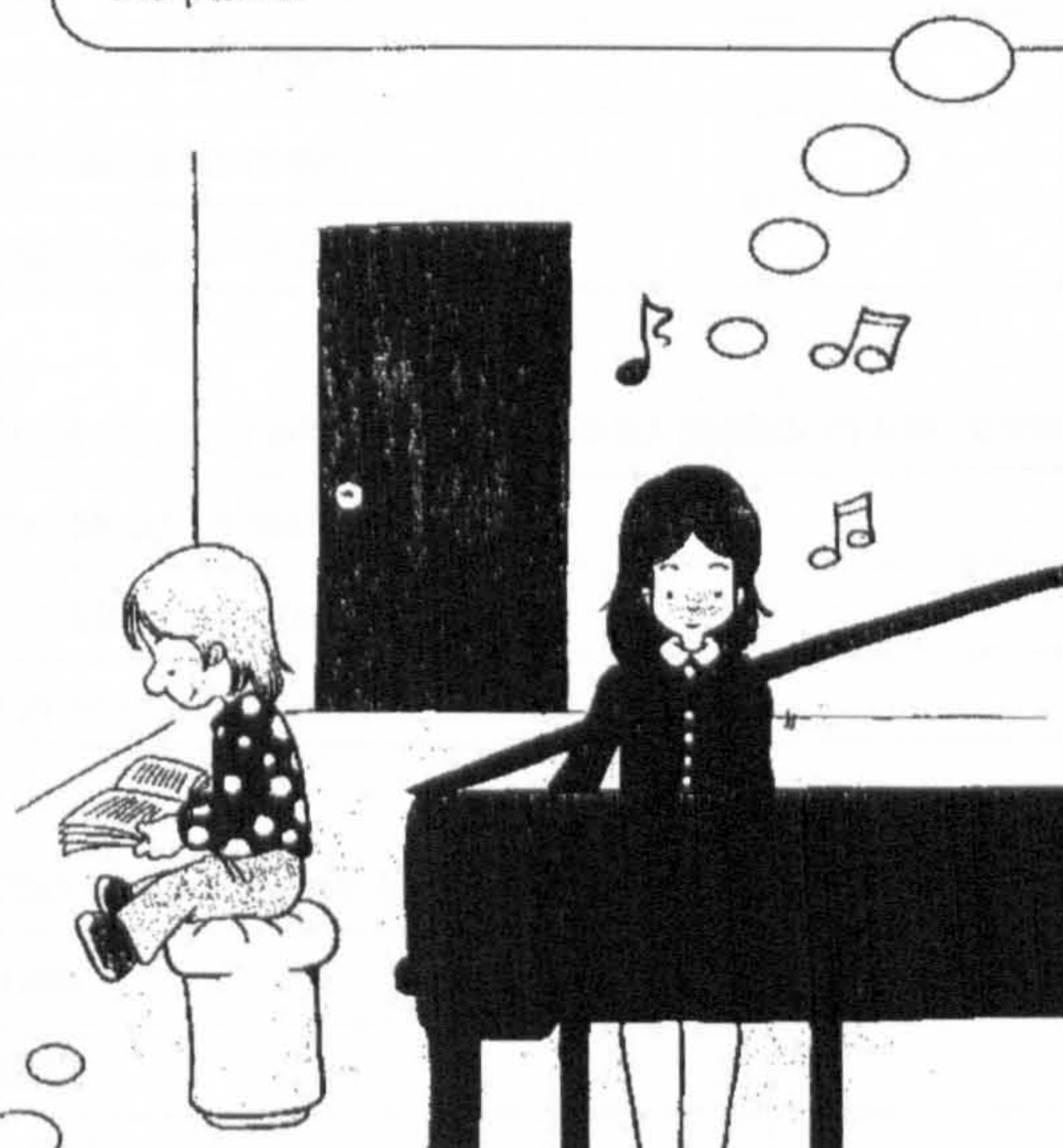
Practice 3
第三回

A.

Read and check (✓) the answers.



Hi! My name is Anita Brown. I am sixteen years old. I'm a student. I always go to school at eight o'clock in the morning. My sister's name is Clara. She is eight years old. Clara always likes to read books at night, but I don't. I like to play the piano.



Hi! I am Anita's sister, Clara. We live in a big house with our mother and father. Our mother can cook well. She likes to make cakes. She makes chocolate cakes, strawberry cakes and lemon cakes. She usually makes cakes in the afternoon. She never makes cakes at night.

1. How old is Anita?

14	
15	
16	✓

2. What does Clara like to do at night?

She likes to sing.	
She likes to read.	
She likes to draw.	

3. What does their mother like to make in the afternoon?

She likes to make soup.	
She likes to make cakes.	
She likes to make cookies.	

4. Who likes to play the piano at night?

Anita	
Clara	
Anita's mother	

5. How many people are there in Anita's family?

Four people.	
Five people.	
Six people.	

B. Match the answers to the questions .

Example:

 e Can a bird fly?

 1. How often do you play the guitar?

 2. What's that?

 3. How often does your cat sleep?

 4. What's your favorite color?

 5. What are you going to do tomorrow?

 6. What day was it yesterday?

 7. Can I have an apple?

 8. Where are you?

a. I don't like yellow.

b. It always eats.

c. Yes, you can. They're on the table.

d. It was Wednesday.

e. Yes, it can.

f. We're in the living room.

g. I'm going to go to the park

h. I play it every day.

i. I like green.

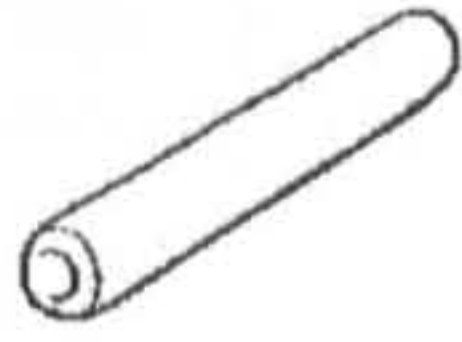
j. It usually sleeps.

k. It's my new toy car.

C. Write the words in the crossword.

Across →

1



c _____

2



s _____

3



t _____

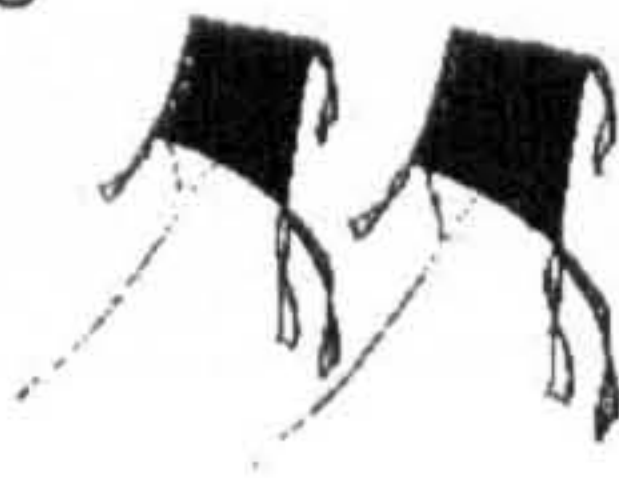
4



s _____

Down ↓

5



k _____

6



t _____

7

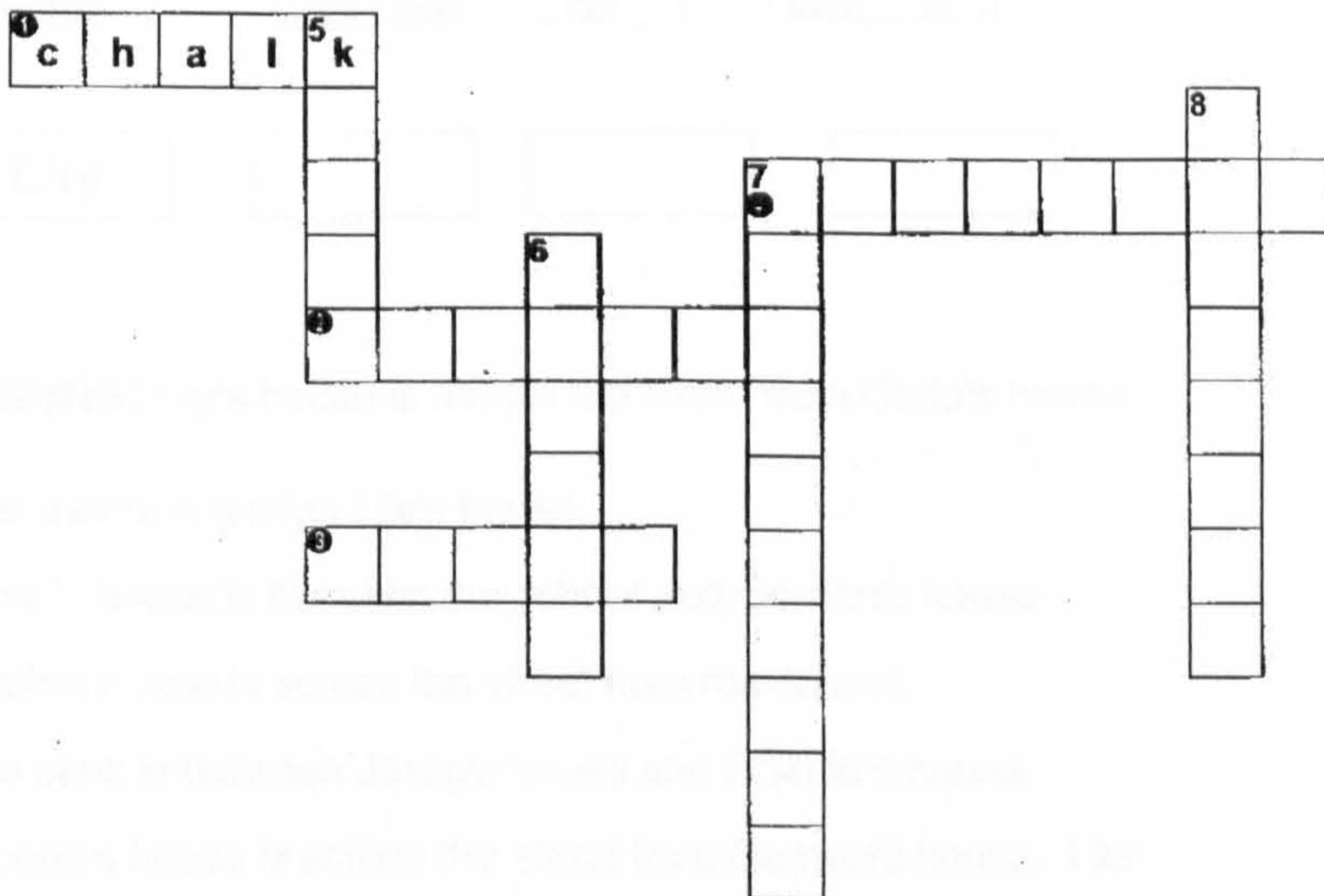


s _____

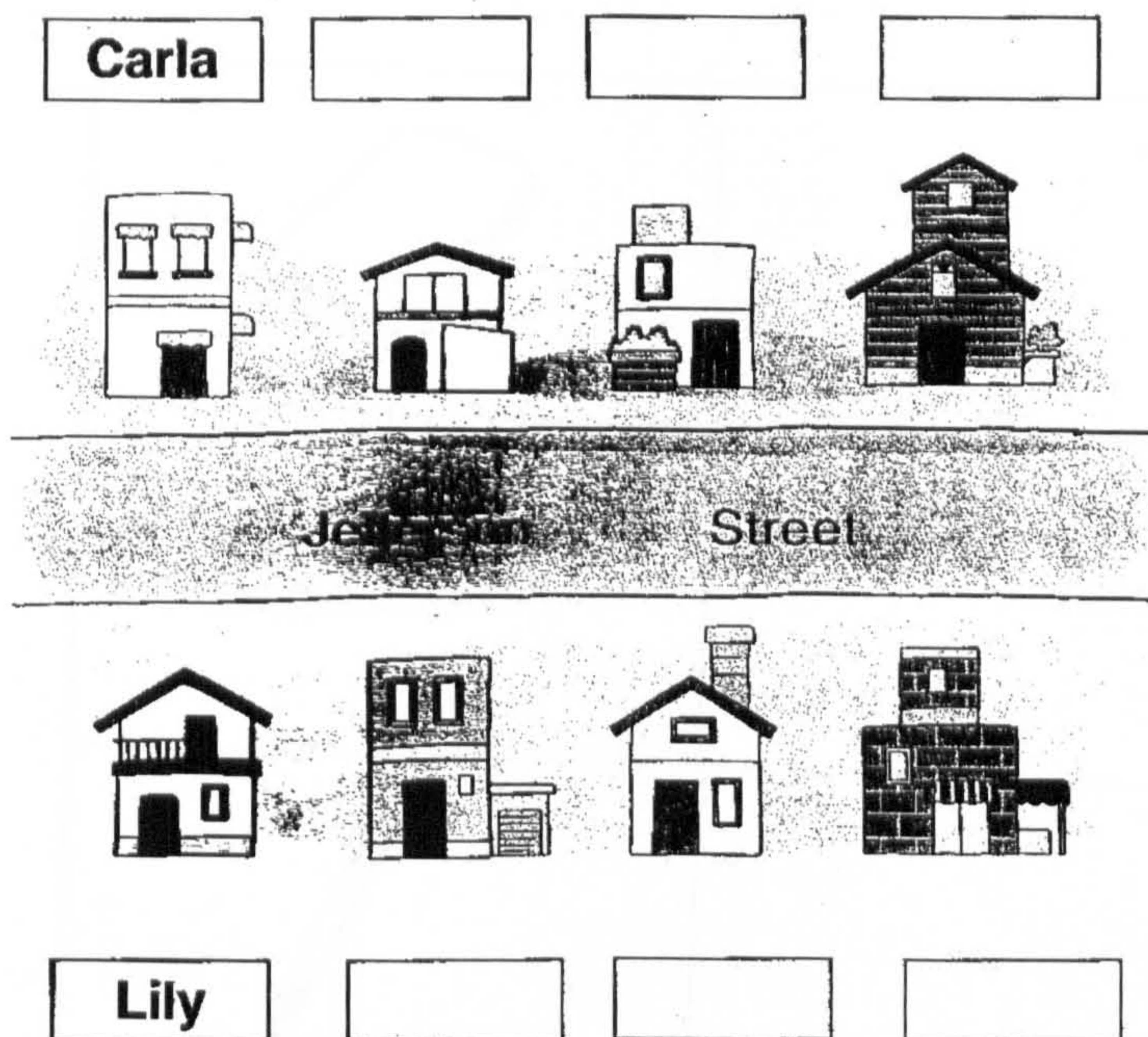
8



s _____

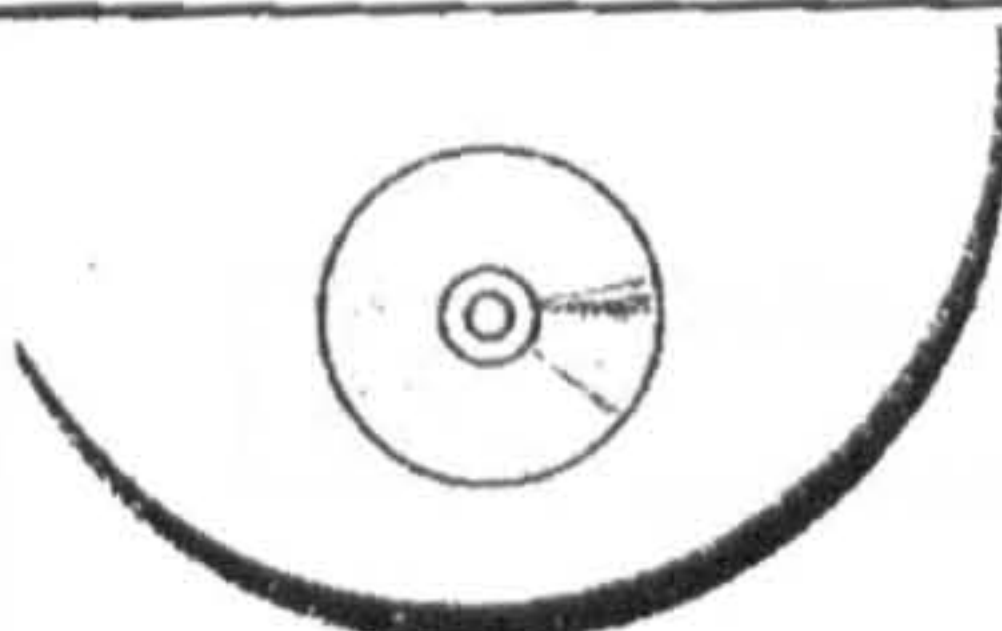


D. Write the answers in the boxes.


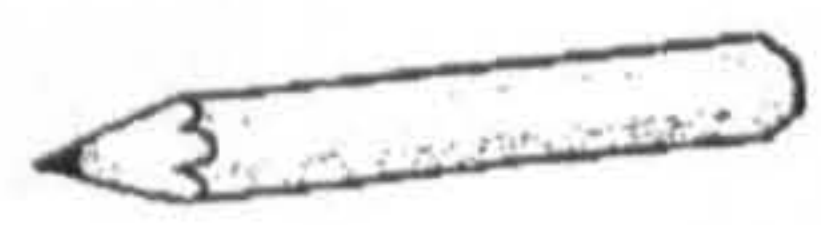


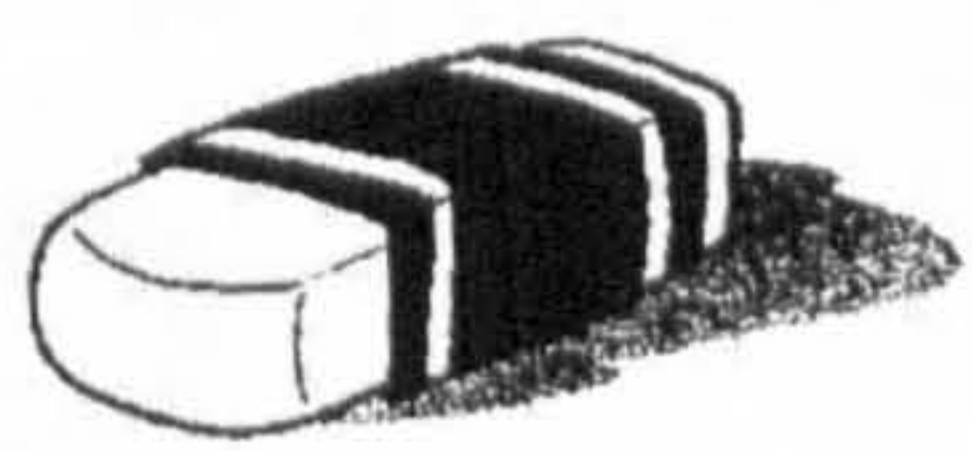


Example: Lily's house is across the street from Carla's house.

1. The school is next to Lily's house.
2. Trudy's house is between the school and Gordon's house.
3. Justin's house is across the street from the school.
4. The bank is between Justin's house and Brenda's house.
5. Brenda's house is across the street from Gordon's house. Her house is the last house.



A. Write the number of each thing Kristin and Phillip want.

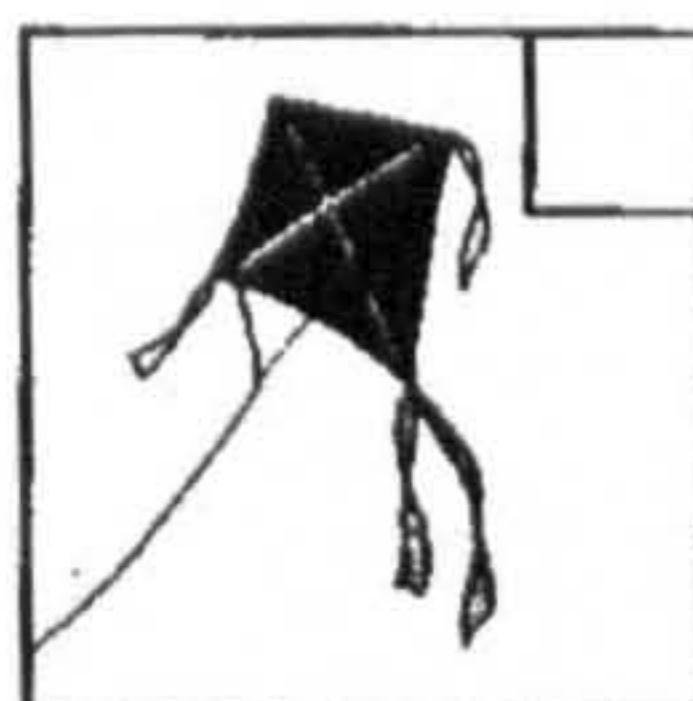
	
	
	
	1
	

B. Listen to the conversation and check (✓) the right answers.

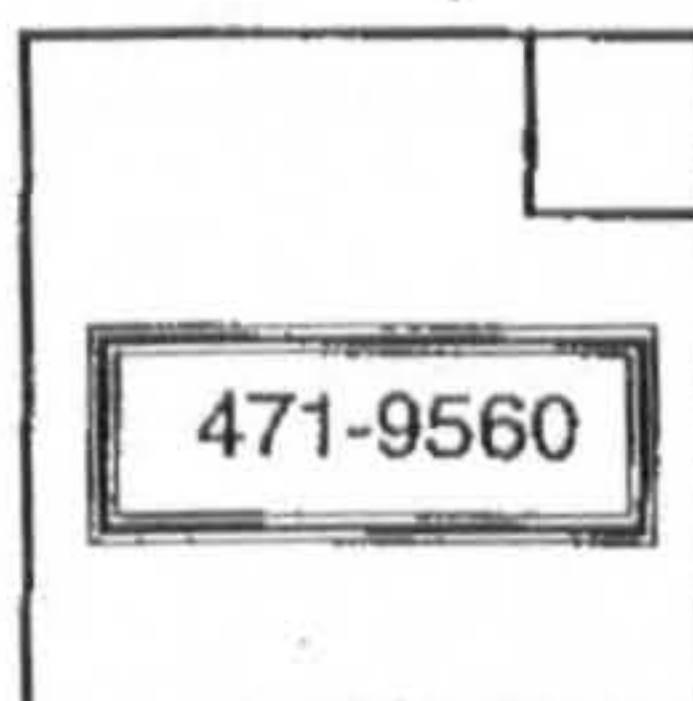
Example: Where does Jerry want to go?



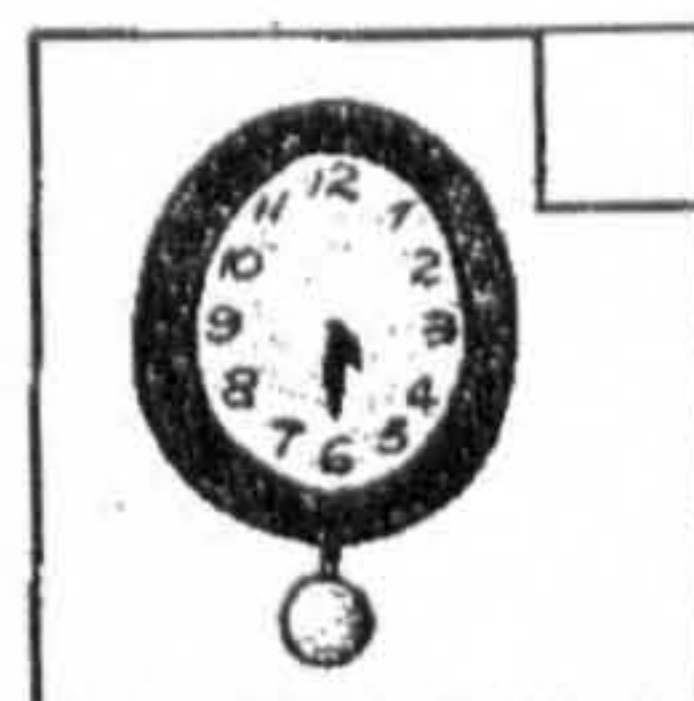
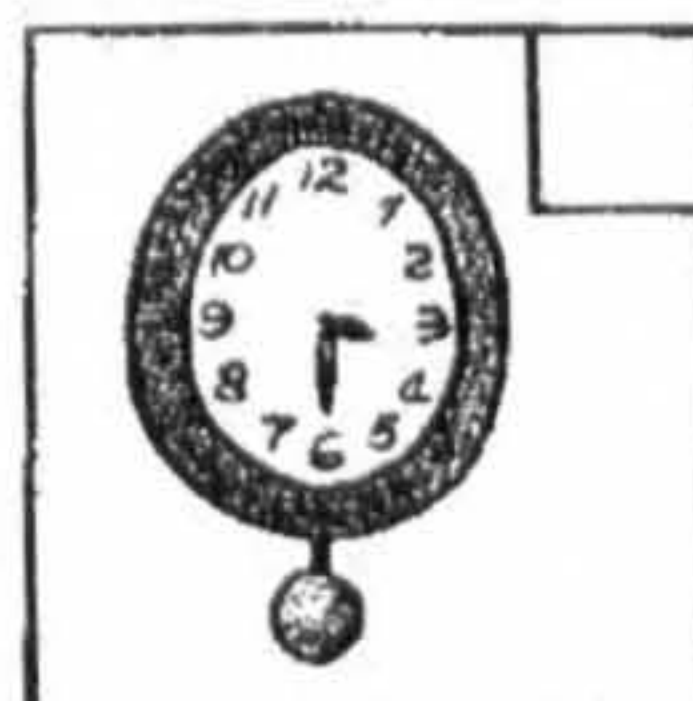
1. What is Robin going to do today?



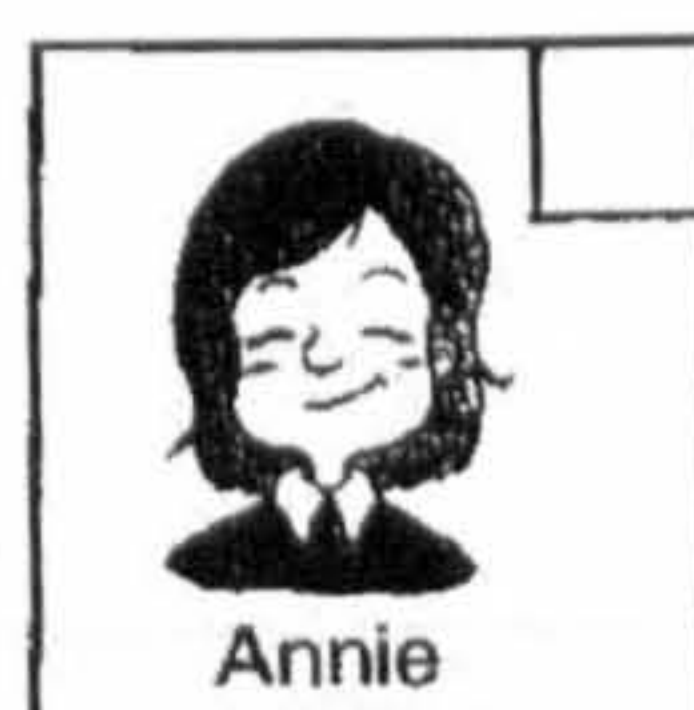
2. What's Annie's phone number?






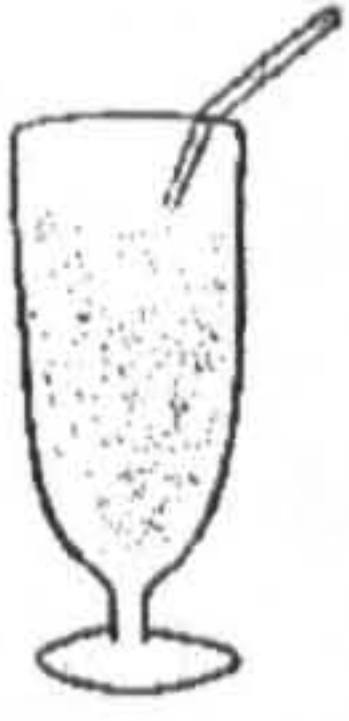



3. What time is Jerry going to go to the zoo?



4. Who is going to the zoo with Jerry?



- C.** Put a (✓) for the things Grace and Andy like to do.
Put an (x) for the things they don't like to do.

	 Andy	 Grace
	✓	
		
		
		
		

D. Listen and write down the answers.



My name is Shirley .

My father is a _____ .

I have _____ brothers.

My cat is _____ .



My name is George .

My father is a _____ .

I have _____ brothers

and _____ sisters.

My dog is _____ .

Appendix 13 Pilot study Pre-test (Parent)

第二回

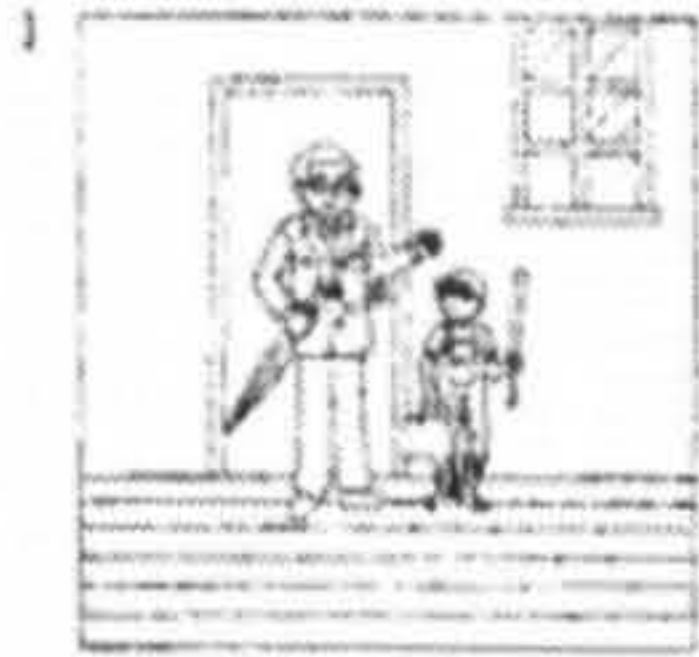
第一部分 聽力測驗

本測驗分三部分，全為三選一之選擇題，每部分各10題，共30題，作答時間約20分鐘。

Part 1 看圖辨識

本部分共10題，試題冊上有5個圖片，請聽錄音機播出一個相關的問題與A、B、C三個英語敘述之後，選一個與所看到圖片最相符的答案。每題只播出一遍，問題及選項均不印在試題冊上。

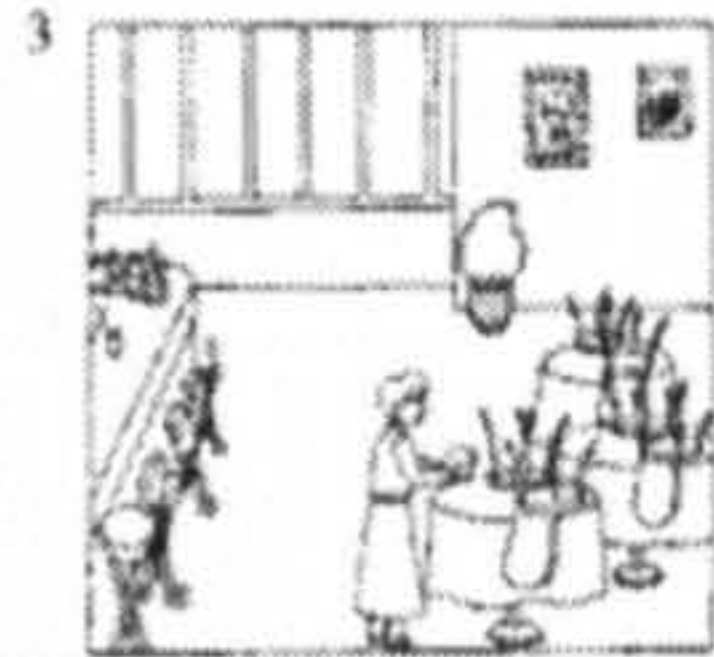
Question 1-2



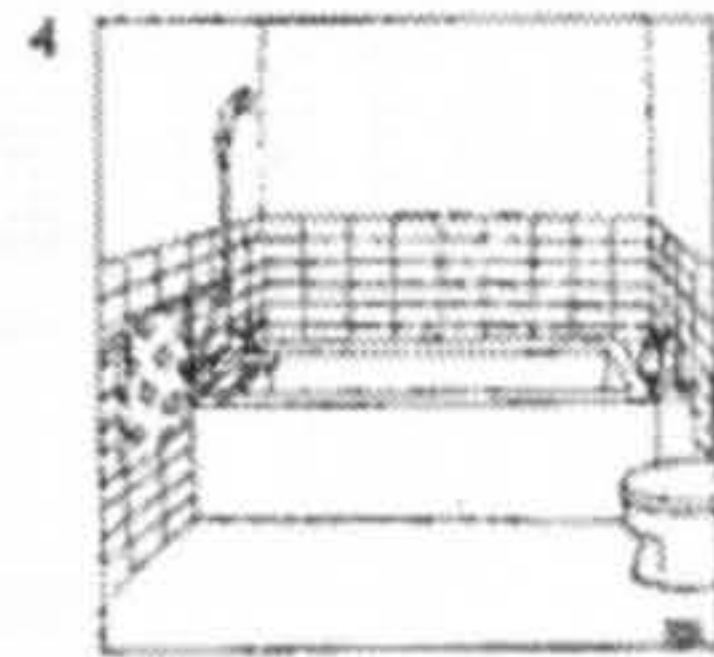
Question 3-4



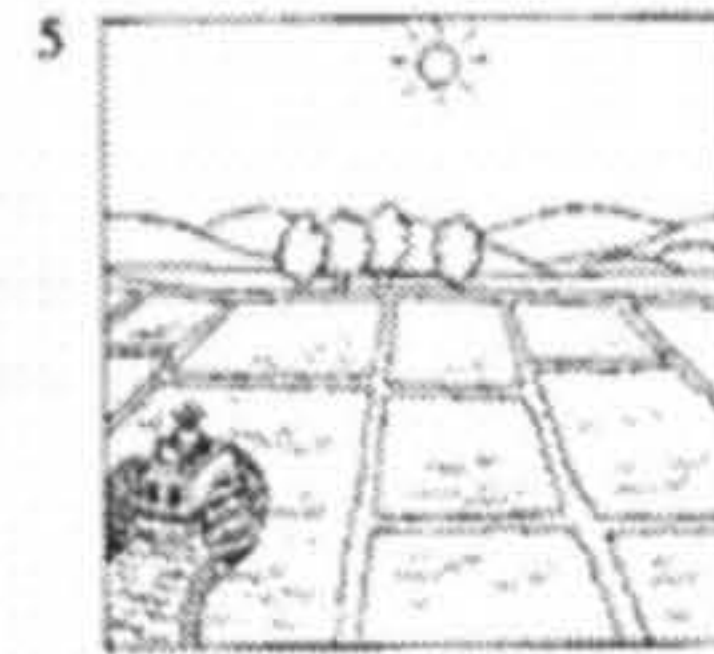
Question 5-6



Question 7-8



Question 9-10



Part 2 問答

本部分共10題，每題錄音機會播出一個問句或直述句，每題播出一遍。聽後請從試題冊上A、B、C三個選項中，選出一個最適合的作答或回應。

11. ☐ A. No, they have small eyes.
B. Yes, they do.
C. No, the owl can fly in the dark.
12. ☐ A. I got it the other day.
B. It's my favorite sport.
C. My mother bought it for me.
13. ☐ A. His funny looks.
B. Ten minutes ago.
C. She loves laughing.
14. ☐ A. No, it's a full moon.
B. Yes, it looks like rain.
C. Yes, let's gaze at the bright stars.
15. ☐ A. Go ahead, please.

- B. It's mine.
C. On the campus.

16. ☐ A. 119.
B. The XL size.
C. 8 is my lucky number.
17. ☐ A. Yes, my house quaked rather hard.
B. No, it shocked me very much.
C. Yes, I didn't feel at all.
18. ☐ A. No, I didn't finish it.
B. Yes, I have finished it already.
C. Yes, I did.
19. ☐ A. Ten days ago.
B. Yes, it's my little dog.
C. In the garden.
20. ☐ A. Don't ask me such a question.
B. Speaking.
C. Who are you?

Part 3 簡短對話

本部分共10題，每題錄音機會播出一段對話及一個相關問題，每題播出2次，聽後請從試題冊上A、B、C三個選項中，選出一個最適合的答案。

21.

- A. In an interview.
- B. At the gate.
- C. On the phone.

22.

- A. He's going to the toilet.
- B. He's going to take a rest.
- C. He's going to take something.

23.

- A. She is 16.
- B. She is 26.
- C. She is 36.

24.

- A. Eleven twenty-five.
- B. Ten fifty.
- C. Eleven sharp.

25.

- A. After four days.

- B. After five days.
- C. After six days.

26.

- A. By taxi.
- B. By bus.
- C. On foot.

27.

- A. Six times.
- B. Seven times.
- C. Eight times.

28.

- A. Six months.
- B. Eight months.
- C. Ten months.

29.

- A. The dentist's.
- B. The beauty parlor.
- C. The barber's.

30.

- A. 98 dollars.
- B. 108 dollars.
- C. 118 dollars.

28

29

第二部分 閱讀能力測驗

本測驗分三個部分，全部都是單選題，共35題，作答時間約40分鐘。

Part 1 詞彙和結構

本部分共15題，每題含1個空格。請就試題冊上A、B、C、D四個選項中選出最適合題意的詞彙。

Question 1-15

1. His father, who is a _____ businessman, has earned a lot of money.
 - A. similar
 - B. positive
 - C. classical
 - D. successful
2. There are a lot of stars like our sun in the _____.
 - A. waterfall
 - B. universe
 - C. triangle
 - D. projector
3. _____ are harmful insects which may bring diseases to us.
 - A. Mosquitoes
 - B. Butterflies
 - C. Dragonflies
 - D. Pineapples

4. Nowadays a lot of people learn the English _____ in Taiwan and mainland China.
 - A. decision
 - B. festival
 - C. language
 - D. apartment
5. The rich man has a great _____ on Taiwan's economic development.
 - A. right
 - B. influence
 - C. thirst
 - D. screen
6. Unfortunately, very few people _____ in the big air crash.
 - A. survived
 - B. mourned
 - C. seated
 - D. forgave
7. He _____ to the boss that the restaurant's service was too bad.
 - A. deleted
 - B. escaped
 - C. saluted
 - D. complained
8. She went to the _____ store to buy some bread and milk.
 - A. housework
 - B. library
 - C. convenience
 - D. geography

30

31

9. Look! The fat boy has a cute _____ face.
A. precious
B. chubby
C. shy
D. silly
10. After a while an _____ arrived and sent the injured man to the hospital.
A. ambulance
B. uniform
C. onion
D. interview
11. The runner was _____ before he reached the home base.
A. put on
B. shaken up
C. fought off
D. touched out
12. She went out at midnight _____ the heavy rain.
A. in case of
B. in spite of
C. in front of
D. in search of
13. "Do you enjoy _____ with the newcomer?" "Yes, I think he is really a nice guy."
A. working
B. fighting
C. quarreling
D. arguing

32

14. _____ the radio, I heard the telephone ringing and someone knocking at the door.
A. Listen to
B. Listened to
C. To listen to
D. Listening to
15. She just began to learn French, so she couldn't make herself _____ in French.
A. understanding
B. understand
C. understood
D. to understand

33

Part 2 段落填充

本部分共10題，包含2個段落，每個段落各含5個空格。請就試題冊上A、B、C、D四個選項中選出最適合題意的詞彙。

Question 16-20

For _____16_____ starting in ancient times gold was most commonly found mixed with sand in streams. This is one _____17_____ why even early humans used it. They could find it without using tools to dig it out of the ground. It was also _____18_____ to them because it is very soft. It's easy to work into jewelry and other _____19_____. Gold leaf, a thin sheet of gold, can be made so thin that light shines through it. It is beautiful and _____20_____ forever.

- | | |
|------------------|--------------------|
| 16. A. centuries | 19. A. decorations |
| B. festivals | B. operations |
| C. opinions | C. locations |
| D. temperatures | D. inventions |
| 17. A. habit | 20. A. twists |
| B. interest | B. yells |
| C. moment | C. fears |
| D. reason | D. lasts |
| 18. A. difficult | |
| B. convenient | |
| C. skinny | |
| D. impossible | |

34

Question 21-25

Specialists in marketing have studied how to make people buy more food in a supermarket. They do all kinds of efforts that you don't even _____21_____, _____22_____ the simple and ordinary food that everybody must buy, such as bread, milk, sugar and vegetable oil, is spread all over the store. You have to walk by all the more interesting and expensive things _____23_____ find what you need. The more expensive food is in packages with bright-colored pictures. This food is _____24_____ at eye level so you can see it and want to buy. The goods you have to buy anyway are usually sited on a higher and lower shelf. _____25_____ candy and other things that children like are on lower shelves.

- | | |
|-----------------------|----------------|
| 21. A. gossip | 24. A. surfed |
| B. refuse | B. placed |
| C. notice | C. browsed |
| D. imitate | D. voiced |
| 22. A. In addition | 25. A. However |
| B. For example | B. Thus |
| C. In fact | C. Therefore |
| D. Of course | D. Hence |
| 23. A. in addition to | |
| B. according to | |
| C. in order to | |
| D. next to | |

35

Part 3 閱讀理解

本部分共10題，包含數段短文，每段短文後有1~3個相關問題。請就試題上A、B、C、D四個選項中選出最適合題意的答案。

Question 26-28

Jack, a bookseller, seldom paid for anything. One day he got his foot hurt. His wife said to him, "Go to the doctor." "No, I won't," said Jack. "I'd like to wait until the doctor comes to the shop next time. Then I'll ask him about my foot. In this way, I don't have to pay him anything."

The doctor came to the shop next day and bought some books. Then Jack told the doctor about his injured foot. After checking it, the doctor told him to put his bad foot in warm water every night. "Many thanks," said the bookseller. "And now sir, here are your books." "How much are they?" Asked the doctor. "Twenty dollars," answered Jack. "All right," said the doctor. "I needn't pay you anything." "How come?" asked Jack surprisingly. "I told you how to take care of your foot and I charge twenty dollars for it. So long," said the doctor.

26. Jack's wife told him to _____.

- A. stay at home
- B. be more careful next time
- C. see a doctor right away
- D. take a rest and not to work

27. The doctor came to the shop to _____.

- A. visit Jack's family
- B. find some materials
- C. look after the bookseller

36

D. buy some books

28. When the doctor left the bookstore, he gave the bookseller _____.

- A. twenty dollars
- B. ten percent discount
- C. some pills
- D. nothing at all

Question 29-31

While traveling in Hong Kong, you must watch out on the street because the traffic runs on the left.

Before you cross a street, you need to look to the right and then the left. If the traffic lights are red, the traffic must stop to let the passers-by cross the street.

On the contrary, when lights turn green, the traffic can go and the people on foot must stop crossing the street. In the morning and evening the traffic are rather busy and streets are crowded with cars, buses and people. Then traffic is most dangerous.

In Hong Kong, there are big buses with two floors. You may sit on the second floor to see the city very well. It's quite funny!

29. In Hong Kong, before you cross a street, you must look to _____ first and then _____.

- A. the right, the left
- B. the front, the back
- C. the left, the right
- D. the back, the front

30. While in Hong Kong, you must take care on the street because _____.

- A. there are too many cars and buses

37

- B. passers-by can cross the street freely
- C. there are very few traffics
- D. the buses and cars move on the left

31. In Hong Kong, there are big buses _____.

- A. with funny figures
- B. with two floors
- C. with two stores
- D. with many seats

Question 32-35

The major different between humans and other animals is that humans have language and other animals haven't. There are more than 3,000 spoken languages in the world. Among them English is most spoken in many countries.

There are several main language families in the world. Some linguists divide them into nine main families. The languages in each family are related. The Indo-European family is the largest one. Nearly half of the world's population speak these languages, one of which is English. English belongs to the Germanic group of Indo-European languages. Over the centuries, English has absorbed a lot of words from other languages, some of which are French, Latin, Greek, etc.

32. Which of the following languages belongs to Indo-European language?

- A. Tibetan.
- B. Vietnamese.
- C. German.
- D. Korean.

38

33. According to the article, there are _____ major language families in the world.

- A. 6
- B. 7
- C. 8
- D. 9

34. Which language family has the largest population?

- A. Indo-European.
- B. Sino-European.
- C. Indo-Asian.
- D. Sino-Asian.

35. Which of the following statements is "Wrong" ?

- A. There are over 3000 spoken languages in the world.
- B. The languages in the major language families are not related at all.
- C. English is an important international language.
- D. English is related to German.

39

第三部分 寫作能力測驗

1. 本測驗共有2個部分，第一部分為單句寫作，第二部分為段落寫作。測驗時間為約40分鐘。
2. 作答時，請字跡清晰可讀，並請保持答案紙之清潔，以免影響評分。

Part 1 單句寫作

請將答案清楚地寫在答案卷上，如有拼字、標點、大小寫之錯誤，將予扣分。

第1-5題：句子改寫

請依題目之提示，將原句改寫成指定型式，並將改寫的句子完整地寫出（包含提示之文字及標點符號）。

範例：She is a pupil. (用I改寫)

I _____
正答：I am a pupil.

1. She bought a present for her mother.
_____ tomorrow.
正答：_____
2. The story interests us very much. (改成...interested)
正答：_____
3. He was kind enough to do me a favor.
It was _____.
正答：_____

正答：_____

4. I was too busy to answer his letter. (so...that)
正答：_____
5. There are air and water, so we can live. (用If改寫)
正答：_____

第6-10題：句子合併

請依題目指示，將兩句合併成一句，並將合併的句子完整地寫出（包含提示之文字及標點符號）。

題目：She is a pupil. (用I改寫)

I _____
正答：I am a pupil.

6. You are not a student.
I am not a student. (用neither...nor)
正答：_____
7. I know your father.
He taught us English three years ago. (用關係代名詞合併)
正答：_____
8. She was in Paris.
She dropped in on me. (用when改寫)
正答：_____
9. I will join you.
Mary promises to join you. (用so long as改寫)
正答：_____

40

41

Part 2 段落寫作

題目：請根據下列圖文「An Important Businessman's Worry」(一位有影響力商人的煩惱)，寫出一篇約50字的短文。



有個很有影響力的商人



他晚上睡不著覺



「你何不學畫畫？」



「我已連續畫畫15幅畫了！」

10. Tom studied hard.
He got good grades. (用by改寫)
正答：_____

第11-15題：圖解

請依題目指示，將兩句合併成一句，並將合併的句子完整地寫出（包含提示之文字及標點符號）。

11. He _____
morning/ at read/ every/ it/ newspapers/ to/ makes/ rule
正答：_____
12. The _____
off/ at longer/ is/ neck/ that/ horse/ giraffe/ at off/ than
正答：_____
13. According _____
tomorrow/ will/ the/ at to/ there/ report/ typhoon/ be
正答：_____
14. Never _____
what/ off/ till/ do/ tomorrow/ today/ can/ put/ you
正答：_____
15. But _____
cheated/ she/ help/ been/ would/ have/ for/ your
正答：_____

42

43

Appendix 14 Pilot study Posttest (Parent)

全民英檢能力測驗全真試題 初試

聽力測驗

第四回

第一部分 聽力測驗

CD 2 Track 1

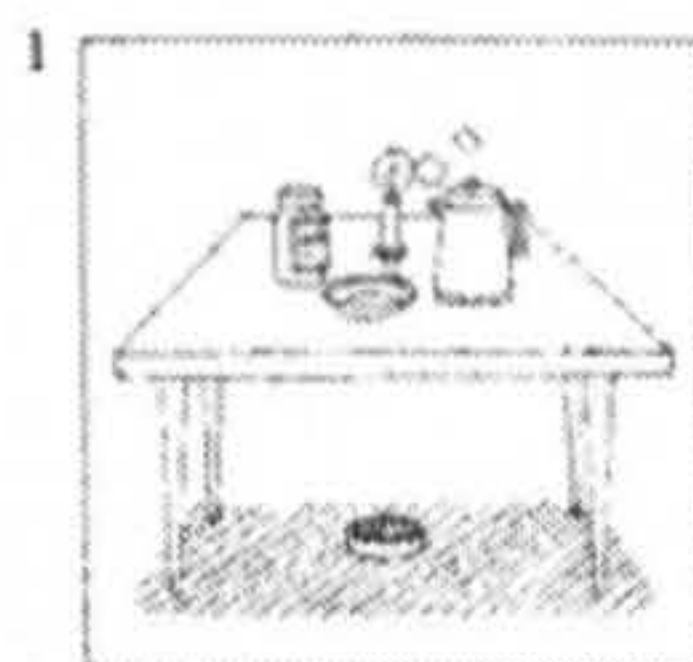


本測驗分三部分，全為三選一之選擇題，每部分各10題，共30題，作答時間約20分鐘。

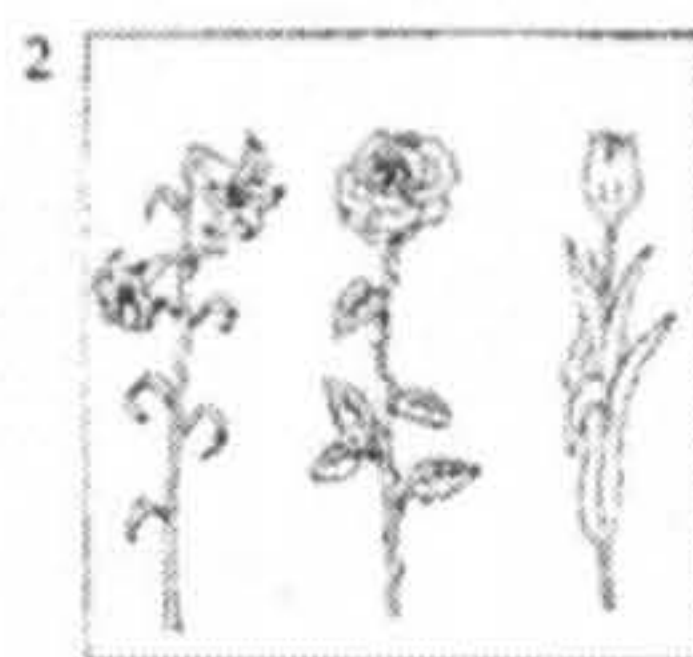
Part 1 看圖辨義

本部分共10題，試題冊上有5個圖片，請聽錄音機播出一個相關的問題與A、B、C三個英語敘述之後，選一個與所看到圖片最相符的答案。每題只播放一遍，問題及選項均不印在試題冊上。

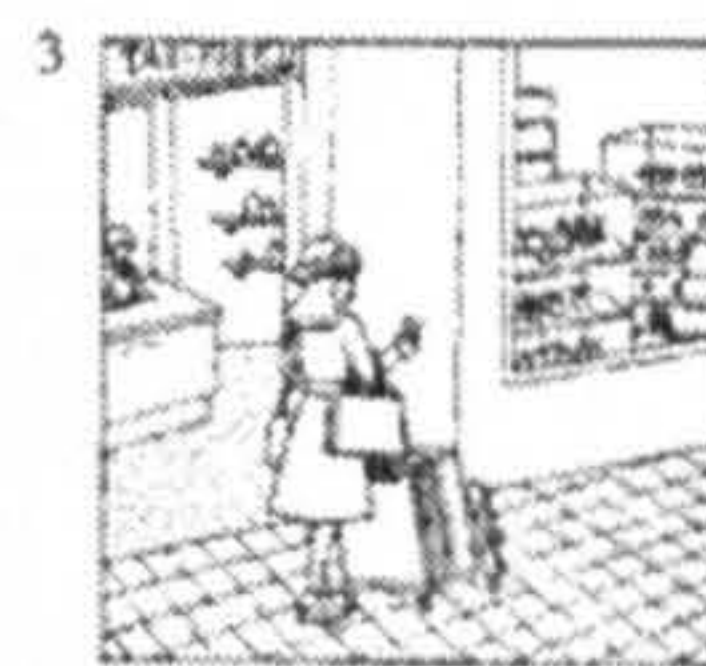
Question 1-2



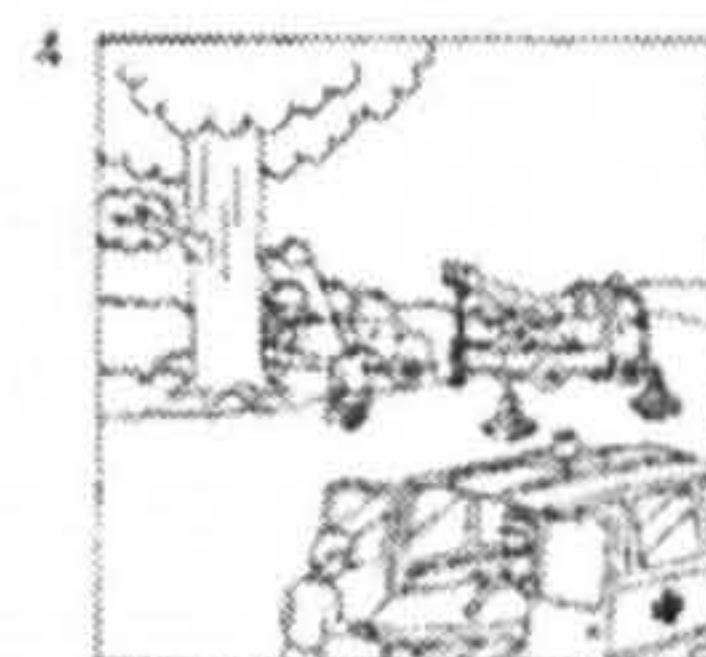
Question 3-4



Question 5-6



Question 7-8



Question 9-10



Appendix 11

第四回

Part 2 問答

本部分共10題，每題錄音機會播出一個問句或直述句，每題播放一次。聽後請從試題冊上A、B、C三個選項中，選出一個最適合的問答或回應。

11.

- A. Forget it!
- B. Either will do.
- C. Who cares?

12.

- A. Say it again!
- B. Who knows?
- C. Come on!

13.

- A. Good idea!
- B. No. It's just beginning.
- C. Yes. Hurry up, please.

14.

- A. Sooner or later.
- B. To see a friend off.
- C. Believe it or not.

15.

- A. Right now.

- B. Spare me!
- C. I beg your pardon.

16.

- A. Lost and found.
- B. God bless you!
- C. No dice! We need to finish it today.

17.

- A. No, you're mistaken.
- B. Yes, you'll lose it.
- C. No, you're right.

18.

- A. Yes, but I am very busy then.
- B. No, I'll have an appointment with a client.
- C. Yes, I'll be free of care.

19.

- A. \$135.
- B. Ten miles.
- C. Fifty kilograms.

20.

- A. I won a lottery.
- B. I've caught a bad cold.
- C. Bingo!

第四回

Part 3 簡短對話

本部分共10題，每題錄音機會播出一段對話及一個相關問題，每題播出2次，聽後請從試題冊上A、B、C三個選項中，選出一個最適合的回答。

21. ☐
 - A. On sofa.
 - B. In bed.
 - C. At table.
22. ☐
 - A. A nurse.
 - B. A waitress.
 - C. A tutoress.
23. ☐
 - A. Thirsty.
 - B. Full.
 - C. Tired.
24. ☐
 - A. At night.
 - B. In the evening.
 - C. At noon.
25. ☐
 - A. Both of them like Bob.

- B. The man likes Bob but the woman doesn't.
- C. Neither of them likes Bob.

26. ☐
 - A. Language learning.
 - B. Stamp collecting.
 - C. Mountain climbing.
27. ☐
 - A. An arrow.
 - B. A knife.
 - C. A turner.
28. ☐
 - A. Neither near nor far.
 - B. Quite far.
 - C. Very near.
29. ☐
 - A. His boss blamed him.
 - B. His boss praised him.
 - C. His boss quarreled with him.
30. ☐
 - A. In a bookstore.
 - B. In a shoe store.
 - C. In a drugstore.

第二部分 閱讀能力測驗

本測驗分三個部分，全部都是單選題，共35題，作答時間約40分鐘。

Part 1 詞彙和結構

本部分共15題，每題含1個空格，請就試題冊上A、B、C、D四個選項中選出最適合題意的詞彙。

Question 1-15

1. I don't know why she _____ your invitation to the tea party.
 - A. doubled
 - B. refused
 - C. assumed
 - D. employed
2. The gentleman is always _____ to say anything interesting to make others laugh.
 - A. humorous
 - B. independent
 - C. diligent
 - D. maximum
3. The man made an angry _____ and tried to fight.
 - A. tongue
 - B. blood
 - C. zoom
 - D. gesture

4. You must be _____ for what you say and what you do.
 - A. favorite
 - B. exciting
 - C. responsible
 - D. homesick
5. In my _____, as you sow, so shall you reap.
 - A. fright
 - B. opinion
 - C. diet
 - D. truth
6. Don't _____ too much of him, for he is rather lazy and dishonest.
 - A. prefer
 - B. announce
 - C. invite
 - D. expect
7. The factory offers its workers a comfortable and safe working _____.
 - A. kindergarten
 - B. direction
 - C. environment
 - D. knowledge
8. A lot of people are _____ about the baby koala's newest situation.
 - A. humble
 - B. curious
 - C. jealous
 - D. magic

9. The man went to the hospital to have an _____ on his head.

- A. envelope
- B. idea
- C. action
- D. operation

10. Almost all rivers in Taiwan are badly _____ by chemicals and garbage.

- A. polluted
- B. vanished
- C. listened
- D. frightened

11. I met him _____ while I was walking down the street the day before yesterday.

- A. for fun
- B. by chance
- C. with care
- D. of use

12. She is an adult; that is, she has _____.

- A. taken to reason
- B. felt at home
- C. gone on a diet
- D. come of age

13. He asked me if I knew _____.

- A. that his father's friend
- B. the boy's that friend
- C. some friends of his
- D. one his friend

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14. "_____ will you be back?" "Before sunset."

- A. How often
- B. How soon
- C. How long
- D. How fast

15. This house costs _____.

- A. fifty hundreds thousands
- B. fifty hundred thousands
- C. fifty hundred thousand
- D. fifty hundreds thousand

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Part 2 段落填充

本部分共10題，包含2個段落，每個段落各含5個空格。請就試題冊上A、B、C、D四個選項中選出最適合題意的詞彙。

Question 16-20

As the world's _____16_____ increases, countries must produce more food. However, deserts are growing, and millions of people are building houses on land that _____17_____ be farms. How can we solve a problem that seems to have no solution?

One way is to start eating different plants. They are 350,000 kinds of plants in the world. Among these, 80,000 are _____18_____ humans. But today over one half of all human food energy and protein comes from corn, wheat, and rice. It's common in developing countries for people to _____19_____ only one or two plants for their food. A disease or bad weather can _____20_____ these crops, and the people have nothing to eat.

- 16. A. population
- B. vacation
- C. direction
- D. operation

- 17. A. tried to
- B. used to
- C. need to
- D. ought to

- 18. A. suitable for
- B. aware of
- C. please with
- D. interesting to

- 19. A. stand for
- B. become of
- C. keep at
- D. depend on

- 20. A. mistake
- B. improve
- C. destroy
- D. refuse

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Question 21-25

For centuries Indians in Arizona have _____21_____ the jojoba fruit. They use the oil to _____22_____ burns, to make their hair shine, and to make a drink _____23_____ coffee. Now scientists have planted experimental crops. They say that Indians and other people can earn money from jojoba farming.

Although the jojoba grows naturally only in the Arizona-Sonora Desert, it can be planted in most dry areas of the world. It needs very little water and can grow on poor land. Jojoba farms could _____24_____ produce oil, but could help stop the growth of deserts. And this plant, which can grow in the deserts of the world, may save the _____25_____, which lives in the sea.

- 21. A. abandoned
- B. included
- C. upset
- D. collected

- 22. A. ride on
- B. depend on
- C. put on
- D. bet on

- 23. A. famous for
- B. similar to
- C. afraid of
- D. equal to

- 24. A. neither
- B. at once
- C. either
- D. not only

- 25. A. whale
- B. hawk
- C. parrot
- D. panda

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Part 3 閱讀理解

本部分共10題，包含數段短文，每段短文後有1~3個相關問題。請就試題冊上A、B、C、D四個選項中選出最適合題意的答案。

Question 26-28

Jim is my friend, who has a very big dog and a small car. He's fond of playing table tennis. The other day he played table tennis two hours at a club and then he left the club and got into a car. His dog followed him, but it didn't jump into the small car. It jumped into the next car. "Come on, here!" Jim called to it, but the dog still stayed in the next car.

Jim took out his key and put it into the lock of the car, but the key couldn't turn. Then he looked at the car again. It was not his car! He had got into the wrong car, while the dog was in the right car! Then he smiled at the clever dog and got into the right car.

26. The other day Jim played _____ two hours.

- A. basketball
- B. soccer
- C. badminton
- D. ping-pong

27. When Jim put the key into the lock of the car, _____

- A. it couldn't turn
- B. the engine started at once
- C. the dog jumping into the car
- D. he felt tired

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28. In fact, _____ was in the wrong car.

- A. his club
- B. his dog
- C. Jim
- D. table tennis

Question 29-31

For the past fifteen years, scientists and experts have been studying the flying objects from outer space. They have been seen by radar and their pictures have been taken.

Strangely enough, these flying objects can fly at very, very high speed, then stand still in the air, or fly circles around our fastest jet planes. Fortunately, they haven't attacked our planes or humans as yet.

The shapes of these unknown flying objects, also named UFOs, look like a cigar, an egg or like a thick and inverted saucer.

29. Where do you think UFOs come from?

- A. The earth.
- B. Outer space.
- C. A huge desert.
- D. The bottom of sea.

30. UFOs have been seen by _____ before.

- A. saucer
- B. cigar
- C. radar
- D. antenna

31. The UFO looks like a _____

- A. fly

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- B. kite
- C. hoop
- D. cigar

Question 32-35

There are some kinds of pollution, such as air pollution, water pollution, and environmental pollution. In fact, almost everyone causes pollution in some way every day. For example, we pollute air with gases and smoke, dirty water with garbage and chemicals, damage natural beauty by throwing away junk and litter.

Among all pollutions, environmental pollution is the most serious one. However, the air, water, and earth around us are often badly polluted.

Unfortunately, these polluted air, water, and earth may lead to illness and even death. Actually, polluted water often kills fish and polluted air often causes diseases to us. Polluted earth may cause plants to get sick and even to die.

32. Serious pollution may lead to _____

- A. good health
- B. a strong body
- C. garbage
- D. death

33. According to the article, which may cause air pollution?

- A. Earth.
- B. Litter.
- C. Cars.
- D. Water.

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34. What do we pollute water with?

- A. Chemicals
- B. Automobiles.
- C. Earth.
- D. Gases.

35. Pollution is caused by _____

- A. air
- B. junk
- C. sand
- D. water

第四回

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第三部分 寫作能力測驗

1. 本測驗共有2個部分，第一部分為單句寫作，第二部分為段落寫作。測驗時間為40分鐘。
2. 作答時，請字跡清晰可讀，並請保持答案紙之清潔，以免影響評分。

Part 1 單句寫作

請將答案清楚地寫在答案卷上，如有拼字、標點、大小寫之錯誤，將予扣分。

第1-5題：句子改寫

請依照題目指示，將原句改寫成指定型式，並將改寫的句子完整地寫出（包含提示之文字及標點符號）。

範例：She is a pupil. (用I改寫)

I _____.

正答：I am a pupil.

1. A: May I borrow some money from you?
B: I am glad to _____.
正答：_____
2. He has no friend to depend on. (用whom改寫)
正答：_____
3. She lived in Taipei. (用since she was a child改寫)
正答：_____

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10. She raises a puppy.
The puppy is cute.
The puppy is clever. (合併成單句)
正答：_____

第11-15題：重組

請依照題目指示，將兩句合併成一句，並將合併的句子完整地寫出（包含提示之文字及標點符號）。

11. Nothing in _____
so/ is/ world/ health/ the/ as/ precious
正答：_____
12. This _____
trip/ Mt./ my/ is/ to/ first/ Ali
正答：_____
13. We _____
before/ five/ came/ had/ minutes/ not/ the train/ waited
正答：_____
14. To _____
she/ joy/ in/ our/ home/ safety/ great/ returned
正答：_____
15. Where _____
is/ there/ a/ there/ a/ way/ will/ is
正答：_____

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4. Everyone knows the famous artist in this country. (改成被動式)
正答：_____
5. You must hand in your report tomorrow. (改成否定式)
正答：_____

第6-10題：句子合併

請依照題目指示，將兩句合併成一句，並將合併的句子完整地寫出（包含提示之文字及標點符號）。

題目：She is a pupil. (用I改寫)

I _____.

正答：I am a pupil.

6. The sun set. (用分詞構句)
We called it a day.
正答：_____
7. Dr. Back is a famous scientist.
A lot of people respect him. (用形容詞子句)
正答：_____
8. Tim has a lot of friends.
Some of them are Americans. (用關係代名詞)
正答：_____
9. I still remember that thing.
I have heard the song sung twice.
正答：_____

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Part 2 段落寫作

題目：請根據下列圖片「Mr. Johnson's Problem」(瓊斯先生的問題)，寫出一篇約50字的短文。



瓊斯先生上個月從一個大商店裡買了些東西。



當他幾天後收到帳單的時候，他認為上面有個錯誤，於是打電話到店裡要求和會計部門說話……



和這位女士談話後，他發現帳單上的錯誤是……



不過這女士今天不在。

第四回

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Appendix 15 Pilot study – Parents’ page in graded readers

1. Step into Reading, Random House Books for Young Readers

(<http://www.randomhouse.com>)

Dear Parent:

Congratulations! Your child is taking the first steps on an exciting journey. The destination? Independent reading!

STEP INTO READING will help your child get there. The program offers books at five levels that accompany children from their first attempts at reading to reading success. Each step includes fun stories, fiction and nonfiction, and colorful art. There are also Step into Reading Sticker Books, Step into Reading Math Readers, and Step into Reading Phonics Readers – a complete literacy program with something to interest every child.

Learning to Read, Step by Step!

Step 1: Ready to Read Preschool-Kindergarten

- big type and easy words
- rhyme and rhythm
- picture clues

For children who know the alphabet and are eager to begin reading.

Step 2: Reading with Help Preschool-Grade 1

- basic vocabulary
- short sentences
- simple stories

For children who recognize familiar words and sound out new words with help.

Step 3: Reading on Your Own Grades 1-3

- engaging characters
- easy-to-follow plots
- popular topics

For children who are ready to read on their own.

Step 4: Reading Paragraphs Grades 2-3

- challenging vocabulary
- short paragraphs
- exciting stories

For newly independent readers who read simple sentences with confidence.

Step 5: Ready for Chapters Grades 2-4

- chapters
- longer paragraphs
- full-color art

For children who want to take the plunge into chapter books but still like colorful pictures.

STEP INTO READING is designed to give every child a successful reading experience. The Grade levels are only guides. Children can progress through the steps at their own speed, developing confidence in their reading no matter what their grade.

Remember, a lifetime love of reading starts with a single step!

2. Scholastic Readers

A. Hello Reader Series (<http://content.scholastic.com/browse/search.jsp>)

A NOTE TO PARENTS

Reading Aloud with Your Child

Research shows that reading books aloud is the single most valuable support parents can provide in helping children learn to read.

Be a ham! The more enthusiasm you display, the more your child will enjoy the book.

Run your finger underneath the words as you read to signal that the print carries the story.

Leave time for examining the illustrations more closely; encourage your child to find things in the pictures.

Invite your youngster to join in whenever there's a repeated phrase in the text.

Link up events in the book with similar events in your child's life.

If your child asks a question, stop and answer it. The book can be a means to learning more about your child's thoughts.

Listening to Your Child Read Aloud

The support of your attention and praise is absolutely crucial to your child's continuing efforts to learn to read.

If your child is learning to read and asks for a word, give it immediately so that the meaning of the story is not interrupted. **DO NOT** ask your child to sound out the word.

On the other hand, if your child initiates the act of sounding out, don't intervene.

If your child is reading along and makes what is called a miscue, listen for the sense of the miscue. If the word "road" is substituted for the word "street," for instance, no meaning is lost. Don't stop the reading for a correction.

If the miscue makes no sense (for example, "horse" for "house"), ask your child to reread the sentence because you're not sure you understand what's just been read.

Above all else, enjoy your child's growing command of print and make sure you give lots of praise. You are your child's first teacher – and the most important one. Praise from you is critical for further risk-taking and learning.

- Priscilla Lynch
Ph.D., New York University
Educational Consultant

B. Scholastic reader series -A new series for beginning readers, these leveled books use targeted

language and engaging illustrations to help your child learn to read at every age and stage. Formerly known as "Hello Reader!," this new incarnation of the best-selling series combines the latest research and favorite subjects to help hook your child on books.

(<http://www.scholastic.com/familymatters/read/all/scholasticreaders/level1.htm>)

Dear Parents

Welcome to the Scholastic Reader series. We have taken over 80 years of experience with teachers, parents, and children and put it into a program that is designed to match your child's interests and skills.

Level 1 – Short sentences and stories made up of words kids can sound out using their phonics skills and words that are important to remember.

Level 2 – Longer sentences and stories with words kids need to know and new "big" words that they will want to know.

Level 3 – From sentences to paragraphs to longer stories, these books have large "chunks" of texts and are made up of a rich vocabulary.

Level 4 – First chapter books with more words and fewer pictures.

It is important that children learn to read well enough to succeed in school and beyond. Here are ideas for reading this book with your child:

- Look at the book together. Encourage your child to read the title and make a prediction about the story.
- Read the book together. Encourage your child struggles, you can help by providing the word.
- Encourage your child to retell the story. This is a great way to check for comprehension.
- Have your child take the fluency test on the last page to check progress.

Scholastic Readers are designed to support your child's efforts to learn how to read at every age and every stage. Enjoy helping your child learn to read and love to read.

Francie Alexander
Chief Education Officer
Scholastic Education

Appendix 16 Pilot study –Project description and Consent form (January 2004)

Dear parents :

First, thank you very much for your time in reading this. I am now studying at Newcastle University in England for my doctoral degree and my specialty is language teaching and language acquisition. I am also a teacher training at Providence University. Because of my interest in primary English learning, I stopped my teaching career temporarily for further research.

Now that the government has started primary English, the most direct factors, i.e. teacher, materials, and teaching methods, have been researched thoroughly. However, Chang's study (張玉芳 2003) showed that only less than 20% of the parents in Taichung areas are satisfied with the current education system. This shows us some neglected factors in language learning literature, which motivated my research.

Stephen Krashen (one of the well-known linguists) said that in order to learn a language successfully, there are three factors: high motivation, high confidence and low anxiety. This theory has been applied in many countries through extensive reading and received positive outcome. Schools and cram schools bring stress to some degree to the learning; only at home can children learn a language like they learned their first language. When they concentrate in the story, the anxiety is decreased and the motivation will increase, especially after they finish their first book successfully. This method can motivate their learning easily. Combining story reading and learning at home would create an environment which fits Krashen's theory.

In addition, from my own research in June 2004, I found that many people have a great concern on their children's learning, but they rarely participated in their learning. Research studies show that parental involvement and children's learning are correlated. This shows that the parent is actually a factor which has been relatively neglected. "Parent" is a valuable resource and plays an important role in creating a family literacy and learning environment. Therefore, this project hopes to involve parents in their children's reading at home to motivate and help their children's learning, and hopefully to facilitate their learning in English. Ultimately, I would like to know how the Taiwanese parents can help their children's English learning.

This projects aims to investigate the extra-curricular input provided by family extensive reading, scaffolded by parents, and how the schools should help to create an appropriate home learning environment. The interaction in the reading and its effects will also be looked into, so do the attitude and reading habits, implementation problems. Therefore, it is my hope that you can participate in this project, to help us obtain more research data and to inspire us for future research.

In this study, we will need you, your child, or both, to read (together) 15 minutes daily, or at least 4 times a week. The project period is from January 2006 to February 2006. Pre- and Post-experiment questionnaires will be used to obtain research data of all parents and children and the children in the project will be asked to write three English exercises at school (to evaluate

their level). Family reading group participants need to record their family reading session for further observation and all the reading pupils will record their reading each time they read. Telephone interviews will be applied from time to time for better communication.

If you need more information or want to discuss more, please do not hesitate to contact. My mobile phone number is 0922 520 790 蔣宜卿. Thank you very much for your time and attention and I am looking forward to hearing from you.

-----tear here and return-----

Please choose among the following, thank you.

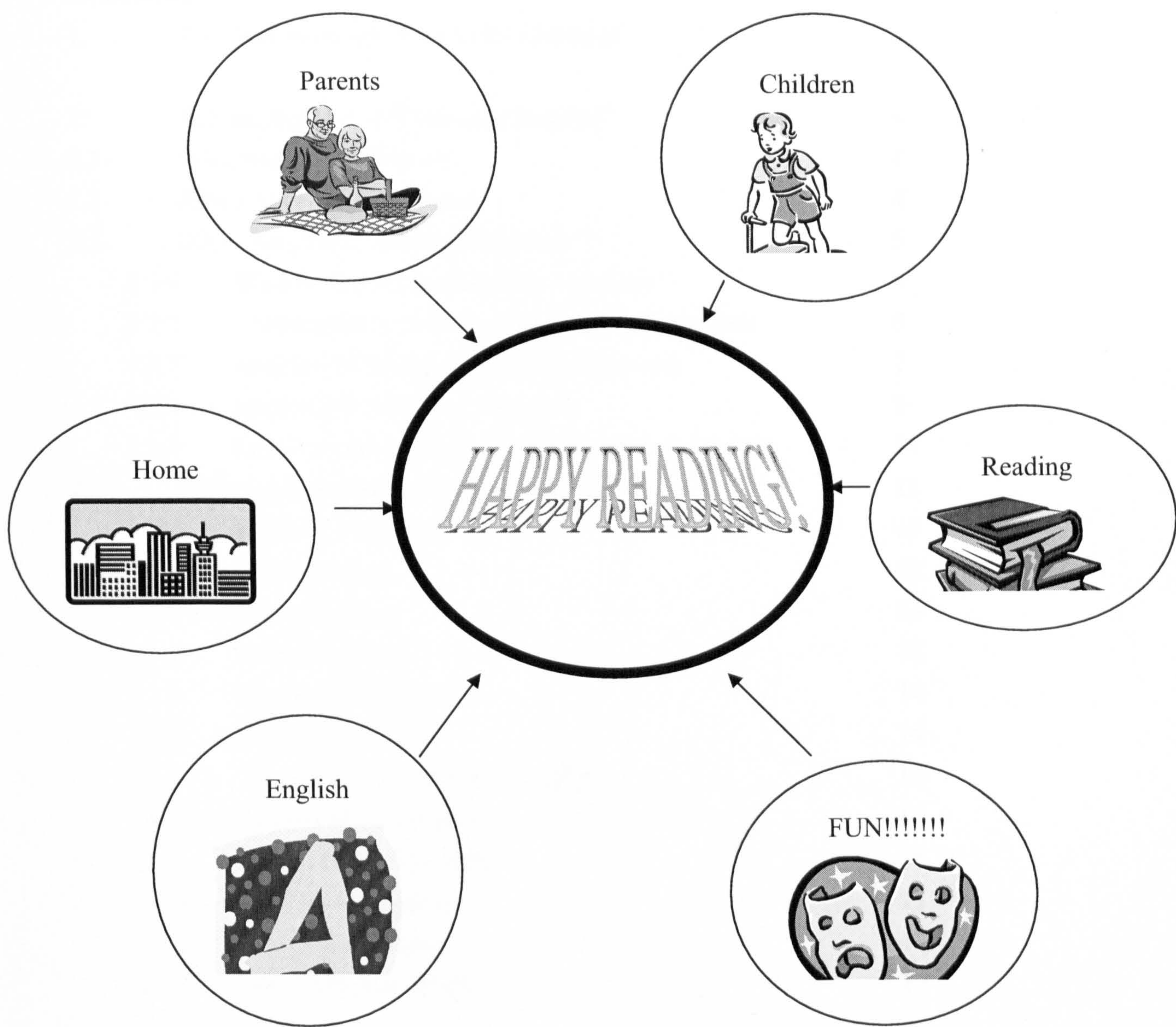
Child's name		Contact details	
choices	<input type="checkbox"/> 1. Both my child and I will join the project.	Parent's name	
	<input type="checkbox"/> 2. I am willing to let my child join the project.		
	<input type="checkbox"/> 3. Neither I nor my child will join the project.	Tel. No.	

PS. If you choose 1 or 2, please fill in the contact details for further communication.

Linguistics

Name : Nonie Chiang
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A SUSTAINABLE AND EASY HOME READING
PROJECT-EXTRA-CURRICULUM INPUT THROUGH
READING STORYBOOKS
– PARENTS' GUIDEBOOK

NONIE CHIANG

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Introduction

Although many studies concerning parental involvement was done in the past, they were mostly done with first language acquisition (L1A), for instance, family literacy programs like PACT (parents and Children and Teachers), PACE (Parent's Aid for Children's education) and CAPER (Children and Parents Enjoying Reading) or PACER (Reading just for fun). In Taiwan, only Tsai's (Tsai, X. 2005) study included the parents in the children's English learning by providing extra-curricular English classes for the parents to join in the class with their children. However, the program structure was based on children's English class, with the parents sitting next to their children; the focus was not on the parents and the parents were not very enthusiastic either; neither was their proficiency scientifically tested. Many Extensive reading studies in L1 and L2 (Lituanas et al. 1999; Day and Bamford 1998) have been carried out as well, but none of them considered the importance of the parents and what the parents can do at home was rarely instructed in detail. Study results usually suggest that the parents should monitor their children's reading at home, but not clearly about how. Therefore, this guidebook is aimed to help the parents arouse their children's enthusiasm for English and English reading, form the habits of English reading and, more importantly, tell the parents what they can and should know and do to help their children, and even themselves.

This guidebook includes 8 sections. Section 1 shows why the parents should be involved in their children's English reading and section 2 explains about the theoretical aspects of extensive reading approach, which is what this project is based on. It contains a lot of information and is a little more difficult to read than other sections in the guidebook; however, if you read it, you will learn a lot about reading and then know how to help yourself or your child more. Section 3 discusses about some important issues in family English leisure reading and many useful reminders and tips for you to use. Section 4 is aimed to show the parents the purpose, time, and the procedure of this reading project. Section 5 is the most practical part in the book because it contains many activities for the parents to try and explore, which is followed by section 6, the parents' questions. Section 7 is a list of useful links for the parents' reference and the last section is a list of recommended books for the children and the parents.

1. The importance of Parental Involvement

Many research studies since 1920s have commended the involvement of parents in all aspects of learning, especially reading (see Smith *et al.* 1996:7-8 for a summary). Indeed, you, as a parent, can help your child learn a foreign language the way you taught your child to speak their first language. You can give him the same individual attention and encouragement. You can provide him with good learning opportunities. Even if you can't speak a foreign language well yourself, you can manage, since many types of materials exist to support your spoken language. And speaking the language well is only one ingredient in the recipe for successful learning. You can easily provide all the other ingredients (Dunn 1994:15). Dunn (p.16) listed some reasons why parents should help:

- The parent knows his own child better than a teacher does.
- The parent knows through experience and intuition how to judge his child's temperament and moods.
- The parent is more sensitive to his own child's individual needs and interests, level and way of speaking his own language, ability to do things, and ways of learning.
- The parent knows how to gain and maintain his own child's interest.
- The parent generally has time for more one-to-one sessions than a teacher in a classroom situation
- The parent can plan follow-up and continuity more accurately and on a day-to-day basis.
- The parent can organize low anxiety language-learning activities to match the child and to fit into the daily or weekly routine.
- The parent is often a more patient listener.
- The parent can influence the child's attitudes toward cultures and people.

You should also be a role model showing your passion toward reading and different ways of reading. Many parents stop reading to their children once they have started school or when they can read themselves. While most children enjoy this new-found independence, we needn't take it as a sign that they are too old or don't need to be read to any more. There are many reasons why you should continue reading to your child even after they have begun school, e.g. keeping up their interest in books, widening their experiences of books and developing language (Solomon 1990:30).

More theoretically, According to Vygotsky, a pioneer of social constructivism, learning occurs in social contexts with the help of other people and language. One of the most important concepts he proposes is the '**zone of proximal development**' (ZPD). He defines ZPD as 'the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers' (Vygotsky 1978:84). In other words, ZPD is the space within

which a learner is able to perform a task beyond his or her own current level of competence under assisted support.

Scaffolding is another important concept proposed by Wood, Brunner, and Ross (1976). It refers to the temporary assistance that helps the learners accomplish a task beyond their actual level. The notion of ZPD and the metaphor of scaffolding were originally used to describe how children acquire their first language in interaction with adults but they can also be applied to the second language context (Anton 1999, all cited in Li 2004). Both pointed to the importance of a 'guide' in learning and the parents are of course the first and most important candidates to their children.

Some reading specialists, e.g. Day and Bamford (1998), Krashen (1993;2004 a), pointed out that reading should be done both in and out of the classroom. Therefore, parents should take the responsibility to help their children learn at home, since reading needn't been seen as a school-based activity (Day and Bamford 1998:6-7).

Parents might doubt that why not leave the job to the teachers? Teachers usually have various English and teaching ability and limited time for your child, especially in a big mixed level class (Kowalski 2002) and therefore it is always a good idea to share some of the responsibilities and to pay a certain amount of attention on your child's learning.

How about letting the child listen to the tapes and CD-ROMs only, instead of the parent's reading? 林素蓮(2003) reported that primary learners, while listening to stories, preferred the teacher to tapes, and Angelil (2000) investigated the complementarity of teacher interaction and the use of multimedia in storytelling with 6-11 year olds by hypothesizing that learners under the age of 11 who had heard their teacher reading them a story, and who had subsequently listened to it and interacted with it on CD Rom, were better able to reproduce it than learners who had *only* listened to it and interacted with it on CD Rom. The analysis of the data recorded during the project showed a difference in the storytelling of the two groups. One group with the teacher was better on fluency and the other on accuracy. Since it is clearly stated in the General 1-9 Curriculum that the emphasis of primary English is on listening and speaking fluency, it is obviously better to listen to a story from a "real person", not a tape or CD.

These are the possible achievement and benefits for the child, through your help (Dunn 1994:17-18):

Short term:

As a result of sharing, your child should:

- increase his ability to concentrate;

- learn from you how to study and find out information;
- gain self-confidence; be more positive towards learning.

III. Long term

Through your efforts and continued support, your child may:

- develop a life-long interest and enjoyment in learning and using foreign languages;
- develop positive and sensitive attitudes toward foreign cultures and peoples
- understand more about language and how it communicates needs, ideas, etc.;
- increase his general knowledge;
- enhance his self-esteem.

2. The importance of “Extensive Reading”

Declining interest in reading among children and young people is a worldwide phenomenon (Yu 1999, Fry 1985) and it is even harder work for second language readers, not mentioning the point of “for pleasure”. Why? What is the influence of being able to read in a second / foreign language? What can be done to help?

2.1 Why reading in English?

Many children escape reading, in either L1 or L2, because they see books of a means of instruction, of fact-finding and of didacticism (Chamber 1973:37), because it is hard work, much harder than we adults have remembered, or because the books are boring (Kim and Krashen 2000). However; being able to read in English is so important nowadays that it is necessary for the younger to be able to read in English for accessing information, operating machines and computers or even for entertainment. English is everywhere in life. Many good things happen to students who read a great deal in the new language. Research studies show that they become better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabularies get richer. In addition, they develop positive attitudes toward and increase motivation to study the new language (Bamford and Richard 2004:1). Unfortunately, we can only learn to read by reading (Smith 1973:195) and *Reading to Learn Institute* also said that reading promote reading – the more they read, the more their vocabulary grows, the more words they can read, the more reading they can do. There does not seem to be a shortcut, according to a large amount of research studies. How can we promote reading or re-motivate our readers?

2.2 Home-run book experience

Trelease (2001) introduced the concept of a “home run” book, a reading experience that readers claim stimulated their initial interest in reading. The idea of a home run book comes from an observation made by Clifton Fadiman: “One’s first book, kiss,

home run, is always the best" (Trelease, 2001:136). A large percentage of primary school children report having had a home run book experience. Von Sprecken, Kim, and Krashen (2000) reported that 53% of the fourth graders they queried reported a home run experience and Kim and Krashen (2000) reported that 75% of the sixth graders in their sample had had a home run experience. The study result suggested that the students would read more, and hence read better, if more reading material were available to them. Ujiie and Krashen (2002), again, concluded that having a home run experience appears to typically lead to greater reading interest, but it does not guarantee it. It was clearly the case that more of those who had home run experiences became enthusiastic readers.

Similarly, Day and Bamford (1998:30) found students' initial successful experiences in extensive reading resulted in the discovery that they could read in the second language and that it was rewarding and pleasurable. This stimulated the development of positive attitudes toward reading in the second language and the growth of motivation to read in the L2. These positive beginning experiences then fed back into subsequent extensive reading experiences and assignments, resulting in greater gains in reading ability and positive attitudes, and increased in motivation and enjoyment and termed it *Extensive Reading Bookstrapping Hypothesis*, which is similar to the 'home-run book experience'.

Eventually, bookstrapping may lead some students to become hooked on books. Johnsoton and Allington (1991) wrote that reading instruction that captures the student's interest and involvement may result in *flow experiences* – the losing of oneself in the activity (cf. Csikszentmihalyi 1990), and the flow experiences were a powerful incentive to continue one's involvement with reading, and to make reading a part of one's life.

It is disturbing, however, that so many once-enthusiastic readers became less enthusiastic. This suggests that something happened to dampen enthusiasm for reading after the initial positive experience, what J. Kim has called a 'strike-out' experience (Kim 2001) and it is urgent to regain the passion about reading (Ujiie and Krashen 2002).

2.3 Why "Extensive Reading Approach"?

An extensive reading approach aims to get learners reading in the new language and liking it. It can be integrated into any kind second language curriculum or class. It can be used with learners with any level, at any age because it is learner-focused because it offers the learners a private reading experience with pleasure, not pressure and competition. The only necessity is that the learners already have a basic knowledge of, and are literate in the foreign language or second language (Bamford and Day 2004:1).

Different names have been used in literature, such as "abundant reading" used in the landmark 1900 *Report of the Committee of Twelve* (Modern Language Association of America, 1901), "supplementary reading" (West 1926, 1995:26), "pleasure reading" (Krashen 1993 and Mikulecky 1990) and "free voluntary reading" (Krashen 2004a, all

cited in Day and Bamford 2004:5-7).

2.3.1 What is “Extensive Reading Approach?”

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. They are encouraged to stop reading if the material is not interesting or if it is too difficult. They are also encouraged to expand their reading comfort zone – the range of material that can be read easily and with confidence (Bamford and Day 2004:1).

2.3.2 Characteristics of Extensive Reading Approach

The following is a list of characteristics found in successful extensive reading programs

(Day and Bamford 1998:7-8):

1. *Students read as much as possible*, perhaps in and definitely out of the classroom.
2. *A variety of materials on a wide range of topics is available* so as to encourage reading for different reasons and in different ways.
3. *Students select what they want to read* and have the freedom to stop reading materials that fails to interest them.
4. *The purposes of reading are usually related to pleasure, information, and general understanding*. These purposes are determined by the nature of the material and the interests of the learner.
5. *Reading is its own reward*. There are few or no follow-up exercises after reading.
6. *Reading materials are well within the linguistic competence of the students* in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
7. *Reading is individual and silent*, at the student’s own pace, and, outside classroom, done when and where the student chooses. (This point is modified in the current project because our children might still be at lower level and therefore we ask the parents to provide the needed assistance in this reading program.)
8. *Reading speed is usually faster rather than slower* as students read books and other material they find easily understandable.
9. *Teachers/parents orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program*. (Teachers are replaced by parents in the current study.)
10. *The teacher / parent is a role model of a reader for students* – an active member of

the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader. (A teacher is replaced by a parent in the current study.)

2.3.3 Benefits of Extensive Reading Approach

Researchers of extensive reading approach believe that extensive reading brings important benefits to students:¹

Table 1. Benefits of Extensive Reading Programs

<i>Immediate benefits</i>	<i>Motivation</i>	Many students do not like learning English but everyone likes stories.
	<i>Practice</i>	No one can learn a language (or a musical instrument) without practising out of class.
	<i>Listening</i>	Cassettes give students the correct pronunciation of words, and draw them towards more fluent reading.
	<i>Fluency</i>	Some overseas students in the UK take 5 hours to read a 100-page graded reader! Enough said.
<i>Long-term benefits</i>	<i>Writing</i>	Students who read a lot write better. The books give them interesting topics to write about.
	<i>General Proficiency</i>	The cumulative effect of the above benefits will improve proficiency.

(EPER <http://www.ials.ed.ac.uk/eper.html>)

Let us look at the benefits in more details.

Most importantly, it helps learner’s cognitive development. Some first language acquisition research shows us that the mind only has a certain amount of processing capacity available at one time. Thus, when fluent readers have to slow down and pay conscious attention to recognizing words (i.e., employing the strategy of phonemic decoding), which are not *sight words*², they find it difficult to understand the meaning of the sentence or the paragraph in which the unknown or unfamiliar words occur. This is called “Schema Theory” (Nagy and Herman 1987:28). Studies also show that, from a cognitive point of view, there is no essential difference between fluent first and second language reading (Day and Bamford 1998:16).

What is true for fluent readers – that slowing down and paying conscious attention to recognizing words interfere with the construction of meaning – is even more true for beginner readers. The disruption is such for beginners that the link between the decoding process and the comprehension processes may be severed. As S. Jay Samuels describes it, “if the reader’s attention is on decoding and if attention can be directed at only one process at a time, the comprehension task is not getting done” (1994:821). Samuels believes that beginning readers are forced to switch their attention back and forth from decoding to constructing meaning, which, in his words, is “slow, laborious, and frustrating” (p822, cited in Day and Bamford 1998:15).

¹ See also Kembo 1993 and Zeng, Z. 2001.

In sum, the most widely accepted cognitive models of fluent reading emphasize the importance of accurate, automatic word recognition.

Extensive reading can – perhaps must – play an important role in developing the components upon which fluent second language reading depends: a large sight vocabulary; a wide general vocabulary; and knowledge of the target language, the world, and text types.

- The development of sight vocabulary

The development of a large sight vocabulary can be seen as overlearning words to the point that they are automatically recognized in their printed form. The best and easiest way to accomplish this is to read a great deal (see also Waring 2003:150). Beginning readers simply have to encounter repeatedly words with which they have some familiarity. As a result of multiple encounters, the word enters the reader's sight vocabulary. Familiarity breeds automaticity. Thus, the materials for this "automaticity training" (Samuels, 1994:834, Scurfield 2004) must be at "*i minus 1*" where "*i*" is the student's current level of acquisition because the goal of the automaticity training is developing a large sight vocabulary rather than the learning of new linguistic elements. Of course, *i minus 1* text is an ideal target when learning to read; inevitably, material includes *i minus 1* vocabulary and syntactic structures as well as *i* (the reader's current level of linguistic competence) and some *i + 1* (elements that the reader has not yet mastered). But as long as the bulk of the vocabulary and grammar is well within the reader's competence – *i minus 1* – without too many *i + 1* distractions, the development of a sight vocabulary is possible (Day and Bamford 1998:16-17).

- The development of general vocabulary knowledge

The larger children's vocabularies are, the better their comprehension. Nagy and Herman stated it unequivocally: "Children who know more words understand text better" (1987:27). Given our position that, from a cognitive point of view, there is no essential difference between fluent first and second language reading, the need for a large vocabulary is equally true in fluent second language reading. Grabe pointed out that fluent readers needed "a massive receptive vocabulary that is rapidly, accurately, and automatically accessed" (1988:63). The lack of such a vocabulary, said Grabe, "may be the greatest single impediment to fluent reading by ESL students" (p63).

Children learn large numbers of new words in their first language by guessing their meaning in context while they read. Nagy and Herman concluded, after a review of the research literature, "Incidental learning of words during reading may be the easiest and single most powerful means of promoting large-scale vocabulary growth" (1987:27). Second language readers who read masses of varied and interesting *i minus 1* material can increase their general vocabulary knowledge in a similar way. James Coady, in a

² Sight words: words that readers are able to recognize automatically. (Day and Bamford 1998:13)

review of the relevant second language research, concludes, “The incidental acquisition hypothesis suggested that there was gradual but steady incremental growth of vocabulary knowledge through meaningful interaction with text” (1993:18).

Although Thomas Huckin and Margot Haynes (1993:290) pointed out that the beginning second language reading was problematic for the readers because the readers lacked the large oral vocabulary, unlike their L1 counterparts, the process of incidental vocabulary learning would become more efficient as second language reading ability (Stoller and Grabe 1993:31-32).

To allow this initially difficult and problematic process of guessing, learning, and refining the knowledge of words from context, second language readers must read materials with a very low ratio of unknown to known words. In other words, texts should be essentially *i minus 1*, containing only a very small number of unknown words and difficult syntactic structures. And the reading of these easy texts must be plentiful because “a clear sense of a word’s defining features can only be reached through repeated encounters in diverse contexts” (Huckin & Haynes 1993:290, in Day and Bamford 1998:17-18).

- The development of different knowledge types

Harris and Sipay stated that, “wide reading not only increases word-meaning knowledge but can also produce gains in *topical* and *world knowledge* [italics added] that can further facilitate reading comprehension” (1990:533). There is a parallel situation in L2 reading: L2 readers need linguistic, world and topical knowledge. Through an extensive reading approach, in which students read fluently and focus on the meaning of what they read, L2 readers have the best possible chance of developing this knowledge (Day and Bamford 1998:18-19).

Moreover, extensive reading programs also result in affective influence, i.e. attitude and motivation (Day and Bamford 1998:21-31). Successful ER programs place great emphasis on ongoing reading experiences because it is more private, less competitive, nonjudgmental, less fear of evaluation and more flexible to the individual variation. Learners have a choice of what to read, and they are not forced to read about topics in which they have no interest. In addition, they have the freedom to stop reading when they want to, with no questions asked. These elements of students choosing what, when how, and where to read are hallmarks of autonomy in learning which will trigger the learner’s intrinsic motivation (Gardner and Lambert 1972).

2.3.4 Successful Extensive Reading programs

Table 2 is an overview of a number of investigations of extensive reading in both second and foreign language settings. With one exception, all were English as a second

language (ESL) or English as a foreign language (EFL) programs. It is apparent from the table that extensive reading programs had beneficial results. Students increased their reading ability in the target language, developed positive attitudes toward reading, had increased motivation to read, and made gains in various aspects of proficiency in the target language, including vocabulary and writing. These programs were in a variety of setting with diverse populations, from young children to adults (Day and Bamford 1998:33-5) and Taiwan fits in the EFL situation (English as a Foreign Language).

Table 2. Summary of result of extensive reading program		
Report	Population	Results
Elley & Mangubhai (1981)	EFL; primary; Fiji	Gains in reading and general proficiency, including listening and writing; growth in positive affect
Janopoulos (1986)	ESL; university; USA	Gains in writing proficiency
Hafiz & Tudor (1989); Tudor & Hafiz (1989)	ESL; adolescents; England	Gains in reading proficiency, positive affect, and general linguistic competence, including writing; slight, nonsignificant increase in vocabulary base
Pitts et al. (1989)	ESL; adults; USA	Gains in vocabulary
Robb & Susser (1989)	EFL; university; Japan	Gains in reading proficiency and positive affect
Hafiz & Tudor (1990)	EFL; primary; Pakistan	Gains in vocabulary base and writing
Elley (1991)	EFL; primary; Singapore	Gains in reading proficiency and positive affect
Lai (1993a; 1993b)	EFL; secondary; Hong Kong	Gains in reading proficiency and vocabulary
Cho & Krashen (1994)	ESL; adults; USA	Gains in reading proficiency, vocabulary, positive affect, and oral skills
Rodrigo (1995)	Spanish; university; USA	Gains in positive affect; no statistically significant gains in vocabulary
Mason & Krashen (1997)	EFL; university; Japan	Gains in reading proficiency, positive affect, and writing

(Day and Bamford 1998:34)

2.3.5 Goals to achieve in Extensive Reading Approach

Possible goals are that the students will

- Have a positive attitude toward reading in the second language.
- Have confidence in their reading.
- Have motivation to read in the second language.
- Read without constantly stopping to look up unknown or difficult words in the dictionary.
- Have increased their word recognition ability.

- Know for what purpose they are reading when they read.
- Read at an appropriate rate for their purpose in reading
- Know how to choose appropriate reading materials for their interests and language ability.

The extent to which these goals are appropriate and will be successfully met depends in part on the intensity and duration of the extensive reading program. The more time allotted to the program, and the more the students read, the greater the likelihood that they will become effective and efficient readers. As Leo Schell states, “The amount of time spent in actual reading may be the most important factor in reading growth” (1991:115). At the same time, it is important not to be discouraged by constraints or limitations. Remember that Lai’s students (1993a, 1993b) showed gains even during a summer program.

2.4 Other reading methods and techniques

In addition to the main reading method, extensive reading approach, in this section, more reading methods are introduced to you in order to allow you and your child’s reading together more variety and flexibility. Reading together implies many forms, e.g. reading aloud, shared reading, tape-assisted reading and they all have their own advantages. Parents need to flexibly adapt these methods into the family environment to suit the child’s needs, feelings and moods. Some methods often mentioned are listed for parents’ reference at the end of the section.

2.4.1 Reading Aloud

This is the most frequently used method at school or home; the teacher or the parent reads to the child or vice versa.

The purpose of reading to and with people is to model reading, to show them that reading is communication, just like talking, and to help them see that reading is enjoyable.

Here are some things you can do when you read aloud:

- Encourage anyone who already knows how to read, to read to their friends and family.
- Model exactly what you expect them to do. They will follow your example before they follow what you say.
- Have people “read” along with you as you read aloud.
- Track the words as you read.
- Practice so you can read fluently.
- Repeat stories several times during a reading session.
- Reread favorite texts often.
- Talk about the stories and the reading process, so people looking on can understand

what you are doing.

(<http://www.sil.org/lingualinks/literacy/prepareforaliteracyprogram/readingtopeople.htm>)

Talking about reading as you read to people is a good way of exposing them to some basic concepts of what print is and how it works. Reading without talking about the process is not enough to develop their awareness of what reading is. Studies have shown that the talk surrounding the event is important (Morrow, O'Connor, and Smith 1990). Here are some things to do when you talk about the reading process as you read aloud to people:

- Talk about what you are doing as you read.

Example: "This is the top of the page. Now let's start from here."

- Talk about what you are reading.

Examples:

- Ask questions and talk about the pictures and story.
- Have the listener retell the story.
- Ask about personal situations similar to an event in the story.

(<http://www.sil.org/lingualinks/literacy/prepareforaliteracyprogram/talkingaboutreading.htm>)

2.4.2 Duet Reading

In duet reading, the learner reads with a skilled reader. Reading together at first helps the learner to practice reading with expression, speed, and confidence.

Here are the steps that a skilled reader should follow to use duet reading:

1. Sit side by side with the learner and use the same book.
2. Read with the learner and set the pace, staying 1 or 2 syllables ahead.
3. Read fluently and with expression.
4. Track while reading. As learners are able, they can take over tracking and can read alone. To track is to follow along, pointing to the words of a passage as it is being read. Tracking may be done with a finger or with a pointer.

(<http://www.sil.org/lingualinks/literacy/ImplementALiteracyProgram/UsingDuetReading.htm>)

2.4.3 Echo Reading

In echo reading, the learner echoes or imitates a skilled reader. Echoing a skilled reader helps learners

- gain confidence in reading aloud
- learn sight words
- read material that might be too difficult for them to read alone, and
- practice proper phrasing and expression.

Here are the steps that a skilled reader should follow to use echo reading:

1. Read a sentence or phrase to the learner.
 - Read with fluency and expression.
 - Track while reading.
2. Have the learner read the same section after you finish.

Alternative ways to use echo reading are:

- A. Have the learner and reader alternate sections.
- B. Make a tape of what the skilled reader reads and leave blank spaces for the learner to repeat the utterances. Have the learner repeat the tape utterance in the time provided.

<http://www.sil.org/lingualinks/literacy/ImplementALiteracyProgram/UsingEchoReading.htm>

2.4.4 Paired Reading

Paired reading is a reading activity where a learner and a skilled reader read a text together. The learner takes over reading in sections where he or she feels confident. Allowing learners to decide for themselves when to read without help gives them confidence to try without fear of failure. Reading with someone to help them at first also encourages them to try reading materials that may be beyond their normal reading level.

Here are the steps that a skilled reader should follow to use paired reading:

1. Read along with the learner.
2. Adjust your speed so that you stay together.
3. Repeat each misread word until the learner reads it correctly.
4. Look for a prearranged signal to indicate the learner wants to read an easier section alone.
5. Stop reading along when the learner gives the signal
6. If the learner makes an error
 - say the word correctly, and
 - read along again until the learner signals you to stop.
7. Praise the learner frequently for correct reading.

<http://www.sil.org/lingualinks/literacy/ImplementALiteracyProgram/UsingPairedReading.htm>

2.4.5 Repeated Reading

Repeated reading is a group or individual activity where learners read a text with a fluent reader, and then re-read the text alone until they can read it as fast as the fluent reader did.

Repeating a passage until they can read it quickly helps readers develop confidence,

speed, and word prediction ability.

Here are some guidelines to follow when you use repeated reading:

- Choose, or let the learners choose, stories that are about 50-200 words long, and relatively easy for the learner at first, then
- Choose progressively more difficult materials as the learners advance.
- Read the passage with the learner the first time for comprehension. Once they understand what they are reading, learners can then concentrate on reading quickly.
- Emphasize the learners' reading speed rather than their accuracy.

Here are the steps to follow to use repeated reading:

1. Have the learners read along with
 - a fluent reader, or
 - a cassette tape of a fluent reader.
2. Give the learners a time goal which is the same length of time it would take a fluent reader to read the passage at a moderate pace.
3. Have the learners read the same passage alone until they are able to read the passage in the specified time.
4. When the time goal is reached, repeat the process with a new passage.

<http://www.sil.org/lingualinks/literacy/ImplementALiteracyProgram/UsingRepeatedReading.htm>)

2.4.6 Shared Reading

Shared reading is usually used with small group reading, but can be adapted to one-to-one interaction. It is useful for

- encouraging prediction in reading
- helping new readers and writers learn about the relationship between print and speech
- informally introducing print conventions
- providing an enjoyable learning experience, and
- teaching sight vocabulary.

The story must have large enough print to be shared with the group.

- Simple stories can be printed on the chalkboard.
- For a small group, a book with large print might be adequate.
- For large groups, stories are normally in the form of Big books or wall charts.

Here are some guidelines to follow when you use shared reading:

- Discuss the story and illustrations with the learners prior to reading to build anticipation, or after reading to aid comprehension.
- Have the learners "hum" to get the feel and intonation of the words.

- Read fluently and expressively.

Here are the steps to follow to use shared reading:

1. Select an interesting story with repetition, or use a favorite story.
2. When introducing a new story, talk about
 - the title
 - the cover illustration, and
 - the kind of story.
3. Read the story to the group, tracking each word with a pointer as you read.
4. Reread the story as a group, encouraging everyone to join in "reading" certain words or phrases as they are able.

Here is a variation of shared reading:

1. Highlight (with a colored marking pen) the repetitive words, repetitive phrases, or sight words that the learners already know.
2. Reread the story several times.
3. Have the learners read the highlighted words or phrases after the second or third reading, while the skilled reader reads the other words.

(<http://www.sil.org/lingualinks/literacy/ImplementALiteracyProgram/UsingSharedReading.htm>)

2.4.7 Sustained Silent Reading (SSR)

Sustained silent reading is a period of uninterrupted silent reading. Independent reading time is not only enjoyable, but it also

- helps learners increase reading skills, and
- provides quiet reading work and time for individual help.

Here are some guidelines to follow when you use sustained silent reading:

- Choose reading material that is enjoyable, and not too difficult.
- Set aside about 15-30 minutes for reading.
- Have everyone read silently.
- Reinforce what is being read by discussing the material together, or having readers keep a journal.

(<http://www.sil.org/lingualinks/literacy/ImplementALiteracyProgram/UsingSustainedSilentReading.htm>)

2.4.8 Guided Silent Reading

The basis of guided reading is a teacher and a child or group of children reading a story together silent, with periodic discussion. The sessions follow a simple format; an introduction, followed by supported reading and sometimes a conclusion with some form

of follow-up activity. The text is introduced to the reader who is then 'guided' through it. Guiding can consist of asking a series of questions and getting the children to answer by reading silently through, or referring to the text and reading sections aloud, and then discussing their answers with the group. Effective guided reading lessons involve the children in reading and discussing as much as possible. In line with Vygotskian thinking, the teacher provides support by assisting the reader to clarify meaning through utilizing problem-solving strategies. The teacher is able to keep an informal check on each child's progress by observing the strategies the reader is using. Thus the teacher plays a key role in guided reading (Smith and Elley 1998:36). In a family situation, the parents can guide their children through the same process by being the teacher and discussing with their children.

2.4.9 Tape Assisted Reading

Tape assisted reading³ can be used as an individual or group reading activity. It can help to improve fluency, proper phrasing and expression, and recognition of sight words.

Here are some materials to use with tape assisted reading:

- Cassette tape of a reading passage interesting to the learner recorded by a skilled reader
- Paper copy of the same reading passage
- Tape recorder

Follow these steps to use tape assisted reading:

1. Listen to the tape while following along on the paper copy of the passage.
2. Then read along with the tape. Variations are:
 - Listen to the tape and read along with it, reading just a little slower so that you are "echoing" the taped reading.
 - Try to stay one or two syllables ahead so that the tape is an "echo".
3. Read the passage without the tape.
4. Repeat Steps 2 through 4 as needed.

<http://www.sil.org/lingualinks/literacy/ImplementALiteracyProgram/UsingTapeAssistedReading.htm>

2.4.10 Shadowed Reading

This is called 'simultaneous reading' in the literature; however, the word 'shadowing' describes the technique more accurately. In its simplest form, a child and an adult begin to read aloud together. The parent is asked to read slightly behind the child so

³ Definition: Tape assisted reading is an individual or group reading activity where a learner reads along with a passage which has been recorded on audio or video tape.
(<http://www.sil.org/lingualinks/literacy/otherresources/glossaryofliteracyterms/whatistapeassistedreading.htm>)

that the child attacks the first sound of every word. The child attempts every word. The parent simply completes the word that the child gets stuck on, allowing the child to self-correct if a mistake has been made. If in the sentence given, the child could not read the word 'engine', then what effectively happens is as follows:

Child: 'T|he b|lue t|rain s|tood b|ehind t|he e|.... ngine.'

Parents: | 'The |blue |train |stood |behind |the |engine.

The parent begins to read every word one sound behind the child. However, as the parent is reading naturally, with no undue stress upon the difficult words, he or she often completes the word at the same time as the child. The value of this is clearly shown when the child cannot say a word. The child begins the word by saying the first sound and the parent's correct (but not correcting) prompt enables him or her to 'read' the unknown word while maintaining the flow of the story. The value of the technique is that it can be used to help the parent to adjust to the child's own pace when reading aloud. At the same time, the parent learns not to stress any particular word, so that the child never gains the impression that he or she is about to attempt the reading equivalent of Beecher's Brook.

Difficulties which may need to be dealt with in the approach, are as follows:

- Parents may be reading too quickly, outpacing the child.
- Parents can become stuck on this particular strategy to the exclusion of others.
- This strategy can give over-emphasis to words that the child cannot decode.
- Context guessing is minimized in this approach.

Advantages of the approach are:

- the ease with which books are read;
- the consequent reduction in pressure on the child.

It is necessary to stress the need to 'take time out' from the strategy to ensure that the child is understanding what has been read, for instance by talking about the story or its characters.

Once the approach is working well for both the child and the parent (usually this takes about 2-4 weeks), then parents can consider moving the partnership on to paired reading (Branston and Provis 1999:61).

2.4.11 Narrowed Reading

An interesting hypothesis is that narrow rather than broad or wide reading, is more efficient for second language acquisition. This means the work of one author, one genre or topic (e.g. only detective novels). Narrow reading will be more interesting, by definition, because it is restricted to what the reader really wants to read. It will be more

comprehensible, because the reader will already have a great deal of background knowledge, and will gain more background knowledge by reading. Deep reading in any topic, it is hypothesized, will provide exposure to a tremendous amount of syntax and vocabulary that is used in other topics. There is some evidence supporting the narrow reading idea. Lamme (1976) found that good readers in English as a first language tended to read one book by a single author and books from a series (Krashen 2004a).⁴

2.4.12 Pause, Prompt, Praise

A totally different remedial programme has been developed by Professor Glynn and his associates over the past fifteen years. Called 'Pause, Prompt and Praise,' this programme uses either parents or peers, to act as tutors. The tutors are given a set of specific procedures to apply to oral reading.

If the child makes an error, the tutor is to wait for at least five seconds (pause) to give the child a chance to correct the error; if the error is not corrected the tutor is to prompt the child. Errors fall into two categories: a word is read incorrectly, but the overall meaning of the story is maintained; or the child reads an incorrect word which does not maintain the story's meaning.

Prompts can direct the child's attention to either the meaning of the story or the way an unknown word looks and sounds. If after two attempts the reader does not give the appropriate word, the tutor tells the child. If the reader pauses at a word and gives no response, the tutor should ask the child to read again from the beginning of the sentence.

Praise should be given for attempts to correct errors. It is important that praise be specific so the reader knows what is being done correctly. Comments like, 'Well done – that was good reading' offer little in the way of specific feedback to readers. Instead comments such as, 'I like the way you stopped and worked out that word by yourself' are used. Sessions should last no longer than ten minutes and should take place at least two or three times weekly.

Pause, Prompt and Praise is not a complete reading programme. It is designed to be used with older children who are experiencing reading difficulties. Its implementation requires a trained tutor and appropriate texts. Because the programme relies on oral reading, it is important that the texts be neither too difficult (where the reader makes too many errors and loses the thread of the story), nor too easy (where no errors are made and so no strategies can be identified). Glynn suggests that texts where the reader makes between five and ten errors per one hundred words are appropriate (Smith and Elley 1998:134).

⁴ Example book series can be found in Krashen 2004a.

2.5 Why storybooks?⁵

Many research findings show that storybooks, through storyreading or storytelling, can facilitate literacy development. Ghosen (2002) suggested 4 good reasons to use authentic literature in the primary school EFL class.

1. Authentic literature provides a motivating, meaningful context for language learning, since children are naturally drawn to stories.
2. Literature can contribute to language learning. It presents natural language, language at its finest, and can thus foster vocabulary development in context. As Collie and Slater (1987) have pointed out, it stimulates oral language and involves the child with the text; it also provides an excellent medium for a top-down approach to language teaching. Literature is not only interesting to children, but also facilitates integration of the language skills. It can also offer predictable yet natural language which promotes word recognition, and offers opportunities for authentic reading and writing tasks, and it is not grammatically sequenced. All of these features are in line with the natural language acquisition theory.
3. Literature can promote academic literacy and thinking skills, and prepare children for English-medium instruction. Academic literacy requires critical thinking skills, and literature offers a natural medium through which learners can be introduced to the type of thinking and reasoning expected in academic classes. These include looking for main points and supporting details; comparing and contrasting; looking for cause-effect relationships; evaluating evidence – and becoming familiar with the type of language needed to express the thinking. Also, good literature is also often highly generative, allowing the teacher/parent to expand the themes while making use of the new language in different contexts and accommodating to student/child needs and interests.
4. Literature can function as a change agent: good literature deals with some aspects of human condition, and can thus contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitudes.

Chambers (1973) also stated that reading literature:

- helps extend a child's experience and knowledge of life;
- helps a child's personal growth – you discover yourself in literature and therefore learn to understand more about yourself;
- helps a child learn to spell, and to use the mother tongue with more facility;
- entertains by passing the time pleasurably and in a socially acceptable way (a child who reads a lot is often said to be a 'good' child because while he is reading he doesn't 'get into trouble');
- helps a child's spiritual development;

⁵ See also 林素蓮 2003:3-4,71, 林芳菲 2004:9-12, 黃韓翔 2003:2, 陳惠玲沈中偉 2004:85, Li 2004.以及 Spitz 1999:64.

- teaches a child how – and how not – to behave;
- stretches the imagination;
- challenges and changes us;
- gets us into the closest possible contact with another person – the author;
- allows us to experience all kinds of human possibilities, from murder to childbirth, without suffering the consequences of undergoing the experiences in real life;
- is a game-playing activity in which we ‘try out’ various possible solutions to life-problems and see how they might be worked out before having to tackle them in reality.

2.6 The importance of picture

Young readers need the support of pictures to help them predict what a story is about and to give meaning to what they are reading. Reading should be an enjoyable experience and should be made easy for young readers. It is neither of these if a child has to read the words without first having any idea what they will be about. Pictures, on the other hand, allow children to tap into their knowledge and experiences that are relevant to the particular book. This knowledge enables them to predict the story and enjoy it as well. The popularity of picture books is not just confined to beginner readers. Many experienced readers, including adults, can gain a lot of pleasure from them. Good pictures complement and extend the written language and because they give vital clues to the meaning of the story, they should be taken advantage of rather than ignored (Solomon 1990:59). In the same way as you talk about a story, talk about the pictures in the book. Ask children which is their favourite picture and tell them yours, and why. Enthusiasm is infectious and contributes to influencing life-long attitudes to enjoying art. These experiences with real picture books contribute to developing character and creativity. However, don't forget that each child sees pictures through his own eyes involving his own emotions and feelings.

(Dunn <http://www.realbooks.co.uk/articles/readingpictures.htm>)

3. What do parents need to know?

In this section, I'd like to reveal clearly to you about your child's English learning at school by showing you a classroom observation transcription of a research and a lesson plan. Then some suggestions will be made in the hope to clear some questions in your mind.

3.1 How do children learn at school?

Most teachers design their lessons according to the General Guidelines of Grade 1-9 Curriculum (GGGC), their school policy, class hours and school-chosen textbooks and available materials. Owing to the popularity of Communicative Language Teaching (CLT)

approach in Taiwan and GGGC, teachers nowadays emphasize listening and speaking ability, which is very different from the experience of many parents who suffered from intensive writing and reading skills in their English experience. Since there is not one specific teaching method assigned to primary English teaching in GGGC, teachers' teaching methods vary widely, in addition to the teachers' English proficiency and teaching ability, the effect could differ widely in every case. Fortunately, a certain pattern can still be found among the various teaching methods and so we can give you a briefing about how teachers prepare to teach at school.

Most children's textbooks are very similar to the children's English exercise books and materials found in bookshops and publishing companies, e.g. Caves, Bookman, Crane, Longman etc. and they basically follow the pattern of introducing (presenting) the new language, drilling (practicing) and then doing activities using the language (producing). In Appendix 1, there is a classroom observation transcription to show you what happens in an English class (from 吳雅慧 2001:117-123).

Some teachers also use children's storybooks, in addition to textbooks, to help children learn. A common way of presenting a story to children is by asking some pre-reading questions to involve the learners in thinking about and predicting the story before they read, while-reading questions to check for comprehension and post-reading questions to initiate some feedback or extend the themes of the story for follow-up activities.

Many researchers suggested different ways of storyreading activities based on different beliefs and emphases, e.g. Strickland and Morrow (1989) suggested that teachers should read aloud to their students, Kertoy (1994) claimed that teachers should give opinions and comments toward the language and the pictures while reading, while Holdaway (1991) showed the importance of shared book experience (cited in 林芳菲 2004:1).

Meyer *et al.* (1994) pointed out that storybook reading did not work like magic and make language development happen overnight; what could really help in promoting reading and language development was the reading activities and the interaction between readers.

Table 3 is a list of research studies on activities of storybook reading for you to understand how teachers teach children at school.

Table 3. Studies of storybook reading

Research	Activities and procedure
Morrow (1985) 及 Strickland (1988)	<p>Pre-reading activities: The teacher discuss about the book cover with the students, allow students to predict the story in order to develop the students' motivation and set the reading goal.</p> <p>While-reading activity: The teacher read aloud the story to the child, with finger pointing at the words and lead a discussion, to encourage the children's participation, about any ideas coming up during the reading.</p> <p>Post-reading activity: Discuss about the difference between the prediction and the story, role-play of the story, let the learners</p>

	practice re-telling or re-constructing the story using pictures Re-reading the story, independent reading with attention on the language in the story, e.g. pronunciation and sentence pattern.
陳秋蘭(2001)	The teacher turns the pages to show the learners story and helps the learners to predict the story using their first language. The teacher points word by word while reading the story to the learners with a lot of facial expressions. The teacher design some gestures or body movements for the story and ask the children to imitate. Let the learners perform or read-aloud. The teacher helps to review the story and vocabulary.

(林芳菲 Lin 2004)

A lesson plan design by Lin (2004) based on the storybook “*Spring Time*” is included in Appendix 2 for your reference.

3.2 The issues

In this section, what you should know and can be done are briefly summarized.

3.2.1 Re-reading a book

Children get a lot of confidence and pleasure from books they know well, and re-reading helps them to see how books and stories work. It is important to keep re-reading old favorites. When children begin learning to read, their knowledge of a familiar book will help them as they start to notice more about the words on the page. You can encourage them to look more carefully at the words in books they know well. Even when children begin to read for themselves, they may still want to read familiar books quite frequently. This doesn’t mean that they are standing still in their reading; progress is not always a matter of going on to the next book. Even experienced reader enjoy re-reading. Tapes of favorite stories provide another way for children to hear stories again and can help them with matching the words they hear to the words on the page. By hearing a book again and again, young learners often get to know a story so well that they can retell it in their own words. Re-reading makes retelling possible and this is a valuable way for children to learn how the story goes. You can encourage your child to use the book cover or the picture to help with the retelling (Barrs and Ellis 1998:7-8, Chambers 1973:8-10).

This is also an opportunity for the “multiple exposure” mentioned earlier in the extensive reading approach to increase the learners’ sight vocabulary in order to improve their reading fluency. Similarly, it is like a lengthened ‘repeated reading’ for the learners are reading the same material and the familiar the reader is with the story, the faster the reader is able to read.

3.2.2 Conversation during reading

Phillips and McNaughton (1990) carried out a study of family reading to find out what was happening during storybook readings. Utterances were divided into two major categories – book-related (concepts about print, and print direction) and narrative-related (story's meaning or content). The result showed that almost all the utterances were narrative-related and only 10% were book-related. Story reading at home was a shared activity in which reader and child commented about the story with roughly equal frequency, with nearly all comments referring to the story and not to the mechanics of print. The story was being discussed, analyzed and constructed by both reader and child. What the book was about is of paramount importance (Smith and Elley 1998:13).

Talking to children about the story can help them recall their own experiences, which in turn help them understand the story. Talking and reading often go on throughout the story time. It is quite natural that children will interrupt and add extra details or ask the inevitable, 'why?' and 'where?' questions. You too may want to stop during parts of a story to discuss interesting things. Perhaps it is something that happened in another story or something that happened to you. You may also want to encourage your children to guess what a story is about, both before you start and while you are reading it, to compare these ideas with what actually happens. This will help their prediction skills by encouraging them to think about the story in advance. This doesn't mean you should do this with every book, but occasionally it is a good idea (Solomon 1990:19).

Be sure not to break the magic the story creates by questioning too much and too soon. Given time, children often tell you what they feel about a story. If you have a sympathetic atmosphere, children will often enlarge on a story relating it to their own experiences. So be patient!

You shouldn't use stories as an opportunity to ask questions in order to practice language skills. Stories are for fun, for firing the imagination and feeding the emotions. They help children to make sense of their own life and find some meaning in it. Please don't think of storybooks as direct teaching tools.

Dunn gave us some examples of good questions on her website www.realbooks.co.uk:

A good question can include:

- an invitation to help the child think. For example before you turn a page you can ask children to guess what is next. A simple word for beginners like **And then?** or **What next?** with a pause is sufficient to get a response. If, in their excitement, they answer in their own language, re-cast it in simple English for them. Don't ask them to repeat it in English, just say it once or twice yourself in English. When you re-read the story next time, the child may answer in English; children are quick to pick-up language.
- an opportunity to help the child focus attention.
 - to encourage a closer look at the picture

Look at the ... What's he doing? I can't see ..., can you?

Where is the ...? I can't find the ...Can you? What does he look like? Is he sad?

- to encourage more careful listening to the language

Then what did he say? Can you tell me what he said? Did he say he was ..?

• an opportunity to give an opinion and reply with more than a 'yes' or 'no' answer.

Do you think ..? How does he ..?

3.2.3 Connecting the story world to the real world

Storybooks can provide your children with many experiences. They learn about other people and about themselves. Some stories can prepare them for experiences in their own lives such as a bus or train trip, or a visit to the dentist. Others provide experiences they may never encounter, like life on a farm or the discovery of long lost treasure. Some stories can help children understand and feel better about themselves by acknowledging their own thoughts, fears and emotions. It is very comforting for children to see that they are not alone in their fears of the dark or of spiders.

However, for young readers, this connection does not seem always straightforward and clear and so parents should help to expand the theme by leading or discussing.

(Solomon 1990:18, Fry 1985:97)

3.2.4 Reading Rubbish

Parents and teachers quite often worry about the rubbish children read. By 'rubbish' adults usually mean literature that in their judgment lacks any artistic, moral or educational value. In fact, children should be allowed to discover what to read for themselves because (1) in order to become a good reader, a child needs to read widely to find his/her own favorite and as long as the child reads, he/she still has a finger-hold on the written word, and so he/she is still on the way to become a better reader. (2) When people become 'experts' in any field, they do not only read the "good" stuffs, they know their subject inside out: the good, bad and indifferent. (3) This 'rubbish' could mean 'peer identity' to a child and through discussing with peers, they could actually learn about criticism and interpersonal skills. (4) Children read for different purposes, something they only read to relax or kill time. They are not reading for literary satisfactions. Through this leisure reading, they are actually forming their own outline of what reading really is; it is personal and important. Therefore, what we should concern is how and why children read, not what they read (Chambers 1973:102-107).

3.2.5 Silent Period

One of the key elements in Krashen's Input Hypothesis is called "Silent Period". He holds that the typical learner goes through a silent period, when they absorb the language, and

that later they begin to produce. In other words, speech should be allowed to emerge on its own. He said, "Speech will come when the acquirer feels ready. The readiness state arrives at different times for different people"(Krashen, 1994, p.55, cited in Nolan 2001). In my pilot study November 2004, it was observed that many parents, while asked to read with their children, let their children read and translate the storybook into Chinese the first minute they opened the book. This method brought huge pressure and was obviously less fun. It is always difficult to read while the reader first encounters a new material and it is even more difficult to be able to read aloud to someone else and translate at the same time, with a massive amount of unknown vocabulary. Therefore, I would like to suggest the parents to allow your child some "silent period" before you ask them to produce (say/answer/speak) something, you should also give them some time to prepare themselves to read.

3.3 How to listen to children read?

When we say in this project that "parents read with their children", we mean in any possible way of reading together. Parents and children share the responsibility, work collaboratively, and also enjoy together. Don't lay the responsibility on your child. Parents should be a role model and learn with their children, think about keeping own vocabulary notebook! The following tips (3.3.1-3.3.10) are based on Branston and Provis 1999 (p55-59).

3.3.1 When is the best time?

Many parents are pat to listen to their children read at bedtime. Others set a definite time, e.g. six o'clock. Parents have commented that bedtime might not be the best time for young children to read. Bedtime is often portrayed as an idyllic 'quiet time', whereas in reality it is a very busy part of the day. Children may quickly latch on to a ritual of bedtime reading that a parent cannot sustain. The advice offered to parents has been to try **to listen to their children at the same point during the evening, e.g. just after tea,** rather than listening to them read last thing at night. Some early risers find 20 minutes for reading before or after breakfast (Branston and Provis 1999:32, 55-59).

3.3.2 Observation

Observing a child read, i.e. actually looking at him or her rather than at the text, is an important listening skill. Watching a child's eye, head and hand movement will indicate the strategies being employed by the young reader faced with an unfamiliar word, e.g. looking at the picture, reading back, reading forward, beginning to sound out the unknown word and finally looking up at the helper/the parent. The parent should supply the unknown word just after the child begins to sound out the unknown word. Parents

will need help to judge the best moment. Therefore reading with a child requires listening and looking.

3.3.3 How much must we read?

“Little and often” cover this point. Parents should listen to their children read for **not more than 20 minutes every night**. Parents are asked to end a listening session before their children’s concentration starts to wander, or at least to take over the reading themselves. It is important to stress that all sessions should end at a meaningful point in the story, e.g. the end of a chapter or an incident, and *not* in mid-sentence or at the bottom of the page. Stopping at a high interest point sustains enthusiasm, as all soap opera fans will confirm.

3.3.4 Praise

Many parents report initial problems in setting the right tone for the reading sessions at home. Prior to receiving guidance from school that reading together should be fun **some parents may have been over critical in their approach and corrected children too much**. They sometimes speak of their own children’s surprise when parents become supportive rather than critical listeners. In addition, Mason and Krashen (in press) concluded that correction does not seem to have obvious effect. Schwartz (1993) further explained the reason why the learners cannot learn from error correction because explicit ‘correction’ is not the right type of “data” that we need to change what is happening “incorrect” in our mind into “correct”.

Parents generally give insufficient praise, but insincere praise will quickly be seen as such. The guide should emphasize how well, in fact, a child is reading, by pointing to those skills that are being exercised and are passing unnoticed. It is not just the amount of praise that has to be right; praise has to be perceived by a child as earned.

3.3.5 Talking about pictures

Many parents find it difficult to talk about the story when they share a book with their children. All parents are encouraged to use this approach but the ‘picture – chat’ approach is most relevant to children who are struggling with a text that they find demanding. Explore the picture on the page before your child begins to read. Ask him/her what is happening in the picture. You will find that they will often use the language of the book itself and in this way will begin to anticipate the meaning of the print (Branston and Provis 1999:32). ” **Some parents will need reminding that reading together is not supposed to be a ‘teaching exercise’**. It is not an opportunity to engage a child in some ‘teaching’ diversion, e.g. “how many trees?” or “What colour is the dog?”

3.3.6 Favorite and easy books

The project is attempting to develop a connection in children's minds between reading and pleasure. For this reason, plenty of easy-to-read books should be available. A book that is a 'good' book and easy to read is likely to be enjoyed. Many children will, given a free choice, always select a very simple text, sometimes revising the same book more than once. Parents need to be reassured that children enjoy repeating successful experiences and that the re-reading of a favorite text is worthwhile and not unusual. Parents should be consider such favorites as possible presents.

It may be that the child is playing safe with reading and is not yet ready to take risks with more complex texts while his or her parent is listening. This is an opportunity for the parent to show their extra support when young readers tackle more challenging material.

3.3.7 Guessing

Their children's tendency to guess at unfamiliar words in new contexts causes some parents anxiety. They need to be reminded that guessing or predicting is *an absolute essential*. It is important to enquire in detail about the nature of this 'guessing' and the manner in which the parent has responded to it in the past.

- **If the guessing is completely wild** and the word offers bears no relations to either the sense of the story, or the initial letter sounds of the word in the text, then the parent may be leaving the child 'stuck' for too long. As a result, the child offers a word to fill the void rather than wait in silence for the listener's help. The solution is for the parent to give the correct word sooner.
- **If the guesses tend to correspond to the initial sounds of the given word in the text**, then the parent praises the child for his or her effort and asks for a word that makes sense. 'Good, you've begun with the right sound; can you think of a word that begins with that sound and makes sense in the story?' This may seem a little cumbersome and should only be tried occasionally, but it does reinforce the value of guessing.
- **If the child's guessing tends to make sense within the context of the story** but bears little relation to the phonic structure of the word in the text, then parents must be cautioned against inhibiting such guessing. The child's attention can be drawn to the initial letter sound in the word and asked to guess for sense again, but the parent should beware of interrupting the flow of the story unduly.
- Without this skill of 'guessing for sense', the young reader would be ill equipped to tackle an unknown text without adult listening support. Indeed rather than inhibit the flow of the story, the listener should accept the substituted word, provided that the integrity of the story is maintained. The listener may wish to return to the 'guessed word' at the end of the tale. However, such reviewing needs to be handled with sensitivity, e.g. 'That was a good guess, it made sense; the word was ____.' Review initiated by the child

(self-correction) is of course, encouraged.

It may be necessary to demonstrate to the parent through a cloze activity (see the workshop session on p67) that guessing is an essential element in reading. Discouraging a child from guessing at print will inhibit the development of fluent reading. The child who has not learnt to guess without anxiety is generally reduced to inappropriate ‘voice pointing’ or painful ‘sounding out’.

3.3.8 Pointing and voice pointing

Many parents continue to point at words or encourage their children to do so, long after it serves as a positive aid to reading. If this is the case, try to demonstrate to the parent:

- that the child can read without pointing;
- that the pointing hand or ruler may be obscuring other information in the text that the child needs to generate the word that he or she is stuck on.

Many children who read well regress to pointing if they begin to read more complex texts or books with a smaller print size than they are used to.

The problem of voice pointing is common. It stems from attempts to decode a word correctly as a simple isolated entity, separated from its context. This may be the result of reading by pointing, where the child’s concept of reading is to voice in isolation the word indicated by the pointing finger. It may help if the parent models the sentence that the child has just read and then asks the child to say it again in a ‘talking voice’. Children can read with expression through example and with familiar texts. This process can be augmented by the parent using praise for phrasing and expressions.

3.3.9 “Stuck” strategies

The initial emphasis is placed upon the parent’s saying the word that the child is stuck on and in giving the word earlier rather than later. Children tell you soon enough if you are providing the word too quickly, whereas they tend to struggle in silence if there is a delay. Once the listening partnership is established, further suggestions may be made to broaden the parents’ listening approach.

- *First letter sounds*. By prompting with the first letter sound, the reader/the child can then guess the whole word. However, if the result of such prompting is a laboured attempt to sound out the entire word (and many subsequent words), then the strategy is counter-productive. The child is relying unduly on one restricted approach. Consider replacing the book with one with a simpler narrative structure well supported by textual and visual cues. Alternatively the parent should give prompter, scaffolded support. It is especially important for the child whose strategies have been restricted by a particular book to be reminded in this way that different strategies are essential. The strategies that a child uses are as much determined by the book as by anything else. A simpler text allows the child to practice being a reader again.

- Read up to where appropriate. The listener can suggest that the child re-reads up to the

‘stuck’ word. Often this gives the necessary cue to the reader, who carries on without undue interruption. Again, the purpose of this activity is to help the child to develop appropriate reading strategies. It is done once or perhaps twice in a session. More than this and the flow of the story is broken.

- *Read on and guess back.* Similarly, the child can be encouraged to leave out the word that he or she is stuck on, read on to the end of the sentence and guess back at the unknown word. By placing the missing word into a meaningful context, the reader may be able to guess the unknown word using syntactic and semantic clues in the text. Many children develop these strategies for themselves. Others need to be shown that this is a good way to discover the unknown word.

- *Clueing.* The listener can be shown how to ‘clue’ the child into the unknown word. For example, if the text reads: “The horses had not eaten any food for five days and they were starving”, where “starving” is the unknown word, then the question, ‘How would you feel if you hadn’t eaten for five days?’ might produce an acceptable guess. Providing clues in this manner encourages reading for meaning and the development of a child’s repertoire of reading strategies. Use this technique when the missing word lends itself to such an approach.

3.3.10 Exchanging roles

One example of reading together (Branston and Provis 1999:59) showed us how easy can we add some fun by exchanging roles while reading. Another demonstrated how, once the 20 minutes was up she might occasionally re-read a paragraph that had caused confusion and ask her son to spot any mistakes that she had made. Mother and son readily demonstrated this technique and the boy visibly relished the role of editor for his mother’s reading. While this activity produces an unusual stress on reading for precision, the fun element was very evident. Mother and child had evolved an effective habit of reading together for pleasure, and this is the key to successful collaboration. Advice and guidance should always be balanced against the dangers of disrupting an effective parent-child interaction.

3.4 More reminders

3.4.1 Never recommence a story half-way through without reviewing the story up to that point. If you ended on, say page 26 yesterday, do not just begin again on page 27 today, but get your children to retell the story so far in their own words (Branston and Provis 1999:32).

3.4.2 The next book doesn’t always need to be more difficult. Children doing extensive reading do not always follow a straightforward, upward path, however. They

sometimes move randomly between levels because switching back and forth between levels is a natural phenomenon and should not be discouraged. They read different levels at different times or for different purposes, even for their interests.

There is a symptom called *the Macho maxim of second language reading instruction: no reading pain, no reading gain*. Learners try to read above their comfort level because they think they out to be reading more difficult material, because they think it is the best way to make progress, or because they believe that stopping reading difficult or interesting texts and changing the material is an admission of defeat. Children and parents must understand that one of the primary goals of the program, building reading fluency, is achieved through much practice with easy texts. Struggling with difficult or uninteresting texts is not the way to build reading fluency. They should realize that it is better to read more material that is easier than less material that is harder, and that it is better to enjoy what one reads than to be bored or uninterested. It is advised to avoid material that has more than 5 unknown words per page – **This is called rule of hand** - more unknown words than this means that the material is probably too difficult and something easier should be chosen (Day and Bamford 1998:84).

- 3.4.3 Some parents make the mistake of either presenting too much material in one session so that there isn't time to exploit it to the full or only using materials once and so not letting their child get the most from them. Books are expensive, not mentioning the importance and influence of re-reading a book and so that parents and children should always remember materials can be used successfully a second or even a third time. Children like having a second try at most things if you make it fun for them. You'll find as you get more experienced that you don't need as much material as you first thought (Dunn 1994:151).
- 3.4.4 Before you introduce a story, read the story yourself several times and work out the essential story line and language. Decide what points in the story are essential for understanding and what language you want your child to remember and begin to use. A good way to work this out is to imagine that you are rewriting the story as a short script for acting. You may find that you have to leave out some episodes and a great deal of detail the first few times you tell the story. Don't worry about this. Gradually expand the story over several readings until your child can manage the complete story. Practice telling or reading the story beforehand in a spare moment. Some people find it useful to practice in front of a mirror. A run-through gives you an opportunity to try out using your foreign language and see how well

you can combine it with:

- speaking or reading slowly and clearly without distortion;
- including pauses to add excitement;
- using high, low, soft, loud, and gruff voices where necessary;
- using your eyes well;
- using the pictures appropriately. (Dunn 1994:139)

3.4.5 Parents should be patient because

- This reading project is hoping to changing and building your family's English reading gradually without bringing too much pressure on any participants;
- Krashen (2004a) also pointed out that short-term Free Voluntary Programs proved to be less effective than the ones which lasted for longer than one academic year because it usually takes readers some time to settle in and find suitable reading materials. Choosing the right material to create a home-run reading experience is so important that parents should give children plenty of time to browse among books and then choose the one they really like without rushing them.
- Parents should also remember that children, after reading a book, need longer to think about what happens in the story and try to make sense of the story and then possibly connect the story to their life. This takes time and effort. (Spitz 1999:18, Fry 1985:46-47)

3.4.6 Pronunciation isn't everything. It's only a small part in language learning. You can use tapes to provide input. So don't be afraid to read with your child and be confident in yourself and build your own reading habit to learn with your child, not only about his/her English or reading, but also about your parenting and supporting skills (Dunn 1994:15,50; Chambers, 1973:36).

3.4.7 Let the children choose the books they want to read. When you leave the choice of the book to your child, he/she will usually choose a book with appropriate level, but in order to do this, you need to give them plenty of time to browse (Chambers 1973:72-74; Krashen 2004a). You can assist by using the following criteria (黃韓翔 2003:34):

- The stories in the picture books should be short because of the short concentration span in English and the desirability of frequent re-reading for the beginning EFL readers.
- Picture books are supposed to have good stories which contain literary value, interesting characters meaningful conflicts, and actions.
- The plots of picture books should be straightforward without perplexity, and they

should be chronological in order.

- The language used in picture books should be simple. Vocabulary, sentence patterns, tense, dialects as well as idiomatic expressions all should be somewhat controlled.
- The illustrations in the picture books should be plenty, large, clear, dramatic and even significant in showing the meaning of the story lines. In this way, readers can rely on the illustrations to explain new vocabulary and novel experiences.

3.4.8 Parents should be flexible in responding to the book reading. Make your response to the difficult level of books flexible; ask your children to read but, if the book is too difficult, be prepared to stop reading and change to another book, or share the reading or even to read it to them. If you do the reading, make sure that your children can follow the print and that you ‘act’ the story out with enthusiasm. Another solution is that, where the book is a little difficult for your children to read, be prepared to read the page first and then get them to read it after you. It is still reading: the reader’s eyes are on the page, they are scanning the print and then saying the words. Try to remember that reading aloud is much harder than reading silently (Branston and Provis 1999:32).

3.4.9 When you buy storybooks, you might want to consider some books which have story-tapes available, especially while these parents and children who are concerned about pronunciation.

Cassettes can be a useful back-up once you have presented a story yourself. The way you present a story is important. Without your personal presentation your child will take much longer before he/she understands and enjoys the story. By personalizing the story, you make it more easily accessible for your child. Children enjoy listening to recordings, especially if they are well made with good sound effects. When your child knows the story well, he/she can listen to the recording without following it in the book. If the story includes a lot of dialogue, you’ll soon find that he/she knows it all by heart. This can lead to making a puppet play or acting the story (Dunn 194:130).

3.4.10 Parents need to be careful with stories which have an open ending. Some young children, however, especially at bedtime, may require greater closure, more security. Indeed, for at least some children, the open ending is inconclusive and unsatisfying. It underscores the individuality of children’s responses to picture books and the need for parents to notice, respect, and cherish it. To the contrary, the very openness of its ending may be appealing to some children and serve as a spur toward repetition and

mastery. It may incline them to want to re-experience it, to it themselves against it, as it were – their knowledge and courage versus the anxiety it evokes. Parents reading this book may choose to pose a question or two at the end, such as: “What do you think will happen now?” Or “If you were that little boy, what would you do now?” thus inducing an imaginative discussion in which the child might be inspired to invent his own personally more satisfying ending (Spitz 1999:68).

3.4.11 Little but often. In a school-based extensive reading program, learners need to read at least 10-15 minutes at school every day, plus the time they read at home, which means that one needs to read, at least an hour, every week. Extensive reading programs aim to develop reading ability through a large amount of reading and multiple exposures to increase the sight vocabulary, general vocabulary and world knowledge. Since this program is only focus on family reading; therefore, continuant and short reading, 15 minutes for at least 4 times a week is the minimum for your reading to increase. Once again, remember that Frank Smith (1973:47) said ‘we learn to read by reading’. Reading must be developed and can only be developed by means of extensive and continual practice. People learn to read, and to read better by reading (Eskey 1986:21). One book per week is a good amount to start.

3.4.12 This reading is for pleasure and gist, not to learn every word. Parents need to remember the importance of enjoyment; children’s sense of achievement will lead them to their intrinsic motivation (Gardner and Lambert 1972), which is an important factor of learning autonomy. Parents can provide activities of low anxiety; pre- and while-reading questions to initiate and motivate should probably be more used often instead of the post-reading comprehension questions (Day and Bamford 1998:77-78).

4. The reading project: “A sustainable and easy home reading project – extra-curriculum input through reading storybooks”

4.1 Purpose

- To see if the project can be sustained for at least 4 months (by studying the pattern of their reading, it might be possible to find out how long their interest can last before evaporating)
- To know if the parents’ guidebook helps the home reading project and how
- To know the possibility of setting up the guidebook online (possibly bilingually)
- To see how the parents and children become motivated
- To know if the project increases their proficiency (vocabulary and morphosyntax)
- To know the effect of using tapes on the improvement of pronunciation

4.2 Methodology

First, appointments with the school, the teachers and parents for agreement to give a handout explaining about the project with a consent form will be made. When the consent form returns, a guidebook is given to the parent. After reading the parents' guidebook (Chinese version) and further communicating with the researcher, parents are ready to read English storybooks with their children for 15-20 minutes at least twice a week and also record their sessions. The first language proficiency test (pre-test) is scheduled within the first week of the project. Then, the pre-experiment questionnaire (to collect information about the family's input getting, reading habits and attitudes) shall be filled in and returned. After each reading session, both the parents and the children need to record 5-7 new words or phrases they value in their own Vocabulary Notebook and filled a session recording form.

Every week, the researcher will check by requesting the session recording form and, if possible, teachers can use half an hour to have a discussion about the books the children read that week. This discussion session should also be recorded.

In this study, children are asked to choose their reading by themselves (or with the parents) in order to limit the factors. Several recommended books will be given and shown in the parents' guidebook,. Storybook tapes can be used, if available, and then the effect of using tapes on the change of pronunciation will be studied.

Two weeks before the project ends, another proficiency test will be given (post-test) and finally the information about the family's input-getting, reading habits and attitudes will be collected again. A delayed post-test will be given one month after the study finishes, if possible.

During the study, the research calls the parents regularly to remind them and discussed with them. A website will be accessible for all the parents, children, teachers and schools to discuss anything at anytime and it will also provide useful information and links to help the increase the connection between everyone in the study. The procedure is summarized as follows:

- Contact school for agreement, contact parents and children with consent form.
- Explain the project to the parents, give out the guidebook and communicate with the parents for any questions.
- Collect through questionnaires the information of the family's input-getting, reading habit and attitudes (pre-experiment questionnaire, both parents and children).
- 4. Give the first proficiency test (Pre-test).
- 5. Record every question the parents ask during the study.
- 6. Direct the family to the sources of books (e.g. libraries, bookshops).
- 7. Parents and children read English storybooks together for 15 minutes every day.
Both the parents and children fill in a session recording form.
Both the parents and children record 5-7 useful phrases in Vocabulary Notebooks.
- 8. Call the parents regularly to remind them of the experiment and see how it works.

9. Works for researcher:

Check the session recording form every week.

Lead the school-discussion for 30 minutes every week.

Communicate with participants through websites.

Recommend books and provide useful information for the parents and children.

10. Give the second proficiency test (Post-test).

Collect information about the family's input-getting behaviour, the reading habits and attitudes again (post-experiment questionnaire, both parents and children).

Collect samples of Vocabulary Notebook.

12. Give a delayed post-test.

13. Analyze data.

4.3 Length

One school term (October 2005-January 2006, 4 months+)

4.4 Participants

- Children from grade 4-5 (age 11-12) and their parents will be the included (grade 6 students are too busy preparing for junior high school). The procedure of contacting school and parents with consent forms will be followed and with hope the number of the participants can reach around 30 students (15 in experimental group with their parents and 15 in control group) in order to reliably quantify results from the study.

4.5 Instruments

4.5.1 Pre- and post English proficiency test

A. Vocabulary test

B. Picture description – to test their pronunciation (final consonant cluster) and morpho-syntax.

4.5.2 Pre- and post-experiment questionnaires

They are trying to find out about (1) the participants' English learning experience; (2) home learning environment; (3) their reading habits; (4) their reading attitude; (5) experience of reading together; (6) the application problems. All questionnaires include closed and open-ended questions.

4.5.3 Session recording forms

This form aims to find out about how the reading of that day is, what the story is about, how they rate the book, what level the book is, how interesting the book is and any other comments.

4.5.4 Vocabulary Notebook

Parents and children will need to design their own Vocabulary Notebook in order to record the phrases that they consider important, useful or interesting to them. While you make your own vocabulary book, you should think about what information to include in it. Dictionaries might be a good resource but do not be too greedy to record everything

because then you will lose your interest in recording and using the notebook. Record the bits you find important, e.g. the pronunciation, part of speech, the sentence in the storybook which contain the word, a synonym or an antonym. Or, you can look at the activity session about making your own vocabulary book. Here is a tip: Schmitt and Zimmerman (2002) suggested that when we learn a new word, it is worth knowing its derivative forms (i.e., members created by adding suffixes to typically produce a different word class, e.g. *stimulate* → *stimulant*).

4.5.5 Communication information on websites or through a communication form.

4.5.6 Audio recordings: The recording will be used to study the language the participants choose to use, their reading patterns, interactions and the problems during the sessions.

4.6 Material needed: Copies of parents' guidebook, internet site, recording tapes, video-recording equipment, storybooks (school library or class library), notebook (for vocabulary)

4.7 Data Collection (September 2005-January 2006)

Instead of collecting the data at the end of the project, data will be collected weekly or fortnightly.

4.8 Data Analysis (February 2006 – May 2006)

Quantitative data will be analyzed using SPSS or EXCEL for Windows, e.g. proficiency test results, frequency of reading, the effect on affective factors and so on. Qualitative data, such as the pattern of reading methods, the conversation and interaction during the reading, the use and influence of the parents' guidebook, the use and effect of Vocabulary Notebook, the feedback and discussion at website, and the discussion in class will be carefully studied.

5. Extensive reading activities

Attention: The following activities are all adapted from the book "Extensive Reading Activities for Teaching Language" by Bamford and Day (2004). The activities that need a lot of discussion and preparation were excluded due to the reason that the parents might not have the ability or time for the preparation.

Some activities might be a little difficult to get used to if the parents have never practiced anything like this before. However, after several practices, the parents will find it easier. Furthermore, the discussion and activities can progress from Chinese at the beginning of the reading project and move gradually into English.

5.1 Introducing Reading Materials

5.1.1 Little and Often

Children are introduced to different books by listening to short excerpts.

Level: Any

Aims: To introduce children to new books; to provide a stimulus to read.

Preparation: choose a passage from a book you think would be interesting to your child. Prepare the book, a cassette or CD player, and a recording (tape or CD) of the book.

Procedure:

1. Introduce a book by giving some information about it and showing the book cover to your child. Then play a portion (about 5 minutes) of the recording.
2. Repeat this activity in subsequent sessions at a regular time. Choose a different book each time (including one just above and below the his/her level).

Tips:

- Most publishers sell recordings for graded readers.
- If a book does not have an accompanying recording, you can ask a friend or the researcher to make a recording of part of the book. Alternatively, rehearse reading the passage in preparation for reading aloud to your child.

Contributed by: *Philip Prowse, Series Editor, Cambridge English Readers*

5.2 Motivating and Supporting Reading

5.2.1 Book Flood

Children read books silently and individually at home. (This activity goes by many other names, including Sustained Silent reading [SSR] and Drop Everything and Read [DEAR].)

Level: Any

Aims: To maximize language development

Preparation: Get the book that your child would like to read again on his/her own

Procedure:

Establish a set time (e.g., 15 minutes at the beginning of the session). Instruct students to read a self-selected book quietly. Then observe and do not interrupt.

Tips:

- Read silently while the child is reading, either in the foreign language or in a language you're learning.
- Do not use this activity often, say, once a month is enough because this does not involve any family reading and interaction.
- This activity is suggested not to use when the book is read the first time.

Contributed by: *Paul Nation, Victoria University, New Zealand*

5.2.2 Reading with Children

Parent and child read a book aloud and talk about it together.

Level: Any

Aims: To get students excited about reading; to develop reading skills through interaction

Preparation: Choose an illustrated storybook to read aloud.

Procedure:

1. Read the book to the child while showing him/her the pictures and the words on each page.
2. Involve your child in the reading by asking him/her what he/she thinks will happen next. Encourage him/her to comment on the story.
3. Have your child read the words aloud with you.

Extension:

- After a reading, the child draws, writes, or acts out the story, or studies some of the language in the story (maybe by writing the language down in his/her vocabulary notebook).

Variation:

In future sessions, ask the child to choose a book he/she wants to be read to. The child will probably choose a book he/she has enjoyed having read aloud in a previous session, and a book can certainly be used more than once. In the later readings, the child is expected to join in the reading much more.

Contributed by: *Paul Nation, Victoria University, New Zealand*

5.2.3 Book Flood 2

The parent reads a children's storybook to the child, involving him/her in the experience by asking questions.

Level: Any

Aims: To promote extensive reading and to motivate students to read in the new language on their own; to present vocabulary, grammar patterns, and conversational patterns within a story context; to stimulate listening skills; to promote the enjoyment of foreign language literature for its own sake rather than as a subject for study

Preparation:

1. Choose a suitable children's storybook. A suitable book will have clear illustrations, and language appropriate for your child's listening comprehension level. Avoid fussy picture details and complex sentences that make a story difficult to understand when read aloud. Repetitive or rhyming language and bold artwork can enhance the book reading. Your own enthusiasm for the book is crucial if you want your (older) child to accept a

book written for children.

2. Prepare three sets of questions to help child engage with the story rather than listen passively: (1) before – reading questions that help students bring to bear his/her knowledge in areas relevant to the text and that encourage him/her to make predictions about the reading; (2) during – reading questions that help your child make personal connections to the text material; and (3) after – reading questions that help child develop a general understanding and an imaginative appreciation of the story. So that the questions themselves will not become the focus, asking two questions per set is usually adequate. Questions should not be elaborate. Use the standard *who, what, where, when, why* and *how* questions words. For example, ‘*Who do you think these people are?*’, ‘*What do you think will happen?*’, ‘*how do you think he feels?*’, ‘*How would you feel if you were in the situation?*’, ‘*How did it end then?*’...etc.

3. Rehearse reading the book aloud. Use your prepared questions during these rehearsals. Brainstorm some responses you could use to acknowledge your child’s answers, such as, “That’s a good idea.”

Procedure:

1. Before reading the book aloud, ask your child the first set of questions.
2. Hold the book and make sure that the child can see the illustrations while you read. Ask the second set of questions while you are reading. The questions can relate to the child’s earlier predictions or to his/her own experiences.
3. After reading, ask the third set of questions.

Tips:

- Reading aloud is not a reading skill but a performance skill, so rehearsal time is essential for good results.

Contributed by: *Karen Irene Burrell, Kwangju University, Republic of Korea*

5.2.4 Radio Serial

Students listen to stories.

Level: Any

Aims: To give child and parents opportunities to experience extensive listening, which motivates extensive reading.

Preparation: Choose an appropriate book and bring the recording (and a CD or cassette player).

Procedure:

1. Play the first couple of paragraphs, pages or a chapter (or more or less) of the book to the child.
2. Then talk about the listening and then read the book together.
3. Repeat the procedure if needed. The whole story could be proceeded in this way.

Variation:

- Read the book aloud rather than playing a recording.

Tips:

- This activity could be used for preview or review.

Contributed by: *Philip Prowse*, Series Editor, *Cambridge English Readers*

5.2.5 Listening Homework

Children listen to a recording of the text while reading at home.

Level: Any

Aims: To provide the benefits of extensive reading and listening at home and to encourage the use of audio-recording to provide better pronunciation input.

Preparation: There should be access to a collection of book or graded reader CDs or cassettes to go with book.

Procedure:

Parents and children listen to the stories while reading.

Contributed by: *Philip Prowse*, Series Editor, *Cambridge English Readers*

Philip Write: “Listening and reading simultaneously help increase reading speed because students don’t go back to check things. This practice also overcomes the perennial problem of the student who has learned a word from a book but mispronounces it”.

5.3 Monitoring Reading**5.3.1 Reading Notebook**

Level: Any

Aims: To enable children to keep a record of their reading; to allow parents to monitor their children’s progress; to allow children and parents to share reactions to books.

Preparation: Prepare a notebook for the child and one for the parent. These will be their Reading Notebooks.

Procedure:

1. Tell the child to write the book title and other information (e.g., whether they enjoyed reading the book; how much they believe they understood) in their notebooks every time they finish reading a book.
2. Exchange, read and react the Notebook once a week for discussion and sharing thoughts.

Variation:

- This Reading Notebook could be the second section of the child’s Vocabulary Notebook to keep everything together.

Tips:

- When reading the notebook, do not try to correct your child’s language mistakes.
Answer their questions and, in turn, use questions to react to what they write to initiate more discussions. This turns the notebooks into a medium for dialogue.

Extension: Ask the child to use their notebooks to record the time they start reading, the time they stop, and where they are doing their reading.

Date	Starting Time	Finishing Time	Book Title	Liking/Comprehension	Comments

Contributed by: *Midori T. Iwano, Nanzan Junior College Japan*

5.4 Monitoring Reading

5.4.1 One-Minute Reading

This test measures the impact of extensive reading on reading rate. Parents can use this to understand how much their child can read in a certain period of time, in order to adjust the goal in terms of the reading amount and to see if the child can read faster at the end of the project.

Level: Any

Aims: To have children and parents realize how much they have increased their reading rates after the extensive reading program.

Preparation: Find an easy and interesting reading passage or of about 600 words (two pages of a book) for advanced learners. The beginning of a story is ideal. Prepare a watch with a second hand.

Procedure:

1. At the beginning of the programme, tell the child that he/she is to read it at a comfortable rate for one minute.
2. Tell the child when to begin reading, and call time after exactly one minute. The child should draw a slash and write the date at the point he/she stops reading. He/She should also write his/her name there.
3. Then the parent does the same procedure of step 1 and 2.
4. On the last day, repeat the one-minute reading and see if you’re making any progress.

Tips:

- If you are concerned that the child might remember, even vaguely, the original one-minute reading when he/she does the second reading, give him/her another book or paragraph which has similar level of difficulty.
- Do not name this activity a “test”, call it a ‘game’ could lower the child’s anxiety in doing this.

- Parents should definitely experience this activity to get to know how quickly yourself can read in order to set a reasonable goal.
- If one minute is too short, make it 2 or 3 minutes.

Contributed by: *Midori T. Iwano, Nanzan Junior College, Japan*

5.5 Oral Fluency

Children and parents should know that it is all right to use only little English for discussion in the beginning of the programme because they might have the immediate difficulty in speaking English throughout. However, they should both keep in mind that they should try their best to express in English or use the English words they know and are able to use in order to practice more. Parents should not force their children to produce in English if they are reluctant or not ready.

5.5.1 Book Review

Children can know the basic format of a book report.

Level: Any

Aims: To help children learn how to do a book report; to give speaking and listening practice; to help children learn about books to read

Preparation: Make a copy of the Book Review form.

Procedure:

After reading the book, the parent helps the child fill in the format. In order to practice oral fluency, the parent can be the one to actually fill in the form and let the child just say the answers orally.

Tips:

- Remember and also tell the child that it is OK to show a negative reviews (expressing the disliking of a book).

Contributed by: *Ken Schmidt, Kohoku Bunka Gakuen University, Japan*

Book Review

What is the title of the book?

What level is it? _____

What genre is it? _____
(adventure, mystery, science fiction, love, detective, true...)

What is the book about? (Write a three sentence summary)

Do you recommend this book? (Choose one)

- Very much.
- If you like _____ (genre), yes I do.
- Not really.

Why? (Why not?)

Other example questions

Where does the story take place?
What time period is it set in?
What is the story about?
How did you feel when you finished the book?
What was the best (or worst) thing about the book?
If you could, how would you change the book?
Who was your favorite character?
How long did it take you to read the book?

5.5.2 The Story and Me

Children and parents can relate the story to their daily live.

Level: Any

Aims: To establish connections between reading and the children’s personal experiences; to help the parents know how children feel and think about the story

Preparation: Make a copy of the Two tasks handout.

Procedure:

After reading a book, the parent should help the child fill in the form.

Variation:

• The parents can read one more book and then fill in another handout and then discuss with the child to increase the oral proficiency. The child’s interest in the new book might be initiated from the discussion.

Tips:

- The parents should not try to correct the mistakes of the child’s speech or grammar.
- In order to practice oral fluency, the parent can be the one to actually fill in the form and let the child just say the answers orally.

Contributed by: *Victoria Rodrigo, Georgia State University, USA*

Two tasks

Title of the book:

Task 1. The facts

The setting

When doe the story take place?

Where does it take place?

The characters

Who are they?

What are they like?

The action

What happened?

Task 2. Personal Response

Your impressions

What did you like best (or least)?

What would you change in the story?

Your feelings and experiences

Have you ever experienced something similar to what happens in the story?

Do you identify with any of the characters?

Did you find any interesting cultural information?

What did you learn from the reading?

5.5.3 Draw a picture

Children and parents make a sketch based on a book and then use it as a starting point for discussion.

Level: Any

Aims: To share different feelings and ideas about the story and to develop oral fluency

Preparation: make a copy of the Talk about a Book handout and a blank sheet of paper for drawing for each person.

Procedure:

1. After reading a book, the parent and the child look at the “talk about a book” handout and answer the questions in part A together.
2. The child and the parent start drawing their own pictures on their sheets for five minutes without using erasers. (It is about language, not art.)
3. When time is up, explain and discuss about the picture.
4. Answer the questions in part B.

Variation:

- Parents can read another book and then fill in another form and draw another picture.

Then, discuss about the second book with the child to create some more interest in books.

Contributed by: *Marc Helgesen, Miyagi Gakuin Women’s College, Japan*

Talk about a book

A. About the book

The title of the book is _____

It’s a(n) _____ story. (adventure, love, mystery, true)

It’s about _____.

B. About the story

Was it great, just so-so, or not interesting? Choose one answer and read the two questions under your choice.

It’s great!

- Who is the most interesting person? Why?
- Is there anything in the story that is the same as your life?

It’s just so-so.

- If you were the hero, what would you have done?
- If you were the writer, how would you change the story?

It’s not interesting.

- What was the most boring or stupid thing in the story?

- | |
|---|
| <ul style="list-style-type: none">• If you were the writer, how would you change the story? |
|---|

Children are familiar with and keen on picture since it is their first communication tool/language in early childhood. Through pictures, the parent can easily observe what his/her child thinks or feels about the story.

5.6 Drama and Role Play

5.6.1 Where's the Drama

Children and parents give dramatic readings of prose passages.

Level: Higher Beginner to Advanced

Aims: To help children understand the dramatic and musical qualities of a reading (stress, rhythm, intonation, and pitch); to allow students to realize the emotional power of a text; to allow children to realize the emotional power of a text

Preparation: Select a short passage from a book that you have read or are reading. Choose something that has a powerful impact and will excite your child. Rehearse reading it aloud.

Procedure:

1. Both the parent and the child choose a brief passage from the book (about one minute of oral-reading time) from the books they are reading. The passage should be interesting or dramatic and then the parents and the child practice reading it aloud.
2. Do the dramatic reading for each other after the practice.

Tips:

- Recordings (Tapes or CDs) could help a lot in this activity to show the correct dramatic and musical qualities of a reading.

Contributed by: *Patrick Fulmer, Showa Women's University, Japan*

5.6.2 Dramatic Conversation

Parents and children give dramatic performances of conversation passages from books.

Level: Higher beginner to advanced

Aims: To improve oral fluency and add some fun

Preparation: None

Procedure:

1. Select a conversation involving two or more persons from a book you are reading or have read for a three-to five-minute dramatic performance.
2. Decide who is responsible for which characters' part of conversation in the story.
3. Read the story aloud dramatically.

Tips:

- Recordings (Tapes or CDs) could help a lot in this activity to show the correct dramatic and musical qualities of a reading.
- The length of the conversation will depend on the level of the students. Low-level learner can read for one or two minutes, while more advanced learner can probably perform longer conversations; therefore, parents can, in the beginning, take the more important part of the conversation and then gradually letting the child take over.

Contributed by: *Richard R Day, university of Hawaii, USA*

5.6.3 Act it Out

Parents and children choose and act out a scene from a book they have read.

Level: Intermediate to Advanced

Aims: To improve oral fluency; to help children understand and analyze a story

Preparation: None

Procedure:

Choose a scene from the book that seems interesting to the child. Then act out the scene with the child.

Variation:

- This activity can be used as a review of the books which have been read before.

Choose a scene that is most impressive or interesting and then act it out using the lines and words in the story. This could also review the vocabulary in a more interesting way.

Tips:

- Use props, even such simple things as hat and jackets. Used creatively, they are fun and help a lot.

Contributed by: *Magda Kalinowska, Kipling Collegiate Institute Canada.*

5.7 Having Fun

5.7.1 Anybody you know

Children list adjectives and adverbs that describe a character in a book and then consider who among the relatives and friends could also be described that way.

Level: High beginner to advanced

Aims: To bring life and reality to adjectives and adverbs of personality; to improve oral fluency.

Preparation: None

Procedure:

1. Choose an interesting character in a book that you are reading or have read. List the adjectives or adverbs that are used in the book to describe that character's personality.
2. Then, try to match the description (or part of it) with that of a friend or a relative or

someone else you both know.

Variation:

- Choose two characters so that the parent and child can work on different characters and then compare their different lists of adjectives.
- This activity can be done using physical rather than personality characteristics.

Tips:

- Before doing this activity, brainstorm with your child some adjectives and adverbs that describe people. Use dictionaries if needed.

Contributed by: *Patrick Fulmer, Showa Women's University, Japan*

5.7.2 Predicting Content from Title

Children speculate about the content of books.

Level: High Beginner to Advanced

Aims: To give practical experience in predicting.

Preparation: New books, pen and paper

Procedure:

1. When you and your child first contact with a new book, look at the cover and the title, then work individually for about three minutes, predicting what each book is about from look at the title(s) only.
2. Read your predictions aloud to the other person.
3. Read the story together.
4. See who is making more correct predicting about the story.

Variation:

- This activity can be used before the reading reaches the end of the story. Keep the story ending secret and then make a prediction of the story and see who is correct.

Contributed by: *Patrick Fulmer, Showa Women's University, Japan*

5.7.3 Read the book! See the movie

Children read a book, watch a movie based on it and then compare the two.

Level: Intermediate to Advanced

Aims: To promote critical thinking, writing skills and oral fluency

Preparation: Find a book for which there is movie version available (e.g., *Forrest Gump*). Make a copy of the Book and Movie Comparison Questions.

Procedure:

1. Read the book together and then watch the movie version of the same story.
2. Look at the questions on the Book and Movie Comparison Questions and then discuss about the answers of the questions.

Tips:

- This activity could take several sessions to complete.
- The parent can ask several other children and parents from the class to join this activity and then hold a movie's night followed by a discussion.
- A movie book might be more difficult to read since it needs a complete story structure and therefore this activity might be more suitable for more advanced reader. However, children of lower level can still enjoy the reading the movie.

Contributed by: *Tony-René Donnes, University of Hawaii, USA*

Book and Movie Comparison Questions

Book Title:

Movie Title (if different from book):

How do the stories in the book and movie differ? Support your answer with examples. Are there major parts of the story that are added or taken out in either the book or the movie?

Does one have more characters than the other? Which characters are in one version and not in the other?

Are some characters portrayed differently in the book compared to the movie? Do any of the characters act differently?

Are there features unique to the medium of books and the medium of movies that make the stories different (that is, are there some things you can do in a book that you cannot do in a movie, and vice versa)?

(Adjust the questions to suit your child, if needed.)

5.8 Written Reading Reports

5.8.1 Getting personal

Children are offered a smorgasbord of ways to respond personally and creatively to what they read.

Level: Low intermediate to advanced

Aims: To help children connect what they read to their personal lives; to encourage fluent writing.

Preparation: Make a copy of the Personal Responses List available.

Procedure:

Read the book together and then read through the questions on the Personal Responses List. **Choose one or two to discuss.**

Tips:

- The parents could take the chance and use more questions to initiate more responses from the child, so that the parent can understand more about the child's world of understanding the story and thinking.

Contributed by: *Andy Barfield, Chuo University, Japan*

Personal Responses List

- **Strengths and Weaknesses:** Which character in the story do you most or least identify with? What are the character's strengths and weaknesses? What are yours?

- **Interior Monologue:** Choose a particular situation from the book. If you were (name of the character), what would you do in such a situation? What decisions would you make, and what actions would you take? Why? Write down your thinking for one particular situation.
- **Lesson for Living:** What was the most surprising or interesting lesson that you learned from the story? Why? How does that lesson connect to your own life?
- **Letter or Diary Writing:** Imagine you are (name of character). Write a letter to a friend about what is happening or has happened to you. Or write a diary entry for a particular point in the story.
- **Manga Mania:** Create a comic strip with simple drawings and speech bubbles for a key part of the story.
- **Neighbors:** Imagine one of the characters in the story has moved in next door to you. What is life like with such a neighbor? Describe an imaginary day in your life when you spend time with your new neighbor.
- **Film Director:** You are going to make a film of the book, but you can only include two-thirds of the story. What will you cut from the story so that you can make your film? Which parts are not needed? Why?
- **Story Journey:** Make a visual representation of the progression of the plot (opening, conflict, complications, climax, and resolution).
- **Agony Column:** one of the characters in the story turns to you for advice about how to solve a real or imagined problem in his or her life. Explain the problem and write short letter to the character about what he or she should do to deal with the problem.

5.8.2 One-sentence summary

After reading, children summarize what they read in one sentence.

Level: Any

Aims: To improve writing; to help children identify main ideas.

Preparation: To model this activity, choose a book with which your child is familiar and summarize it in one sentence. Jot down the steps used in writing your summary. See Box 5.8.2 for an example one-sentence summary.

Procedure:

1. Tell the child that it is possible to summarize a book in just a single sentence. Model the activity by showing the child our one-sentence summary. Tell him/her the steps that you took in writing it. The steps might include the following:
 - Brainstorm the most important points of the story.
 - Reduce those to just the key parts of the story.
 - Write a sentence and check that it includes the key parts.
 - Revise the sentence and read it aloud to see if it sounds OK.
2. Tell the child that after reading a book, they should summarize it in one written sentence for discussion.
3. The parents then can help with the grammar.

Variation:

- One-sentence summaries can vary according to the level of the child: Low-level child may just be asked to write the main idea. Higher-level child may be asked to include in his/her one sentence the name of the author and the title of the book, as well as main idea.
- Place additional requirements, such “one sentence between 20-25 words long.

Tips:

- In the beginning, you can start with two- or three-sentence summary, instead of one.
- Maybe the child can start practicing the activity using L1 stories and summaries and gradually move towards L2 readings.

Contributed by: *Jana Harper Makaafi, formerly of Brigham Young University – Hawaii, USA*

5.8.2 Example One-Sentence Summary
A student, after reading *Dear Jan...Love Ruth* by Nick McIver, wrote the following one-sentence summary:
“Jan Polanski, student in England for a month, met Ruth and they had a great time together, but her parents seemed not to like him very much and they did terrible thing, and finally Ruth married Bill, her ex-boyfriend, who her parents liked.”
Chika Yamamoto, Ashiya University, Japan

1.9 Writing Creatively

5.9.1 Gift

Children choose gifts for the main characters of a story and explain their choices.

Level: Any

Aims: To engage children in understanding, describing, and appreciating characters; to improve writing skills.

Preparation: None

Procedure:

1. Ask the child to list the names of the main characters in the book you have read.
2. The parent also makes a list your own.
3. Then he/she must choose a gift for each of these characters. He/she then writes the gift next to the character’s name and write briefly why he/she has chosen that gift for that particular character.
4. The parent does the same as in Step 3.
5. After you both finish the list, compare your lists and reasons.

Tips:

- If you are running out of time, you can just choose some of the characters instead of all.

Contributed by: *Patricia Reiss, TransPacific Hawaii College, USA*

5.9.2 Poetry with character

Children write a short, simple poem about a character in a book.

Level: Any

Aims: To improve writing and dictionary skills; to help vocabulary development and enrichment;

Preparation: Take a few minutes to prepare to explain the activity to the child.

Procedure:

1. When you finish the reading, ask the child to write a five-line poem about one of the characters in the following way;
 - Write the name of the character on the first and fifth lines.
 - On the second line, third, and fourth lines, write a two-word phrase that describes the character. The first word must begin with the letter of the alphabet that the character’s first name begins with; the second word, with the letter that the character’s last name begins with. Show the following example.
2. Brainstorm with the child some words that could fit into a poem. Use dictionaries if needed.

Variation:

- The parent can work on a different poem or character of the story.

Contributed by: *Richard R. Day, University of Hawaii, USA*

An Example Poem

This poem is based on the main character in *Help!* By Philip Prowse. *Help!*, a Level 1 book in the *Cambridge English Readers* series, tells the story of Frank Wormold, a struggling writer. He sleeps a lot and just can’t seem to get going. But one morning, he gets a letter from a movie company that wants to make a movie of one of his stories. Here is one possible poem:

Frank Wormold

Frank Wormold

Frank Wormold

Frequently weary

Feeling weak

Film writer

Frank Wormold

5.9.3 A Touch of Haiku

Children write three-line poems, summarizing books they have read.

Level: Any

Aims: To help children gain a deeper understanding of what they have read; to increase vocabulary knowledge and improve writing proficiency; to help children discover that

writing a poem is not difficult but fun.

Preparation: None

Procedure:

1. Read the book together.
2. Tell the child that you are going to write a three-line poem together.

The first line should have five words; the second, seven words; and the final line, five words. You may either summarize the content of the book or incorporate a personal response. Show the child the following example.

3. Post the poem at home or in the child’s bedroom or make a smaller size to put inside the book.

Tips:

- It might motivate the child more if the parent can present a poem that the parent has written.

Contributed by: *Taehee Choi, Kuryong Middle School, Republic of Korea*

Example Poems

5-7-5 Word Poems

(After reading *The Adventure of the Speckled Band* by Sir Arthur Conan Doyle)

Sole clue of the accident
Holmes finds the solution to the tragedy
A genius of a detective

By Yerim Jang

(After reading *Selected from My Family, The Jacksons* by Katherine Jackson and Richard Wiseman)

Jackson’s mother loves the family
The full of music fame and glory
The full of joy and heavenly happiness

By Miwa Yamazaki

5.9.4 Once upon a time

Children use words from books they are reading or have read to write their own stories.

Level: Higher beginner to advanced

Aims: To improve writing proficiency; to review vocabulary; to raise awareness of parts of speech.

Preparation: Have the Vocabulary Notebook ready for use. A pen and some sheets of blank paper.

Procedure:

1. Write on a blank sheet of paper *Nouns, Proper nouns, Conjunctions, Verbs, Adjectives, and Adverbs*.
2. Ask the child to choose some words which are either important or interesting to her in different categories. Write these words on the paper under their categories.

3. If the child is going to write a half-page story, solicit about 15 words, or as many as the child can give you in 3 minutes. The result will be a list of random words from various stories, organized into parts of speech.
4. Tell the child that you are going to create your own stories using some of the words on the list. The stories should all begin with the phrase *Once upon a time*.
5. For a half-page story, tell the child you must use at least ten words from the list; the rest of the words in your story do not have to be from the list.
6. Read the story together after you finish and show it to others.

Contributed by: *Claire Hitosugi, University of Hawaii, USA*

5.9.5 A different ending

Children write new endings for stories they have read.

Level: Intermediate to advanced

Aims: To improve children's writing skills; to help children think creatively

Preparation: None

Procedure:

Summarize a book you have read but instead of writing the actual ending, you should write a different ending.

Variation:

- Recording your new stories and listen to it the next day; you can also show it to others.

Contributed by: *Eva F. K. Lai, The Chinese University of Hong Kong, Hong Kong SAR, China*

5.9.6 Sentence Detective

In this game, children try to add extra words to sentences from their books.

Level: Any

Aims: To improve writing proficiency

Preparation: Make sure you understand the rule clearly.

Procedure:

1. Introduce the activity by modeling it (using the example). The help your child browse through his/her books to find a sentence that he/she can embellish with one, two, or more words (how many is up to the child). The words must be written consecutively, not separated by other words. (See the first tip).
2. Have the child write down the embellished sentence without indicating which words have been added. They should also note down the book's title and the page on which the original sentence is found.

Variation:

- You can also use this activity for deleting words from very long sentences.

Tips:

- Make it clear that it is not acceptable (in this activity) to add two or more words written separately. For example, '*interestingly* Jeremy Taylor writes exciting books' is not allowed.

Contributed by: *Jeremy Taylor, France, <http://perso.wanadoo.fr/jeremytaylor>*

A Procedure for Modeling the Activity

Write a simple sentence on a piece of paper, e.g., *Jeremy writes books.*

Ask the child whether the sentence is grammatically correct. Did a native speaker write this sentence? Generally, the child thinks that it is grammatically correct but a little naked.

Then ask him/her to embellish the sentence with one additional word:

Jeremy Taylor writes books.

Jeremy writes *excellent* books.

Jeremy writes books *quickly*.

It is possible to embellish the original sentence with two additional words written together.

Every day Jeremy writes books.

Jeremy, *being talented*, writes books.

Jeremy writes books *for teenagers*.

Finally, it is possible to embellish the original sentence with three additional words written together.

Almost every day Jeremy writes books.

Jeremy, *being unusually talented*, writes books.

Jeremy writes books *which teenagers love*.

5.9.7 My own story

Children write stories for themselves.

Level: Higher beginner to advanced

Aims: To help children produce reading material; to practice oral fluency and writing.

Preparation: None

Procedure:

1. After the reading, ask your child to tell a personal experience that is similar to the plot or being reminded of by the story. Write down the experience together in a story format. You can also use the line 'once upon a time'.
2. Use computer software to format text, add titles and illustrations, and design covers. In this way, the child can present his/her story as published, attractive, professional-looking booklets that will be a pleasure to read.

Variation:

- The parent can take some photos of the child according to the storyline and then use them as illustrations for the book.

Tips:

- If the child cannot think of any personal experiences, provide a lead, such as "A

time when I felt very happy” (or frightened or angry) or “The funniest day of my life” (or best or most frustrating).

- Invite some other families to produce different books and then share with each other.

Contributed by: *Anne Burns, Macquarie University, Australia*

5.10 Developing awareness in Reading

5.10.1 What kind of book are you reading?

Children analyze books they are reading in terms of genres.

Level: Any

Aims: To clarify the differences among genres

Preparation: Familiarize yourself with important literary genres. Genres include: adventure, disaster, thriller, suspense, spy, mystery, detective, crime, western, romance, science fiction, fantasy, horror, ghost story, human interest, humor, travel, history, biography, self-help, science and technology, current event/issues, culture/international relations, and children’s literature.

Procedure:

Make a list of the books you have read together and write the genre next to the book titles.

Discussion when you have different opinions.

Contributed by: *Patrick Fulmer, Showa Women’s University, Japan*

5.10.2 Developing Metacognitive Awareness

Children verbalize their thoughts while reading as a means of developing reading strategies.

Level: Intermediate to advanced

Aims: To increase children’s development of reading strategies

Preparation: Familiarize yourself with reading strategies (Box 5.10.2a) and think-aloud protocols (Box 5.10.2b). Prepare a passage that you have never read. **Procedure:**

1. Introduce the idea of think-aloud protocols (i.e., saying aloud the thoughts that occur to you while doing a task).
2. Demonstrate a think-aloud protocol by reading the passage aloud while the child reads the passage silently with you. While reading, pause to tell the child, in as natural a fashion as possible, what you are thinking. At the conclusion of the demonstration, encourage the child to add any thoughts that occurred to him/her during the reading.
3. Let the child choose a passage and practice thinking-aloud. Then you add some thought after he/she finishes.

Extension:

- Davey (1983⁶) suggested a post-reading checklist for learners to report the kinds of strategies they were implementing while reading. Make a checklist using some or all of the strategies in Box 5.10.2a.

Tips:

- This activity could be difficult in the beginning for both adults and children.
Practice makes perfect.

Contributed by: *Neil J. Anderson, Brigham Young University, USA*

Box 5.10.2 a Reading Strategies List

Basic Reading Strategies

Predicting the content of a passage or section of the text

Asking questions while you read and then looking for the answers

Looking for the main idea(s) to help you comprehend the entire text

Guessing the meanings of unfamiliar words or phrases

Linking what you know in your first language with words in English

Relying on what you already know to improve your comprehension

Picturing scenes in your mind to help you remember and understand your reading

Evaluating what you have learned and how well you are doing to help you focus your reading

Setting goals for yourself to help you improve areas that are important to you

Other Cognitive Reading Strategies

Concentrating on the grammar of unfamiliar constructions

Analyzing theme, style, and connections to improve your comprehension

Distinguishing between opinions and facts

Breaking down large phrases into small parts to help you understand difficult passages

Creating a map or drawing of related ideas to help you understand the relationship between words and ideas

Writing a short summary of what you read to help you understand the main ideas

Expanding your vocabulary and grammar to help you increase your reading

Other Metacognitive Reading Strategies

Making lists of relevant vocabulary to prepare for new reading

Working with classmates to help you develop your reading skills

Taking opportunities to practice what you already know

Other Compensating Reading Strategies

Taking notes to help you recall important details

Trying to remember what you understand from a text

Reviewing the purpose and tone of a text

Reviewing key ideas and details

Using physical action to help you remember information you have read

Classifying words into meaningful groups to help you remember them

⁶ Davey, B. (1983). Think Aloud – Modeling the cognitive processs of reading comprehension. *Journal of Reading*, 27, 44-47.

Box 5.10.2b Sample Think-Aloud Protocol

An intermediate level EFL student, Chikako Kumagai, recorded this protocol (edited for length) while reading a book aloud. Her comments are in brackets. (Provided by Julian Bamford, with the student's permission.)

(She looks at the front cover)

The *Lost World* by Sir Arthur Conan Coyle

[Maybe it's like, ah, it reminds me, ah, movie of Jurassic Park; The lost world.]

(She opens the book)

A note about the A..

[It might be about the author's story. I don't like reading.]

(She turns the page)

1

[It's Chapter 1]

I Meet Professor Challenger

[Maybe it's a story about the school because of the Professor Challenger.]

My name is Edward Malone. I have a very strange and wonderful story to tell.

[Maybe it talk about an interesting story.]

...

In 1912, I was twenty-three years old.

[He's like almost my age.]

I was working as a reporter for a newspaper in London.

[I want to know what newspaper that he wrote in.]

...

The name of the newspaper was *Daily Gazette*.

[I don't know the Daily Gazette.]

My boss at the *Daily Gazette* was called Mr. McArdle.

[This McArdle name seems like a British name.]

....

I worked hard and enjoyed my job.

[I envy that he enjoyed his job.]

One morning Mr McArdle called me into his office. He was reading one of my news reports.

[I'm wondering what the news report is.]

'Congratulations, Malone said Mr McArdle. 'You are doing some very good work.'

I was pleased that Mr McArdle liked my work. Then I said, 'But I want to ask you something.'

'What is it?' said Mr McArdle.

'Well', I said, 'I was thinking...please, Mr McArdle, could you send me on an adventure?'

[I don't get that. He asked the Professor that he want adventure so suddenly.]

'An adventure!' said Mr McArdle. 'What do you mean?'

[This is the beginning of the adventure story. This is the story of how this reporter go to adventure. And when I first saw the title The Lost Word I guessed that it might be a movie of the Lost World but from this information it's not like the movie of The Lost World story. It might be totally difference story.]

5.10.3 Literary Devices

Children look for examples of alliteration, rhyme, metaphor, and simile in their reading.

Level: Low intermediate to advanced (most useful at higher levels)

Aims: To deepen children’s understanding of and appreciation for the most common literary devices; metaphor, simile, and alliteration and rhyme; to increase vocabulary knowledge.

Preparation: Reacquaint yourself with alliteration, rhyme, metaphor and simile so you can introduce them to your child. Look through books to find one or two examples each of metaphor, simile, alliteration and rhyme.

Procedure:

1. Introduce alliteration, rhyme, metaphor and simile to your child using their L1 (Chinese), give some examples in both Chinese and English.
2. Write down these four devices on a piece of paper.
3. Look through the book(s) together to find some examples of these literary devices. Write the examples under the right categories.

Tips:

- Other common literary devices include: assonance (alliteration of vowels), symbolism, rhetorical questions, hyperbole, repetition, contrast and oxymoron.

Contributed by: *Richard R. Day, University of Hawaii, USA*

Definitions and examples of Alliteration, Rhyme, Metaphor and Simile

Alliteration: the repetition of a word’s beginning sound in two or more neighboring words. For example, *the sweet singing of the sparrows in the spring*.

Rhyme: A word that is identical to another in its terminal sound. For example: *So the Witch read the letter with a cackle of glee while the Postman read the paper but left his tea. (It was green!)*

Metaphor: Applying a word or phrase to an object or concept but not in its literal meaning For example, *His father is a rock*. Of course that person’s father is not actually or literally a rock but is perhaps seen as strong, stable, and maybe stubborn.

Simile: Comparing two objects or concepts that are not similar to one another. A simile is usually introduced by *like* or *as*. For example: *His love for her was as deep as the ocean*.

5.11 Increasing Reading Rate

5.11.1 Timed Repeated Readings

Children read the same material three times, reading further (i.e., faster) each time.

Level: Any

Aims: To build children’s confidence in their ability to increase their reading speed.; to aid both the parents and the children in assessing the impact of extensive reading on reading fluency.

Preparation: Have available a stopwatch or a watch with a second hand. Prepare a book at an appropriate level – not too hard or too easy.

Procedure:

1. Explain to the child that he/she will read the same material three times for a minute each time. Tell him/her to read at a comfortable speed, not too fast but not too slowly. When the child is ready (books are open, the child is paying attention), tell the child to begin reading. At the end of one minute, tell him/her to stop reading and to write a small 1 in pencil over the last word that he/she reads.
2. Tell the child to go back to the beginning of the passage that he/she just reads and read it again. At the end of one minute, tell the child to stop reading and to write a small 2 over the last word he/she reads.
3. Repeat this procedure a third time, ask the child to write a small 3 over the last word.
4. Then the parent repeats the steps 1-3.

Tips:

- Advanced children can read for a longer period, e.g., for two or three minutes.
- A tape recorder could also be used, with the child making a recording of herself or himself calling out the on-minute intervals.

Contributed by: *Jana Harper Makaafi, formerly of Brigham Young university – Hawaii, USA*

5.12 Developing and Consolidating Vocabulary

5.12.1 One a day

Every day, children and parent select and record on a card one unknown word individually from their reading and then add information to aid them in learning the word.

Level: Any

Aims: To help children (and parent) develop their vocabulary

Preparation: Have enough 3X5 inch index cards (or slips of paper) to give one to the child and then keep one for the parent himself/herself. Have a dictionary available for use.

Procedure:

1. After the reading, ask the child to choose one word he/she has encountered that he/she needs to look up in the dictionary. Give the child an index card. Have the child write the word on one side. On the other side, the child writes the definition and a sample sentence (preferably one in which the word appeared in their reading). The parent does the same.
2. Tell the child to choose one unknown word from your reading each day to look up and record on a card. And the parent does the same.

3. Once a week, the parent and the child exchange your vocabulary cards and orally quiz each other. One reads the word aloud; the other must provide the definition and use the word in a sentence.

Tips:

- You may also write the word's pronunciation, its first language equivalent, and any other information you would like on the side of the card with the definition and sample sentence.
- Initially, you should quiz each other on all of our vocabulary cards. Later on, as the number of cards increases, set a word or time limit.
- You can put words you have mastered on the bottom of your vocabulary stack or to remove them from the stack. Then focus on words you are having difficulty learning and words you especially need to know.

Contributed by: *Anthony Silva, Kapiolani Community College, USA*

Anthony writes: "Evidence suggests that vocabulary is acquired through multiple exposures to words in context. But unless children have a method of measuring their progress, they may fail to see the connection between extensive reading and vocabulary development. This activity addresses that need in a way that does not compromise the development of reading fluency, yet provides a systematic individualized method of vocabulary development."

In the initial stages, this activity will be fairly easy; however, after only six weeks children may be juggling from 30-40 words at various stages of knowledge. Individual study and regular administration of the quizzes will ensure the recycling of vocabulary items. Tight monitoring of the one-a-day prescription also helps make the activity successful."

5.12.2 Vocabulary Journal

Children select and record in a notebook unknown words from their reading and then add information to aid them in learning the words.

Level: Any

Aims: To help children expand existing vocabulary knowledge and acquire new vocabulary.

Preparation: None

Procedure:

1. Tell the children that you can accelerate your vocabulary learning by keeping a vocabulary journal.
2. After the reading, scan the book and choose five to ten new or unfamiliar words that they consider important.
3. Record those words in a vocabulary journal. The journal can be input on a computer

or written in a notebook. For each entry, you should record all or some of this information:

- the new vocabulary item (a word or a phrase)
 - the source (the name of the book, etc.), the page, and the date that the word was encountered
- Some indication of its meaning (e.g., a gloss, a definition, a synonym)
- the sentence in which the vocabulary item was initially encountered
- any other information that might be relevant and appropriate

Tips:

- Parents should keep your own vocabulary journal. Remember, you are the role model.
- Do not record more than 10 words each time.
- Let the child design their own journal cover and the column style.

Contributed by: *Richard R. Day, University of Hawaii, USA*

5.12.3 Vocabulary networks

Children learn about the vocabulary map and dictionary skills.

Level: Any

Aims: To present and practice groups of related words; to practice using dictionaries.

Preparation: Make available a bilingual or picture dictionary.

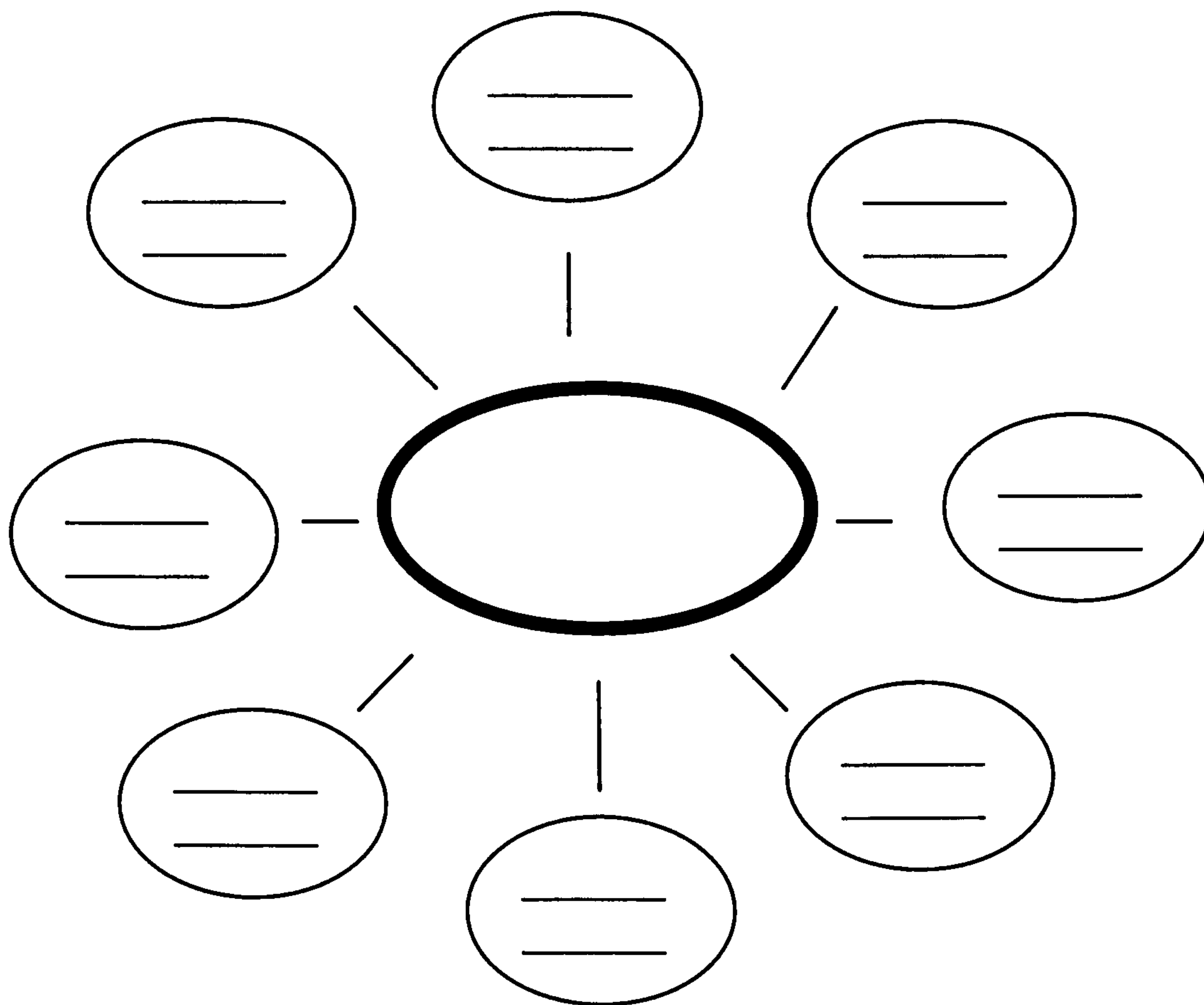
Procedure:

1. Make a copy of the diagram or draw it on a big piece of paper.
2. Write the topic in the middle circle in English, and then ask the child to put a word in his/her first language (related to the topic) on the bottom line of each of the outer circles.
3. Then, help the child to fill in the English translations on the top lines of the outer circles. As you run out of ideas, turn to the dictionary.

Tips:

- As always with translation and dictionaries, you need to be careful that the translation is appropriate.
- Although translation is seen old-fashioned, it still has its value, if used appropriately.

Contributed by: *Martin Melia for original idea, Sarah Philips "Young Learners" (1993 OUP).*



5.12.4 Odd words out

Children are given sets of words and have to decide which of the words does not fit in the set..

Level: Any

Aims: To practice using criteria to define items; word families

Preparation:

Make about ten sets of four or five words, with one 'odd word out' in each set. The words may be 'odd' for a number of reasons, for example:

Thematic: *cat, fish, flower, dog*

Sound: *cat, dog, hat, fat*

Grammatical: *jump, think, swim, fast*

Shape/size: *mouse, ant, frog, elephant*

At first the 'odd' words should be obvious, but as the children get used to doing this kind of task you can make the 'odd' word more subtle. You will often find that the children come up with perfectly reasonable suggestions that you have not thought of.

For example, in

Strawberry, apple, cabbage, banana

you could say the odd one was the cabbage because it is a vegetable, or the banana because it is not round, or the strawberry because it is small! All are quite acceptable, as long as the children can justify their answer.

Procedure:

1. Use a set of words and ask the child to tell you which is the odd one out. Make sure he/she explains his/her reasoning to you, either in English or in the L1.
2. When the child has understood the concept give him/her the rest of the sets of words.
3. Check the answers and listen to the child's explanations.

Variation:

- After the child has understood the idea, you can also ask him/her to write ten sets of words so that you can test each other and see who is doing better.

Tips:

- This simple activity requires the child to use the concepts of categories and criteria.

Contributed by: *Sarah Phillips "Young Learners" (1993, OUP).*

6. Questions and Answers

6.1 What do I do if my child and I have different opinions about the reading methods and books?

The question is simple – let your child decide. After all, it is he who is learning the language. When you become the main focus of learning, then you can decide your ways of learning and the books.

6.2 How do you help a reluctant reader? I want to help give back the pleasure to my son who's beginning to find reading is just a task.

Your son may have been feeling that reading is just about getting the words right. There are a lot of children who learn to read but who don't choose to read. It's important to take the pressure off and show that reading can be fun. You can easily do this by sharing books with your son and reading to him, as well as expecting him to read to you. Many parents stop reading to their children as soon as they can read for themselves, but it is really important to go on reading aloud to children and exploring new books – even when they're eight, nine or ten. Take time to talk about the books together and go back to favorites. Your son may also need some help with choosing new books if he's bored with his current reading (Barrs and Ellis 1998).

6.3 When my child picks up a new book to read to us she really struggles. Why?

It's always hard for any reader adult or child, to read aloud 'cold' without knowing the tune and rhythm of a text. It would help enormously if you read all or part of it aloud first to give her an idea of how the story goes. Make the first reading of the book a pleasurable opportunity to get to know it and to spend time talking about parts that your child finds interesting (Barrs and Ellis 1998).

6.4 How can I help my child when she makes mistakes?

To read confidently and fluently, children need to take risks and make mistakes and they need the space to do this. They learn by noticing and correcting their own errors, and this takes time. Children's confidence in themselves as readers can be undermined if adults jump in each time the child stumbles over a word. It's often more helpful to give occasional prompts, or a word, in order to keep the story flowing (Barrs and Ellis 1998). [Read also 3.3.4]

6.5 Other children are doing better than my child. What can I do?

First of all, learning to read is not a race, and you must be careful not to get too competitive on your child's behalf. Remember how different children are in learning to

talk and learning to walk; learning to read is a bit like that. Children will vary in how rapidly they take on reading, and worrying about this is not likely to help them. In fact, if you are communicating your anxiety to your child, you may be making him anxious too, and this will not improve the situation. All that being said, if you still feel that your child is progressing much too slowly compared with his age group, then you do need to signal this quite strongly to the teacher and hear what she advises. You can help by ensuring that you read with your child every day, encouraging him to join in as much as he can. He may simply need a lot more experience of reading (Barrs and Ellis 1998).

6.6 When my daughter reads aloud, I notice that she leaves out many words.

Does this matter?

I don't think so. She is only doing what we all do. We very rarely read every word and in fact we can understand sentences where some of the words are missing. Tell your daughter first to read it as she normally does and when she knows what it is about, she should read it again, this time concentrating on expression and accuracy as well as the meaning (Solomon 1990:43).

6.7 My child never seems to remember what he has read. When I ask him to tell me what a book is about he says he's forgot. How can I improve his memory?

This might not be a memory problem. Most open-ended questions asked of children meet with similar responses. How often do you ask your child, 'What did you do at school today' and the response is, 'I can't remember,' or 'Nothing.' It isn't that he has really forgot. It may be that he wants to be left alone, or that he feels you don't really want to know or perhaps he doesn't have enough information to build on and needs a question that is more specific. The same is true when asking children about the books they have read. You can try and be more specific in your questions, but also ask yourself why you are questioning your child about a book. Often children feel anxious about being questioned on what they have read. They get enough of that at school. Leave the comprehension questions and story analysis to the classroom and let your child enjoy books at home without worrying about an interrogation (Solomon 1990:60).

6.8 Can I help if I can't speak the foreign language well?

Language content is only part of the package needed for learning a FL. Shortcomings in your spoken language can be compensated for by use of some of the better audiovisual materials available. For success, your child also needs your:

- regular time;
- patience;

- encouragement and praise.

For success, you need to understand:

- the role you played in helping your child learn his own language;
- how children learn a foreign language

Children learn by imitation. The first accent they hear spoken in a foreign language will be their first model. However, children are flexible and capable of altering their pronunciation to match the different models they hear. They are in fact capable of speaking several dialects in their own language. They can do the same in a foreign language. Don't underestimate them and don't judge them by adult standards.

(Dunn 1994:18)

6.9 I'm not a trained teacher, does it matter?

- You taught your child to speak his own language, and you can help your child with the first stages in a foreign language.
- Your support, encouragement, and praise are vital for his success.
- You can plan opportunities to match your child's interests and learning needs.
- You can see that he is surrounded by positive attitudes to learning a FL.
- What you don't know you can manage to find out from, e.g., TV, a course, or internet surfing.
- What you feel you can't do well you can supplement (Dunn 1994:155). You can use audiocassettes, videocassettes, CD-ROMs, and CDs. The range available is continually increasing and access is getting easier.

6.10 Would it be better to begin with a native speaker?

Getting the right pronunciation is only a small part of learning a FL correctly. The other factors are:

- developing positive attitudes;
- being motivated;
- matching learning needs;
- developing language through parentese language skills

The native speaker may not get these other factors right, as she won't know your child as well as you. She may not get her level of language right for your child, and your child may find understanding the foreign language more difficult, as it entails learning new language accompanied by new body language. The native speaker may use teaching techniques common in her country but different from the way young children learn language. She may not be used to using parentese techniques in teaching.

It may be better to introduce a native speaker only when your child has some grounding and confidence in the foreign language. In the meantime you can use recorded material to support your spoken language.

It is important not to get over-anxious about letting children hear only the standard accent in the foreign language. A form of Global English is emerging, which uses of a form of spoken language that can be understood worldwide. Children need to be able to communicate – in other words, to be understood and to understand. Once they can do this, they can alter their accent to fit their needs. Parents underestimate children's ability. They are very good at it in their own language and can do the same with foreign accents, too (Dunn 1994:50). [Read also 3.4.6]

6.11 What do I do if he isn't interested?

Assess what you are doing. Are you getting it right?

- Is it fun?
- Are you using language he can use?
- Is it purposeful?
- Can he and others see his progress? Are you providing him with opportunities to show off his attainment?

Remotivate him by some exciting new project (Dunn 1994:86).

6.12 How much material should children read?

Extensive reading means reading a large amount in the L2. The answer is therefore that, if the goal of the reading is to become fluent readers, children should read as much as is reasonably possible. One of the considerations for beginning L2 reading is how long the children can read pleasurably before losing interest. Beginners obviously cannot read for as long as more advanced learners. It is not only that they read more slowly, they get tired more quickly. A beginner will perhaps have had enough after 20 minutes, where a more advanced student may not feel like stopping reading for an hour or more.

David Hill's rule of thumb – a book a week if the books are short and simple – is a good point of departure when formulating reading targets. One book of language learner literature at the lowest level can perhaps be read by a beginning-level student in about 15 minutes. Such a book contains about 16 pages of text. An intermediate-level book (60-70 pages) might take about 2 hours to read, and an advanced-level book (80+ pages and smaller print) about 3 hours (Day and Bamford 1998:84; Yu 1999:67-71).

6.13 At what level of difficulty should children read?

It is a good idea for students to begin by reading very easy books (home-run book experience / bookstrapping hypothesis [Read 2.2]). This will quickly build

confidence and make it easier for them to begin to build both sight and general vocabularies. Reading in the L2 directly without translation and without struggle will likely be a new experience. Reading very easy material, at the *i minus 1* level, builds confidence and makes it clear to learners that this is a different kind of reading practice from what they are probably used to.

As learners develop their language and reading competence, it is important that they ladder up. By this is meant that the level of materials the children read is in concert with their developing linguistic and reading competence. Material that was once beyond a learner's capacity gradually becomes *i minus 1* as their *comfort zone* expands. Gradually, laddering up occurs because children are allowed to select their own material according to their interests. They have an incentive to ladder up because, as a rule, the higher the level, the more interesting the books.

Children doing extensive reading do not always follow a straightforward, upward path, however. They sometimes move randomly between levels because switching back and forth between levels is a natural phenomenon and should not be discouraged. They read different levels at different times or for different purposes, even for their interests

(Day and Bamford 1998:84). [Read also 3.4.2 about *the Macho Maxim of second language reading instruction: no reading pain, no reading gain.*]

6.14 Should learners use dictionaries while reading?

Part of fluent and effective reading involves the reader ignoring unknown words and phrases or if understanding them is essential, guessing their approximate meaning. Fluent reading is hindered by a reader stopping to use a dictionary. If learners have the option of looking up words, then inevitably conscientious learners will feel that they have to look up more and more words in order to understand the text 'properly.' Therefore, learners must break the habit of looking up every unknown word

However, there is a useful technique for motivated learners who are reading more difficult books for pleasure and are also aiming to build their vocabularies. They simply mark the words that they do not know as they encounter them without interrupting their reading to check the meaning. At the end of a chapter, they go back and look up some of the words. For most learners, 3 or 4 words per chapter is a reasonable number of words to check. Learners then continue reading the next chapter in the same way. Reading is undisturbed and frustration is dealt with. Hindsight may also help the learner better decide which words are more important to understand and which ones can be ignored (Day and Bamford 1998:93).

6.15 What should learners read?

It depends on the level of your child. Since most language learners are at low levels of ability, graded readers, books or magazines written for language learners at different ability levels from beginners upward, can be considered (Bamford and Day 2004:205). It is also very good to allow your child to read a wide variety of topics and genres because when he/she reads different topics or genres, he/she can practice different reading skills.

6.16 How can I help my child choose reading material he/she can understand and enjoy?

You should help your child find the reading level at which he/she can read comfortably and fluently. Ideally there should be few unknown words in the material that students read extensively. You can suggest that when reading material is not marked for level, your child use the “rule of hand” procedure to find material he/she can understand (Bamford and Day 2004:206). [Read also 3.4.2]

6.17 How can I introduce my child to extensive reading?

Explain to the your child what extensive reading is and why the he/she is being asked to do it. Then explain how to read extensively, particularly noting that dictionaries should be avoided in the interests of reading fluency and that a general, less than 100 percent understanding of what is read is appropriate for most reading purposes. Emphasize that there will be no test after reading. Explain that you are interested in his/her personal experience of what you read, for example, whether he/she finds the material enjoyable or interesting, and why (Bamford and Day 2004:207).

6.18 How can I encourage my child to read?

The foundation is parent attitude and example. If you regularly schedule reading periods at home, you are demonstrating the importance you attach to reading. Explain its benefits. The activities in the guidebook give further ideas for encouraging reading. And by using any of the activities in this book, you are encouraging reading.

If you read, if the child sees you reading, and if you read the same books that the child is reading extensively, it is the greatest encouragement to the child (Bamford and Day 2004:207).

6.19 What should the child and parent do after they finish reading?

If language learning is the goal, set aside time for activities that involve the reading that

students are doing. Depending on your goals and focus, select suitable activities from different parts in activity section of this book (Bamford and Day 2004:208).

6.20 Is light reading enough?

It can be argued that light reading is not enough, that in order to master the academic language one needs to read truly challenging texts. This is of course true. Krashen (2004a) claims that light reading is a bridge to heavier reading, that it supplies the competence necessary to understand challenging texts. The usual practice in foreign language education is to force students to jump from elementary level courses where they read only simplified texts to very demanding texts. Light reading is the missing link, a conduit to heavier reading.

There has been no research in this area in second language acquisition, but it has been shown that developing (high school) readers in English as a first language typically do not stick with only light reading; they gradually expand their reading interests as they read more (La Brant, 1958, cited in Krashen 2004a).

7. Links to useful information and websites

7.1 Useful links

• Bookshops:

1. 網路書局 <http://ppsc.pme.nthu.edu.tw/~treeted/book.htm>
2. 亞馬遜書局台灣授權合作網站 www.az.com.tw
3. 敦煌書局 <http://www.cavesbooks.com.tw/>
4. 書林出版社 http://www.books.com.tw/publisher/001/bookman_bookman.htm
5. 文鶴出版社 www.crane.com.tw
6. 博客來網路書店 <http://www.books.com.tw>

• English storybooks:

1. RIF, UK
<http://www.literacytrust.org.uk/rif/index.htm>
2. Real Books
<http://www.realbooks.co.uk/>

• Family literacy:

1. National Institute of Child Health and Human Development
http://www.nichd.nih.gov/crmc/cdb/AFL_workshop.htm
2. Goodling Institute for Research in Family Literacy
<http://www.ed.psu.edu/goodlinginstitute/>
3. National Center for Family Literacy

<http://www.famlit.org/>

4. Reading: Research About Effective Literacy Instruction

<http://www.literacy.uconn.edu/resart.htm>

5. National Literacy Trust

<http://www.literacytrust.org.uk/Research/parentsabstracts.html>

• **Family reading: 親子共讀網站**

1. 兒童文化館: 繪本美術館

<http://children.cca.gov.tw/children/gallery/illustrator/roots/>

2. 毛毛蟲兒童哲學基金會

<http://forum.yam.org.tw/women/group1/>

3. 談兒童閱讀與親子共讀 陳英梅

<http://www.ksml.edu.tw/cmenu/read/club/058/5815.htm>

4. 談兒童閱讀活動 賴苑玲

<http://lib.ntctc.edu.tw/info/info33/info33-1.htm>

5. 海闊天空教育網

<http://www.lcenter.com.tw/sitemapon.asp>

圖畫書的閱讀與分享—劉清彥老師主講

<http://www.lcenter.com.tw/media/childlist.asp>

閱讀與腦部發展—洪蘭教授主講

<http://www.lcenter.com.tw/engine.asp>

共讀的傳奇—談兒童深度閱讀理論與實作—凌拂老師主講

<http://www.lcenter.com.tw/engine.asp?searchString=凌拂>

• **‘Extensive Reading’ and ‘reading’:**

1. www.extensivereading.net

2. Edinburgh Project on Extensive Reading (EPER) www.ials.ed.ac.uk/eper.html

3. 詹偉佳 閱讀活動在國小英語教學的應用

<http://www.nioerar.edu.tw:82/basis3/38/a3.htm>

• **On-line resources for young learners**

1. KidsClick!

www.kidsclick.org

2. Yahoooligans

www.yahoooligans.com

3. AJKids

www.ajkids.com

4. For Kids

www.4kids.org

5. ThinkQuest Library

<http://www.thinkquest.org/library/index.html>

6. BBC

<http://www.bbc.co.uk/cbbc>

7. WebGuide of “Children Learning English by Jayne Moon)

<http://www.teacherdevelopment.net/Books/webguides/children-learning-english-webguide.htm>

- **PaELL Information and Resources for Parents**

<http://www.paell.com/engpar.html>

- **On-line support for research**

(The following list of on-line support is suggested by Gail Ellis in English Language Teaching 24th National Conference for Teachers of English British Council presentation 2005: How to tell a good story!)

IATEFL Young Learners SIG: www.countryschool.com/younglearners

Stories from the Web: <http://www.storiesfromtheweb.org/sfwhomepage.htm>

Read and Respond series, Scholastic: www.scholastic.co.uk

Literature Units from Teacher Created Materials: www.puffin.co.uk

Lesson notes and activities from Puffin Books: www.puffin.co.uk

Reviews and ideas for teachers and parents: www.realbooks.co.uk

Language Assistant (see Primary Tips):

<http://britishcouncil.org/languageassistant/index.html>

Magic Pencil: <http://magicpencil.britishcouncil.org/education/supportmaterialselt/>

- **Nine-year Joint Curriculum Outline -- English version**

(http://216.239.59.104/search?q=cache:Ru63b4RV27sJ:teach.eje.edu.tw/edu_resource/01/01.doc+General).

- **Nine-year Joint Curriculum Outline -- Chinese version**

8. Recommended reading list

8.1 For children

- Nonie's favorites:

- The Doorbell Rang (Puffin)
- I Know An Old Lady Who Swallowed A Fly (Child's Play)
- Rosie's Walk (Puffin)
- The Snowman (Puffin/OUP)

- Not Now, Bernard (Red Fox)
- Meg And Mog (Puffin)
- Don't Forget The Bacon! (Puffin)
- The Very Hungry Caterpillar (Puffin)
- Knock, Knock, Who's There? (Puffin)
- The Elephant And The Bad Baby (Puffin)
- The Shopping Basket (Picture Lions)
- Funnybones (Puffin)
- Frog And Toad Together (Tadworth)
- In A Dark, Dark Wood (Arnold)
- Princess Smartypants (Puffin)
- The Jolly Postman (Heinemann)
- Where The Wild Things Are (Puffin)
- I Will Not Ever Never Eat A Tomato (Orchard Books)
- Jim And The Beanstalk (Puffin)
- The Cat in the Hat/Fox in Socks (Collins)

8.2 For parents

Help your child with a foreign language by Opal Dunn (Berlitz)

The following books are suggested by Nicky Solomon (Help your child with reading 1990:91-92)

The read Aloud Handbook by Jim Trelease (Penguin)

Reading and Loving by Leila Berg (Routledge & Kgan Paul)

Parent, Teacher, Child by Alex Griffith and Dorothy Hamilton (Methuen)

Book Talk by Aidan Chambers (Bodley Head)

The Good Book Guide to Children's Books (published annually) edited by Bing Taylor & Peter Brathwaite (Penguin)

Puffins for Parents by M. Robinson (Penguin)

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Appendix

Appendix 1 A transcript of a live English classroom (吳雅慧 2001:117-123)

逐字稿轉譯之代碼

symbols	Meaning
T	Teacher (Instructor)
Sa	All students
Ss	Some students
S1	Student No.1 (號碼以此類推)
....	Incomplete sentence; no response
()	Body movement/language; description of non-oral behaviour
“ ”	Dialogue/conversation in texts
_____	Activities 教學活動配合
-----	Pause
S Right	All students from the right side of the classroom
S Left	All students from the left side of the classroom
SL	Class leader

教室觀察紀錄範例 (89/03/22 錄音逐字稿)

時間：8:40am---9:20am 班級：四年甲班

地點：仁仁國小英語教室 科目：英語科

教材：Cool English，Book 3

代碼	教學活動 (師生言談互動)	概念摘取
	(課堂開始前，老師先帶領學生複習黑板上的句子)	環境標語
T	OK! Let's try. "Are you ready?"	複習常用句子
Sa	"Are you ready? " 你準備好了嗎？ (學生看著黑板上的字唸)	
T	"Go! Go! Go!"	
Sa	"Go! Go! Go!" 加油	
T	"Call you soon!"	
Sa	"Call you soon!" 很快回電給你！	
	(在此之後，老師正式上課)	
T	(老師喊了一聲) Attention!	學生專心聽
Sa	(全班起立站好， 由班長喊口令)	
SL	Bow!	
Sa	Good morning, Miss ○○○.	
T	Good morning. How are you today?	老師問候

Ss	I am fine. I am fine. (零落的幾聲回應)	學生回應
T	Are you all fine?	老師進一步問候
Ss	Yes. (幾位學生回應)	部分學生回應
T	OK! Sit down. (老師拿出幾張圖片) All right. Look at the picture. "Where is the bat?"	圖片展示、提問
Ss	Under the backpack. Under the... (部分學生回應，部分學生仍未進入狀況，和同學交談，拿鉛筆、課本等)	學生未專心
T	The bat is... (邊說邊提示學生)	老師提示
Sa	The bat is under the... (學生回答不完全)	學生回應不完整
T	The bat is under the backpack.	老師覆述
Sa	The bat is under the backpack.	學生齊聲回應
T	Very good!	老師讚美鼓勵
T	(老師show出另一張圖片) Where is the bat?	圖片展示
Ss	The bat is in the backpack.	學生正確回應
T	Very good!	老師讚美
T	Where is the bat?	老師提問
Sa	The bat is on the backpack.	全班學生回應
T	Good.	老師讚美
T	And where is the bat?	
Sa	The bat is near the backpack. (老師拿出一本書和sunglasses向學生提問)	老師提問與學生回應、實物呈現
T	What are these? (老師拿出sunglasses提問)	
Ss	Sunglasses. (部分學生回答)	
T	Where are the sunglasses?	
T/Ss	The sunglasses are under the book. (老師一旁輔助學生將句子說完整)	老師協助
T	Where are the sunglasses?	重複練習
Sa	The sunglasses are on the book.	
S1	(學生提問) 老師，為什麼sunglasses要用複數？是一個還是兩個？	學生自發性提問
T	A pair of, 是一副。因為是兩個鏡片，所以用複數。(老師細心解說)。And where are the sunglasses?	老師解說
Sa	The sunglasses are near the book.	
T	OK! Very good.	
T	(老師再將sunglasses放在S1同學頭上，向全班提問) Where are the sunglasses?	老師提問
Ss	The sunglasses are on his head.	
T	All right. Please open your book. Page 10. Read the dialogue. Did you read it? 回家有沒有聽？(老師意指回家有沒有聽錄音帶，但無人回應)	學生未回應

T	(老師開始帶大家唸) OK! Let's try.	對話練習、學生齊聲念
T/Sa	"Mom, where is my watch?"	
T/Sa	"Is it in your desk?"	
T/Sa	"Yes, here it is. And where is my sunglasses?"	
T/Sa	"I don't know."	
T/Sa	"Oh, it's late. Look at you! They're on your head. How stupid of me! Bye-bye!"	
T	Very good. OK! Page 11. (句型練習)	單數、複數句型練習
T/Sa	"Where is my watch?"	
T/Sa	"Where are my sunglasses?"	
T	If I say "watch", you say "where is my watch?". If I say "sunglasses", you say "where are my sunglasses?". OK! Let's try. (練習are/is)	老師說明
T	Sunglasses	單、複數練習
Sa	Where "is"/are my sunglasses? (學生有人回答is, 有人回答are, 老師一旁修正)	
T	Watch	
Sa	Where is my watch?	單、複數練習
T	Books	
Sa	Where are my books?	
T	Pencil	
Sa	Where is my pencil?	
T	If you only have "one", where "is"OK! More than one, one, two, three, four, five... "are" OK!	老師說明講解
T	(老師show出一張世界地圖, 學生們表現好奇, 看著map一直和鄰座的同學討論) All right. Attention, please. What's this? (老師拿著map提問)	地圖呈現、學生對此反應良好, 並熱烈討論
S3	A map. (S3學生回答)	學生自發性回應
T	(老師並且將map貼在黑板上) All right. Attention. "Where is Taiwan?" (老師提問, 要S4指出) Come here. (對S4說)	老師指定學生回應
S4	(上前指出)	
T	Right, here. (老師指著台灣的位置)	
T	Where is China? Mainland China? (老師要S5指出)	老師提問
S5	(S5在地圖前猶豫了一會, 老師給予提示) China, Mainland China. Taiwan is near China.(此時有同學在一旁說「中國」, S5則指出位置)	老師給予提示
T	Where is the U.S.A.? The United States? (此時多位學生舉手想回答, 老師則指名舉手的S6回答)	老師提問、指定學生回應
T	You know the U.S.A.? (對S6說)	
S6	(指著圖上U.S.A.的位置, 黃色的部分)	學生回應

T	The yellow part. This is Canada. (老師指著美國北部的國家， 一併做說明) And this is the U.S.A. (指著美國的位置)	老師補充說明、學生專注地看
	(此時學生們熱烈地討論地圖上他們所知的國家)	
T	Where is Japan?	老師提問
Ss	日本、日本，Japan (此時S3同學舉手回答)	學生反應多
S3	(指出地圖上紅色的部分)	
T	The red part....Japan. Good!	老師讚美
T	OK! Japan. (老師帶領大家唸一次，指著圖上的位置)	
Sa	Japan.	
T	Where is Korea?	老師提問
Sa	(沒有人知道，也沒有人回應，只聽見有些人覆述 Korea、Korea，也有人猜測)	學生未回應 學生猜測
T	Korea is near Japan. (老師給予提示)	老師提示
S1	是新加坡嗎？	學生自發性提問
T	That's Singapore, not Korea.	老師指正
T	Wait....., let me think of a song.(老師想起一首代表韓國的歌——「阿里郎」，並哼出，以作為提示，學生也靜靜地聽)	老師以歌曲提示
Ss	(學生聽到這首歌，開始猜測)「荷蘭」、「印度」...	學生猜測
	(一直未能猜出)	
T	It's near Japan. (老師再做提示，此時S13回應)	老師提示
S13	韓國	學生正確回應
T	You know where Korea is? Korea is near Japan. (老師指出) OK! Korea.	
Sa	Korea. (覆述一次)	學生覆述
	(此時S5、S7上課不專心，老師罰他們站在教室後面)	
T	Do you know where the Australia is? Anyone knows?	老師提問
S8	(部分同學仍唸著Australia，而S8率先舉手，並上前指出正確位置)	學生自發性回應
T	嘿！Very good. (老師請學生回座，再show出地圖卡，學生們回答)	老師讚美
Sa	Taiwan. (老師拿出的第一張地圖卡，學生們大聲回答)	老師呈現圖卡、學生回應大聲
T	(老師拿出第二張地圖卡——Japan)	
Ss	Japan (部分學生認出日本的形狀)	
T	(老師拿出第三張地圖卡——Korea)	
Ss	Korea	
T	韓國古稱「高麗」，有沒有聽過？	老師補充說明
Ss	沒有 (部分學生回答)	
S15	“巴黎”(以為是巴黎)	
T	(老師拿出美國的地圖卡)	

Sa	美國，U.S.A.	
	(此時學生回應聲太大、太吵，老師做出反應)	
T	Quiet! OK! “Japan”是什麼字母開頭？	老師提問
S16	“J”	學生自發性回應
T	OK! Very good. (老師將本單元提到的國家地圖卡show出來，讓學生認出國家)	老師讚美
T	Which one is Japan? One, two, three, four, five. (將地圖卡編號)	圖卡配對遊戲
Sa	Five, five. (學生回應的音量大)	學生回應大聲
T	Very good. J-A-P-A-N, Japan.	拼字練習
Sa	J-A-P-A-N, Japan.	
T	Which one is Taiwan? Which one?	圖卡配對遊戲、 老師提問
T/Sa	One, two, three, four. Four. (師生共同指出)	
T	Now, this is... .. (老師拿出Korea圖卡)	
Sa	Korea. (學生知道答案，爭相大聲說出)	
T	K /k/ Korea.	發音練習
Sa	K /k/ Korea.	
T	Which one is the U.S.A.?	老師提問
Sa	One, one. (指出編號1)	
T	The U.S.A.全名是the United States of America.	老師補充說明
S1、 S9、 S10	One, one, one, one. (三人一直高聲叫著one的答案，顯得有些吵雜)	學生吵，老師告誡
T	要說說一次就好，不要大聲叫，這樣很吵！(老師告誡)	
T	(老師show出Australia的地圖卡，請S11唸)	老師指定學生回應
S11	Australia.	學生回應
T	Very Good. (接著老師show出Michael Jackson的照片) Do you know him?	照片展示、學生對照片人物感興趣
Ss	(部分學生猜測) Michael... ..，貓王... ..	學生猜測
T	Michael Jackson.	
Ss	YA! (部分學生猜對而做出反應)	學生高興的反應
T	M /m/ Michael, J /d / Jackson.	發音練習
Ss	M /m/ Michael, J /d / Jackson.	
	(此時S12未經老師同意，站起來離座走動，被罰站)	學生受罰
T	Is Michael Jackson a man or a woman?	老師提問、學生回應
Ss	A man, 是男的。(學生回應的聲音很多)	
T	Ok! Where is he from? Is he from the U.S.A.? Is he from Japan? Is he from Taiwan? Korea?	

	Australia?	
Ss	(學生聽到the U.S.A.及Australia則回應Yes)	
T	You say “yes”or “no”. Ok! (老師要學生回答Yes或No) Is Michael from Japan?	老師教導學生回應方式
Sa	No.	
T	No, he is not.	
Sa	No, he is not.	
T	Is Michael Jackson from Taiwan?	老師提問
Sa	No. No.	學生回應
T	Is Michael Jackson from Australia?	老師提問、學生回應
Ss	Yes. (部分學生大聲回答Yes)	
T	No, he is not.	
T/Ss	He is from the U.S.A.	
T , where is Mr.陳水扁from?	
Sa	哈！ 哈！ 哈！ (全班大部分學生哈哈笑) From Japan , from Taiwan. (全班大聲吵)	學生反應熱烈
T	(老師請S13回答，並要求大家安靜)	老師指定學生回應
S13	He is from Taiwan.	學生正確回應
T	Very good. (學生應答流暢，老師給予讚美)	老師讚美
T	And where is..... (老師仍想著提問的問題， 而學生有了回應)	
S5、Ss	連戰、宋楚瑜from... .. (班上音量大)	
T	噓！ (老師做出手勢，請全班安靜)	
T	Where is Pikachu (皮卡丘) from?	老師提問、學生回應
Sa	Pikachu, Pikachu...from Japan. (多數人回應)	
T	Is Pikachu a boy or a girl?	
Ss	Boy.	
T	(老師提問，請S6回答)	
S6	He is from Japan.	
T	Very good.	老師讚美
T	And where is Hello Kitty from? (多數人舉手回應，老師請S11回答)	老師多方提問、學生回應
S11	She is from Japan.	
Twhere is Modona (瑪丹娜) from?	
Ss	“McDonald?” (部分學生以為是麥當勞)	
T	No, not McDonald. Madona. (老師指正，並再次強調) 瑪丹娜！	
Ss	喔！瑪丹娜！ (學生大多聽過這位歌手的名字)	
T	Where is she from?	
T	She is from the.....	
Ss	From the U.S.A.	

	(在此之後，老師再次複習本單元之生字)	
T	All right. Take out your Cool Book (作業本) 。 (此時有些學生仍高興地討論McDonald和Madona)	作業本練習
T	If you didn't bring it, you stand in the back. (S1、S3、S10、S14等人沒帶受罰)	學生受罰
T	All right, page 3. Write it down. (此時寫作業本，依圖形寫下國名。結束後，拿出contact book， 由老師交代作業)	

Appendix 2

A lesson plan based on storybook “Who am I?” (Lin, F.林芳菲 2004:84-85)

Book title: Spring Time (Marian Li, 2000, Addison Welsey Longman) <i>“I am a butterfly.”</i> <i>“What am I?”</i> <i>“I am a bee.”</i> <i>“What am I?”</i> <i>“I am a flower.”</i> <i>“What am I?”</i> <i>“I am a bird.”</i> <i>“What am I?”</i> <i>“I am a rabbit.”</i> <i>“What am I?”</i> <i>“I am a tree.”</i> <i>“It is springtime.”</i>		
第一節	A. 閱讀故事之前的活動 (預測及猜測故事內容)	老師拿出大書,請小朋友欣賞封面的圖畫來猜測故事內容。 老師說:「我們來看看書裡面是什麼。」老師要求小朋友靜默的看著老師一頁頁慢慢翻,把想法留到看完再發表。
	B. 閱讀故事時的活動 (老師唸童書內容,老師帶讀,學生自己唸和老師引導學生討論內容意思)	學童聽著老師表情及肢體語言豐富的一頁頁唸著大書內文後,再發表一次更正確的故事內容之猜測。 老師和學生逐頁討論英文文字的意思。 老師逐頁帶讀一次。 學生自己唸一次。

	C. 閱讀故事之後的活動 (分組討論)	<p>老師合起大書,請各組小朋友腦力激盪,討論大書內容中出現的各動動植物,按次序寫下來交給老師。</p> <p>老師稱讚全部答對的組,以鼓勵小朋友認真上課。</p> <p>老師把大書的句型寫在黑板上,以預先準備好的圖片一一帶入空格,做口項課漏字的練習。</p> <p>把六個春天的動植物之圖片全部貼在黑板上,請學生上前張貼相對應的字卡,之後,老師帶讀,學生也自己讀幾次以加強單字的記憶。</p> <p>老師分下印有故事書全文的紙張,請小朋友圈出六個動植物的英文出來。</p> <p>請小朋友回家要練習唸這本故事的全文,下節課會請小朋友分組朗讀。</p>
第二節	A. 句型及單字之練習	<p>請小朋友拿出印有故事全文的紙張出來,老師帶讀一次,學生自己唸一次。</p> <p>老師把句型及六個動植物的圖貼在黑板上,請小朋友再唸一次。</p> <p>請小朋友在印有故事全文的紙張上,對塵於上次圈出的英文旁邊畫出其插圖。</p>
	B. 分組朗讀,表演故事內容	<p>各組練習,討論及設計朗讀時的動作。</p> <p>各組到台上做朗讀表演。</p>

(Lin, F.林芳菲 2004:84-85)

Appendix 18 Main study – Pre-treatment questionnaire (Chinese)

實驗前問卷 五年__班 學生姓名 _____ 家長姓名 _____

(如您為家長,請在此打勾,謝謝。 我是家長 ☐)

請勾選適當的選項或填入空格，謝謝！

非常不同意
不同意
普通
同意
非常同意

I. 閱讀態度

- 1. 您覺得閱讀很重要..... ☐☐☐☐☐
- 2. 您喜歡用中文閱讀..... ☐☐☐☐☐
- 3. 您對自己的英文有信心..... ☐☐☐☐☐
- 4. 您看英文時不會感到緊張..... ☐☐☐☐☐
- 5. 您認為閱讀英文不是很難的事..... ☐☐☐☐☐
- 6. 您認為課本比休閒書籍難 ☐☐☐☐☐
- 7. 您覺得閱讀英文是快樂的..... ☐☐☐☐☐
- 8. 在您閱讀時,您認為自己能了解大部份的內容..... ☐☐☐☐☐
- 9. 您喜歡閱讀英文休閒書籍/故事書..... ☐☐☐☐☐
- 10. 您會閱讀英文是因為自己想這麼做..... ☐☐☐☐☐
- 11. 您閱讀通常是為了找尋某些訊息..... ☐☐☐☐☐
- 12. 您覺得這樣的學習方式是有趣的..... ☐☐☐☐☐

II. 閱讀行為/習慣

- 1. 您在閱讀英文時常常停下來查字典..... ☐☐☐☐☐
- 2. 您會因為不同的書籍或目的而時快時慢地調整自己的閱讀速度嗎..... ☐☐☐☐☐
- 3. 您知道要如何找到您喜歡看的或適合看的英文書..... ☐☐☐☐☐
- 4. 您常做 15 分鐘以上的閱讀..... ☐☐☐☐☐
- 5. 您認同親子英文閱讀計畫可以幫助英文能力的提升..... ☐☐☐☐☐
- 6. 您覺得故事錄音帶在此種閱讀中是必要的..... ☐☐☐☐☐
- 7. 您認為家長陪伴孩子閱讀可以讓孩子也喜歡閱讀..... ☐☐☐☐☐
- 8. 您覺得自己一個人看書比較好..... ☐☐☐☐☐
- 9. 您認為當孩子可自己看書後,家長就應讓孩子獨立閱讀而不應干涉..... ☐☐☐☐☐
- 10. 您喜歡在閱讀後提出問題跟其他人討論..... ☐☐☐☐☐
- 11. 您認為在閱讀時應該要大聲唸出來比較好..... ☐☐☐☐☐
- 12. 您覺得每次看不同的書會比每次看同一本書對語言學習更有幫助..... ☐☐☐☐☐
- 13. 您在閱讀時會仔細地看圖片的部份..... ☐☐☐☐☐
- 14. 您喜歡經常改變,嘗試不同的閱讀方法..... ☐☐☐☐☐
- 15. 您經常重複閱讀已經看過的書籍..... ☐☐☐☐☐
- 16. 您會在閱讀後問自己許多問題..... ☐☐☐☐☐
- 17. 您會在閱讀後用自己的話來重述剛看過的東西..... ☐☐☐☐☐

【請轉背面繼續回答,謝謝!!】

非常不同意
不同意
普通
同意
非常同意

18. 您在閱讀時會經常猜測事件後來的發展..... ☐☐☐☐☐☐
19. 您喜歡把生字整理在筆記本上..... ☐☐☐☐☐☐
20. 英文單字筆記本對你學習英文很有幫助..... ☐☐☐☐☐☐

III. 家中閱讀環境

1. 請問您家中大約有多少冊的英文童書？
☐沒有 ☐10 冊以下 ☐11-20 冊 ☐21-30 冊 ☐31 冊以上
2. 請問您家中大約有多少的英文童書錄音帶或故事 CD？
☐沒有 ☐10 卷以下 ☐11-20 卷 ☐21-30 卷 ☐31 卷以上
- VII. 請問這些書及錄音帶或 CD 的使用狀況？（如以一週的使用狀況來估計的話）
☐幾乎沒在用 ☐1-2 次 ☐3-4 次 ☐5-6 次 ☐天天用
- VIII. 您喜歡去書店或圖書館嗎？
☐非常不喜歡 ☐不喜歡 ☐還好 ☐喜歡 ☐非常喜歡

IV. 實行困難

1. 請問您認為在家庭英文共讀中，您最沒有辦法配合的是什麼？請依重要性從大到小，選擇三項以 1-3 來表示。
☐時間不能配合 ☐頻率太高 ☐書籍無法取得 ☐家長的英文程度
☐孩子的英文程度 ☐錄音/錄影 ☐問卷的填寫 ☐孩子對閱讀的興趣不高
☐研究者的解說及幫助不足 ☐家長對閱讀的興趣不高

V. 個人基本資料

1. 您的性別： ☐男 ☐女
2. 如您是家長，請問您的教育程度：
☐高中職以下 ☐專科大學 ☐研究所以上
3. 請問您是否有在補習或請家教來學習英文？每週的時數為？
☐無 ☐2 小時以下 ☐2-4 小時 ☐4-6 小時 ☐6 小時以上
4. 請問您在家中曾經做過英文的親子共讀嗎？
☐無 ☐有

【非常感謝您悉心配合與作答, 謝謝!!】

親愛的家長和小朋友，您好：

感謝您在百忙之中撥冗填答問卷，這是一份純粹學術性研究的問卷，主要以小五學生及父母為對象，目的在於瞭解台灣的家長及小學生對閱讀的看法以及在家裡的英文閱讀情形。誠心希望您能夠撥出一點寶貴的時間，協助填寫此一問卷。這些問題並無對或錯的標準答案，以請依照您的實際意見填答。您所填寫的資料，僅供學術研究之用，資料絕對保密，請您放心填答。

您的意見將有助於瞭解國小學童中英文閱讀態度，親子英文閱讀態度及互動內容的現況與其相關情形，這些資料有著重要的貢獻及價值，懇請您仔細閱讀，逐題作答。在此對您的協助與支持，致上最誠摯的謝意。謝謝您！

敬祝 身體健康！萬事如意！

Newcastle University 應用語言學系

指導教授：Dr. Martha Young-Scholten

研究生：蔣宜卿 敬上

聯絡電話：0922-520790

E-mail：inc719@ms19.hinet.net

Appendix 19 Main study Pre-treatment Questionnaire

(Please tick if you are a parent ☐)

Grade 5 Class ____ Student's name _____ Parent's name _____

Please tick the appropriate response. Thanks.

VI. Reading Attitude

- | | Strongly Disagree | No Comment Disagree | Agree | Strongly Agree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 13. Reading is important..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. You like reading in Chinese..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. You're confident in your English..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. You don't feel nervous when you read in English..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. You don't think reading in English is difficult..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Textbooks are more difficult than storybooks..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. You feel happy when you read in English..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. When you read, you can generally understand the content..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. You like reading English storybooks..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. You read in English because you want to..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. You usually read because you want to find information..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Reading English storybooks is an interesting way of learning English..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

VII. Reading Behavior/Habit

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 21. You stop reading constantly to look up unknown or difficult words in the dictionary while reading..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. You can adjust your speed of reading for different books or purposes while reading..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. You know how to find reading materials that suits you and that you want to read. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. You often read for longer than 15 minutes..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. You agree that family reading project can help increase English proficiency..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Tapes/CDs are necessary in family reading project..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. You think that the parents' company can increase their children's reading interest. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. You prefer reading alone..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. You think that parents should let their children read on their own without intervening, after their children can read independently..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. You enjoy discussing with other people after reading..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. You think that reading out loud is good while reading..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. You think that reading different books all the time can help your language development more, compared to reading the same book all the time..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. You read pictures carefully while reading..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. You often change your reading method in order to try something new..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Strongly Disagree	Disagree	No Comment	Agree	Strongly Agree
15. You often re-read books.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. You often ask yourself many questions after reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. You often retell the story in your own words after reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. You often predict about what happens next while reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. You are used to copying new words into a vocabulary notebook for learning....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. You think that a vocabulary notebook can really help while learning English vocabulary.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VIII. English input at home

- How many English storybooks have you got?
☐None ☐Less than 10☐11-20 ☐21-30 ☐More than 31
 - How many English storybook tapes/CDs have you got?
☐None ☐Less than 10☐11-20 ☐21-30 ☐More than 31
- IX. How often do you use these books/tapes/CDs? (weekly speaking)
- ☐Almost never ☐1-2 ☐3-4 ☐5-6 ☐Every day
- X. Do you like going to bookshops or libraries?
- ☐Strongly dislike ☐dislike ☐no comment ☐like ☐strongly like

IX. Application problems

- Please choose the three most difficult items of the following for the project and number them from 1 to 3. (1: the most difficult)
☐time ☐frequency of reading ☐books ☐parent’s English level
☐children’s English ☐recording ☐filling out questionnaires
☐children’s interest in reading ☐parent’s interest in reading
☐researcher’s assistance and explanation

X. Background information

- Gender: ☐male ☐female
- If you are a parent, what is your education background?
☐below high school ☐college/university ☐postgraduate
- Do you study English at a cram school or from a tutor? How many hours per week?
☐No/none ☐under 2 hours ☐2-4 hours ☐4-6 hours ☐ over 6 hours
- Have you had any English family reading experience?
☐No ☐Yes

【Thank you very much!!】

Pre-Test

練習第一回 黎明國小五年__班 座號____ 姓名: _____

第一部份 請寫出這些英文單字的中文翻譯，不會寫的字可以注音。

英文單字	中文翻譯	英文單字	中文翻譯
1. sing		21. wash	
2. share		22. kid	
3. fourth		23. floor	
4. train		24. English	
5. finger		25. word	
6. banana		26. game	
7. he/him/his		27. rainy	
8. true		28. feel	
9. menu		29. July	
10. left		30. eighteen	
11. umbrella		31. thank	
12. tomato		32. name	
13. good		33. present	
14. toy		34. big	
15. tree		35. dress	
16. the		36. juice	
17. earth		37. half	
18. fly		38. have/has/had	
19. doll		39. garden	
20. look		40. excellent	

第二部份 請把下列的字排成一個正確的句子。只要填入數字就可以了。

例如: is usually She busy very at weekend the
 1 2 3 4 5 6 7 8
3 1 2 5 4 6 8 7 .

1. and give Please a hamburger me some juice
 1 2 3 4 5 6 7 8
3 _____

2. Peter banana a had lunch for and milk
1 2 3 4 5 6 7 8

1 _____.

3. early Clara to bed goes always I don't
1 2 3 4 5 6 7 8

2 _____, but _____.

4. I like very stories much
1 2 3 4 5

1 _____.

5. often How your cat does sleep?
1 2 3 4 5 6

2 _____?

6. hands are Your wash them dirty
1 2 3 4 5 6

3 _____, please _____.

7. you did What do last night
1 2 3 4 5 6

3 _____?

【請轉背面繼續第三部份的練習】

第三部份 看圖發揮

請仔細看圖後用英文描述此圖，或是自己想像來編出圖中的故事。不一定要用很長的句子，不會的英文單字也可以用中文來代替。儘量多表達、多想像一點喔！！

例如：客廳裡有二個人。他們正在討論天氣。這個女生在看電視。外面的天氣如何、現在幾點鐘等等。



Post-Test

練習第二回 黎明國小五年__班 座號_____ 姓名: _____

第一部份 請寫出這些英文單字的中文翻譯，不會寫的字可以注音。

英文單字	中文翻譯	英文單字	中文翻譯
1. <i>rainy</i>		21. <i>earth</i>	
2. <i>queen</i>		22. <i>jump</i>	
3. <i>song</i>		23. <i>music</i>	
4. <i>finger</i>		24. <i>tomato</i>	
5. <i>banana</i>		25. <i>there</i>	
6. <i>morning</i>		26. <i>tree</i>	
7. <i>star</i>		27. <i>glove</i>	
8. <i>game</i>		28. <i>number</i>	
9. <i>train</i>		29. <i>share</i>	
10. <i>kid</i>		30. <i>February</i>	
11. <i>yes</i>		31. <i>fourteen</i>	
12. <i>nine</i>		32. <i>thank</i>	
13. <i>feel</i>		33. <i>boy</i>	
14. <i>eighteen</i>		34. <i>excellent</i>	
15. <i>paint</i>		35. <i>menu</i>	
16. <i>umbrella</i>		36. <i>notebook</i>	
17. <i>present</i>		37. <i>fish</i>	
18. <i>the</i>		38. <i>true</i>	
19. <i>ice</i>		39. <i>doctor</i>	
20. <i>to</i>		40. <i>wash</i>	

第二部份 請把下列的字排成一個正確的句子。只要填入數字就可以了。

例如: is usually She busy very at weekend the

1 2 3 4 5 6 7 8

3 1 2 5 4 6 8 7.

8. Please give a pen me and two books

1 2 3 4 5 6 7 8

1 _____.

9. Sue apple an ate apple for lunch

1 2 3 4 5 6 7

1 _____.

10. late Tom to bed goes sometimes I don't

1 2 3 4 5 6 7 8

2 _____, but _____.

11. I very much games very

1 2 3 4 5

1 _____.

12. often How you do read books?

1 2 3 4 5 6

2 _____?

13. door is The close it open

1 2 3 4 5 6

* 3 _____, please _____.

14. you Where did go yesterday

1 2 3 4 5

2 _____ ? 【請轉背面繼續第三部份的練習】

第三部份 看圖發揮

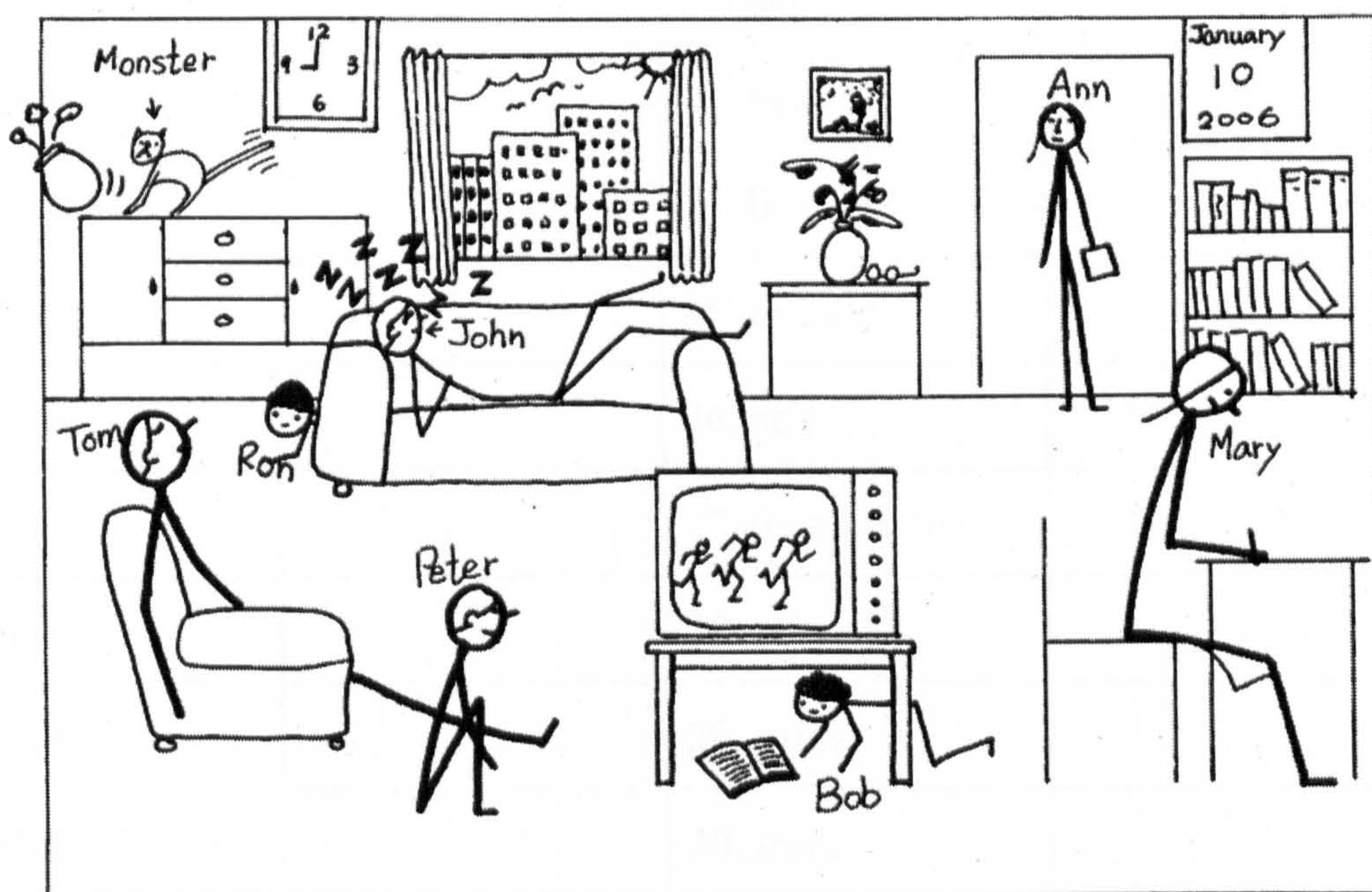
請仔細看圖後用英文描述此圖，或是自己想像來編出圖中的故事。不一定要用很長的句子，不會的英文單字也可以用中文來代替。儘量多表達、多想像一點喔！！例如：客廳裡有多少人。他們正在(做什麼事)。外面在的天氣如何、現在幾點鐘等等。

There is (are)

It is o'clock / morning/.....

They are

He/She is.....



Delayed Post-Test

練習第三回 黎明國小五年__班 座號____ 姓名: _____

第一部份 請寫出這些英文單字的中文翻譯，不會寫的字可以注音。

英文單字	中文翻譯	英文單字	中文翻譯
1. foot		21. hospital	
2. park		22. goat	
3. <i>finger</i>		23. <i>tree</i>	
4. <i>excellent</i>		24. lion	
5. <i>banana</i>		25. <i>present</i>	
6. <i>wash</i>		26. egg	
7. <i>the</i>		27. living room	
8. mouse		28. blue	
9. police		29. <i>rainy</i>	
10. white		30. <i>train</i>	
11. <i>feel</i>		31. five	
12. hungry		32. <i>thank</i>	
13. no		33. fall	
14. <i>game</i>		34. <i>share</i>	
15. <i>kid</i>		35. January	
16. <i>umbrella</i>		36. <i>menu</i>	
17. <i>earth</i>		37. <i>tomato</i>	
18. grade		38. monkey	
19. <i>eighteen</i>		39. flower	
20. <i>true</i>		40. sister	

第二部份 請把下列的字排成一個正確的句子。只要填入數字就可以了。

例如: is usually She busy very at weekend the

1 2 3 4 5 6 7 8

3 1 2 5 4 6 8 7.

15. Please a pen give me and books two

1 2 3 4 5 6 7 8

1 _____.

16. Sue an orange ate for lunch

1 2 3 4 5 6

1 _____.

17. late Tom to bed goes I don't

1 2 3 4 5 6 7

2 _____, but _____.

18. I like very much games

1 2 3 4 5

1 _____.

19. often How you do watch TV?

1 2 3 4 5 6

2 _____?

20. face is Your dirty it clean

1 2 3 4 5 6

3 _____, please _____.

21. go Where did you yesterday

1 2 3 4 5

2 _____ ? 【請轉背面繼續第三部份的練習】

第三部份 看圖發揮

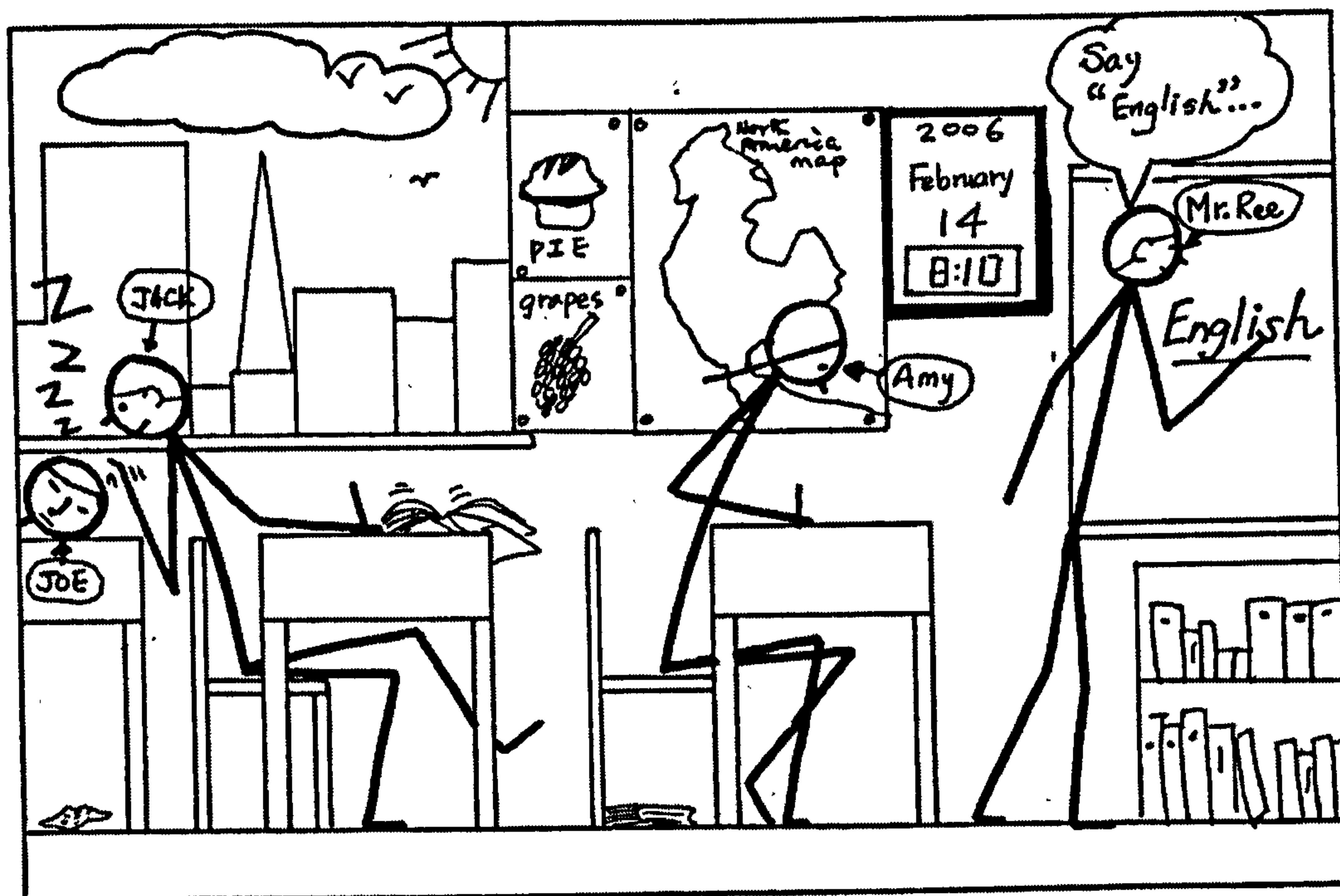
請仔細看圖後用英文描述此圖，或是自己想像來編出圖中的故事。不一定要用很長的句子，不會的英文單字也可以用中文來代替。儘量多表達、多想像一點喔！！例如：教室裡有多少人。他們正在(做什麼事)。外面在的天氣如何、現在幾點鐘等等。

There is (are)

It is o'clock / morning/.....

They are

He/She is.....



Pre-Test

Exercise 1 Grade 5 Class__ No. ____ Name _____

Part 1. Please translate these words into Chinese.

English	Chinese	English	Chinese
1. sing		21. wash	
2. share		22. kid	
3. fourth		23. floor	
4. train		24. English	
5. finger		25. word	
6. banana		26. game	
7. he/him/his		27. rainy	
8. true		28. feel	
9. menu		29. July	
10. left		30. eighteen	
11. umbrella		31. thank	
12. tomato		32. name	
13. good		33. present	
14. toy		34. big	
15. tree		35. dress	
16. the		36. juice	
17. earth		37. half	
18. fly		38. have/has/had	
19. doll		39. garden	
20. look		40. excellent	

Part II. Please put these words into the correct order to form a grammatical sentence.

Example: is usually She busy very at weekend the
1 2 3 4 5 6 7 8
3 1 2 5 4 6 8 7.

22. and give Please a hamburger me some juice
1 2 3 4 5 6 7 8
3 _____.

23. Peter banana a had lunch for and milk
1 2 3 4 5 6 7 8

1 _____ .

24. early Clara to bed goes always I don't
1 2 3 4 5 6 7 8

2 _____ , but _____ .

25. I like very stories much
1 2 3 4 5

1 _____ .

26. often How your cat does sleep?
1 2 3 4 5 6

2 _____ ?

27. hands are Your wash them dirty
1 2 3 4 5 6

3 _____ , please _____ .

28. you did What do last night
1 2 3 4 5 6

3 _____ ?

【Please turn to page 3】

Part III. Picture description.

Please describe the picture. You can also develop your own story according to the picture. The sentences can be short. If you really can't describe it, write down the words you know. (3 different pictures from "1000 Pictures for Teachers to Copy" by Andrew Wright were adapted for the 3 tests).

第三部份 看圖發揮

請仔細看圖後用英文描述此圖，或是自己想像來編出圖中的故事。不一定要用很長的句子，不會的英文單字也可以用中文來代替。儘量多表達、多想像一點喔！！

例如：客廳裡有二個人。他們正在討論天氣。這個女生在看電視。外面在的天氣如何、現在幾點鐘等等。



Post-Test

Exercise 2 Grade 5 Class ____ No. ____ Name _____

Part 1. Please translate these words into Chinese.

English	Chinese	English	Chinese
1. <i>rainy</i>		21. <i>earth</i>	
2. <i>queen</i>		22. <i>jump</i>	
3. <i>song</i>		23. <i>music</i>	
4. <i>finger</i>		24. <i>tomato</i>	
5. <i>banana</i>		25. <i>there</i>	
6. <i>morning</i>		26. <i>tree</i>	
7. <i>star</i>		27. <i>glove</i>	
8. <i>game</i>		28. <i>number</i>	
9. <i>train</i>		29. <i>share</i>	
10. <i>kid</i>		30. <i>February</i>	
11. <i>yes</i>		31. <i>fourteen</i>	
12. <i>nine</i>		32. <i>thank</i>	
13. <i>feel</i>		33. <i>boy</i>	
14. <i>eighteen</i>		34. <i>excellent</i>	
15. <i>paint</i>		35. <i>menu</i>	
16. <i>umbrella</i>		36. <i>notebook</i>	
17. <i>present</i>		37. <i>fish</i>	
18. <i>the</i>		38. <i>true</i>	
19. <i>ice</i>		39. <i>doctor</i>	
20. <i>to</i>		40. <i>wash</i>	

Part II. Please put these words into the correct order to form a grammatical sentence.

Example: is usually She busy very at weekend the
1 2 3 4 5 6 7 8
3 1 2 5 4 6 8 7.

1. Please give a pen me and two books
1 2 3 4 5 6 7 8

1 _____.

2. Sue apple an ate apple for lunch
1 2 3 4 5 6 7

1 _____.

3. late Tom to bed goes sometimes I don't
1 2 3 4 5 6 7 8

2 _____, but _____.

4. I very much games very
1 2 3 4 5

1 _____.

5. often How you do read books?
1 2 3 4 5 6

2 _____?

6. door is The close it open
1 2 3 4 5 6

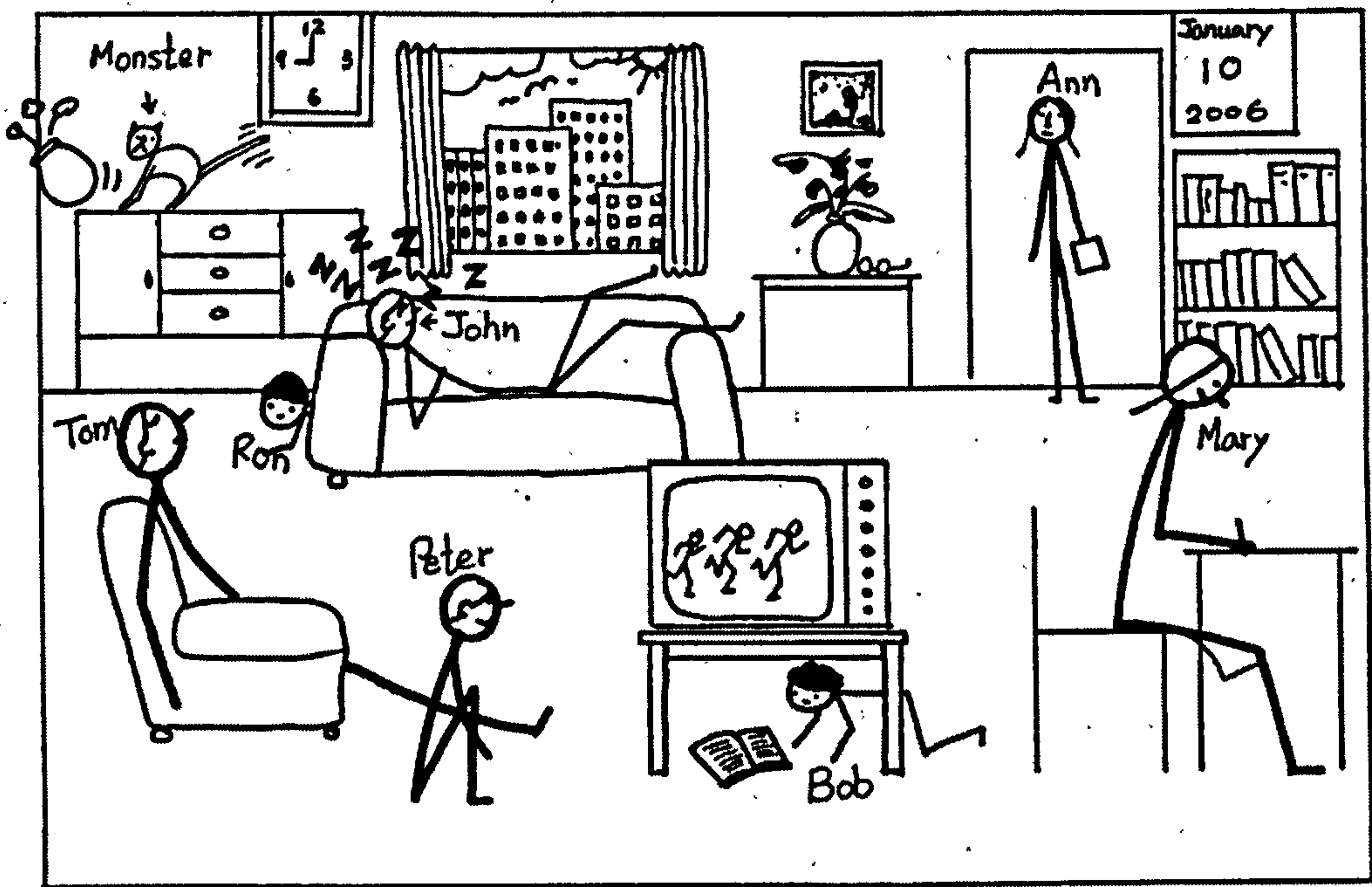
* 3 _____, please _____.

7. you Where did go yesterday
1 2 3 4 5

2 _____ ? 【Please Turn to Page 3】

Part III. Picture description.

Please describe the picture. You can also develop your own story according to the picture. The sentences can be short. If you really can't describe it, write down the words you know. (3 different pictures from "1000 Pictures for Teachers to Copy" by Andrew Wright were adapted for the 3 tests).



Delayed Post-Test

Exercise 3 Grade 5 Class ____ No. ____ Name _____

Part 1. Please translate these words into Chinese.

English	Chinese	English	Chinese
1. foot		21. hospital	
2. park		22. goat	
3. <i>finger</i>		23. <i>tree</i>	
4. <i>excellent</i>		24. lion	
5. <i>banana</i>		25. <i>present</i>	
6. <i>wash</i>		26. egg	
7. <i>the</i>		27. living room	
8. mouse		28. blue	
9. police		29. <i>rainy</i>	
10. white		30. <i>train</i>	
11. <i>feel</i>		31. five	
12. hungry		32. <i>thank</i>	
13. no		33. fall	
14. <i>game</i>		34. <i>share</i>	
15. <i>kid</i>		35. January	
16. <i>umbrella</i>		36. <i>menu</i>	
17. <i>earth</i>		37. <i>tomato</i>	
18. grade		38. monkey	
19. <i>eighteen</i>		39. flower	
20. <i>true</i>		40. sister	

Part II. Please put these words into the correct order to form a grammatical sentence.

Example: is usually She busy very at weekend the
1 2 3 4 5 6 7 8

3 1 2 5 4 6 8 7.

1. Please a pen give me and books two
1 2 3 4 5 6 7 8

1 _____.

2. Sue an orange ate for lunch
1 2 3 4 5 6

1 _____.

3. late Tom to bed goes I don't
1 2 3 4 5 6 7

2 _____, but _____.

4. I like very much games
1 2 3 4 5

1 _____.

5. often How you do watch TV?
1 2 3 4 5 6

2 _____?

6. face is Your dirty it clean
1 2 3 4 5 6

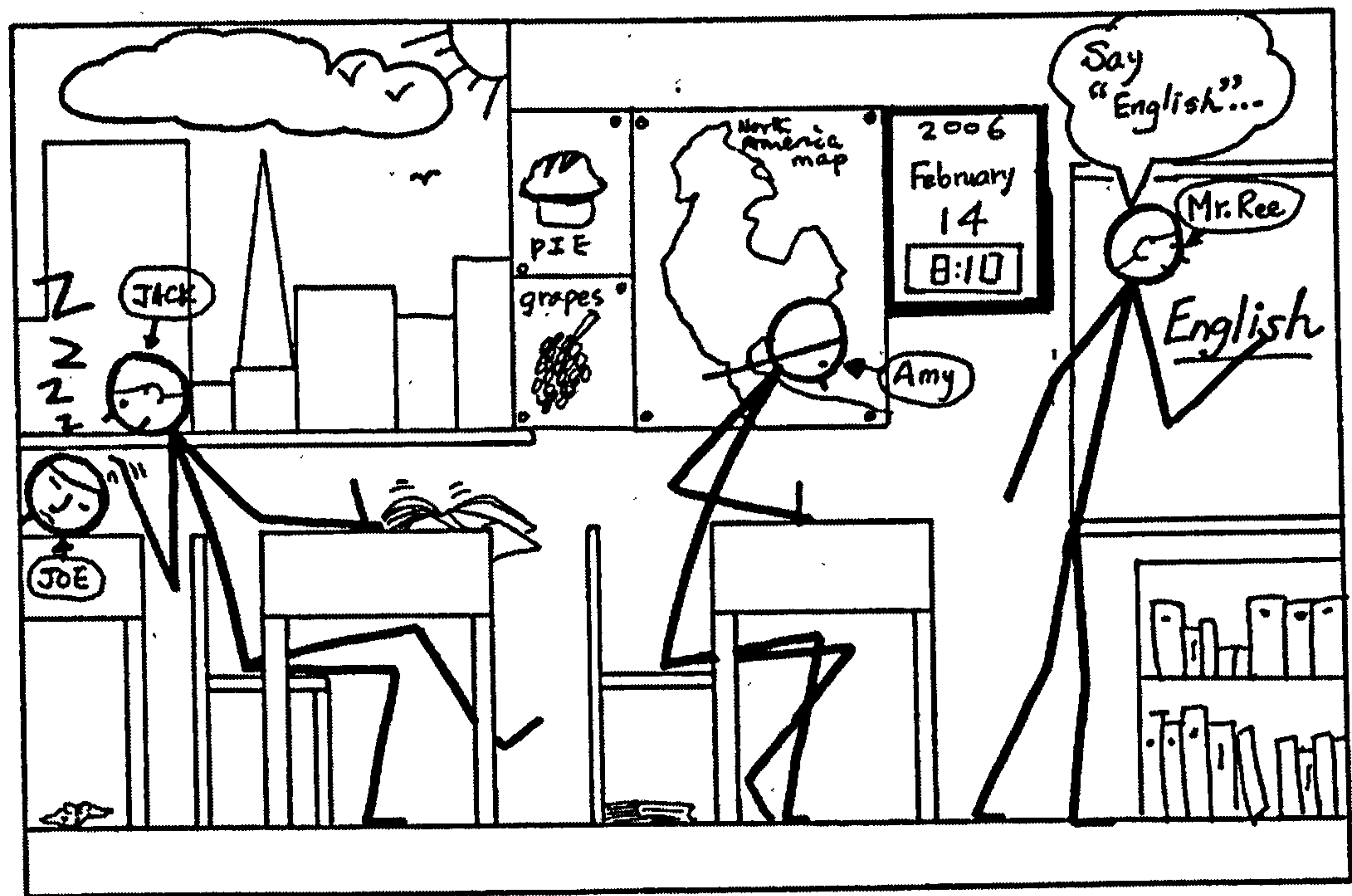
3 _____, please _____.

7. go Where did you yesterday
1 2 3 4 5

2 _____ ? 【Please Turn to Page 3】

Part III. Picture description.

Please describe the picture. You can also develop your own story according to the picture. The sentences can be short. If you really can't describe it, write down the words you know. (3 different pictures from "1000 Pictures for Teachers to Copy" by Andrew Wright were adapted for the 3 tests).



Appendix 22 Main study - Session Recording Form (Chinese)

閱讀記錄		五年	班		學生姓名:	家長姓名:			
閱讀日期及開始時間與結束的時間	書名及出版社	故事種類(例如:冒險)	有聽錄音帶嗎?(有/無)	這本書(1:太難, 2:剛好, 3:太簡單)	這本書(1:不有趣, 2:普通, 3:很有趣)	閱讀氣氛(1:很好, 2:普通, 3:不好)	今天除了共讀書本外, 如有其他讀後活動, 請簡述。(例:畫圖及討論, 編新的結局, 角色扮演, 對話, 寫單字, 做建議的活動5.11, 由孩子從頭再自己讀一次, 故事大綱..等等。)	家長用:請寫下任何的問題, 意見或備註事項。	小朋友:請你寫下你的感覺以及想說的話。

Appendix 23 Main study - Session Recording Form (English)

Session recording form										Grade 5 Class		Name of student: _____		Name of parents: _____	
Date (Time to start and finish)	Book title and Publisher	Genre/Type	Use of tape (Yes/No)	Book Level: Too difficult/go od level/too easy	This book was:1 : not interesting, 2: so-so, 3: interesting)	Reading atmospher e:(1:very good,2:so so, 3:not good)	Please describe any activities you did today apart from storybook reading.	Parents: Please write down your notes or opinions.	Children: please write down your feelings and things you want to say.						

Appendix 24 Main study - Vocabulary Notebook Samples

5330

A

OMapleland

1. able 能幹的；有才能的
2. above 高過...之上；勝過
3. agree 同意；答應
4. airport 機場；航空站
5. along 沿著；往前；一起；隨同
6. already 已經；早已〈用於肯定句〉
7. America 美國；美洲大陸
8. American 美國人
9. another 另-的；另-[人、事物]
10. any 任何；任何的；略；稍 比較
〈用於肯定 or 疑問句修飾〉 較細

OMapleland

OMapleland

11. anyone 任何人 → 用於
12. anything 任何事情
13. apartment 公寓
14. appear 出現；似乎；顯得
15. around 圍繞著；在...周圍；大約
16. arrive 到；到達
17. as 當作；擔任；像；因為；當...時
18. at 在(某地點、time)處於[某狀態]
19. August 八月
20. aunt 姨媽；伯母；姑姑
21. autumn (英) fall (美) 秋季；秋天
22. away 遠離；朝別的方向

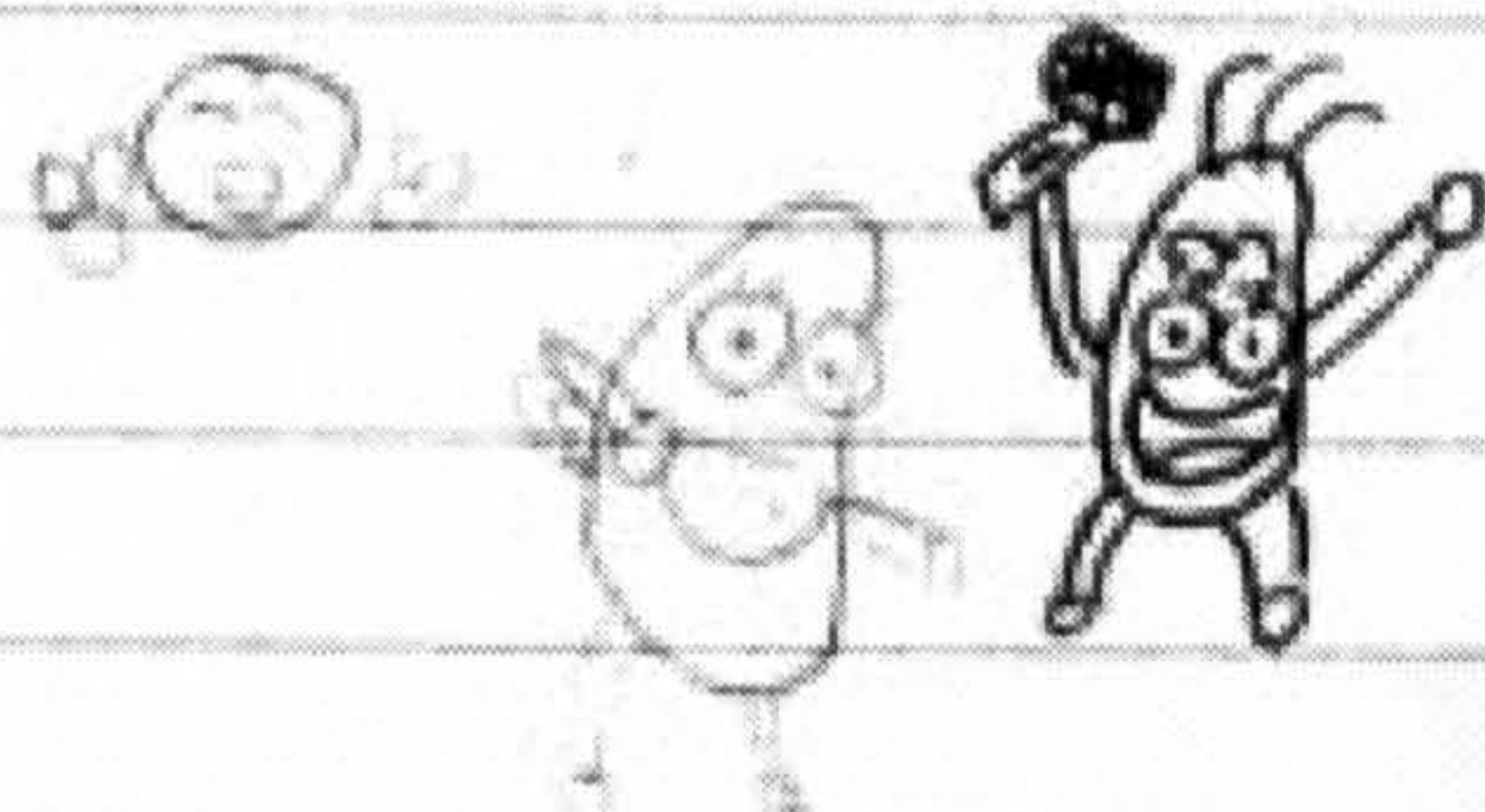
⚠️ 11 16 → No Nap.

boogied

bongoed

creepy

windmills



教育 5302

⚠️ 11 16 → No Nap.

No Nap:

1. NO Nap

2. coat

3. walked

4. creepy

5. push

聖祐.

5304-1

1986

Susie

Teddy's napping

NO NAP

Clifton Books
Theatre

陽胤

5305



⚠️ 11 16 → No Nap.

ONE MONDAY MORNING

1. COOK

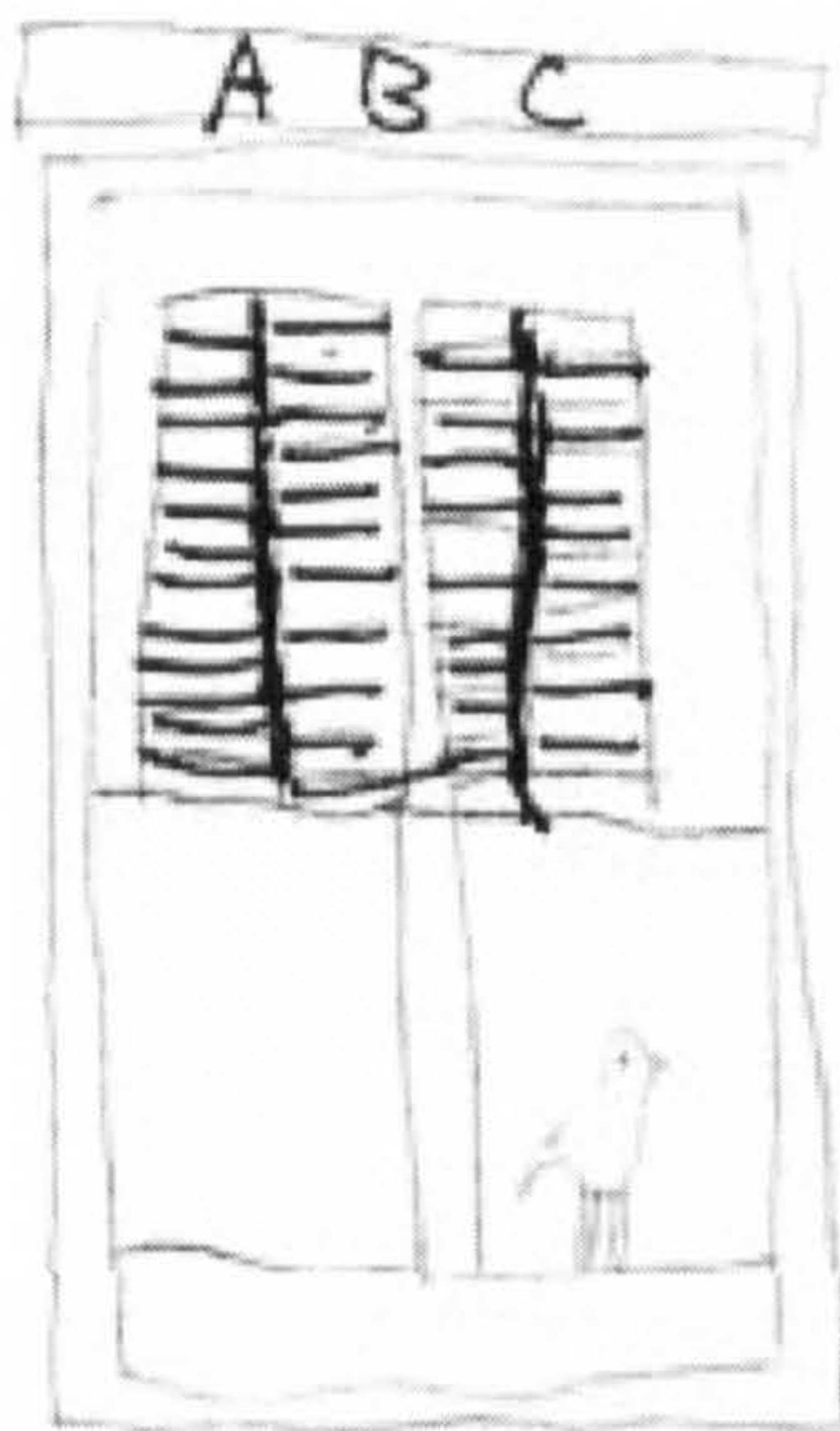
2. queen

3. king

4. Sunday

5. morning

5304-2



fall
fado

5316-1.



from all
Eileen fado

5316-2

黃琬清 94/11/16



No Nap 不想睡

tired-累

playground 公園

windmills 風車

push-ups 俯地 \$S身

fairy godmother 仙女

Glass slippers & \$\$\$%

dream 夢 S

young maiden 少女

friends 朋友

5320



12/5

1. Sleep

2. Sing

3. mouse

4. kite

5. umbrella

韋綾
綾

5324-1.



12/14

1. Water 水

2. bubble 泡泡

3. pajamas 睡衣

4. toys 玩具

5324-3.



12/1

1. School 學校

2. rubberboots 雨鞋

3. lunch box 餐盒

4. cookies

5. milk 牛奶

6. bath 泡澡

5324-2.



1/3

1. Brice 太太

5324-4.

NOTHAP

1. Zipped — 拉拉鍊.
2. Promised — 保證.
3. WhisPered — 輕輕的說.
4. Pretzels — 餅乾.
5. Someone — 某個人.

94年11月16日

語晴

5329-1.

The Teeny Tiny Woman

1. teeny 非常小
2. bone 骨頭
3. through 穿過去.
4. tired 累.
5. cupboard 櫃子.

94年11月17日

5329-2.

Mice Are Nice

1. Kinds — 種類.
2. Ferret — 貂熊.
3. hands — 手
4. Sock — 襪子
5. box — 盒子.

94年11月21日

5329-3.

Toad in a teapot

1. foreSt 森林.
2. under 下面.
3. flew 飛的過去.
4. baby 寶寶.
5. must 必需.

5329-4.

VALUE YOUR IDEAS NO NAP 11/16.

1. Push ups
2. windmills
3. pretzels
4. camel
5. promise 5334-1.

VALUE YOUR IDEAS Cha Cha Cha 11/17.

1. chunks
2. tomatoes
3. cherry pie
4. potatoes
5. chestnuts 5334-3

VALUE YOUR IDEAS A busy day 11/17.

1. duties.
2. smoothly
3. together
4. role
5. raindrops 5334-5

VALUE YOUR IDEAS I just forgot 11/17.

1. sin
2. goldfish
3. puppy
4. remind
5. rubber boots
6. rain slicker 5334-7

VALUE YOUR IDEAS A message in a bottle 11/17.

1. trouble
2. wave
3. carry
4. message
5. hopefully 5334-2

VALUE YOUR IDEAS The DoorBell Rang 11/17.

1. between
2. plenty
3. doorbell
4. share
5. perhaps 5334-4

VALUE YOUR IDEAS First words 11/17.

1. drum
2. paintbox
3. bathmat
4. sales
5. shelf 5334-6

11.16

姓名: 林東穎

書: No NAP

sunglasses 太陽眼鏡

bubbles 泡泡

whispered 小聲的說

tired 很累

5301-1

12.7

書: I Just Forgot

forgot 忘記

remember 記得

breakfast 早餐

reminded 提醒

goldfish 金魚

snack 點心

5301-2

廖先逸

書: NO NAP

字: good 很好

Dad 爸爸

Daddy, I love you
you 你

5303-1

書: ONE MONDAY
MORNING

king 國王

queen 皇后

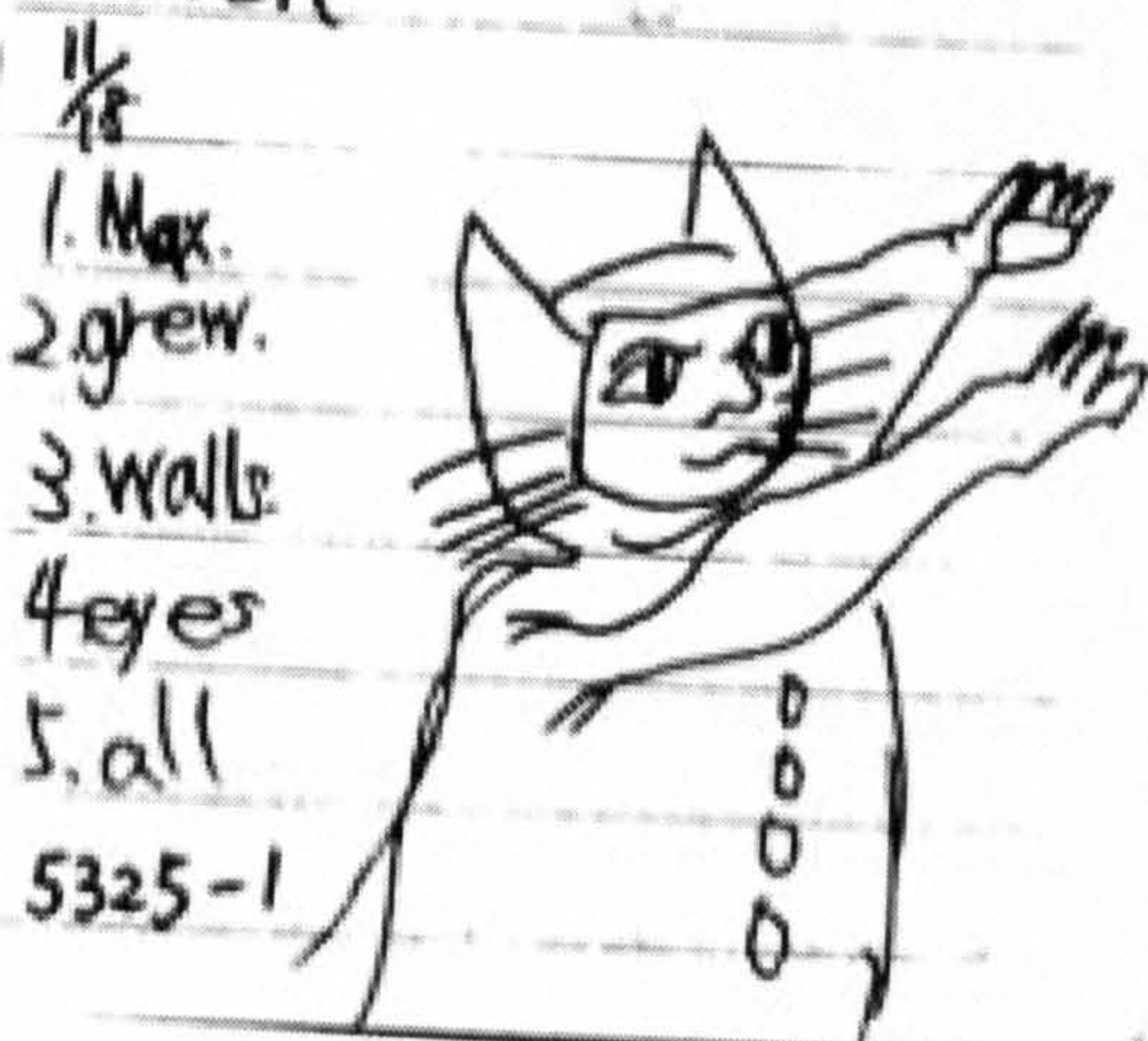
royal guard 皇家守衛

royal cook 皇家廚師

royal jester 皇家小丑

5303-2

- 11/8
1. No NAP.
 2. Coat.
 3. home.
 4. Said.
 5. lion.



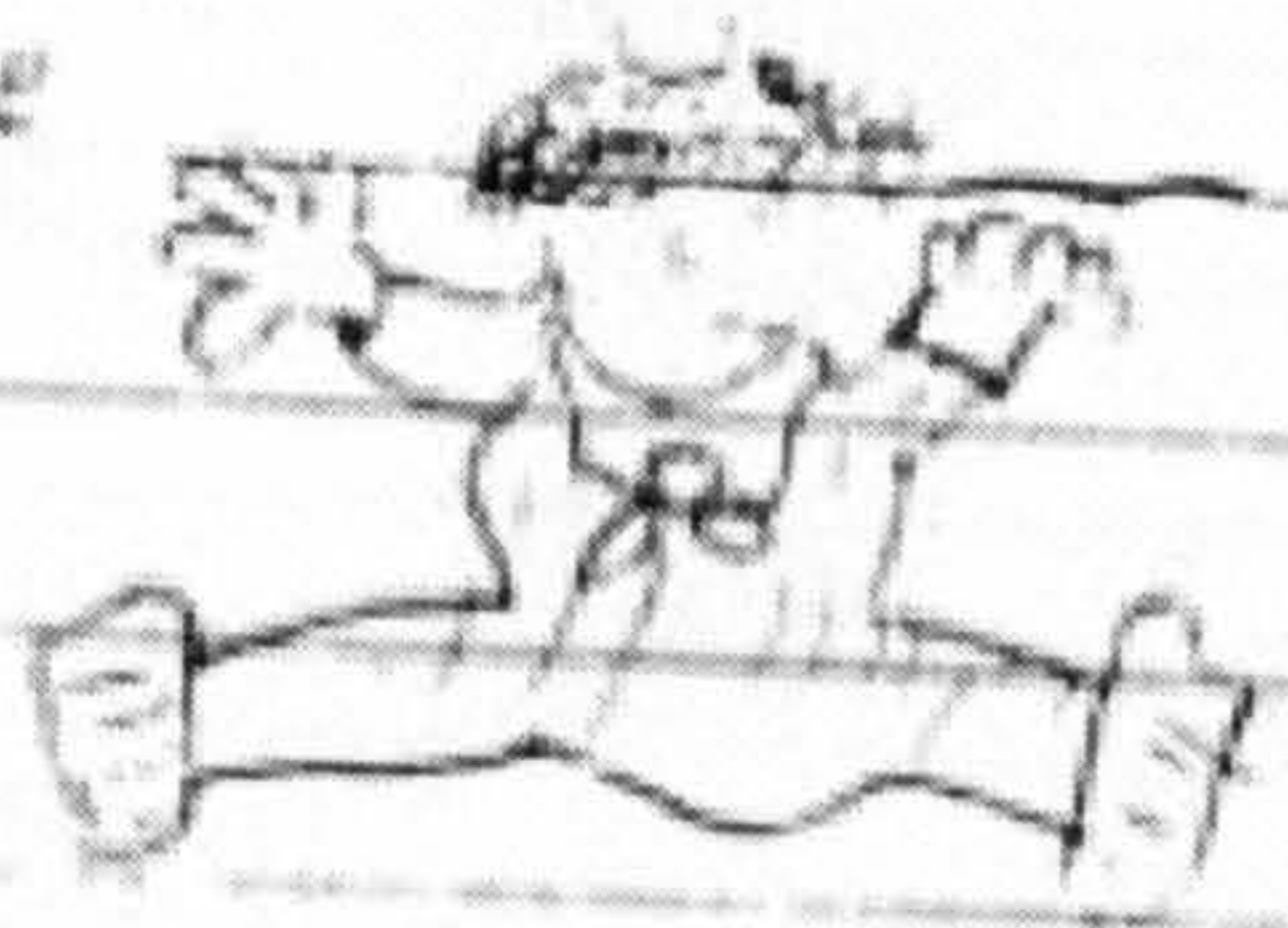
- 11/8
1. Bear.
 2. Hugs.
 3. Mama.
 4. hug.
 5. big.



- 11/8
1. Pig.
 2. Parade.
 3. Sees.
 4. See.
 5. hard.
- 5325-2



- 11/8
1. Cookie.
 2. doot.
 3. pie.
 4. will.
 5. peep.
- 5325-3



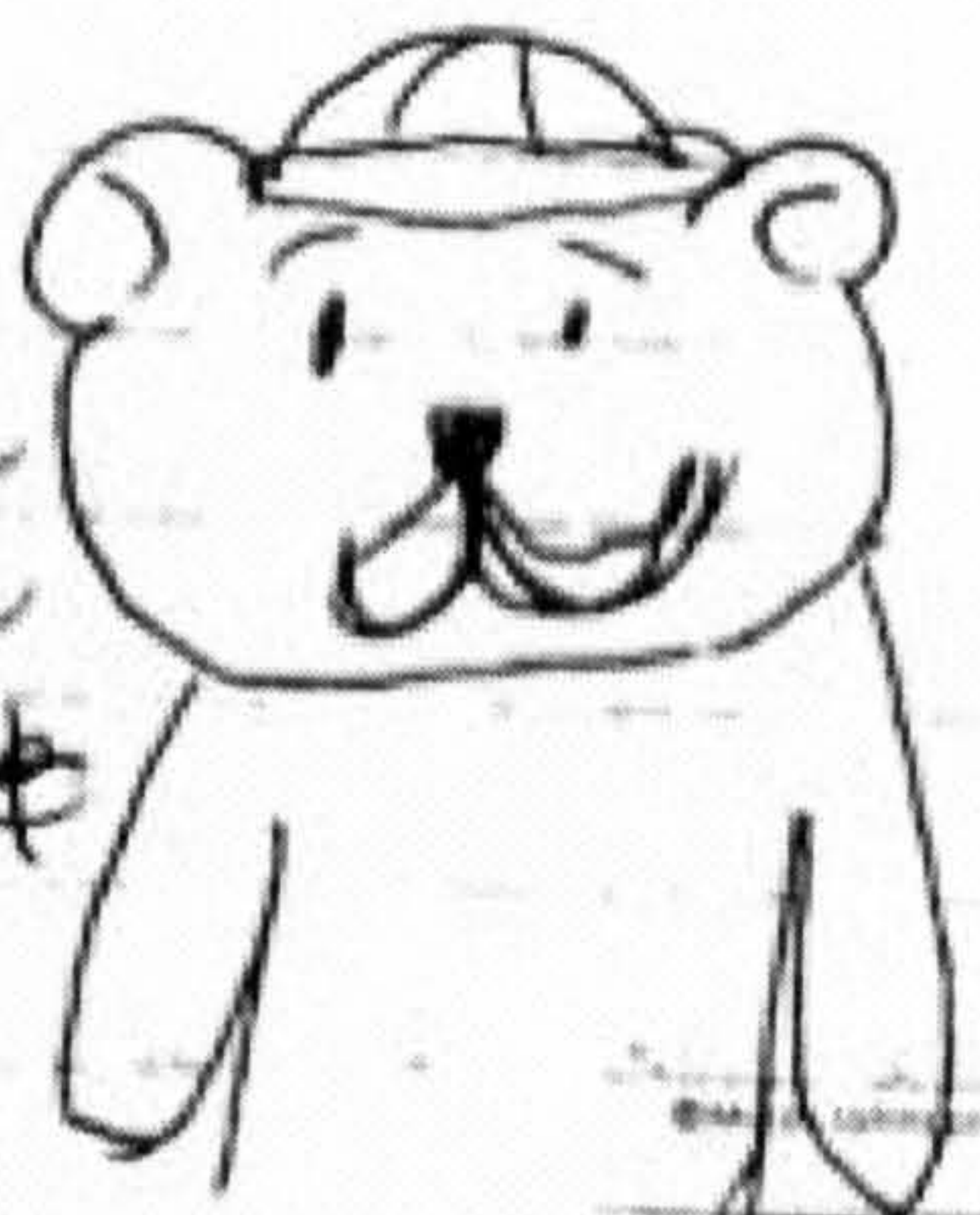
- 11/8
1. either.
 2. hole.
 3. And.
 4. dizzy.
 5. chips.
- A



- 2/6
1. day.
 2. Gone.
 3. box.
 4. Send.
 5. Way.



- 11/8
1. One.
 2. Seven.
 3. Three.
 4. kite.
 5. fight.
- 5325-4





1. door
2. Shoes
3. floor
4. Pool
5. Socks.



1. Red
2. Miss
3. Katie
4. Sleeping
5. Beauty.

5325-5



1. Hey
2. little
3. see
4. cow
5. over



5325-7



1. One
2. two
3. three
4. four.
5. five



1. Dog.
2. Party
3. came
4. seek
5. had



5325-6



94年11月16日

No Nap

1. zipped — 拉拉鍊
2. promised — 保證
3. whispered — 輕輕的
4. pretzels — 餅乾
5. someone — 某個人

5318-1



94年11月21日

There was an old lady who
swallowed a fly

1. swallowed — 吞
2. die — 死
3. cat — 貓
4. catch — X
5. cow — 4

~♡~

~~~~~

5318-3



~~~~~

cha cha cha

- chili — 辣椒
- pan — 鍋子
- pepper — 胡椒
- million —
- hob — 2.爐

5318-5

94年11月16日

Monkey - Monkey's Trick

1. stew — 用文火燉, 燉
2. Monster — 怪物
3. river — 河, 江, 水道
4. bubble — 氣泡
5. skinny — 極瘦的
6. branches — 樹枝

5318-2

94年11月21日

SPY in the night

1. SPY — 間諜
2. scouting — 偵察
3. sky — 天空
4. carry — 拿著
5. watch — 看

5318-4

Beauty and the Beast

- young — 年輕
- far — 遠
- friend — 朋友
- book — 書
- bed — 床

5318-6

書名: No Nap.

單字 (中)
No nap 不想睡
sing 唱歌
sunglass 太陽眼鏡
monkey 猴子
Daddy 爸爸
But 但
flower 花
room 房間
Mom 媽媽
girl 女生

所有

5327-1

書名: Mice Are Nice

單字 (中)
smell 小的
Bird 小鳥
Sleep 睡
kittens 很多小貓
hand 手
feet 腳
Rabbit 兔子
Playing 玩
Jump 跳



5327-2

書名: The Overhill Kang by paty

單字 (中)
Doorbell 門鈴
some cookies 很多餅乾
grandma 奶奶
have 有
and 和
good 好的
open 打開
eat 吃
four 4
small 小的

5327-3

name: Beauty and the Beast

單字 (中)
Young 年輕
Cold night 寒冷的晚上
enchanceress 女巫
love 愛
Bestie 好朋友
favorite 最喜愛的
thank you 謝謝你
running 跑的
remember me 記得我
old man 老先生

5327-4

書名: zoom to the moon	
單字表	(中)
moon	月亮
you	你
fly	飛
go	去; 走
and	和
which	哪; 誰
see	看
who	誰
nose	鼻子
run	跑, 5327-5

書名:	
單字表	(中)

5327-7

書名: conckita's Party	
單字表	(中)
Party	派對
long	長
hat	帽子
Hello	哈囉
Could	要; 能
English	燈; 光
right	幫; 忙
help	停
stop	樹
tree	5327-6

書名: Five fishy fishermen	
單字表	(中)
fisherman	漁夫
fish	魚
tree	樹
fat fish	肥魚
see	看
water	水
go	去; 走
what	什麼
friend	朋友
little girl	5327-8

Little Hoot learns to fly
 單字 (中)
 branch 樹枝
 shook 搖板
 ground 地面
 below 在
 thought 想法
 flutter 振
 angon 憤怒的
 crossly 橫過
 pretend 假裝
 downward 向下
 forest 森林

單字 (中)
 sawka 圓盤狀
 nearly 幾乎
 wide 寬闊

5327-10

VALUE YOUR IDEAS 宣穎
 1/16 creepy
 windmills promised
 dump bubbles
 1/8 Little Hoot can't sleep
 shadows rattling
 awake snapped
 twigs
 5328-1
 JOY STAR Products

1/8 Little Hoot learns to fly
 flutter spread
 landed balance
 branches
 1/8 I will not ~~any~~ never eat a tomato
 certainly Greenland
 tasty pointiest
 fish fingers

5328-2



1/20 Conchita's Party

whisker carpet

fumbled voice

shawls

1/20 Load in a teapot.

may fly gurgling

fallen searied

hidden

5328-3

JOY STAR Products



1/28 On the way home

sourer gracious

lumbering dreadful

squashed

1/28 The Shopping Basket

crip clumsy

stupid art

crank

5328-5

JOY STAR Products

1/20 A message in a bottle

middle bottle

shiver claws

shark

1/25 There's something in the forest

imagine puddle

grassy whistling

mischief

5328-4

1/28 Meg and Meg Birthday Book

morning valentine

find blazing

L-plates

1/28 On Monday Morning

shell knight 武士

return royal 皇家

poster 小丑

5328-6



1/7 I Just Forgot

reminded goldfish 金魚

refrigerator 冰箱 puppy 小狗

kiss 親

1/4 Mrs. Price's mice

chasing clever ...

at the heart ...

dairy counter 奶製

5328-7.

JOY STAR Products



1/16 Where's Woolly?

garden cupboard

stair kittens

basket

5328-9.

JOY STAR Products

1/16 My Dog's Party

seek hide

fight song

song

1/16 A Very Hot Day.

Vest pool

Jeans Socks

T-shirt

5328-8.

V

Appendix 25 Main study – Post-treatment questionnaire (Chinese)

實驗後問卷 五年__班 學生姓名 _____家長姓名 _____

(如您為家長,請在此打勾,謝謝. 我是家長 ☐)

請勾選適當的選項或填入空格,謝謝!

非常不同意
不同意
普通
同意
非常同意

XI. 閱讀態度

- 20. 您覺得閱讀很重要..... ☐☐☐☐☐☐
- 21. 您喜歡用中文閱讀..... ☐☐☐☐☐☐
- 22. 您對自己的英文有信心 ☐☐☐☐☐☐
- 23. 您看英文時不會感到緊張..... ☐☐☐☐☐☐
- 24. 您認為閱讀英文不是很難的事..... ☐☐☐☐☐☐
- 25. 您認為課本比休閒書籍難 ☐☐☐☐☐☐
- 26. 您覺得閱讀英文是快樂的..... ☐☐☐☐☐☐
- 27. 在您閱讀時,您認為自己能了解大部份的內容..... ☐☐☐☐☐☐
- 28. 您喜歡閱讀英文休閒書籍/故事書..... ☐☐☐☐☐☐
- 29. 您會閱讀英文是因為自己想這麼做..... ☐☐☐☐☐☐
- 30. 您閱讀通常是為了找尋某些訊息..... ☐☐☐☐☐☐
- 31. 您覺得閱讀英文來學習的方式是有趣的..... ☐☐☐☐☐☐

XII. 閱讀行為/習慣

- 35. 您在閱讀英文時常常停下來查字典..... ☐☐☐☐☐☐
- 36. 您會因為不同的書籍或目的而時快時慢地調整自己的閱讀速度..... ☐☐☐☐☐☐
- 37. 您知道要如何找到您喜歡看的或適合看的英文書..... ☐☐☐☐☐☐
- 38. 您常做 15 分鐘以上的閱讀..... ☐☐☐☐☐☐
- 39. 您認同親子英文閱讀計畫可以幫助英文能力的提升..... ☐☐☐☐☐☐
- 40. 您覺得故事錄音帶在此種閱讀中是必要的..... ☐☐☐☐☐☐
- 41. 您認為家長陪伴孩子閱讀可以讓孩子也喜歡閱讀..... ☐☐☐☐☐☐
- 42. 您覺得自己一個人看書比較好..... ☐☐☐☐☐☐
- 43. 您認為當孩子可自己看書後,家長就應讓孩子獨立閱讀而不應干涉..... ☐☐☐☐☐☐
- 44. 您喜歡在閱讀後提出問題跟其他人討論..... ☐☐☐☐☐☐
- 45. 您認為在閱讀時應該要大聲唸出來比較好..... ☐☐☐☐☐☐
- 46. 您覺得每次看不同的書會比每次看同一本書對語言學習更有幫助..... ☐☐☐☐☐☐
- 47. 您在閱讀時會仔細地看圖片的部份..... ☐☐☐☐☐☐
- 48. 您喜歡經常改變,嘗試不同的閱讀方法..... ☐☐☐☐☐☐
- 49. 您經常重複閱讀已經看過的書籍..... ☐☐☐☐☐☐
- 50. 您會在閱讀後問自己許多問題..... ☐☐☐☐☐☐
- 51. 您會在閱讀後用自己的話來重述剛看過的东西..... ☐☐☐☐☐☐

【請轉背面繼續回答, 謝謝!!】

非常不同意
不同意
普通
同意
非常同意

52. 您在閱讀時會經常猜測事件後來的發展..... ☐☐☐☐☐☐
53. 您喜歡把生字整理在筆記本上..... ☐☐☐☐☐☐
54. 英文單字筆記本對你學習英文很有幫助..... ☐☐☐☐☐☐

XIII. 實行方面

1. 您覺得這樣的英文親子閱讀模式給你很大的壓力..... ☐☐☐☐☐☐
2. 家長在家中確實能做到陪伴孩子閱讀英文書籍..... ☐☐☐☐☐☐
3. 在共讀時，你們一直都是使用相同的閱讀方法..... ☐☐☐☐☐☐
4. 在共讀時，家長經常讚美孩子的表現..... ☐☐☐☐☐☐
5. (家長答)您覺得家長手冊中的建議活動對你很有幫助..... ☐☐☐☐☐☐
6. 您願意繼續這樣的親子英文閱讀..... ☐☐☐☐☐☐
7. (家長答)家長手冊了提供您需要的幫助..... ☐☐☐☐☐☐
8. 如果有下一次機會進行更長期的親子英文共讀模式推導研究，
以建立更有效的學習模式，您依舊願意參與..... ☐☐☐☐☐☐
9. 您會願意介紹其他家長或小朋友來進行這樣的英語閱讀活動..... ☐☐☐☐☐☐
10. 您會增加去圖書館及書局看英文書的機會..... ☐☐☐☐☐☐
11. 您認為這樣的閱讀計畫還是在學校推行就好，家長很難配合。..... ☐☐☐☐☐☐
12. 請問您在這段期間中是否增加了其他與英文接觸的機會?時間為多久?
☐無 ☐有, 平均每天約_____分鐘。
13. 總體而言，請問您給這樣的親子英文共同閱讀活動的評價為
☐非常高 ☐高 ☐普通 ☐差 ☐非常差
14. 請問您是否有從此活動中受益? 是什麼?
☐有, _____
☐無, _____
15. (家長答)如您對家長手冊的內容有意見或是認為有需要補充或修改的部份，
請您寫下您的意見。
16. 您覺得蔣老師有提供您足夠的協助嗎? 如果不夠，還有什麼需要加強的?
如果您有其他任何意見，請儘可能詳細說明以做為本研究改善之依據，謝謝。

【非常感謝您悉心配合與作答, 謝謝!!】

Appendix 26 Main study - Post-treatment Questionnaire

(Please tick if you are a parent ☐)

Grade 5 Class ____ Student's name _____ Parent's name _____

Please tick the appropriate response. Thanks.

XIV. Reading Attitude

	Strongly Disagree	No Comment Disagree	Strongly Agree
32. Reading is important.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. You like reading in Chinese.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. You're confident in your English.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. You don't feel nervous when you read in English.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. You don't think reading in English is difficult.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Textbooks are more difficult than storybooks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. You feel happy when you read in English.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When you read, you can generally understand the content.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. You like reading English storybooks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. You read in English because you want to.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. You usually read because you want to find information.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Reading English storybooks is an interesting way of learning English.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XV. Reading Behavior/Habit

55. You stop reading constantly to look up unknown or difficult words in the dictionary while reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. You can adjust your speed of reading for different books or purposes while reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. You know how to find reading materials that suits you and that you want to read.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. You often read for longer than 15 minutes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. You agree that family reading project can help increase English proficiency.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Tapes/CDs are necessary in family reading project.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. You think that the parents' company can increase their children's reading interest.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. You prefer reading alone.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. You think that parents should let their children read on their own without intervening, after their children can read independently.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. You enjoy discussing with other people after reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. You think that reading out loud is good while reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. You think that reading different books all the time can help your language develop more, compared to reading the same book all the time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. You read pictures carefully while reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Disagree	No Comment Disagree	Agree	Strongly Agree
68. You often change your reading method in order to try something new.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. You often re-read books.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. You often ask yourself many questions after reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. You often retell the story in your own words after reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. You often predict about what happens next while reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. You are used to copying new words into a vocabulary notebook for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. You think that a vocabulary notebook can really help while learning English vocabulary.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XVI. Application

1. This kind of reading brought you a lot of pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The parents really did read with the children during the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. You always use the same way to read during the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Parents always praise the children during the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. (Parents) The suggested activities in the parents' guidebook helped much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. You are willing to continue the family reading project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. (Parents) The parents' guidebook met your needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. You are still willing to participate in our next longer reading project which is based on and similar to this project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. You are willing to introduce other parents/children to join this kind of family reading activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. You will go to libraries/bookshops to read/buy English books more often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. You think this kind of reading project is better done at school. It is very difficult for the parents to work together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Did you have other English contact during the project? How long? <input type="checkbox"/> No <input type="checkbox"/> Yes, about _____ minutes per day.				
13. In general, what is your evaluation to this family reading project? <input type="checkbox"/> Very low <input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High <input type="checkbox"/> Very high				
14. Do you benefit from this activity? What is it? <input type="checkbox"/> Yes <input type="checkbox"/> No				
15. (parents) Please write down your opinions/suggestions about the parents' guidebook.				
16. Did the researcher provide enough help? What else could be done?				

【Thank you very much!!】

Appendix 27Main study – Post-treatment questionnaire [Control group]
(Chinese)

五年__班座號____號 學生姓名 _____家長姓名_____

(如您為家長,請在此打勾,謝謝。 我是家長 ☐)

請勾選適當的選項或填入空格，謝謝！

非常
同意
不
同意
普通
同意
非常
同意

XVII. 閱讀態度

- | | |
|-------------------------------|--|
| 39. 您覺得閱讀很重要..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 40. 您喜歡用中文閱讀..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 41. 您對自己的英文有信心 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 42. 您看英文時不會感到緊張..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 43. 您認為閱讀英文不是很難的事..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 44. 您認為課本比休閒書籍難 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 45. 您覺得閱讀英文是快樂的..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 46. 在您閱讀時,您認為自己能了解大部份的內容..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 47. 您喜歡閱讀英文休閒書籍/故事書..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 48. 您會閱讀英文是因為自己想這麼做..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 49. 您閱讀通常是為了找尋某些訊息..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 50. 您覺得閱讀英文來學習的方式是有趣的..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

XVIII. 閱讀行為/習慣

- | | |
|--|--|
| 75. 您在閱讀英文時常常停下來查字典..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 76. 您會因為不同的書籍或目的而時快時慢地調整自己的閱讀速度..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 77. 您知道要如何找到您喜歡看的或適合看的英文書..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 78. 您常做 15 分鐘以上的閱讀..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 79. 您認同親子英文閱讀計畫可以幫助英文能力的提升..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 80. 您覺得故事錄音帶在此種閱讀中是必要的..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 81. 您認為家長陪伴孩子閱讀可以讓孩子也喜歡閱讀..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 82. 您覺得自己一個人看書比較好..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 83. 您認為當孩子可自己看書後,家長就應讓孩子獨立閱讀而不應干涉..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 84. 您喜歡在閱讀後提出問題跟其他人討論..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 85. 您認為在閱讀時應該要大聲唸出來比較好..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 86. 您覺得每次看不同的書會比每次看同一本書對語言學習更有幫助..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 87. 您在閱讀時會仔細地看圖片的部份..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 88. 您喜歡經常改變,嘗試不同的閱讀方法..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 89. 您經常重複閱讀已經看過的書籍..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 90. 您會在閱讀後問自己許多問題..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 91. 您會在閱讀後用自己的話來重述剛看過的東西..... | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

【請轉背面繼續回答, 謝謝!!】

非常不同意
不同意
普通
同意
非常同意

92. 您在閱讀時會經常猜測事件後來的發展..... ☐☐☐☐☐☐
93. 您喜歡把生字整理在筆記本上..... ☐☐☐☐☐☐
94. 英文單字筆記本對你學習英文很有幫助..... ☐☐☐☐☐☐

XIX. 實行方面

13. 您覺得一週至少 2 次每次 15 分鐘的親子共讀會給家長帶來很大的壓力. ☐☐☐☐☐☐
14. 您覺得一週至少 2 次每次 15 分鐘的親子共讀會給孩子帶來很大的壓力. ☐☐☐☐☐☐
15. 您認為在實行前學校應該先教家長如何陪伴孩子閱讀..... ☐☐☐☐☐☐
16. 在您的家中，家長經常讚美孩子的表現..... ☐☐☐☐☐☐
17. (家長答)您希望有一本「家長手冊」建議對閱讀有幫助的活動.....
18. 您覺得英文閱讀和中文閱讀的方式應該是一樣的..... ☐☐☐☐☐☐
19. (家長答)您會使用和看中文故事書一樣的方式來和孩子看英文書..... ☐☐☐☐☐☐
20. 如果有機會進行長期的親子英文共讀模式推導研究，以建立更有效的學習模式，您願意參與..... ☐☐☐☐☐☐
21. 您會願意介紹其他家長或小朋友來進行這樣的英語閱讀活動..... ☐☐☐☐☐☐
22. 您平時很喜歡去書局或圖書館看英文故事書..... ☐☐☐☐☐☐
23. 您認為這樣的閱讀計畫還是在學校推行就好，家長很難配合。..... ☐☐☐☐☐☐
24. 請問您最近是否增加了其他與英文接觸的機會?時間為多久?
☐無 ☐有，每天約 5 分鐘 ☐有，每天約 10 分 ☐有，每天約 15 分鐘
☐有，每天約 15 分鐘以上
13. 如果要請您在家進行一週至少 2 次, 每次 15 分鐘的親子英文故事書共讀活動，請問您最沒有辦法配合的是什麼?請依重要性從大到小，選擇三項以 1-3 來表示。
☐時間不能配合 ☐頻率太高 ☐書籍無法取得 ☐家長的英文程度
☐孩子的英文程度 ☐錄音/錄影 ☐問卷的填寫 ☐孩子對閱讀的興趣不高
☐研究者的解說及幫助不足 ☐家長對閱讀的興趣不高
14. 請您簡單敘述一下您覺得在親子英文共讀時所可能會使用的方法。 例如：
家長先讀一次給孩子聽、讓孩子自己唸家長只糾正、一起聽錄音帶、一起在看完的時候討論……等等。

15. 您希望得到和此親子共讀相關的訊息嗎？

☐不希望 ☐希望

【非常感謝您悉心配合與作答, 謝謝!!】

Appendix 28Main study–Post-treatment questionnaire (control group)(English)
(Please tick if you are a parent ☐)

Grade 5 Class ____ Student’s name _____ Parent’s name _____

Please tick the appropriate response. Thanks.

XX. Reading Attitude

- | | Strongly Disagree | No Comment Disagree | Agree | Strongly Agree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 51. Reading is important..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. You like reading in Chinese..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. You’re confident in your English..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. You don’t feel nervous when you read in English..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. You don’t think reading in English is difficult..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. Textbooks are more difficult than storybooks..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. You feel happy when you read in English..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. When you read, you can generally understand the content..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. You like reading English storybooks..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. You read in English because you want to..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. You usually read because you want to find information..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Reading English storybooks is an interesting way of learning English..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

XXI. Reading Behavior/Habit

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 95. You stop reading constantly to look up unknown or difficult words in the dictionary while reading..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 96. You can adjust your speed of reading for different books or purposes while reading..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 97. You know how to find reading materials that suits you and that you want to read..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 98. You often read for longer than 15 minutes..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 99. You agree that family reading project can help increase English proficiency..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 100. Tapes/CDs are necessary in family reading project..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 101. You think that the parents’ company can increase their children’s reading interest..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 102. You prefer reading alone..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 103. You think that parents should let their children read on their own without intervening, after their children can read independently..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 104. You enjoy discussing with other people after reading..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 105. You think that reading out loud is good while reading..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 106. You think that reading different books all the time can help your language develop more, compared to reading the same book all the time..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 107. You read pictures carefully while reading..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Strongly Disagree	No Comment	Disagree	Agree	Strongly Agree
108. You often change your reading method in order to try something new.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. You often re-read books.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. You often ask yourself many questions after reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. You often retell the story in your own words after reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. You often predict about what happens next while reading.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. You are used to copying new words into a vocabulary notebook for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. You think that a vocabulary notebook can really help while learning English vocabulary.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XXII. Application

12. Family reading for 15 minutes twice a week would bring the parents a lot of pressure.

☐☐☐☐☐
13. Family reading for 15 minutes twice a week would bring the children a lot of pressure.

☐☐☐☐☐
14. You think the school needs to teach the parents how to read with their children before reading together.

☐☐☐☐☐
15. In your family, parents always praise the children.

☐☐☐☐☐
16. (Parents) You wish to have a parents’ guidebook to show you about the activities for family reading.

☐☐☐☐☐
17. You think the way we read in English should be the same as the way we read in Chinese.

☐☐☐☐☐
18. (Parents) You would read English storybooks with your children using the same way you read Chinese storybooks.

☐☐☐☐☐
19. You are willing to participate in a long-term family English reading research project for a better learning model.

☐☐☐☐☐
20. You are willing to introduce other parents/children to join this kind of family reading activity.

☐☐☐☐☐
21. You like going to libraries/bookshops to read/buy English books.

☐☐☐☐☐
22. You think this kind of reading project is better done at school. It is very difficult for the parents to cooperate.

☐☐☐☐☐
12. Did you have other English contact during the project? How long?

☐No ☐about 5 min/day ☐10 min/day ☐15 min/day ☐over 15 min/day
13. Please choose the three most difficult items for you to cooperate from the following list if you’re asked to carry out an English family reading project for 15 minutes twice a week, and number them from 1 to 3. (1: the most difficult)

☐time ☐frequency of reading ☐books ☐parent’s English level ☐children’s English

☐recording ☐filling out questionnaires ☐children’s interest in reading ☐parent’s interest in reading

☐researcher’s assistance and explanation
14. Please describe briefly how you would read an English storybook with your parent/child at home, e.g. the parent reads to the child the first time, let the child read and the parent only corrects and so on.

15. Would you like to obtain further information of this English family reading project?

☐ No ☐ Yes

【Thank you very much!!】

Appendix 29 Storybook contents (6 real books and 15 graded readers)

I. Real Books

Not now, Bernard

“Hello, Dad,” said Bernard. “Not now, Bernard,” said his father.
“Hello, Mum,” said Bernard. “Not now, Bernard,” said his mother.
“There’s a monster in the garden and it’s going to eat me,” said Bernard.
“Not now, Bernard,” said his mother.
Bernard went into the garden.
“Hello, monster,” he said to the monster. “The monster ate Bernard up, every bit.
Then the monster went indoors.
“ROAR,” went the monster behind Bernard’s mother.
“Not now, Bernard, said Bernard’s mother.
The monster bit Bernard’s father.
“Not now, Bernard,” said Bernard’s father.
“Your dinner’s ready, said Bernard’s mother.
She put the dinner in front of the television.
The monster ate the dinner. Then it watched the television.
Then it read one of Bernard’s comics and broke one of his toys.
“Go to bed. I’ve taken up your milk,” called Bernard’s mother.
The monster went upstairs.
“But I’m a monster,” said the monster. “Not now, Bernard,” said Bernard’s mother.

We’re going on a bear hunt

We’re going on a bear hunt.	
We’re going to catch a big one.	We can’t go under it.
What a beautiful day!	Oh no!
We’re not scared.	We’ve got to go through it!
Uh-uh! Grass!	Squelch Squerch!
Long wavy grass.	Squelch Squerch!
We can’t go over it.	Squelch Squerch!
We can’t go under it.	
Oh no!	4. We’re going on a bear hunt.
We’ve got to go through it!	We’re going to catch a big one.
Swishy Swashy!	What a beautiful day!

Swishy Swashy!
Swishy Swashy!

2. We're going on a bear hunt.
We're going to catch a big one.
What a beautiful day!
We're not scared.
Uh-uh! A river!!
A deep cold river.
We can't go over it.
We can't go under it.
Oh no!
We've got to go through it!
Splash splosh!
Splash splosh!
Splash splosh!

3. We're going on a bear hunt.
We're going to catch a big one.
What a beautiful day!
We're not scared.
Uh-uh! Mud!
Thick oozy mud.
We can't go over it.

6. We're going on a bear hunt.
We're going to catch a big one.
What a beautiful day!
We're not scared.
Uh-uh! A cave!
A narrow gloomy cave.
We can't go over it.
We can't go under it.
Oh no!
We've got to go through it!
Tiptoe!
Tiptoe!
Tiptoe!
WHAT'S THAT?

We're not scared.
Uh-uh! A forest!
A big dark forest.
We can't go over it.
We can't go under it.
Oh no!
We've got to go through it!
Stumble trip!
Stumble trip!
Stumble trip!

5. We're going on a bear hunt.
We're going to catch a big one.
What a beautiful day!
We're not scared.
Uh-uh! A snowstorm!!
A swirling whirling snowstorm.
We can't go over it.
We can't go under it.
Oh no!
We've got to go through it!
Hoooo Woooo!
Hoooo Woooo!
Hoooo Woooo!

One shiny wet nose!
Two big furry ears!
Two big goggly eyes!
IT'S A BEAR!!!!

Quick! Back through the cave! Tiptoe! Tiptoe! Tiptoe!
Back through the snowstorm! Hoooo Woooo! Woooo Wooooo!
Back through the forest! Stumble trip! Stumble trip! Stumble trip!
Back through the mud! Squelch Squerch! Squelch Squerch!
Back through the river! Splash splosh! Splash Splosh! Splash Splosh!
Back through the grass! Swishy Swashy! Swishy Swashy!

Get to our front door.
Open the door.
Up the stairs.
Oh no!
We forgot to shut the door.
Back downstairs.
Shut the door.
Back upstairs.
Into the bedroom.
Into bed.
Under the covers.

One Monday Morning

the king, the queen, and the little prince came to visit me.
But I wasn't home.
So the little prince said, "in that case we shall return on Tuesday."
On Tuesday Morning
the king, the queen, the little prince and the knight came to visit me.
But I wasn't home.
So the little prince said, "in that case we shall return on Wednesday."
On Wednesday Morning
the king, the queen, the little prince, the knight and the royal guard came to visit me.
But I wasn't home.
So the little prince said, "in that case we shall return on Thursday."

On Thursday Morning

the king, the queen, the little prince, the knight, the royal guard and the royal cook came to visit me.

But I wasn't home.

So the little prince said, "in that case we shall return on Friday."

On Friday Morning

the king, the queen, the little prince, the knight, the royal guard, the royal cook and the royal barber came to visit me.

But I wasn't home.

So the little prince said, "in that case we shall return on Saturday."

On Saturday Morning

the king, the queen, the little prince, the knight, the royal guard, the royal cook, the royal barber and the royal jester came to visit me.

But I wasn't home.

So the little prince said, "in that case we shall return on Sunday."

On Sunday Morning

the king, the queen, the little prince, the knight, the royal guard, the royal cook, the royal barber, the royal jester and a little dog came to visit me.

And I was home.

So the little prince said, "We just dropped in to say hello."

No Nap

"It's Susie's nap time," Dad said.

Susie shook her head. "No nap. Susie isn't tired."

"Then we'll go for a walk first."

Dad zipped Susie into her jacket and buttoned himself into his coat. They walked past the playground, past the swings, past the man selling pretzels on the corner, and home.

Dad unzipped Susie's jacket and unbuttoned his coat.

"Are you nice and tired now, Sweetie?" he asked.

"No nap," Susie said.

"We'll dance," Dad said. "Dancing is very tiring."

They boogied and bongoed and did the creepy camel.

"No nap," Susie said.

"Let's do some exercises," Dad said

"Want to, Susie?"

They did push-ups,
and windmills,
and stood on their heads!
“I bet you’re tired now, Susie Q?”
Dad said. Susie shook her head.
“No nap.”
“Grrrr,” Dad growled in a voice like a lion.
“I’m going to tell you a story, Susie.
I’m going to sing you a song.
Then you’ll lie down like a good little girl.
Daddy promised Mommy that Susie would take a nap,”
“No nap,” Susie said.
Dad slumped on Susie’s bed.
“Teddy’s napping.
Dolly’s napping.
The big, yellow dump truck is napping.
Come lie next to Daddy.”
Susie lay down.
“Susie needs a drink of water,” she said.
“I’ll get it,” Dad said. “You stay here, nice and quiet.”
“Susie needs her balloon,” she said,
“and her hat with the flowers on it, and her bubbles, and her sunglasses.”
“Susie needs her pink socks, too, and her tumble monkey,” Susie said.
“OK.” Dad sat on the bed and took Susie’s hand. “Let’s pretend we’re little mice, so
warm and snuggly here in our mouse bed.” He lay down and closed his eyes.
“Sleepy little mice who don’t talk and who don’t move and who stay
very,
very
quiet.”
“Daddy?” Susie whispered.
But Dad didn’t answer.
“Daddy, I love you.” Susie put her glasses on Dad’s nose and her hat with the flowers
on his head. She kissed his chin beneath his snore.
“Yoo-hoo!” someone called.
Susie jumped up.
“Mommy’s home.”
Mon ran in the room, swept Susie up, and hugged her tight. She glanced around.
“What in the world happened here?”

“Shhh!” Susie whispered.
“Poor Daddy got tired.
He’s napping.”
“And what about you, little girl?” Mon asked.
“No nap,” Susie said.

I just forgot

Sometimes I remember, and sometimes I just forget.
This morning I remember to brush my teeth, but I forgot to make my bed.
I put my dishes in the sink after breakfast, but I forgot to put the milk away.
I almost forgot to feed the puppy, but he reminded me.
I didn’t forget to water the plants.
They looked fine to me.
I didn’t forget to feed the goldfish.
He just didn’t look hungry. I’ll do it now, Mom.
I got ready for school.
I even got to the school bus on time.
But I forgot my lunch box.
Mom brought it to school for me.
Thanks, Mom.
After school, I went outside to play in the rain.
I remembered to put on my rain slicker.
But I forgot my rubber boots.
When I came inside for a snack, I didn’t forget to take my boots off. I left them on
because I was going right back outside.
I had cookies and milk.
I was just going to eat three cookies, but I forgot to count them.
I didn’t forget to shut the refrigerator door, though.
I just wasn’t finished eating yet.
When Dad came home from work, I was supposed to get his paper. I didn’t forget--
the puppy got it first.
I know it’s time for bed. I didn’t forget.
Of course I’ll remember to pick up my toys when I’m finished playing with them.
I took my bath and remembered to wash behind my ears.
I didn’t use soap, but I didn’t forget to.
I just don’t like soap.
I guess I did forget to pick up my toys.

Did I forget to turn off the tub, too?
But there is one thing I never forget.
I always remember to have Mom read me a bedtime story. And I always remember to
kiss her good night.

Marvin wanted more!

The sheep in the meadow loved to play together all day long. But Marvin was feeling rather gloomy. “What’s the matter?” asked Molly. “I can’t run as fast or jump as high as the other sheep,” grumbled Marvin. “I’m too small, it’s not fair.” “But I like you as you are,” said Molly. But Marvin wanted to be just a little bigger. So when the other sheep had finished eating... Marvin ate some more. As Marvin ate more, he grew bigger and bigger....And soon he could run faster and jump much higher than the other sheep. But as he grew bigger and bigger he just wanted more and more... until he could not stop! “Don’t eat the forest!” called the other sheep. “You’re getting too big!” cried Molly. But Marvin loved being bigger. “Just a little bit more,” he said. And he munched up the forest in a matter of minutes! “That’s enough!” shouted Molly. But Marvin was too busy to listen. He gobbled up mountains and drank whole lakes. But Marvin still wanted more...Then he swallowed an entire country in one big gulp! But Marvin still wanted just a little bit more...So he jumped onto the moon...and ate the world! But then Marvin stopped. He was all alone. He missed the trees, and the meadow, and the other sheep, but most of all he missed Molly. And this made him feel very, very ill. Then all of a sudden...BAAAAAA! Marvin was sick. Out came the world and everything with it. Although things weren’t quite the same as they were before... Marvin felt much better. “I like you just the way you are,” whispered Molly. “I like me just the way I am, too,” said Marvin.

II. Readers:

Bear Hugs

Mama Bear,
I want a hug!
A big hug?
A small hug?
A growing very tall hug?
Papa Bear,
I want a hug!

A wet hug?
A dry hug?
A fly up to the sky hug?
How about a funny hug?
How about a honey hug?
A blackberry hug?
A Blueberry hug?
A nose all red with cherry hug?
How about a wiggly hug?
How about a giggly hug?
WAIT!
I know the hug that's best for me.
It's a hug-
a hug for three!

Pass the Present

The music stops.
Who has the present?
The dog has the present.
The dog takes off the blue paper.
the pig, the cat, the goat, the horse, the dog, the duck,
The music stops
Who has the present?
The goat has the present.
The goat takes off the red paper
The music stops.
Who has the present?
The duck has the present.
The duck takes off the yellow paper.
The music stops.
Who has the present?
The pig has the present.
The pig takes off the green paper.
The music stops.
Who has the present?
The cat has the present.
The cat takes off the purple paper.

Surprise!

Tony the flying turtle

Tony the turtle wanted to have an adventure

“I would like to see the world,” he said.

“I’d like to sail across the ocean. I’d like to climb a mountain.”

Tony talked and talked, but his friends were tired of listening.

One day, Tony the turtle saw some birds in a big tree.

They were very noisy and happy.

“Let’s go! Let’s go!” they all said.

Tony said, “Hello! Where are you going?”

“We are going to fly to a warm place,
far away in the south,” the birds said.

Tony was excited.

“Can I come with you?” he asked.

“Don’t be silly! You’re a turtle! Turtles can’t fly!” the birds said.

Tony was sad. “Please take me,” he said.

The birds had an idea.....

One bird asked, “Can you hold this stick in your mouth?”

“Yes, that’s easy!” Tony said.

“Remember!” the bird said.

“Don’t open your mouth.”

Tony held the stick in his mouth.

Two big birds held the stick, too

Then they all flew into the sky together.

Tony was happy. He liked being up in the sky.

Flying was fun.

He liked looking down.

Everything looked small.

Tony wanted to ask, “Where are we going?

How far is it? When are we going to eat?”

But there was one problem.

He couldn’t open his mouth.

Tony said “MMMPH!”

But the birds did not hear him.

He waved his legs at them.

But the birds did not see him.

Tony was angry. "I want to talk....AAAAGH!"
Tony started to fall.
He fell down, down, down....
Tony pulled his legs and his head inside his shell.
CRASH! OUCH!
His smooth shell cracked all over.
Poor Tony! He was very unhappy.
Tony slowly crawled to a pond.
"I talked too much before!" he thought.
"And now look at my shell. It's not smooth anymore."
Soon the birds came back.
"Are you going to fly with us?" they asked.
But Tony didn't say a word.
"No more flying for me!" he thought.

Pig Parade

Pigs bring lawn chairs. Pigs find shade. Pigs cheer on the Pig Parade.
Pigs play horns. Toot! Toot! Toot!
Pigs wave flags. Pigs salute.
Little Pig tries hard to see. All he sees are other Pigs' knees!
Little Pig knows what to do. Up he goes on Engine Two.
Sniff. Sniff. Sniff. Smell the breeze. What is that behind the trees?
Little Pig climbs higher, higher.
He smells smoke. "FIRE! FIRE!"
Siren blows. Pigs grab hose. Through the smoke the Pig troop goes.
Run! Run! Run! Spray! Spray! Spray! The fire's out. Pigs save the day!
But-on, no. What to do? The fire was...Wolf's barbecue! He wasn't even grilling meat.
It was just a veggie treat.
Pigs grab towels. Pat Wolf dry. Wipe a tear out of Wolf's eye.
"Wolf, we're sorry that we sprayed."
"Come and join our Pig Parade!"
"There will be a lovely lunch."
"Lots of yummy things to munch."
Fudge cake. Peach pie. Lemonade. Wolf pigs out...at the Pig Parade!

Little Hoot can't sleep

It was a dark, dark, stormy night and a wild wind was howling around the forest...
...chasing shadows across the sky and rattling the branches on the trees.
Little Hoot lay awake in his nest in the tree trunk, too frightened to sleep.
He tossed and turned...
...covered his eyes with his wings and...
...hid under the covers.
But the ghosts outside peeped in through the cracks in the bark.
And monsters crunched the leaves and snapped the twigs on the ground.
'What? Still awake?' said Wide Eye.
'There's nothing to be afraid of, Little Hoot.
Come in ghosts, come in monsters.
Come in and say hello.'
But only the Fireflies came in..
They settled around the nest making a warm soft glow, and when their eyelids
drooped...
...so did Little Hoot's.

POCAHONTAS

Pocahontas loved the forest.
She played there every day.
Her favorite game was hide-and-seek.
Before she'd hide she's say—
"I'm as swift as a river.
I'm as strong as a tree.
I'm as fast as the wind blows.
You will never find me!"
Pocahontas had a good friend,
and John Smith was his name.
One day the friends agreed to play their very own hid-and-seek game.
John smith smiled to himself.
He knew that he would win.
"You may go first," he told his friend.
"Get ready! Let's begin!"
"I'm as swift as a river.
I'm as strong as a tree.

I'm as fast as the wind blows.
You will never find me!"
Was she hiding by the oak tree?
Was she curled up in a log?
John Smith heard a deep voice singing.
CROAK! It was just a frog!
Was she hiding by the bushes?
Now there was something funny.
John Smith saw two bright eyes blinking.
No, it was just a bunny!
Over rocks and up a mountain.
Something moved in there.
John Smith stepped into a dark old cave.
Oh, no! A big brown bear!
"I'm as swift as a river.
I'm as strong as a tree.
I'm as fast as the wind blows.
You never found me!"
"The hiding part is easy,"
John Smith called to his friend.
"Now I will hide, and you will find that I'll win in the end."
John Smith dived under a waterfall.
He'd be well hidden there.
But John Smith was not like a fish.
He needed to get air!
Buried under a pile of leaves,
he found the perfect spot.
John Smith felt a tickle.
ACHOO! Will, maybe not!
Hanging from a leafy tree branch,
that 's one place he had not tried.
Then...CRACK!
The tree branch snapped in two.
There was no place left to hide!
When Pocahontas had stopped laughing,
John Smith agreed she'd won.
Hide-and-seek was not that easy....
But it sure was lots of fun!

MONKEY – MONKEY’S TRICK

The rainy season was coming. Monkey – Monkey had to build a new house. “Who will help me?” he asked.

“I would like to help,” said Lion Mother. “But I must go hunting. My cubs are hungry.”

“I would like to help,” said Elephant Leader. “But I must find a new water hole for the herd.”

“I would like to help,” said Old Giraffe. “But I hurt my hoof, and it is hard to walk.”

“Then I must build my house alone,” said Monkey-Monkey. And that is what he did.

“Dee diddle dee dum!” Monkey-Monkey heard someone singing. Hyena jumped out of the bushes. “I see you are building a new House,” he said. “I will help you.” But Hyena was full of tricks. Monkey-Monkey did not trust him. “I will build my house alone,” Monkey-Monkey told Hyena. Hyena said, “Fine with me.” But before he left, Hyena stole a banana. Chomp! Chomp! Chomp! He ate it all up. “Stop eating my bananas!” shouted Monkey-Monkey. “And get going! Right now!” “Hee hee ho!” Hyena laughed. “That banana was so good!” Then Hyena danced away. Monkey-Monkey worked on his house all day. He did not get very far.

That night a Beautiful Creature came out of the bushes. The Beautiful Creature was singing. “Dee diddle dee dum!” “I know someone who sings that way,” thought Monkey-Monkey. “But who?”

The Beautiful Creature looked at Monkey-Monkey’s house. “You need help,” he said. “I will help you. But first you must make a big pot of stew for me.”

Monkey-Monkey did need help. “Very well,” he said. “I will do s you ask. Come back tomorrow.”

Early the next morning Monkey-Monkey made a big pot of stew. Then all at once an Ugly Monster jumped out of the bushes. Monkey-Monkey was afraid. He ran up a tree. He watched the Ugly Monster eat up all the stew. Chomp! Chomp! Chomp! “I know someone who eats that way,” thought Monkey-Monkey. “But who?” Then the Ugly Monster ran back into the bushes.

A little later the Beautiful Creature came back. He looked in the empty pot.

“Where is my stew” he asked. Monkey-Monkey told him about the Ugly Monster.

“That is too bad,” said the Beautiful Creature. “But I did not eat. So I will not work for you.” “Please,” said Monkey-Monkey. “Come back tomorrow. I will make another pot of stew.” The Beautiful Creature said that was fine. Then he

danced away. "I know someone who dances that way," thought Monkey-Monkey. "But who?"

Monkey-Monkey kept his word. The next day he made another big pot of stew. All at once Monkey-Monkey heard a noise in the bushes. Was it the Beautiful Creature? NO! It was the Ugly Monster again!

Monkey-Monkey hid behind a log. The Ugly Monster ate all the stew. "Hee hee ho!" he laughed as he ran away. "I know someone who laughs that way," thought Monkey-Monkey. "But who?"

Soon the Beautiful Creature came back. Once again he looked in the pot. "Too bad," said the Beautiful Creature. "If I don't eat, I don't work. But I will come back again tomorrow." That's when Monkey-Monkey saw a bit of stew on the Beautiful Creature's face. "Now, how did that get there?" Monkey-Monkey said to himself. Then he knew!

This time Monkey-Monkey followed the Beautiful Creature down to the river. The Beautiful Creature looked around. Then he took off his feathers. It was Hyena! Monkey-Monkey waited all night. The next morning he saw Hyena put mud and leaves all over himself. So Hyena was the Ugly Monster, too! "I am so tricky!" Hyena said, laughing. "Hee hee ho! I cannot wait to trick Monkey-Monkey again."

"That is what he thinks!" Monkey-Monkey said to himself. Then he ran off before Hyena saw him. When the Ugly Monster jumped out of the bushes, another pot of stew was bubbling and boiling. But Monkey-Monkey was not there. A very skinny Zebra was stirring the pot of stew. "Boo! Go away!" shouted the Ugly Monster. "Go away yourself!" Zebra shouted back. "You can't fool me. You are not an Ugly Monster. You are Hyena!"

The Ugly Monster took off the leaves and mud. "You are right! Hee hee ho!" Hyena laughed. "I did not fool you. But I did fool Monkey-Monkey." Hyena smelled the big pot of stew. "Where is Monkey-Monkey anyway?" Zebra looked at him and said, "He went out get more branches for his house. And if Monkey-Monkey find out about your trick, he will be mad. He will put a magic spell on you."

Hyena sat down. He looked a little scared. Zebra said, "I used to be big and strong. But I tricked Monkey-Monkey. He found out and put a spell on me. Now look! I am so skinny." Hyena jumped up. He was really scared. "Oh, no!" Hyena cried. "How can I save myself?" The skinny Zebra stirred the stew. "you promised to help Monkey-Monkey build his new house. Maybe if you do, he will not get too mad." Hyena wasted no time. He gathered branches and sticks. He made lots of mud bricks. Hyena worked all day in the hot sun. Zebra sat and watched.

At last the house was finished. "I hear Monkey-Monkey coming!" shouted Zebra. Hyena ran into the bushes. "Tell Monkey-Monkey I have gone away forever!" he cried.

As soon as Hyena was gone, Monkey-Monkey took off the zebra skin. "What a nice new house I have," he said happily. Monkey-Monkey had a party for his jungle friends. He told them how he had tricked Hyena. All the animals laughed. Then everyone sat down and ate the big pot of stew!

The first thanksgiving

A ship is in the harbor taking on passengers.

The people going aboard seem too poor and too ordinary to ever be famous. And yet their names are now in history books. NOW, almost 400 years later, we still tell their story.

These are the people we call the pilgrims. They are about to sail to a strange new land called America. They've been warned that Indians may attack them. Even the voyage will be dangerous.

There may be pirates or hurricanes.

Many a ship has sailed off and never been seen again.

The Pilgrims are risking their lives.

Why?

It started with the king. The king declared that everybody must belong to his religion.

The Pilgrims wanted their own religion.

They tried meeting in secret.

But the king sent spies to watch their houses.

He sent soldiers to arrest their leaders.

Even their neighbors turned against them.

So the Pilgrims decided to leave England.

Now at last they are on the ship that will take them across the ocean-the *Mayflower*.

Other people have joined them. Everyone hopes for a better life in America.

They have given up their houses. They have said good-bye to their friends.

They have said good-bye to England, too.

The *Mayflower* is on its way.

The ship is crowded-there are 102 passengers in all!

Most of them must stay in one stuffy place below the deck. It is cold and damp.

There is no water for washing, no toilet.

Every day the Pilgrims eat the same meal-pickled beef, cheese, and dry, hard bread.

Some of the bread is full of worms.

Even the water tastes bad.

Halfway across the ocean the *Mayflower* is hit by terrible storms. Week after week huge waves crash across the deck. It seems as if the small ship will break in two.

But the *Mayflower* is still afloat after nine long weeks at sea.

One morning a lookout spots a dark speck ahead.

Land!

What a thrilling sight!

They have reached their new home. The ship gets closer.

The Pilgrims see a sandy beach and many trees.

America looks wild and strange.

Is it safe?

Are Indians hiding in the forest?

A search party goes ashore. The men walk along for miles and miles.

Suddenly they see Indians!

But the Indians are frightened and run away.

The men keep exploring. They find wonderful things-corn, baskets, a spring. They take fresh water back to the ship.

How sweet it tastes!

Now the Pilgrims must choose a good place to live-

a place with a harbor, and fresh water, and fields for planting.

At last they find the perfect spot.

Here a brook flows into the harbor.

A big rock marks the landing. They will call this place New Plymouth.

The Pilgrims begin a new life in a new land.

There is so much to do.

They must build houses before they can leave the ship. But it is winter.

Bad weather slows them down.

It takes weeks to finish just one house

And there is hardly enough to eat.

The Pilgrims survive on food from the ship, roots, wild birds, and shellfish.

How they wish for a dish of pudding and a slice of beef!

On a nearby hill the Pilgrims make a platform for their cannons.

They know the Indians are watching them.

They can see smoke from their campfires.

They can hear them in the woods.

A guard is posted day and night.

How hard that first winter is!

Every day is bleak and cold.

Fierce, icy winds rip through the settlement.
Freezing rain falls for hours.
The Pilgrims huddle together by their fires.
They feel miserable and so alone!
Almost everyone gets sick. Many people die.
The small Pilgrim band gets smaller and smaller.
By the end of winter only half of the Pilgrims are still alive.
The Pilgrims bury the dead at night in secret graves.
The Indians must not know how few Pilgrims are left.
And how weak those few are!
The long sad winter passes, and spring arrives.
Indians are sighted nearby. They come closer and closer.
Then one day an Indian walks right into the settlement.
The children are terrified.
But the Indian smiles and says, "Welcome,"
His name is Samoset.
He speaks English!
He learned it from sea captains. The Pilgrims ask Samoset many questions.
They give him presents.
They want to trust this friendly Indian.
Samoset comes back with an Indian named Squanto.
Squanto speaks even better English!
He likes the Pilgrims and he decides to live with them.
He shows them how to survive in the wilderness-how to hunt for deer, and where to
find berries and herbs.
He also shows them how to plant corn the Indian way.
The Indians put fish in the ground when they plant their seed.
The fish make the soil richer.
The Pilgrims want to make friends with all their Indian neighbors.
Squanto and Samoset tell them about an Indian king called Massasoit
(mass-uh-SO-it).
He is a great and wise leader.
Massasoit comes to visit Plymouth.
The Pilgrim governor bows and kisses the Indian king's hand.
Massasoit bows and kisses the governor's hand.
Then they talk together.
A treaty is made.
The Pilgrims and the Indians will not harm each other.

There will be peace.
The Indian leader draws his sign.
The governor writes his name.
This treaty is kept for 54 years!
In April the *Mayflower* sails back to England.
The Pilgrims are sad to see it leave.
But not one of them leaves with it.
They all want to stay in America.
The Pilgrims work hard all summer. In the fall the fields are full of good things to eat.
It is a time of plenty for the Pilgrims.
How thankful they are! They have food, and shelter, and new friends, the Indians.
The Pilgrims decide to invite the Indians to a thanksgiving feast.
Massasoit promises to come.
What a surprise!
Massasoit arrives with ninety Indians! The Pilgrims are worried.
How can they feed so many people?
But Massasoit knows what to do.
He sends some men into the forest. They come back with five deer. Now there is enough for everyone.
The oldest Pilgrim says a prayer of thanks. Then the feast begins. Everyone eats so much-turkey, lobster, goose, deer meat, onions, pumpkin, corn bread, berries.
The feast lasts for three days.
People eat and sleep, then eat again.
The Indians do special dances.
The Pilgrim men run races.
They have shooting matches.
The children play games like tag and blindman's bluff.
Everyone has a wonderful time.
As the years go by, more people from England come to America.
The little town of Plymouth gets bigger and bigger.
The children of the Pilgrims grow up and have children of their own.
And they have harvest feasts too.
In 1863 Abraham Lincoln, the president of the United States of America, makes Thanksgiving Day a national holiday.
The first Thanksgiving is never forgotten.

A message in a bottle

Little Hoot and Flea were stranded on an island in the middle of the sea.
The sea was very deep and full of sharks with big teeth. 'I think we're in trouble,' said Flea.
'You're right,' agreed Little Hoot, holding a telescope to his eye.
'All I can see is water. We're all on our own, Flea. No one will ever find us here.'
They sat on the sand and tried to think of a plan.
'I know', said Flea. 'We can send a message and put it in a bottle.'
'Then we can throw it in the sea and the waves will carry it away.'
'That's a good plan Flea,' said Little Hoot.
'Someone will find the bottle and come and save us.'
Flea wrote a message in his best handwriting.
Little Hoot put the message in the bottle and threw it into the sea.
They watched as the waves carried it away.
Little Hoot and Flea sat down to wait.
They waited and waited, but no one came.
'What if a band of pirates finds the bottle?' said Flea with a shiver.
'Or a flying monster carries it away in its sharp claws?'
'Or a sea snake comes out of the water and grabs it with its long tail?'
'Perhaps Wide Eye will find it,' said Little Hoot, hopefully.
Soon it was dark and very lonely on the island.
Flea and Little Hoot were still waiting.
They were hungry and tired, but no one came.
Suddenly they saw a candle glowing in the dark.
Wide Eye had come to find them!
'Did you find the message?' asked Little Hoot. 'Did you find the message in the bottle?'
'Maybe I did,' said Wide Eye.
'Maybe I sailed a long, long way to find you.'
'Time for bed,' said Wide Eye.
'Or do you want to stay on the island tonight?'
Little Hoot thought about the sharks and the pirates and the flying monster and the sea snake.
'I think I'd like to go home now, Wide Eye,' he said.
And Flea agreed.

People Who Help Us

Firefighter

Firefighters put out fires.

When there is a fire, people call the fire department.

Firefighters in fire trucks go to the fire to put it out. Fighting fires can be a dangerous job.

fire suits,

Firefighters are trained to be careful.

Health Worker

Health workers help us when we are sick or disabled.

Doctors, nurses, and other health workers help us stay healthy. In a hospital, nurses look after you. If you need glasses an optometrist will help you.

This girl is having an eye test.

Glasses can help you see.

Vet

Vets look after our pets' health.

Sometimes it's our pets that need help. Young animals, such as puppies and kittens, need to be checked by a vet. If your pet is sick, a vet will help make it well again.

cat's travel case

Vets know how to look after dogs, cats, birds, fish,
and other pets.

Teacher

Teachers help us learn.

Teachers help people of all ages learn new skills.

Teachers can help you learn to read. When you can read, you can learn new things by yourself.

Books and learning go together.

Librarian

Librarians help us find information.

Libraries are full of books, magazines, and computers. There is so much information in a library. A librarian can help you find what you need.

library computer

People ask librarians questions about many
different topics.

Music and Sports

Some people help us learn to play music, sports, or to dance.
Music teachers help us learn to play an instrument, such as piano, violin, or trumpet.
Many sports, such as soccer, cricket, and tennis, have coaches. Coaches help us learn
new skills. Swimmers also have coaches.

violin

You can play music on your own or in a band

These boys are learning soccer skills.

The Big Baby

Each spring, Mother Natterjack laid her eggs near the edge of the pond.
She and father Natterjack pushed them close together and covered each one with a
layer of thick jelly to keep it safe and warm.
Then they settled down to wait for the day the eggs would hatch.
As the days passed, everyone came to watch and wait-old toads and young toads, big,
little, fat, thin, high toads and low toads...
...they all gathered on the bank.
But this spring the eggs looked different.
At least-one egg did!
A huge round leathery egg floated half in and half out of the water amongst the spawn.
It was bigger and wider and fatter than all the rest-by far!
'It must be a boy,' said Father Natterjak very proudly.
'A big, strong, tall boy.'
'It's more likely to be a wrestler,' said the Midwife toad, and she rushed off to buy
some extra-large nappies.
At last the day came when the little eggs hatched and a hundred tiny faces peered up
from the pond.
But the giant egg just lay there-quite still.
Then the day came when a hundred tiny tadpoles grew back legs and swam out of the
jelly.
But nothing stirred in the giant egg.
And soon a hundred tiny baby toads grew front legs and clambered out on to the bank.
But nothing stirred in the giant egg.
And then, at long last, the egg cracked and out came a long sniffing snout and a
mouth of short jagged teeth.
'It hasn't got the family nose,' said Mother Natterjack. 'And it hasn't got the family
eyes or the family ears either!'
Finally, out squeezed a long scaly body with four strong clawed legs and a very long

tail.

'It doesn't look like any toad I've ever seen,' cried the terrified Midwife toad...

...and she rushed off in fright to buy some extra-extra-extra large nappies.

The big baby began to grow.

It needed a larger feeding bottle than the other baby toads...

...and a larger cradle to sleep in.

And although it needed a smaller chair to reach the breakfast table-it had a far larger appetite than any of the other babies...

...especially when it came to gobbling toad jelly, toad on toast, or toad-in-the-hole.

Father Natterjack passed his days fetching and carrying for the big baby.

Poor Mother Natterjack passed her days in floods of tears.

While Midwife toad packed her bags and went home.

And all the other Natterjacks hid in the pond where the hungry baby couldn't find them.

And as the big baby grew, so did the problems of the Natterjack family.

There would have been no end to the trouble if Wide Eye hadn't flown by.

'You've been very good parents,' he said to the weeping Natterjacks, 'but now it's time for your baby to go out into the big wide world.'

And Wide Eye picked up the little monster in his curved beak and carried him back to where he belonged...

...which was a long, long way from the Natterjack pond.

Firefly Moon

One night the moon vanished.

At first it appeared as a great circle in sky.

Then it grew smaller and smaller until only a small slice was left, and then it vanished altogether.

The moon has dropped out of the sky', said the fireflies of the Natterjack forest.

And they huddled together to make some light.

'It has fallen into the forest.

It must be around here somewhere.'

They didn't have very far to look.

There it sat, on the grass, perfectly round and moon-shaped.

But it wasn't shining as it usually did.

It was dull and grey and not nearly as bright as a moon should be.

'Poor moon', said the fireflies.

'It has landed with such a bump that its light has gone out'.

And they looked all over the outside of the moon for its switch.
But they couldn't find one.
'No switch, no power. No power, no light', said Batwing, who understood all about electricity.
'We'll light it up,' said the fireflies.
'We'll make it glow again.'
So they settled on the moon and covered it all over with tiny dots of light.
Just like this.
Take a yellow or an orange pencil and decorate your moon with dots of light.
Then they danced on it in zigzag triangles like this.
Now choose your favourite colours and fill in the triangles.
They covered it with criss-cross squares.
And made a wavy pattern that looked like the sea.
Make a patchwork moon by colouring in all of the squares.
They covered the moon with circles and diamonds and squiggles of every shape and size.
Now colour in all of the circles to make lots of little moons.
They made pattern after pattern, but still the moon didn't light up.
After a while the fireflies grew tired and as their weary tails began to droop, their lights grew dim. And soon they slept.
And only then did the real moon come up in the sky. It cast its silvery glow over the dull grey egg-before passing on.
As it gleamed, it caught Wide Eye's attention. 'Hang on, that's one of Wily's eggs. He's been up to his tricks again.'
He swooped down to gather up the egg and carries it safely back to Wily Komodo's nest where it belonged.
When the fireflies awoke, everything was back to normal.
And they still believe to this day that they were the ones who made the moon shine again.

Mrs. Brice's Mice

Mrs. Brice had twenty-five mice.
She fed her mice the finest cheese.
She washed and dried them behind their ears, so they were always clean.
Mrs. Brice loved to sing for them.
When she played the piano, twenty-four little mice danced around her.
One very small mouse danced on top of her hand.

He was afraid to fall between the keys.
When Mrs. Brice went to bed, twelve little mice slept on one side of her.
Twelve little mice slept on the other side.
One very small mouse slept on the clock, in case he wanted to know what time it was.
In the morning, Mrs. Brice did exercises.
She stretched her arms and legs.
She bent over and touched her toes with her fingers.
“ One, two, three, four, five, six....
One, two, three, four, five, six.....”
Twenty-four little mice did exercises too.
They stretched,
they bent,
they touched their toes.
One very small mouse kept on sleeping.
“It is time for our walk,”
said Mrs. Brice.
Twelve little mice walked in front of her.
Twelve little mice walked in back.
One very small mouse sat on top
of Mrs. Brice’s hat,
So he could see where they were going.
He saw a cat.
Twelve little mice ran this way.
Twelve little mice ran that way.
One very small mouse jumped down to the ground and ran this way and that.
He ran so many different ways,
the cat got tired of chasing him and went back
to whatever he had been doing.
“What a clever little mouse you are,” said Mrs. Brice.
“Now we can go to buy some food.”
Twenty-four little mice sat in a cart
and enjoyed the ride.
One very small mouse sat in front.
They went up one aisle.
They went down another.
Mrs. Brice bought
food in cans,
food in jars,

cold food,

hot food.

"Now we can go home," said Mrs. Brice.

Twenty-four little mice were glad.

But one very small mouse kept on leading the way.

He led them to the dairy counter.

Mrs. Brice bought a nice, big cheese.

Then she and her mice went home to eat it.

After they ate, Mrs. Brice sang and played the piano.

Twenty-four mice danced around her.

One very small mouse kept right on eating.

The Teeny Tiny Woman

A teeny tiny woman lived in a teeny tiny house. One day she put on her teeny tiny hat. She got her teeny tiny bag. And she went for a teeny tiny walk. Soon the teeny tiny woman came to a teeny tiny gate. She opened the teeny tiny gate and went into a teeny tiny yard. There she saw a teeny tiny bone on a teeny tiny grave. "I can make some teeny tiny soup with this teeny tiny bone," said the teeny tiny woman. The teeny tiny woman put the teeny tiny bone in her teeny tiny bag. She went through the teeny tiny gate. She walked and walked and walked all the way back to her teeny tiny house. The teeny tiny woman opened her teeny tiny door. "My teeny tiny feet are tired," said the teeny tiny woman. "I will not make my teeny tiny soup now." The teeny tiny woman put the teeny tiny bone in a teeny tiny cupboard. Then she got into her teeny tiny bed for a teeny tiny nap. Soon the teeny tiny voice called: "Give me my bone!" The teeny tiny woman was a teeny tiny bit scared. "I must have had a teeny tiny dream," she said. The teeny tiny woman had a teeny tiny glass of milk. Then she got back into her teeny tiny bed. Soon she fell asleep. It was not long before the teeny tiny voice called out again. "Give me my bone!" The teeny tiny woman woke up. She was so scared she hid under her teeny tiny covers. But the teeny tiny voice called out again. And now it was not teeny tiny at all! "GIVE ME MY BONE!" The teeny tiny woman peeked out from her teeny tiny covers. She said, "TAKE IT!" And that is the end of this teeny tiny story.

Spy in the night

If you think you have a secret

And no one knows but you

You haven't told a person
 You haven't dropped a clue
 Then watch out!
 There's a spy
 Where? Up there
 In the sky
 There's a spy
 Who's scouting about
 This spy has an ear
 That can hear a small cheep
 She can pick up a rustle
 Can pinpoint a squeak
 Shhhh! Listen with me.
 Hidden from sight
 In the darkness of night
 She will swoop from up high
 Pass by with her cry
 Wheeee! Let me see
 There's a spy
 Where? Up there
 In the sky
 There's a spy
 Who's scouting about
 If you think you have hidden your treasure
 In the deepest, darkest hole
 In the shadows of the forest
 And you haven't told a soul
 Then watch out!
 For this spy has a nose
 That can sniff every scent
 Of the earth that you've dug
 Of the grasses you've bent
 Ahhhh! Who's there?
 There's a spy
 Where? Up there
 In the sky
 There's a spy
 Who's scouting about

If you think that your dreams are yours only
As you snuggle up warm in bed
That the stories and adventures you're dreaming
Are all within in your head
Psss! Whisper to me

For this spy likes a tale
And she'll steal every word
She'll spread it around
Until everyone's heard

It's Batwing
Riding high on the breezes that carry her
Out of the darkness and into the blue
It's Batwing
She glides from the forests and caves
Bathed in the moonlight she comes into view
You secrets are safe
I'm spying for you!

Appendix 30 Book List (including class library rules and reminders)

No.	Book Title	Publisher	Type	Publisher's Level	Students borrowed times	Top 8	OG level
1	TWO MONSTERS	Andersen Press	Real books		6		3
2	NOT NOW, BERNARD (COLOR EDITION)	Andersen Press	Real books		15	2	3
3	THE GRUFFALO	Puffin Books	Real books		7		3
4	UNDER THE BED	Good Books	Real books		3		4
5	LOVE YOU FOREVER	Firefly Books	Real books		5		4
6	WHERE THE WILD THINGS ARE	Harper Collins	Real books		5		4
7	THE DOORBELL RANG	Harper Collins	Real books		6		3
8	I WILL NOT EVER NEVER EAT A TOMATO	Orchard	Real books		7		4
9	THERE WAS AN OLD LADY WHO SWALLOWED A FLY	Child's Play (International) Ltd	Real books		11	7	3
10	LITTLE MISS WISE	Penguin Group	Real books		9		4
11	TONY THE FLYING TURTLE	McGraw-Hill Book Club	Reader	3	6		3
12	PASS THE PRESENT	McGraw-Hill Book Club	Reader	1	2		3
13	BEAR HUGS	Step into reading, Random House	Reader	1	7		2
14	PIG PARADE	Step into reading, Random House	Reader	1	13	5	3
15	THE TEENY TINY WOMAN (BOOK)	Step into reading, Random House	Reader	2	8		4
16	THE TEENY TINY WOMAN (CD)	Step into reading, Random House	CD				n/a
17	MONKEY-MONKEY'S TRICK (BOOK)	Step into reading, Random House	Reader	2	6		4
18	MONKEY-MONKEY'S TRICK (CD)	Step into reading, Random House	CD				n/a
19	FIVE SILLY FISHERMEN (BOOK)	Step into reading, Random House	Reader	2	7		3
20	FIVE SILLY FISHERMEN (CD)	Step into reading, Random House	CD				n/a
21	DAVID AND THE GIANT (BOOK)	Step into reading, Random House	Reader	2	5		3
22	DAVID AND THE GIANT (CD)	Step into reading, Random House	CD				n/a
23	MICE ARE NICE (BOOK)	Step into reading, Random House	Reader	2	10	8	3
24	MICE ARE NICE (CD)	Step into reading, Random House	CD				n/a

No.	Book Title	Publisher	Type	Publisher's Level	Students borrowed times	Top 8	OG level
25	THE FIRST THANKSGIVING	Step into reading, Random House	Reader	3	6		4
26	THE CAT IN THE HAT COMES BACK (BOOK)	Step into reading, Random House	Reader		10	8	4
27	THE CAT IN THE HAT COMES BACK (TAPE)	Step into reading, Random House	Tape				n/a
28	ROOM ON THE BROOM (BOOK)	Dial books for Young Readers	Real books		7		4
29	ROOM ON THE BROOM (TAPE)	Dial books for Young Readers	Tape				n/a
30	NO NAP (BOOK)	Clarion Books	Real books		20	1	4
31	NO NAP (TAPE)	Clarion Books	Tape				n/a
32	CONCHITA'S PARTY	Little Learners - Wide Eye Library - Storytime Series	Reader	pre-school to primary	5		4
33	A MESSAGE IN A BOTTLE	Little Learners - Wide Eye Library - Storytime Series (pre-school to primary)	Reader	pre-school to primary	5		4
34	TOAD IN A TEAPOT	Little Learners - Wide Eye Library - Storytime Series (pre-school to primary)	Reader	pre-school to primary	3		4
35	THE HUNCHBACK OF NOTRE DAME	Disney Enterprises, Inc.	Reader		3		5
36	HERCULES and the Maze of the Minotaur	Disney Enterprises, Inc.	Reader	3	3		3
37	BEAUTY AND THE BEAST	Disney Enterprises, Inc.			4		4
38	CINDERELLA	Disney Enterprises, Inc.			5		5
39	THE BOUNCING BOOK	Marshall publishing			5		4
40	FIRST WORDS	Dorling Kindersley publishing			2		1
41	A DARK SECRET	Marshall publishing			7		4
42	A BUSY DAY	Marshall publishing			4		4
43	THE SPECIAL CLUB	Marshall publishing			2		4
44	SONGS AND RHYMES	Marshall publishing			4		4
45	THE BIG BABY	Little Learners - Wide Eye Early Learning Programme			5		4
46	FOLLOW MY LEADER	Marshall publishing			4		4

No.	Book Title	Publisher	Type	Publisher's Level	Students borrowed times	Top 8	OG level
47	FIREFLY MOON	Little Learners - Wide Eye Early Learning Programme			3		4
48	ZOOM TO THE MOON	Little Learners - Wide Eye Library - Read and Chant series	Reader	Pre-school to primary	10	8	5
49	CHA CHA CHA	Little Learners - Wide Eye Library - Read and Chant series	Reader	Pre-school to primary	4		4
50	SNAPDRAGON MONSTER	Little Learners - Wide Eye Library - Read and Chant series	Reader	Pre-school to primary	10	8	3
51	SPY IN THE NIGHT	Little Learners - Wide Eye Library - Read and Chant series	Reader	Pre-school to primary	13	5	5
52	SPY IN THE NIGHT	Little Learners - Wide Eye Library - Read and Chant series	Reader	Pre-school to primary			5
53	LITTLE HOOT CAN'T SLEEP	Little Learners - Wide Eye Library - Little Hoot's First Library	Reader	Pre-school Early Primary	7		3
54	LITTLE HOOT LEARNS TO FLY	Little Learners - Wide Eye Library - Little Hoot's First Library	Reader	Pre-school Early Primary	3		4
55	LITTLEHOOT GOES TO SCHOOL	Little Learners - Wide Eye Library - Little Hoot's First Library	Reader	Pre-school Early Primary	7		4
56	LITTLE HOOT GETS LOST	Little Learners - Wide Eye Library - Little Hoot's First Library	Reader	Pre-school Early Primary	4		5
57	THE SNOWMAN	Puffin Books	Real books		1		0
58	THE WALKER BOOK OF FIRST RHYMES	Walker Books Ltd.	Real books		2		3
59	FUNGUS THE BOGEYMAN	Hamilton	Real books		1		5
60	THE TROLL VALLEY	Aune Foriag AS	Real books		0		5
61	TROLLS	Carlsen Forlag	Real books		15	2	5
62	NOT NOW, BERNARD	Andersen Press	Real books				3
63	PRINCESS SMARTYPANTS	Puffin Books	Real books		1		4
64	FROG AND TOAD TOGETHER	Mammoth	Real books		1		3

No.	Book Title	Publisher	Type	Publisher's Level	Students borrowed times	Top 8	OG level
65	JIM AND THE BEANSTALK	Puffin Books	Real books		1		4
66	THE SHOPPING BASKET	Red Fox	Real books		1		5
67	SOMETHING ELSE	Puffin Books	Real books		1		4
68	FUNNYBONES	Puffin Books	Real books		1		4
69	DON'T FORGET THE BACON!	Red Fox	Real books		1		2
70	ON THE WAY HOME	Mcacmillan Children's Books	Real books		1		4
71	MEG AND MOG	Puffin Books	Real books		0		3
72	MEG AND MOG BIRTHDAY BOOK	Puffin Books	Real books		2		4
73	SOEMTHING GOOD	Annick Press Ltd	Real books		1		4
74	THERE'S SOMETHING IN THE FOREST	Little Learners - Wide Eye Library - Storytime Series (pre-school to primary)	Reader	pre-school to primary	3		4
75	TWO MONSTERS (TAPE)	Self-produced audio aid	Tape				n/a
76	TONY THE FLYING TURTLE (TAPE)	Self-produced audio aid	Tape				n/a
77	NOT NOW, BERNARD (TAPE)	Self-produced audio aid	Tape				n/a
78	THE DOORBELL RANG (TAPE)	Self-produced audio aid	Tape				n/a
79	THE SNOWMAN (TAPE)	Puffin Books	Tape				n/a
80	PEOPLE WHO HELP US	Blake publishing	Reader		5		4
81	WHY RECYCLE?	Blake publishing	Reader		2		5
82	DOCTOR AND DENTIST	Blake publishing	Reader		2		5
83	FIND YOUR WAY	Blake publishing	Reader		2		4
84	POCAHONTAS (HIDE AND SEEK)	Disney Enterprises, Inc.	Reader	2	3		3
85	PEOPLE WHO HELP US (CD)	Blake publishing	CD				n/a
86	WHY RECYCLE? (CD)	Blake publishing	CD				n/a
87	DOCTOR AND DENTIST (CD)	Blake publishing	CD				n/a
88	FIND YOUR WAY (CD)	Blake publishing	CD				n/a
89	WE'RE GOING ON A BEAR HUNT	Walker Books Ltd.	Real books		1		3
90	WE'RE GOING ON A BEAR HUNT (CD)	Walker Books Ltd.	CD				n/a
91	MRS. BRICE'S MICE	Harper Collins	Reader	1	15	2	4

No.	Book Title	Publisher	Type	Publisher's Level	Students borrowed times	Top 8	OG level
92	ONE MONDAY MORNING	Farrar Straus and Giroux	Real books		10	8	3
93	MRS. BRICE'S MICE AND ONE MONDAY MORNING (TAPE)	Self-produced audio aid	Tape				n/a
94	I JUST FORGOT	Golden Books	Real books		9		4
95	JUST ME IN THE TUB	Golden Books	Real books		9		4
96	I JUST FORGOT AND JUST ME IN THE TUB (TAPE)	Self-produced audio aid	Tape				n/a
97	MARVIN WANTS MORE	Bloomsbury Publishing PLC	Real books		10	8	4
98	MARVIN WANTS MORE (TAPE)	Self-produced audio aid	Tape				n/a
99	MARVIN WANTS MORE	Bloomsbury Publishing PLC	Real books				4
100	MARVIN WANTS MORE	Bloomsbury Publishing PLC	Real books				4

Class Library Rules:

Please remember to fill in the check out form.

Please take good care of the books.

Return the books on time. Remember to sign when you check in the books and put them back according to the numbers.

You can only borrow the book for one week. If you want to read it again, please wait for a week.

Change to another book if the book you're reading is too difficult, too easy or not interesting to you.

Bring your own books to share with others. Your books will be returned after the programme.

Nonie' Reminders:

Borrow the books with suitable levels. Five unknown words a page is the right level.

You can always start from the easy books.

You don't have to move to a more difficult book after you read. You can always go back to easier books.

Reading the same book several times can be helpful too.

Use the tapes/CDs as much as possible!

Appendix 31Main study - Group Interview Questions: Children in Experimental Group

Questions:

1. How do you usually read?
2. In this project, what do you find interesting? What do you find uninteresting?
3. Does your feeling towards English or English reading change before and after the project?
4. Did your parents really read with you at home?
How often did they read with you?
How did they read with you?
What kind of activities did you do?
5. How do you find the levels of the books that I had introduced to you in general?
Acceptable?
Does “the books” make a difference to your reading?
6. Would you prefer to have one session a week for English reading at school, compared to reading at home?
Would you like to have one extra English reading hour at school?
7. Do you still prefer reading yourself?
What kind of fun/help do you think family reading would bring? Or would it bring you extra problems?
8. Do you have any other suggestions toward the project?
Anything to improve?
9. How much did you use the vocabulary notebook?

Appendix 32 Vocabulary Frequency List

	Vocab	pilot test frequency †	Thorndike-Lorge frequency ††(occurrences per million words)	Thorndike-Lorge first 1,000 words ††††	
				1-500	500-1000
Difficult words	<i>banana</i>	18	13		
	<i>earth</i>	18	AA		1
	<i>feel</i>	18	AA	1	
	<i>finger</i>	18	AA		1
	<i>kid</i>	18	A		
	<i>menu</i>	18	13		
	<i>the</i>	18	AA	1	
	<i>game</i>	19	AA		1
	<i>rainy</i>	19	11		
	<i>share</i>	19	AA		1
	<i>thank</i>	19	AA		1
	<i>train</i>	19	AA		1
	<i>true</i>	19	AA	1	
	<i>wash</i>	19	AA		
	<i>eighteen</i>	20	44		
	<i>excellent</i>	20	A		
	<i>present</i>	20	AA	1	
	<i>tomato</i>	20	11		
	<i>tree</i>	20	AA	1	
	<i>umbrella</i>	20	13		
Easy words	hospital	21	A		
	sister	21	AA		1
	song	21	AA		1
	there	21	AA	1	
	toy	21	49		
	word	21	AA	1	
	big	22	AA	1	
	blue	22	AA		1
	dress	22	AA	1	
	fall	22	AA	1	
	glove	22	43		
	grade	22	44		
	ice	22	AA		1
	foot	23	AA		1
	fourteen	23	4		
	have/has/had	23	AA	1	
	police	23	A		
	boy	24	AA	1	
	fourth	24	A		
	goat	24	A		
	good	24	AA	1	
	he/him/his	24	AA	1	
	monkey	24	23		
	music	24	AA		1
	sing	24	AA		1

doll	25	46		
fish	25	AA		1
half	25	AA	1	
hungry	25	A		
living room	25	AA †††	1	
queen	25	AA		1
yes	25	AA	1	
egg	26	AA		1
English	26	AA		1
paint	26	AA		1
doctor	27	AA	1	
to	27	AA	1	
February	28	A		
garden	28	AA	1	
January	28	A		
July	28	A		
morning	28	AA	1	
mouse	28	34		
look	29	AA	1	
star	29	AA		1
five	30	AA	1	
floor	30	AA		1
juice	30	37		
jump	30	A		
nine	30	AA		1
no	30	AA	1	
white	30	AA	1	
flower	31	AA		1
fly	31	AA		1
name	31	AA	1	
number	31	AA	1	
left	32	AA	1	
lion	32	A		
notebook	32	6		
park	32	A		
Total			28	23

† This column shows the frequency of correct response from the vocabulary piloting before the main study. The lower the frequency, the harder the word is. The first 20 words are the lowest of the frequency and thus are the most difficult. These are the words which appear repeatedly in the three tests.

†† The symbols in this column states the occurrences per million words. 1 = at least one occurrences per million and not so many as two per million; 2 = at least two per million and not so many as three per million; and similarly up to 49; A = at least 50 per million and no so many as 100 per million; AA = 100 or over per million. (Thorndike and Lorge 1944:ix)

††† In the Thorndike-Lorge word book, there is no entry as 'living room'. Therefore, this symbol is for 'live (ing)'.

†††† This shows which category between the two frequency group the word belongs to.

Appendix 33Main study Group improvement of vocabulary and sentence re-structuring

Descriptive Statistics (Vocabulary)					
Group	N	Min	Max	Mean	SD
control	34	0.0000	1.5833	0.9391	0.3647
family reading	11	0.3788	1.5000	1.0691	0.2988
independent reading	18	0.1923	1.2500	0.8387	0.3478

Descriptive Statistics (Re-Structuring)					
Group	N	Min	Max	Mean	SD
control	34	0.0000	5.5556	1.1528	0.8595
family reading	11	0.0000	1.0000	0.7190	0.4257
independent reading	18	0.2750	5.5556	1.3634	1.2925

Appendix 34 Vocabulary (51 items)

Wilcoxon Signed Ranks Test Statistics(c) Compare Pretest – Posttest Among Groups

group		posttest average – Pretest average
Control	Z	-.425(a)
	Asymp. Sig. (2-tailed)	.671
Family	Z	-1.132(b)
	Asymp. Sig. (2-tailed)	.258
Independent	Z	-.940(a)
	Asymp. Sig. (2-tailed)	.347

- a Based on positive ranks.
- b Based on negative ranks.
- c Wilcoxon Signed Ranks Test

Wilcoxon Signed Ranks Test Statistics(c) Compare Pretest - Posttest All Cases

	Posttest average – pretest average
Z	-.395(a)
Asymp. Sig. (2-tailed)	.693

- a Based on positive ranks.
- b Wilcoxon Signed Ranks Test

Wilcoxon Signed Ranks Test Statistics(c) Compare Pretest – Delayed posttest Among Groups

group		Delayed posttest average - pretest average
Control	Z	-1.394(a)
	Asymp. Sig. (2-tailed)	.163
Family	Z	-1.275(a)
	Asymp. Sig. (2-tailed)	.202
Independent	Z	-1.176(a)
	Asymp. Sig. (2-tailed)	.240

- a Based on negative ranks.
- b Wilcoxon Signed Ranks Test

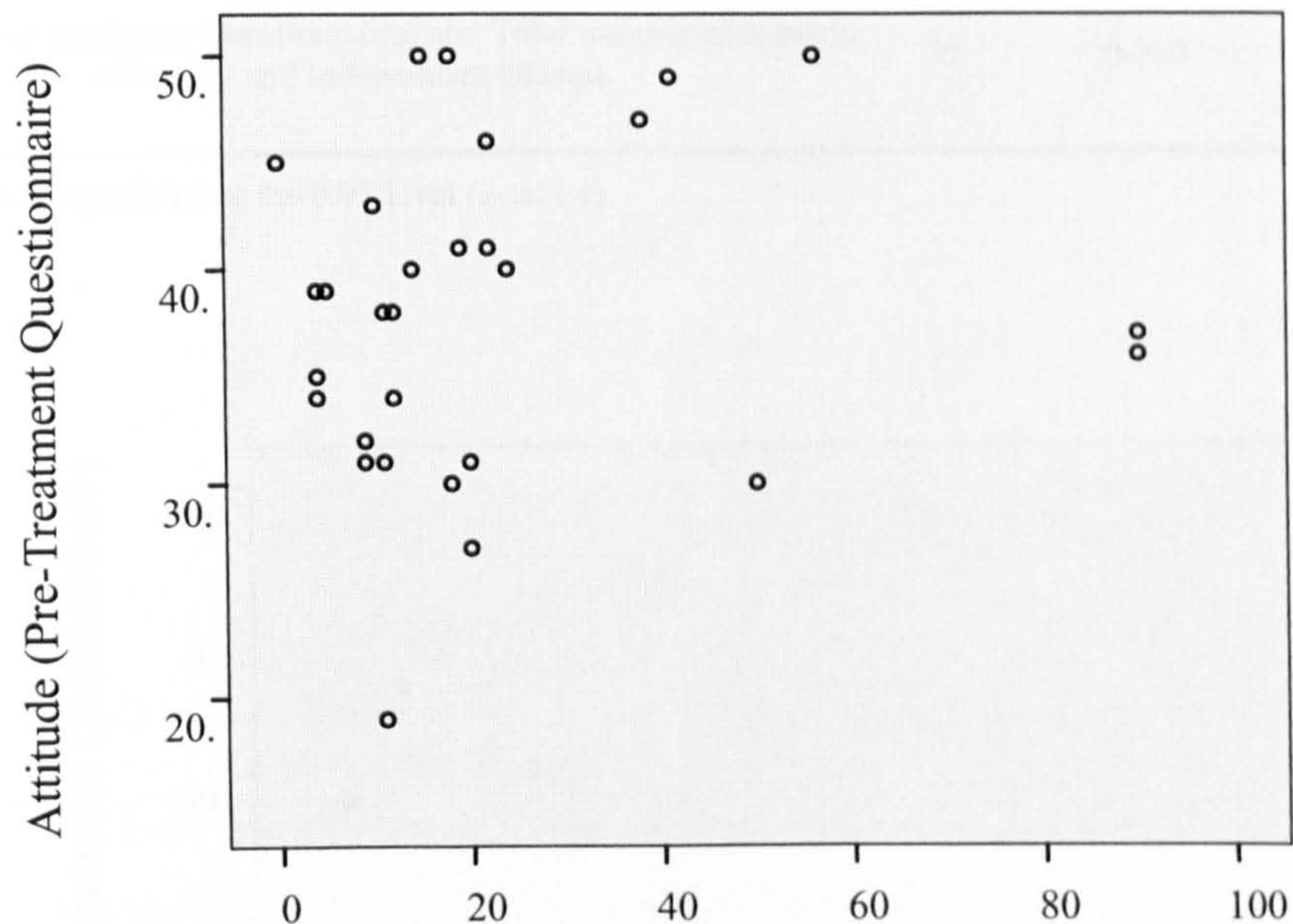
Wilcoxon Signed Ranks Test Statistics(c) Compare Pretest – Delayed Posttest All Cases

	Delayed post test average - pre test average
Z	-2.114(a)
Asymp. Sig. (2-tailed)	.035

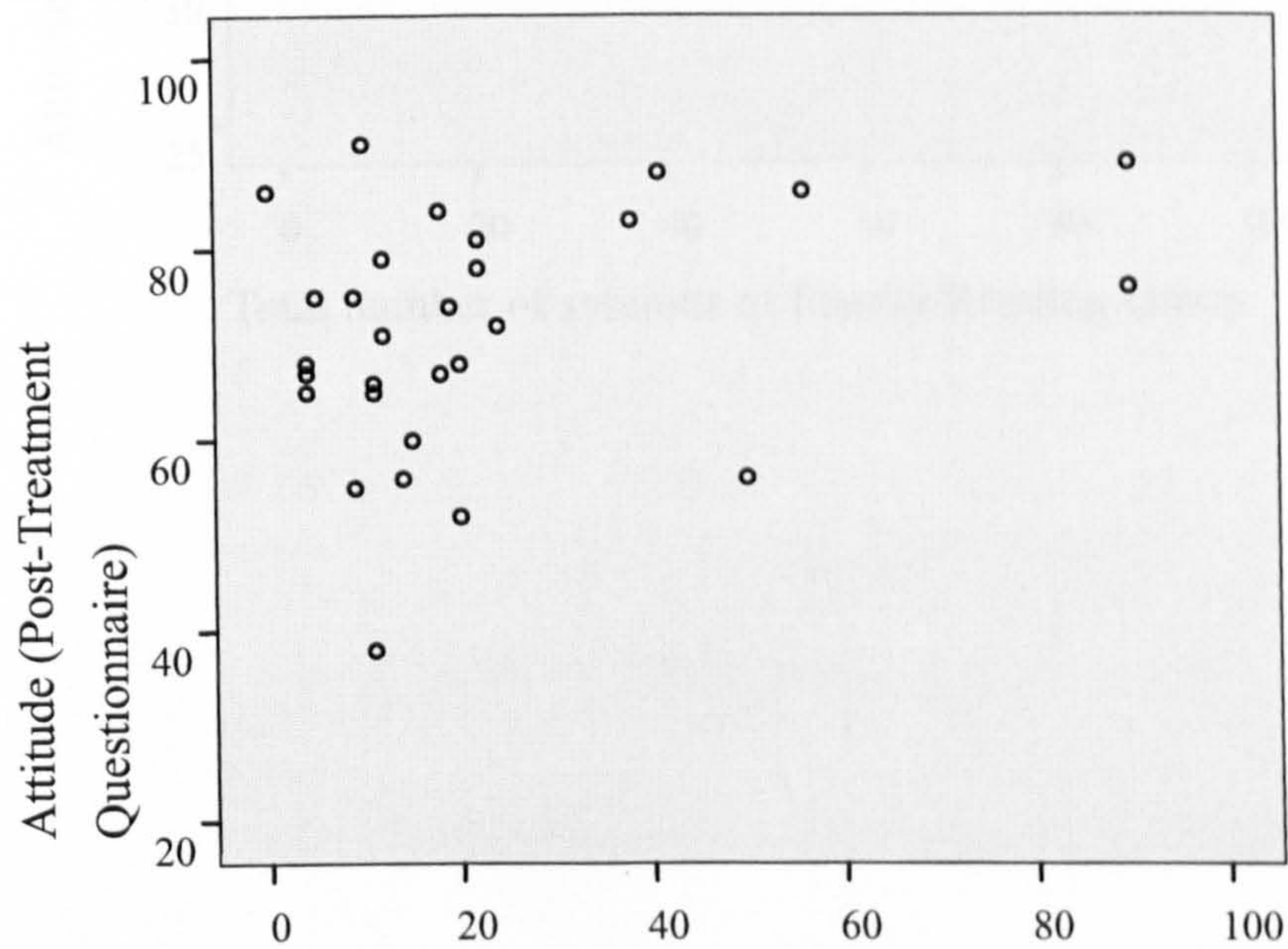
- a Based on negative ranks.
- b Wilcoxon Signed Ranks Test

Appendix 35 Scatterplot and Pearson Correlation between Attitude and Total number of sessions

Graph: Attitude and Total number of sessions - Family and independent reading groups



Total number of sessions of Family and Independent Groups

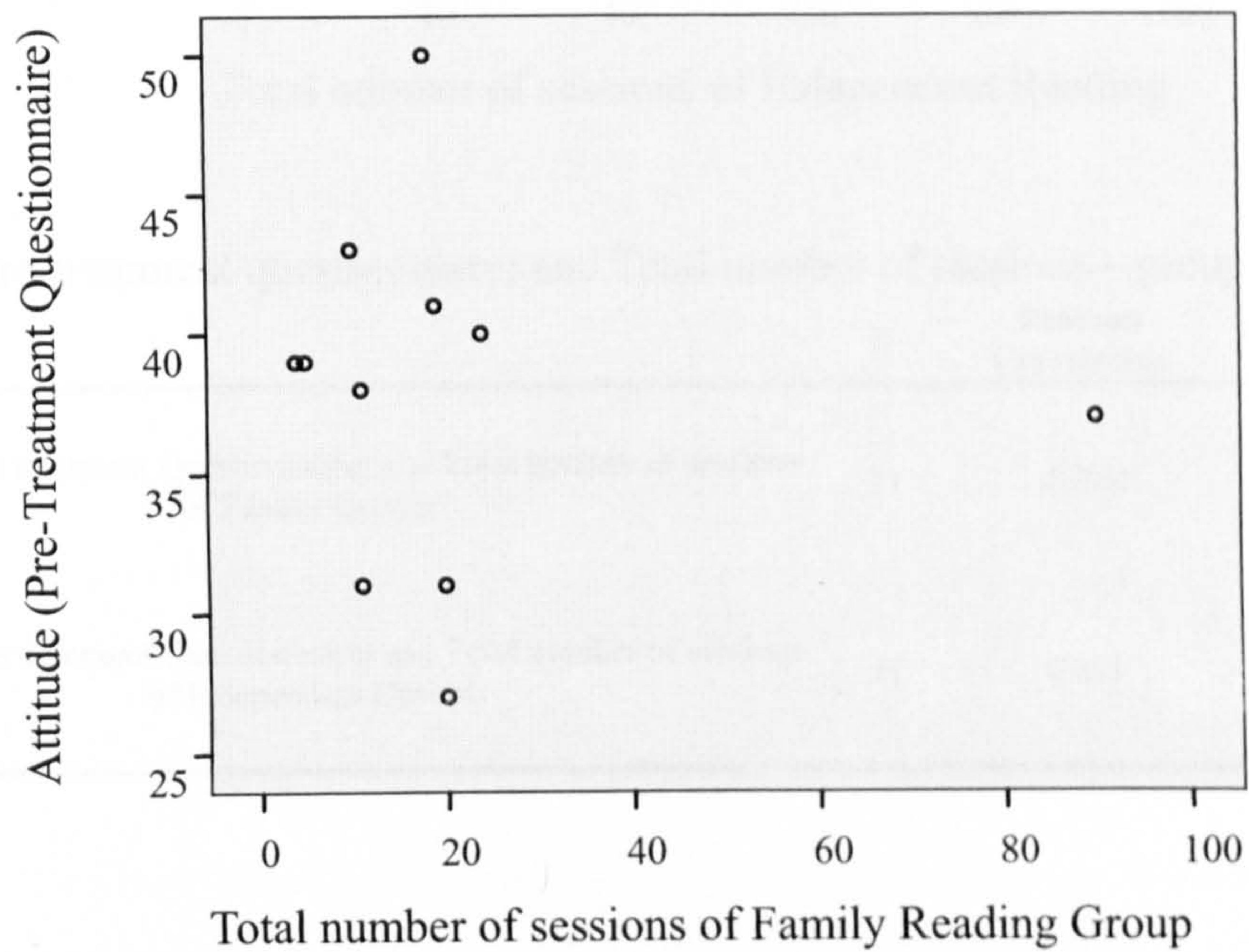


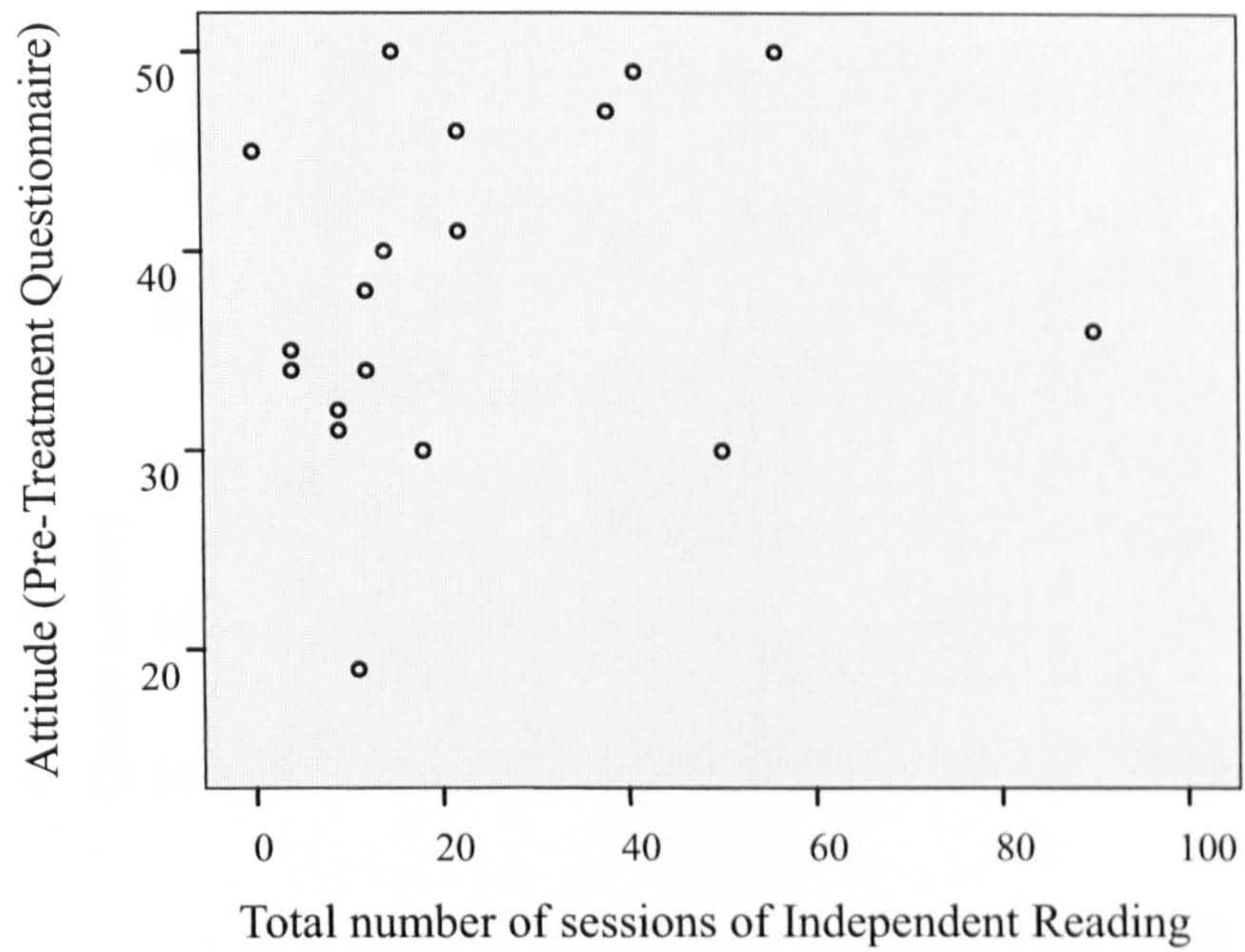
Total number of sessions of Family and Independent Groups

Attitude (Pre-/post-treatment questionnaire) and total number of sessions – family and independent reading groups)

	N	Pearson Correlation	Sig. (2-tailed)
Attitude (Pre treatment Questionnaire) and Total number of sessions of Family and Independent Groups	29	0.126	0.515
Attitude (Post treatment Questionnaire) and Total number of sessions of Family and Independent Groups	29	0.310	0.102

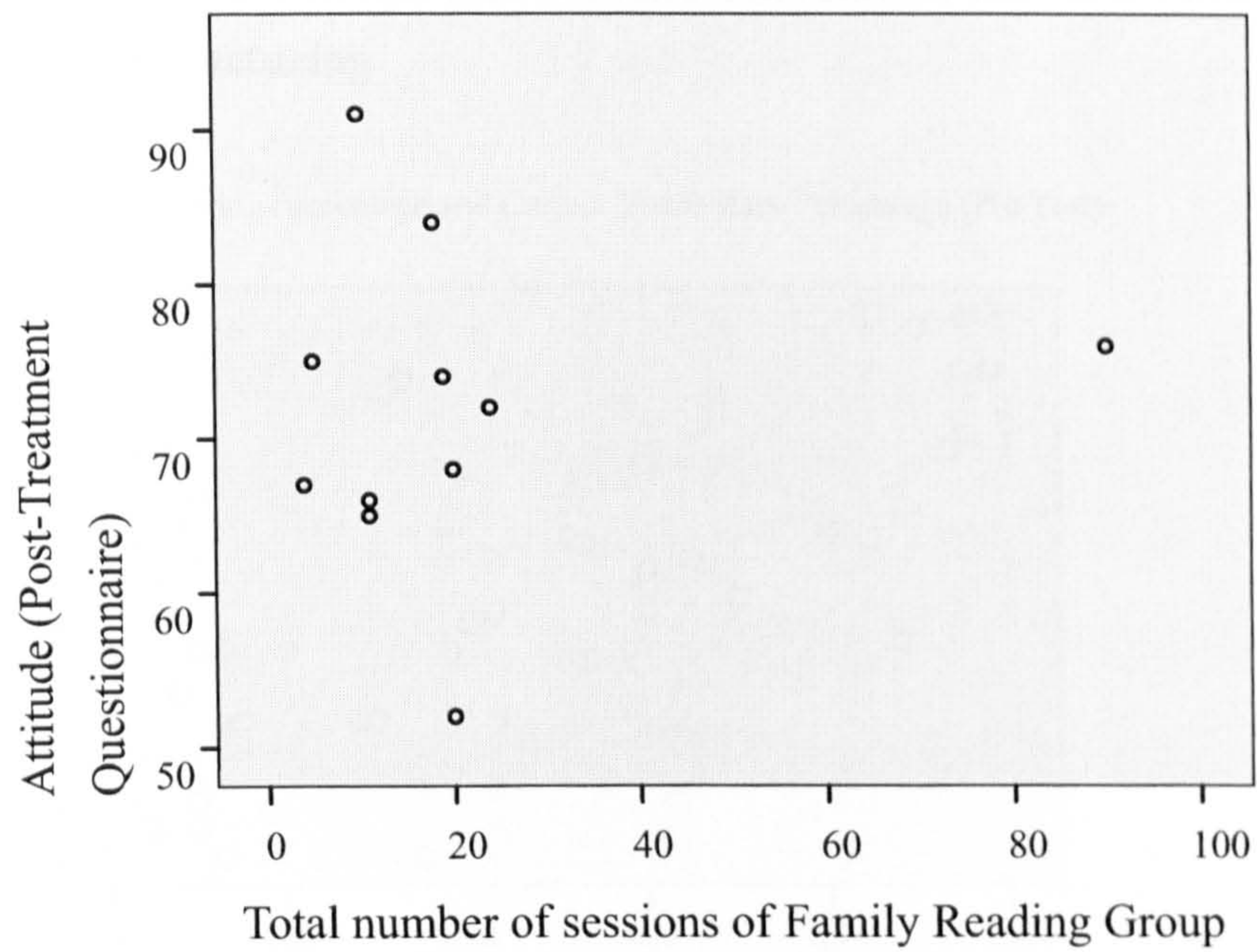
* Correlation is significant at the 0.01 level (2-tailed).





Attitude (Pre-treatment questionnaire) and Total number of sessions – group level

	N	Pearson Correlation	Sig. (2-tailed)
Attitude (Pre treatment Questionnaire) and Total number of sessions of Family Groups	11	-0.069	0.839
Attitude (Pre treatment Questionnaire) and Total number of sessions of Independent Groups	11	0.215	0.392

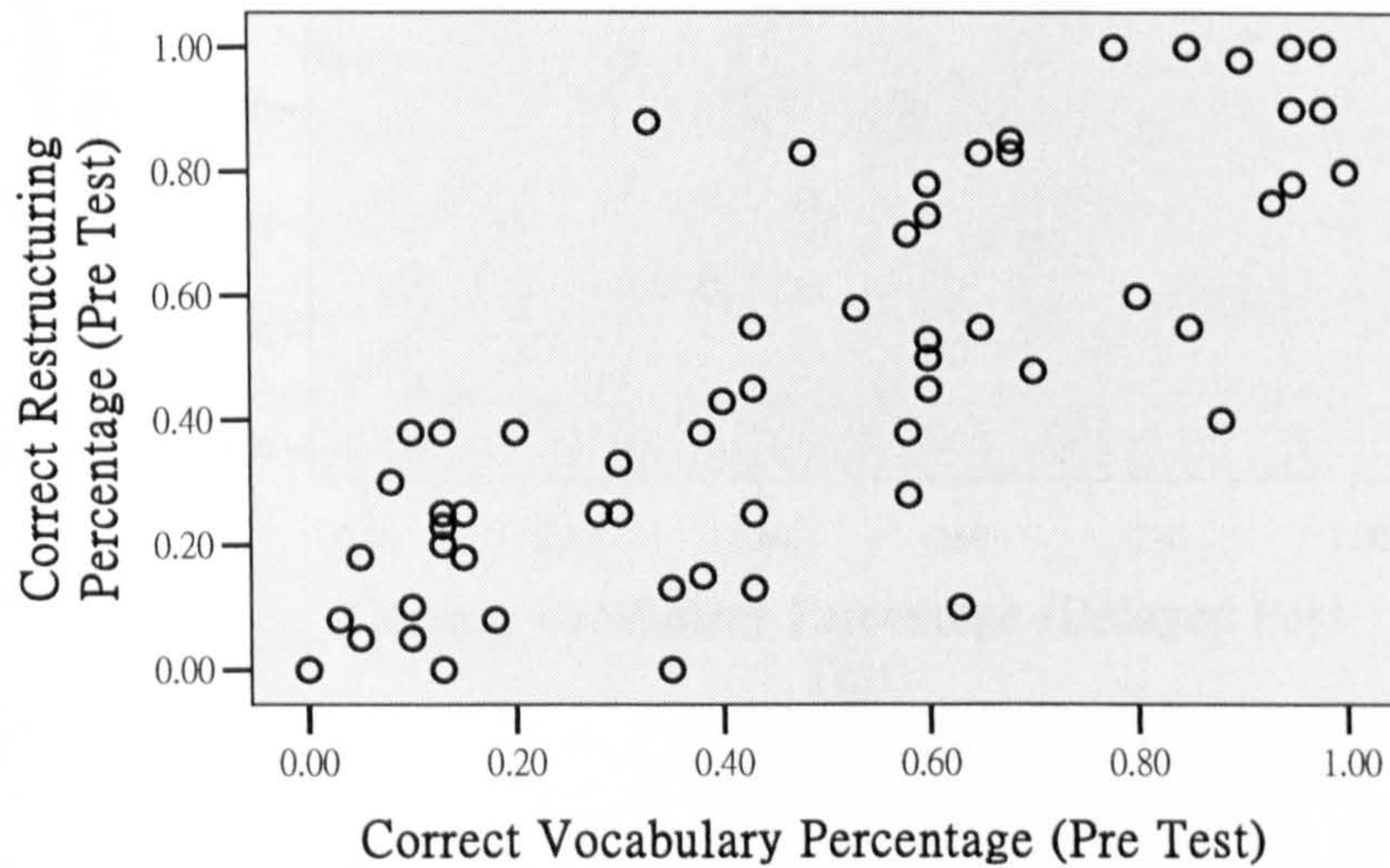


Attitude (Post-treatment questionnaire) and Total number of sessions – group level

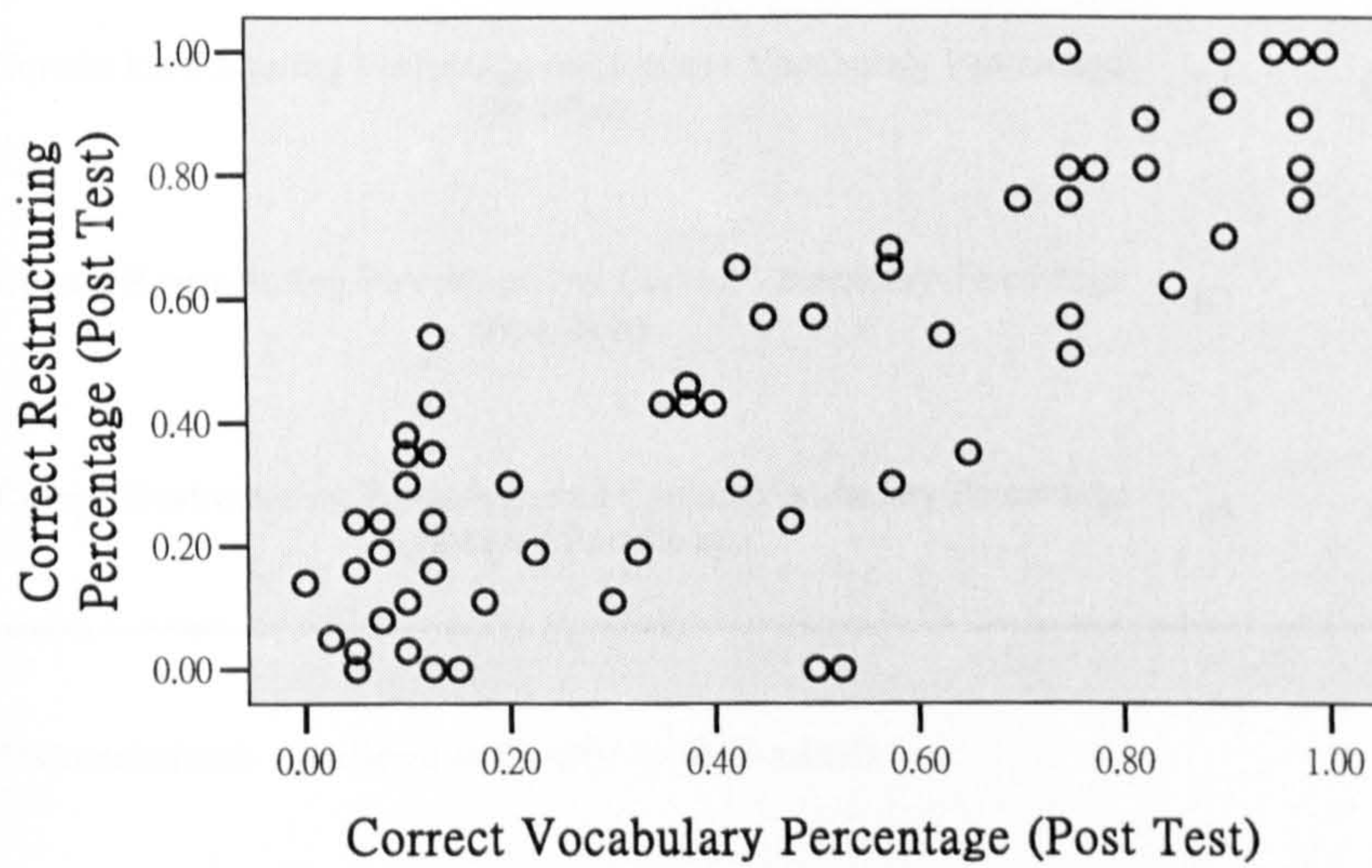
	N	Pearson Correlation	Sig. (2-tailed)
Attitude (Post treatment Questionnaire) and Total number of sessions of Family Groups	18	0.089	0.794
Attitude (Post treatment Questionnaire) and Total number of sessions of Independent Groups	18	0.415	0.087

Appendix 36 Scatterplot Graph and Pearson Correlation between Vocabulary and Sentence Restructuring

Graph: Correct Restructuring Percentage and Correct Vocabulary Percentage (Pre Test)



Graph: Correct Restructuring Percentage and Correct Vocabulary Percentage (Post Test)



Graph: Correct Restructuring Percentage and Correct Vocabulary Percentage (Delayed Post Test)

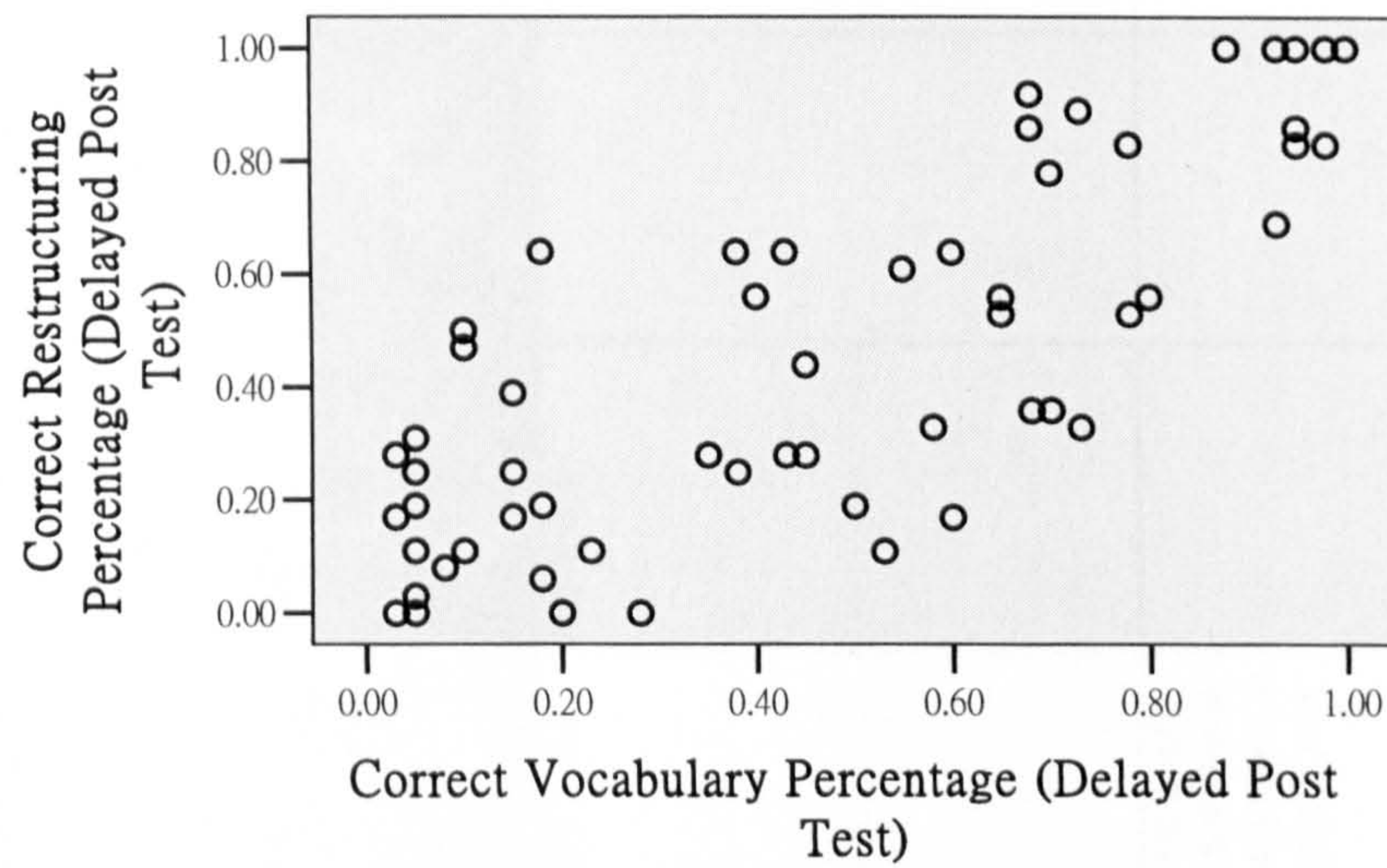


Table: Pearson Correlation between Correct Restructuring Percentage and Correct Vocabulary Percentage

	N	Pearson Correlation	Sig. (2-tailed)
Correct Restructuring Percentage and Correct Vocabulary Percentage (Pre Test)	63	0.809***	0.000
Correct Restructuring Percentage and Correct Vocabulary Percentage (Post Test)	63	0.857***	0.000
Correct Restructuring Percentage and Correct Vocabulary Percentage (Delayed Post Test)	63	0.818***	0.000

***Correlation is significant at the 0.01 level (2-tailed).

Appendix 37 Main study – Interview texts (originals)

第一組

月訪談整理									
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10 (Extra Qs)
平常的閱讀方式	本計劃覺得有趣的地方[喜歡的地方]及覺得不有趣及不喜欢的地方	參與實驗前後對英文及英文閱讀的愛好有無改變	家長在家真正參與的程度/頻率/方法/項目	目前介紹的書籍程度可以接受嗎?書籍(圖、難易...)對閱讀喜愛的影響大嗎?	如果在學校一週一節英文閱讀課,接受度高嗎?會比在家中自行看書好嗎?小組自己看書會比較好嗎?	還是喜歡自己看嗎?父母共讀有帶來什麼樂趣及幫助嗎?還是有帶來困擾嗎?	建議改進之處	單字本的使用	為什麼你們回家之後會忘了要看書?
都是媽媽陪看,還有妹妹一起看.有聽錄音帶.有時候我唸的時候媽媽會不知道我在唸什麼,所以要查字典.媽媽會一直停下來一直查.然後有時候會查2個小時都還沒查出來.	覺得很討厭,不好的就是有時候比方的說我打電腦的時候媽媽就會要我去讀英文書.不讓我玩電腦.	無意見	通常都是自動想起來要看看書的.多看媽媽會有獎勵.			喜歡爸爸媽媽陪最好每天早上都用英文課,這樣就不用寫早休.	增加有趣度		因為課業繁重
妹妹和我一起看.妹妹只看圖畫,我看字.然後妹妹看字的時候就會一直叫我唸給他聽.然後妹妹叫我唸完英文之後再唸中文給她聽.媽媽都在忙工作(因為正接近節慶)所以大部份時間還是自己看.	就是有時候媽媽叫我複習功課的時候就可以說我要看書,然後看到太晚的話就可以不用複習功課就去睡覺了.還有可以騙妹妹中文的意思.不好的也是在玩電腦的時候就會被媽媽叫去看電腦書,所以會一邊玩一邊看.	小四時在高階英文補,可是覺得他們教的很差,所以就沒什麼興趣,後來換去別間補習之後才開始對英文有興趣.可是現在在補習班的考試變那麼多就有點煩.	都是想讀再讀,有時候是做功課的時候就看看桌上有書就拿起來看.			覺得一起看比較好,因為有時候妹妹唸錯時就會比較好笑.而且不用查字典.			

有德	自己看,直接一直看過去,沒有特別一句一句翻出來,如果看一本很少字的話就大概3-5分鐘就可以看完	有時候午休的時候就不用睡覺啊(覺得這是好處)……就是有時候看完的時候媽媽會讓我們看一些其他的書。也有中文的書。那個書有的不是太簡單就是太難。就是要有適中的。後來才有找到適合自己的書,就是Thanksgiving的那一本。	我從很久以前就開始學英文,然後就一直讀一直讀,然後到後來就開始覺得很無聊。		[那老師給你的書是不是太簡單?]哪有,很難……	大家一起在學校看比較好,因為一起看就可以討論,然後會說說笑笑這樣比較好玩和有趣。但是是老師帶著看比較有趣。小組自己還書看比較不好,因為這樣有人會落單,而且這樣大家都會選自己的朋友,在看書時就會一直聊天,就不會認真看書。	喜歡爸爸陪著看。	玩遊戲(例如單字的遊戲)	因為回家之後就看著那種一大本的中文書,然後一直看就忘了時間。然後就看不到忘記了。
乃廣	我在家裡和媽媽一起看,一起從頭看到尾,我唸。媽媽翻譯。常常都是媽媽陪著看	就是可以浪費時間,不用去做不想做的事情	我覺得很有趣,覺得書的內容(字和圖)很有趣。	通常都是媽媽提醒我要看書的		我覺得老師講比較好,不然有的人都會跟朋友一起玩。不配合。	爸爸陪著看的時候我可以挑他一大堆的毛病。		
培晴	媽媽先唸一次,然後我再唸一次。之後再教中文的意思。	不知道。覺得很好玩。	我覺得比以前好。書和家長的陪伴都很好。有讓我更喜歡英文。	媽媽會提醒		在學校,因為老師會講就不用自己看書。	喜歡爸爸媽媽陪		
阿陵	大部份跟姐姐一起唸,也會有時候跟媽媽或是爸爸一起唸。可是因為媽媽的英文程度不知道好,所以有時候不知道那個英文怎麼唸,可是我也不會。所以我就大概看圖看一看,然後大概知道是什麼意思。然後就用中文告訴他們大概的意思。有時候跟姐姐唸的話就叫她唸給我聽。跟中文的意思。請她翻譯。	可以增加和家人相處的時間。然後覺得很溫馨。可是爸爸媽媽的英文有時就很奇怪,比方說fox就會變成fax。就會覺得很奇怪。然後就會去查電子詞典。還有字太多,有一些圖很少。有一本怪獸的書就很多,然後就很多人就只看那個圖片。然後就大家一直在那個書的線扯斷了。	其實還好,但是還蠻喜歡和爸媽一起唸的時候,有時候會唸錯的時候也是老師在翻譯的時候。但是最好是自己唸花時間然後別人唸給我聽最好。	大多是自己想到要看書的		我覺得兩種都好,因為各有各的好處,都沒有壞處。在學校看的話大家有說有笑的地方就有趣。最好的地方就是不用去看那些解釋因為聽老師說就好了。	就是有時候趕時間的話就隨便瞄一下封面然後就寫了。	不要寫閱讀記錄。	因為補習的時候有時會改來改去所以就沒辦法掌握時間

第二組

2006 年 1 月訪談整理											
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10 (Extra Qs)	Q11
組別:2 (家長參加)	平常的閱讀方式	本計劃覺得有趣的地方[喜歡的地方]及覺得不有趣及不喜歡的地方	參與實驗前後對英文及英文閱讀的愛好有無改變	家長在家真正參與的程度/頻率/方法/項目	目前介紹的書程度可以接受嗎?書籍(圖、難易...)對閱讀喜愛的影響大嗎?	如果在學校一週一節英文閱讀課,接受度高嗎?會比在家中自行看書好嗎?小組自己看書會比較好嗎?	還是喜歡自己看嗎?父母共讀有帶來什麼樂趣及幫助嗎?還是有帶來困擾嗎?	建議改進之處	單字本的使用	是自己想起來看的還是爸媽提醒	寫報告會比較好嗎
韋綾	聽錄音帶	會有興趣		有時會和哥哥看(2-3次)			有人的陪的話有時候還可以聊一下天比較輕鬆.			一半一半	
昕芹	一頁一頁慢慢看,我自己唸再一起想解釋	會對英文越來越有興趣,補習的老師會去買一些比較有趣的書影印給我們看.		家長有陪著看	比較喜歡看看有錄音帶的.有一本什麼圓型家族的,什麼蛋的還覺得蠻無聊的.	或者是老師唸完之後然後就問東西看看有沒有聽.小組看就有人會做別的事情.	爸媽陪,可以有樂趣,比較不會無聊.困擾就是有的時候看看比較簡單的書如果有單字的書,爸爸媽媽就會說怎麼這麼簡單的也不會		有在寫,但是不知道有沒有好處.	媽媽提醒	看完書之後可以一組一組上台報告
語晴	聽錄音帶再唸,沒有錄音帶時就直接唸	覺得有進步.		有時和爸媽看,有時和姐姐看	比較喜歡看看有錄音帶的	帶回家看.如果在學校分小組自己看書,這樣會很吵,男生每次都會很吵.	爸媽陪,比較好看,不會的字和內容可以問.	玩遊戲	有用,可以背單字	自己想起來的	可以分組寫
沂軒	媽媽跟我一起唸,我先唸,有說中文的意思,沒有查字典	越有興趣		一半一半			爸媽陪		回家太晚就沒時間看,或是不想寫	自己想起來的	

亞婷	跟媽媽一起唸,如果解釋不通的時候就直接問媽媽或是查字典	(每次週三都不在)會覺得比較喜歡看英文的故事書,可是以前去過美國以前就看過英文故事書了.在美國就看過其中的一國。		家長有陪著看	有借 gape	一起看,然後老師講給大家聽。	爸媽陪,因為不會的字或是故事的内容都可以問.爸媽講的話我們比較沉醉在故事的内容中。		有啊,有時候寫下來,然後如果看另一本書的時候也有一本看到同一單字就可以找小本子出來看看那個單字。	一半一半	
欣宜	我都自己唸,有不對的地方爸爸媽媽再糾正,糾正後音跟解釋.不喜歡重複看同一本書,覺得如果沒有新的書看還不如就不看了。	反過來覺得英語班的課本比較無聊.因為課本比較死板.覺得看過更多的故事,比較好玩		家長有陪著看	有的書很難,有的書很簡單,但對閱讀喜愛影響不大。	老師唸故事,有的男生無聊就會做別的事,老師可以唸完一段之後就叫小朋友唸一次.或是可以唸單字.小組看男生每次都會想歪,然後就會很吵。	爸媽陪.爸媽也會一起分享他們的感想.比較不像在看故事書的方法.常常爸爸媽媽講完我就睡著了。	覺得一個星期才一次太少,然後一次才講一本故事書太少了。	小本子可以帶去美語班,然後如果老師會叫我們預習時就會有些單字出現在小本子上的就可以知道意思寫解釋。	有時間的話會自己想起來看,然後爸爸陪著唸	會啊.可以把表格改成全班的表格,然後就分組看,看完之後就全組的小朋友都可以填上書名及感想.然後就都可以每天看一本,就寫一張表格。

第三組

2006 年 1 月訪談整理										
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10 (Extra Qs)
組別:3 (家長未 參加)	平常的閱讀方式	本計劃覺得有趣的地方[喜歡的地方]及覺得不有趣及不喜欢的地方	參與實驗前後對英文及英文閱讀的變 有無改變	家長在家真正參與的程度/頻率/方法/項目	目前介紹的書程度 可以接受嗎?書籍 (圖、難易...)對閱 讀喜愛的影響大 嗎?	如果在學校一週一節英文閱讀課,接受度高嗎?會比在家中自行看書好嗎?小組自己看書會比較好嗎?	還是喜歡自己看嗎?父母共讀有帶來什麼樂趣及幫助嗎?還是有帶來困擾嗎?	建議改進之處	單字本的使用	如果沒有早休,你願意每天早上看英文書嗎?你們會不會就聊起天來?
東穎	看得懂就看,不懂的就問我爸	差不多			對英文故事書非常 地感到興趣					願意
政育	先看圖片再看字	比較喜歡			字少,有借過錄音帶。	都可以,如果是小組看的話一定會和好朋友聊起天來的。		用漫畫		願意
先逸	看圖,有試著看看字,一點點。	差不多			都可以,沒有借過錄音帶。	如果男女混在一起的話可能就比较不會吧。				願意
聖祐(己英文12月了)	看得懂就繼續唸,看不懂就跳過去	喜歡			內容簡單又特別。我沒借錄音帶因為我都看的懂	都可以,會,一定會聊天。	唸錯會被捏耳朵,對別人有家長陪不會羨慕因為自己就會唸了不用人家陪			願意,偶爾會吧。
暘胤	看圖而已,有試著看字	明天開始要去補習英文,感到很興奮。		媽媽有時候會陪著看,不會的地方媽媽會唸,但是沒有常陪著看,不是定期的陪著看,只是偶爾,而且都是看很久的那種。	老師我是看圖說故事(小貓頭鷹的故事覺得很可愛)。有借過錄音帶。	沒有朋友可以一起看的人怎麼辦...	不會唸的話會被大聲唸。	覺得可以多挑一些有關自然的書。2.就是給我們一個圖讓我們自己編故事,然後再來教英文的那個,因為我文之前上大約一個月的英文就上不了。那家英文就是這樣看圖說故事。		願意,我不會,因為我旁邊全都是女生。

毓宸(爸爸是教授)	全部看,不懂的就查字典.爸爸自己教我英文.	英大看起來比較簡單了			看了三隻小豬的故事,覺得好好笑.有借過錄音帶.媽媽會跟著一起唸,爸爸先教一次.,然後如果兩三次完全沒有的話就可以玩電腦一小時.每次爸爸陪著唸都有大約一小時.	如果看到有趣的地方一定會想聊天的啊.				願意
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第四組

2006年1月訪談整理

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
組別:4 (家長未 參加)	平常的閱讀方式	本計劃覺得有趣的地方[喜歡的地方及覺得不有趣及不喜欢的地方]	參與實驗前後對英文及英文閱讀的興趣有無改變	家長在家真正參與的程度/頻率/方法/項目	目前介紹的書程度可以接受嗎?書籍(圖、難易...)對閱讀喜愛的影響大嗎?	如果在學校一週一節英文閱讀課,接受度高嗎?會比在家自行看書好嗎?小組自己看書會比較好嗎?	還是喜歡自己看嗎?父母共讀及幫助來什麼興趣及幫助嗎?還是有帶來困擾嗎?	建議改進之處	單字本的使用
琰璋	他都去打球,平常沒看		還好					希望可以帶錄音帶回家聽,以後希望還可以參加	
奕勳	一個字一個字慢慢看,沒有用錄音帶		還好,我不喜歡讀英文,喜歡電動,上網					用道具,玩遊戲	
陽任	看得懂的就看看,看不懂的就不看		ok,被家長逼著學英文但我也還蠻喜歡看圖畫的,也會看一下。	姐姐有時會陪著我看,不會唸的時候姐姐會打我		有老師在,老師講的比較正確,比較詳細		幽默一點,搞笑一點	
昱昕	一眼看過去,看不懂的就跳過			沒有一起讀					
瑤方	一個字一個字慢慢看,或是一眼看過去,沒有用錄音帶		還好,有時候那種比較有深度的書需要文。	在家裡自己看,還有老師的錄音帶		都可以,不會的字就可以問你		找一個小幫手幫忙唸英文	
琬清	沒啥興趣看		還好	爸在台北,姐姐有時候會用英文跟我玩		老師會解釋比較好			

組別五

2006年1月訪談整理

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
組別:4 (家長參加)	平常的閱讀方式	本計劃覺得有趣的地方[喜歡的地方]及覺得不有趣及不喜欢的地方	參與實驗前後對英文及英文閱讀的興趣有無改變	家長在家真正參與的程度/頻率/方法/項目	目前介紹的書籍(圖、雜誌、)對閱讀的影響大嗎?	如果英文閱讀程度高中自行看書會比較好嗎?	還是喜歡自己看嗎?父母共讀及幫助來什麼興趣是有帶來嗎?還是?	建議改進之處	單字本的使用
致瑋	他都去打球,平常沒看		還好					希望可以帶錄音帶回家聽,以後希望還可以參加	
奕勳	一個字一個字慢慢看,沒有用錄音帶		還好,我不喜歡讀英文,喜歡電動,上網					用道具,玩遊戲	
陽任	看得懂的就看看,看不懂的就不看		ok,被家長逼著學英文但我還蠻喜歡的,也會看看圖畫的,也會看一下。	姐姐有時會陪著我看,不會唸的時候姐姐會打我		有老師在,老師講的比較正確,比較詳細		幽默一點,搞笑一點	
昱昕	一眼看過去,看不懂的就跳過			沒有一起讀					
瑞方	一個字一個字慢慢看,或是一眼看過去,沒有用錄音帶		還好,有時候那種比較有深度的書需要英文。	在家裡自己看,還有老師的錄音帶		都可以,不會的字就可以問你		找一個小幫手幫忙唸英文	
琬清	沒啥興趣看		還好	爸在台北,姐姐有時候會用英文跟我玩		老師會解釋比較好			

Appendix 38 Chi-Square tests of real books and graded readers

	Crosstabs					
	Case Processing Summary					
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Type of books * Number of borrowed times	100	100.0%	0	0.0%	100	100.0%

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	117.846	28	0.000
Likelihood Ratio	123.969	28	0.000
N of Valid Cases	100		
a. 41 格 (91.1%) 的預期個數少於 5。 最小的預期個數為 .21。			

Appendix 39Correlations between vocabulary improvement and total number of sessions (Pretest- Posttest)

Family reading Group

Correlations(a)			
		Improvement of vocabulary in percentage (pretest - posttest)	Total number of reading sessions of the experimental groups
Improvement of vocabulary in percentage (pretest - posttest)	Pearson Correlation	1	-0.193
	Sig. (2-tailed)		0.569
	N	11	11
Total number of reading sessions of the experimental groups	Pearson Correlation	-0.193	1
	Sig. (2-tailed)	0.569	
	N	11	11

Independent Reading Group

Correlations(a)			
		Improvement of vocabulary in percentage (pretest - posttest)	Total number of reading sessions of the experimental groups
Improvement of vocabulary in percentage (pretest - posttest)	Pearson Correlation	1	-0.171
	Sig. (2-tailed)		0.498
	N	18	18
Total number of reading sessions of the experimental groups	Pearson Correlation	-0.171	1
	Sig. (2-tailed)	0.498	
	N	18	18

Appendix 40 Correlations between vocabulary improvement and total number of sessions (Pretest- Delayed Posttest)

Family reading Group

Correlations(a)			
		Improvement of vocabulary in percentage (pretest - Delayed posttest)	Total number of reading sessions of the experimental groups
Improvement of vocabulary in percentage (pretest - Delayed posttest)	Pearson Correlation	1	-0.149
	Sig. (2-tailed)		0.662
	N	11	11
Total number of reading sessions of the experimental groups	Pearson Correlation	-0.149	1
	Sig. (2-tailed)	0.662	
	N	11	11

Independent Reading Group

Correlations(a)			
		Improvement of vocabulary in percentage (pretest - Delayed posttest)	Total number of reading sessions of the experimental groups
Improvement of vocabulary in percentage (pretest - Delayed posttest)	Pearson Correlation	1	-0.187
	Sig. (2-tailed)		0.459
	N	18	18
Total number of reading sessions of the experimental groups	Pearson Correlation	-0.187	1
	Sig. (2-tailed)	0.459	
	N	18	18

Appendix 41 Basic Vocabulary (Words for production and words for recognition) by KeeLung City

Total: 300 words

Theme	Grades 3-4 Words for production (word count)	Word count	Grades 5-6 Words for production (word count)	Word count
T-1 People	<u>boy</u> , <u>girl</u> , <u>kid</u> (3) student, teacher, doctor, friend	7	<u>boy</u> , <u>girl</u> , <u>doctor</u> , <u>friend</u> , <u>kid</u> , <u>student</u> , <u>teacher</u> , <u>nurse</u> , <u>singer</u> (9) police officer,	10
T-2 Family	<u>dad</u> , <u>father</u> , <u>Mom</u> , <u>mother</u> , <u>brother</u> , <u>sister</u> (6) grandma, grandpa	8	<u>dad</u> , <u>mom</u> , <u>mother</u> , <u>father</u> , <u>brother</u> , <u>sister</u> , <u>grandma</u> , <u>grandpa</u> (8) uncle, aunt	10
T-3 Food & drinks	<u>egg</u> , <u>apple</u> , <u>cake</u> , <u>banana</u> , <u>milk</u> , <u>rice</u> , <u>tea</u> , <u>water</u> , <u>cook</u> (9) orange, juice, ice cream, pizza	13	<u>apple</u> , <u>cake</u> , <u>egg</u> , <u>banana</u> , <u>orange</u> , <u>juice</u> , <u>ice cream</u> , <u>milk</u> , <u>pizza</u> , <u>rice</u> , <u>tea</u> , <u>water</u> , <u>cook</u> , <u>candy</u> , <u>pie</u> (16) bread, breakfast, coffee, dinner, food, fruit, lunch, sandwich, soup, hamburger,	25
T-4 Colors	<u>blue</u> , <u>green</u> , <u>red</u> , <u>yellow</u> , <u>color</u> (5) black, white	7	<u>blue</u> , <u>green</u> , <u>red</u> , <u>yellow</u> , <u>color</u> , <u>black</u> , <u>white</u> , <u>pink</u> (8) brown, purple	10
T-5 School	<u>ball</u> , <u>bag</u> , <u>book</u> , <u>box</u> , <u>pencil</u> , <u>desk</u> , <u>door</u> , <u>marker</u> , <u>pen</u> , (9) chair, eraser, ruler, window	13	<u>ball</u> , <u>bag</u> , <u>book</u> , <u>box</u> , <u>pencil</u> , <u>chair</u> , <u>desk</u> , <u>door</u> , <u>eraser</u> , <u>marker</u> , <u>pen</u> , <u>ruler</u> , <u>window</u> , <u>card</u> , <u>computer</u> (16) classroom, table	17
T-6 Animals	<u>bird</u> , <u>cat</u> , <u>cow</u> , <u>dog</u> , <u>fish</u> , <u>pig</u> (6) monkey, lion, rabbit, tiger	10	<u>bird</u> , <u>cat</u> , <u>cow</u> , <u>dog</u> , <u>fish</u> , <u>pig</u> , <u>monkey</u> , <u>lion</u> , <u>rabbit</u> , <u>tiger</u> , <u>bee</u> , (11) chicken, elephant	13
T-7 Places & location	<u>zoo</u> , <u>home</u> , <u>park</u> , <u>school</u> (4)	4	<u>zoo</u> , <u>home</u> , <u>park</u> , <u>school</u> , <u>here</u> , <u>shop</u> , <u>there</u> (8) library, post office, restaurant, bookstore	11
T-8 House	<u>cup</u> , <u>fan</u> , <u>key</u> (3)	3	<u>cup</u> , <u>fan</u> , <u>key</u> , <u>sofa</u> , <u>TV</u> (5) bathroom, bedroom, kitchen, living room, telephone, restroom	11
T-9 Numbers	<u>one</u> , <u>two</u> , <u>three</u> , <u>four</u> , <u>five</u> , <u>six</u> , <u>seven</u> , <u>eight</u> , <u>nine</u> , <u>ten</u> (10) eleven, twelve, many, much	14	<u>one</u> , <u>two</u> , <u>three</u> , <u>four</u> , <u>five</u> , <u>six</u> , <u>seven</u> , <u>eight</u> , <u>nine</u> , <u>ten</u> , <u>eleven</u> , <u>twelve</u> , <u>many</u> , <u>much</u> , , <u>some</u> <u>thirteen</u> , <u>fourteen</u> , <u>fifteen</u> , <u>sixteen</u> , <u>seventeen</u> , <u>eighteen</u> , <u>nineteen</u> (22) twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, (含 21~100)	31

Theme	Grades 3-4 Words for production (<u>word count</u>)	Word count	Grades 5-6 Words for production (<u>word count</u>)	Word count
T-10 Parts of the body	<u>head</u> , <u>eye</u> , <u>nose</u> , <u>ear</u> , <u>hand</u> , <u>arm</u> , <u>leg</u> , <u>foot</u> , (8) mouth	9	<u>head</u> , <u>eye</u> , <u>nose</u> , <u>ear</u> , <u>mouth</u> , <u>hand</u> , <u>arm</u> , <u>leg</u> , <u>foot</u> , (9)	9
T-11 Weather & Nature	<u>cold</u> , <u>cool</u> , <u>hot</u> , <u>warm</u> (4) cloudy, rainy, sunny, windy, weather	8	<u>cloudy</u> , <u>cold</u> , <u>cool</u> , <u>hot</u> , <u>rainy</u> , <u>sunny</u> , <u>warm</u> , <u>windy</u> , <u>weather</u> , (9) moon, sky, star, sun	13
T-12 Time	<u>time</u> , (1) day, year, now, today, o'clock	6	<u>time</u> , <u>day</u> , <u>year</u> , <u>now</u> , <u>today</u> , <u>o'clock</u> (6) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, week, spring, summer, fall, winter, season	19
T-13 Transportation		0	<u>bus</u> , <u>bike</u> , <u>car</u> , <u>ship</u> , <u>train</u> (5)	5
T-14 Feeling & Emotion	<u>bad</u> , <u>good</u> , <u>happy</u> , <u>sad</u> , (4) thirsty, hungry	6	<u>bad</u> , <u>good</u> , <u>happy</u> , <u>mad</u> , <u>sad</u> , <u>sick</u> (6) angry, excited, hungry, tired, thirsty	11
T-15 Clothes	hat, T-shirt	2	<u>coat</u> , <u>hat</u> , <u>pants</u> , <u>shoes</u> , <u>shorts</u> , <u>socks</u> , <u>T-shirt</u> (7) jacket, sweater	9
T-16 Country & cities		0	Taiwan, Keelung, Taipei	3
T-17 Subjects		0	art, Chinese, English, math, music, PE, science	7
T-18 Pronouns & reflexives	<u>I</u> , <u>it</u> , <u>my</u> , <u>you</u> , <u>he</u> , <u>she</u> , <u>they</u> , <u>we</u> (8) your	9	<u>I</u> , <u>it</u> , <u>my</u> , <u>you</u> , <u>he</u> , <u>she</u> , <u>they</u> , <u>we</u> , <u>his</u> , <u>her</u> , <u>our</u> , <u>your</u> , mine (12) their	14
T-19 Wh-words	<u>what</u> , <u>how</u> , <u>who</u> , (3)	3	<u>what</u> , <u>how</u> , <u>who</u> , <u>where</u> , <u>when</u> , <u>whose</u> (6)	6
T-20 Be & auxiliaries	<u>be</u> (am, are, is), <u>can</u> (2) do(does)	3	<u>be</u> (am, are, is), <u>do</u> (does), <u>can</u> , <u>have/has</u> (4)	4
T-21 Articles & determiners	<u>a</u> (an), <u>this</u> , <u>that</u> , <u>the</u> (4) these, those	6	<u>a</u> (an), <u>this</u> , <u>that</u> , <u>the</u> , <u>these</u> , <u>those</u> , (6)	6
T-22 Verbs	<u>like</u> , <u>want</u> , (2) dance, jump, read, sing draw, swim, write	9	<u>dance</u> , <u>draw</u> , <u>jump</u> , <u>like</u> , <u>read</u> , <u>sing</u> , <u>swim</u> , <u>want</u> , <u>write</u> , <u>come</u> , <u>drink</u> , <u>eat</u> , <u>fly</u> , <u>get</u> , <u>go</u> , <u>ride</u> , <u>play</u> , <u>run</u> , <u>say</u> , <u>see</u> , <u>sit</u> , <u>study</u> , <u>take</u> , <u>wear</u> , <u>walk</u> , <u>wash</u> , <u>watch</u> , (28) sleep, close, open, listen	32
T-23 Prepositions	<u>at</u> , <u>in</u> , <u>on</u> , (3) under	4	<u>at</u> , <u>in</u> , <u>on</u> , <u>under</u> , <u>for</u> , <u>from</u> (6)	6

Theme	Grades 3-4 Words for production (<u>word count</u>)	Word count	Grades 5-6 Words for production (<u>word count</u>)	Word count
T-24 Other nouns	<u>yo-yo</u> , <u>kite</u> , <u>name</u> (3) tree	4	<u>yo-yo</u> , <u>kite</u> , <u>name</u> , <u>e-mail</u> , <u>tree</u> (5) flower	6
T-25 Other adverbs	<u>no</u> , <u>not</u> , <u>yes</u> (3)	3	<u>no</u> , <u>not</u> , <u>yes</u> (3)	3
T-26 Conjunctions		0	<u>and</u> , (1)	1
T-27 Others	<u>big</u> , <u>old</u> , (2) short, tall, thin, fat, small, long	8	<u>big</u> , <u>small</u> , <u>long</u> , <u>old</u> , <u>short</u> , <u>tall</u> , <u>thin</u> , <u>fat</u> , (8)	8
Total	Sight words grades 3-4 (<u>99</u>)	159	Sight words grades 5-6 (<u>224</u>)	300

Appendix 42 Main study - The OG levels of the books read by experimental children

Pupil	session s	Book level
RAG07	15	5,3,4,
RAG08	56	3,4,2,4,3,4,4,4,5,5,4,3,3,4,4,4,4,4
RAG09	11	3,4,4,3,3,2,3,4,4,4,3
RAG10	12	3,3,4,4,3,3,4,3,4,3
RAG11	9	3,4,4,3,4,4,4,
RAG12	12	2,3,3,4,4,
FRG01	20	3,4,_,_,5,3,3,3,4,4,
FRG02	4	3,4,4,4
FRG03	5	3,4,4,4,_,
FRG04	11	3,3,4,3,4,
RAG13	22	4,4,3,5,5,3,4,5,5,3,4,3,3,4,5,5,4,4,4
RAG01	4	3,3,4,4
RAG14	0	
RAG15	18	4,5,4,3,3,3,4,4,4,4,4,4,4,4,4,3,4,
FRG05	19	4,4,3,4,4,3,5,3,5,4,4,4,5,3,4,4,_,4,2
RAG02	4	3,4,5,5,
RAG03	9	4,5,3,3,5,
RAG04	14	4,4,4,4,4,3,3,4,4,4,3,3,4,3
RAG16	50	5,3,3,3,4,4,3,4,3,4,3,4,4,4,3,4,4,5,4,3,5,4,4,3,4,5,4,5,5,5,5,5,5,5,5,5,5,5,3,5,5,
FRG08	90	3,5,5,4,5,5,4,4,3,4,4,4,4,1,4,4,4,4,4,4,3,5,5,4,3,3,4,4,3,4,4,4,4,4,4,4,4,1,4,5,5,3,3,5,
FRG09	11	4,5,4,3,3,4,4,4
RAG17	38	4,4,3,5,4,4,5,4,5,4,4,2,3,3,4,5,4,3,4,4,3,3,4,4,3,4,4,3
RAG05	22	3,4,4,3,4,3,3,4,3,3,3,_,3,4,3,5,0,4,4,5,4,4
FRG06	10	4,2,3,4,4,4,3,4,4,4
RAG06	41	3,4,4,5,3,4,4,4,4,5,3,4,4,4,4,4,4,3,4,4,3,4,4,3,5,4,4,4,4,4,4,3,
FRG10	20	4,5,3,4,4,3,3,3,3,3,4,3,5,3,3,4,4,4,2
RAG18	90	3,4,3,4,3,4,5,3,5,4,3,4,5,4,
FRG11	18	5,4,3,4,4,3,5,4,4,3,4,3,4,
FRG07	24	4,4,3,3,4,3,5,3,4,4,3,4,4,3,3,3,

Appendix 43 Total number of sessions and book levels

Pupil	sessions	Book level	Mod e
RAG14	0		
FRG02	4	3,4,4,4	4
RAG01	4	3,3,4,4	3,4
RAG02	4	3,4,5,5,	5
FRG03	5	3,4,4,4,_	4
RAG11	9	3,4,4,3,4,4,4,	4
RAG03	9	4,5,3,3,5,	3,5
FRG06	10	4,2,3,4,4,4,3,4,4,4	4
RAG09	11	3,4,4,3,3,2,3,4,4,4,3	3,4
FRG04	11	3,3,4,3,4,	3
FRG09	11	4,5,4,3,3,4,4,4	4
RAG10	12	3,3,4,4,3,3,4,3,4,3	3
RAG12	12	2,3,3,4,4,	3,4
RAG04	14	4,4,4,4,4,3,3,4,4,4,3,3,4,3	4
RAG07	15	5,3,4,	
RAG15	18	4,5,4,3,3,3,4,4,4,4,4,4,4,4,3,4,	4
FRG11	18	5,4,3,4,4,3,5,4,4,3,4,3,4,	4
FRG05	19	4,4,3,4,4,3,5,3,5,4,4,4,5,3,4,4,_4,2	4
FRG01	20	3,4,__,5,3,3,3,4,4,	3
FRG10	20	4,5,3,4,4,3,3,3,3,3,4,3,5,3,3,4,4,4,2	3
RAG13	22	4,4,3,5,5,3,4,5,5,3,4,3,3,4,5,5,4,4,4	4
RAG05	22	3,4,4,3,4,3,3,4,3,3,3,_3,4,3,5,0,4,4,5,4,4	3,4
FRG07	24	4,4,3,3,4,3,5,3,4,4,3,4,4,3,3,3,	3
RAG17	38	4,4,3,5,4,4,5,4,5,4,4,2,3,3,4,5,4,3,4,4,3,3,4,4,3,4,4,3	4
RAG06	41	3,4,4,5,3,4,4,4,4,5,3,4,4,4,4,4,3,4,4,3,4,4,3,5,4,4,4,4,4,4,3,	4
RAG16	50	5,3,3,3,4,4,3,4,3,4,3,4,4,4,3,4,4,5,4,3,5,4,4,3,4,5,4,5,5,5,5,5,5,5,3,5,5,	5
RAG08	56	3,4,2,4,3,4,4,4,5,5,4,3,3,4,4,4,4,4	4
FRG08	90	3,5,5,4,5,5,4,4,3,4,4,4,4,1,4,4,4,4,4,3,5,5,4,3,3,4,4,3,4,4,4,4,4,4,1,4,5,5,3,3,5,	4
RAG18	90	3,4,3,4,3,4,5,3,5,4,3,4,5,4,	4

Appendix 44 Regression Analysis of variables

Vocabulary

1. Correlation

		attitude (pre-treatment questionnaire)	attitude (post-treatment questionnaire)	total number of sessions of the experimental group children	cram school hours per week	percentage of correct vocabulary (posttest)
attitude (pre-treatment questionnaire)	Pearson	1	0.707**	0.126	0.626**	0.460*
	Sig. (2-tailed)		0.000	0.515	0.000	0.012
	N	29	29	29	29	29
attitude (post-treatment questionnaire)	Pearson	0.707**	1	0.310	0.302	0.171
	Sig. (2-tailed)	0.000		0.102	0.111	0.376
	N	29	29	29	29	29
total number of sessions of the experimental group children	Pearson	0.126	0.310	1	-0.222	-0.262
	Sig. (2-tailed)	0.515	0.102		0.248	0.169
	N	29	29	29	29	29
cram school hours per week	Pearson	0.626**	0.302	-0.222	1	0.545**
	Sig. (2-tailed)	0.000	0.111	0.248		0.002
	N	29	29	29	29	29
percentage of correct vocabulary (posttest)	Pearson	0.460*	0.171	-0.262	0.545**	1
	Sig. (2-tailed)	0.012	0.376	0.169	0.002	
	N	29	29	29	29	29

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

2. Enter

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.799	0.639	0.494	0.26144

a. Predictors: (Constant), 21-30 books - above 31books, cram school hours per week, none – above 31 books, total number of sessions of the experimental group children, below 10 books – above 31 books, 11-20 books – above 31books, attitude (post-treatment questionnaire), attitude (pre-treatment questionnaire)

b. Dependent Variable: Correct percentage of vocabulary (posttest)

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.415	8	0.302	4.417	0.003
	Residual	1.367	20	0.068		
	Total	3.782	28			

a. Predictors: (Constant), 21-30 books - above 31books, cram school hours per week, none – above 31 books, total number of sessions of the experimental group children, below 10 books – above 31 books, 11-20 books – above 31books, attitude (post-treatment questionnaire), attitude (pre-treatment questionnaire)

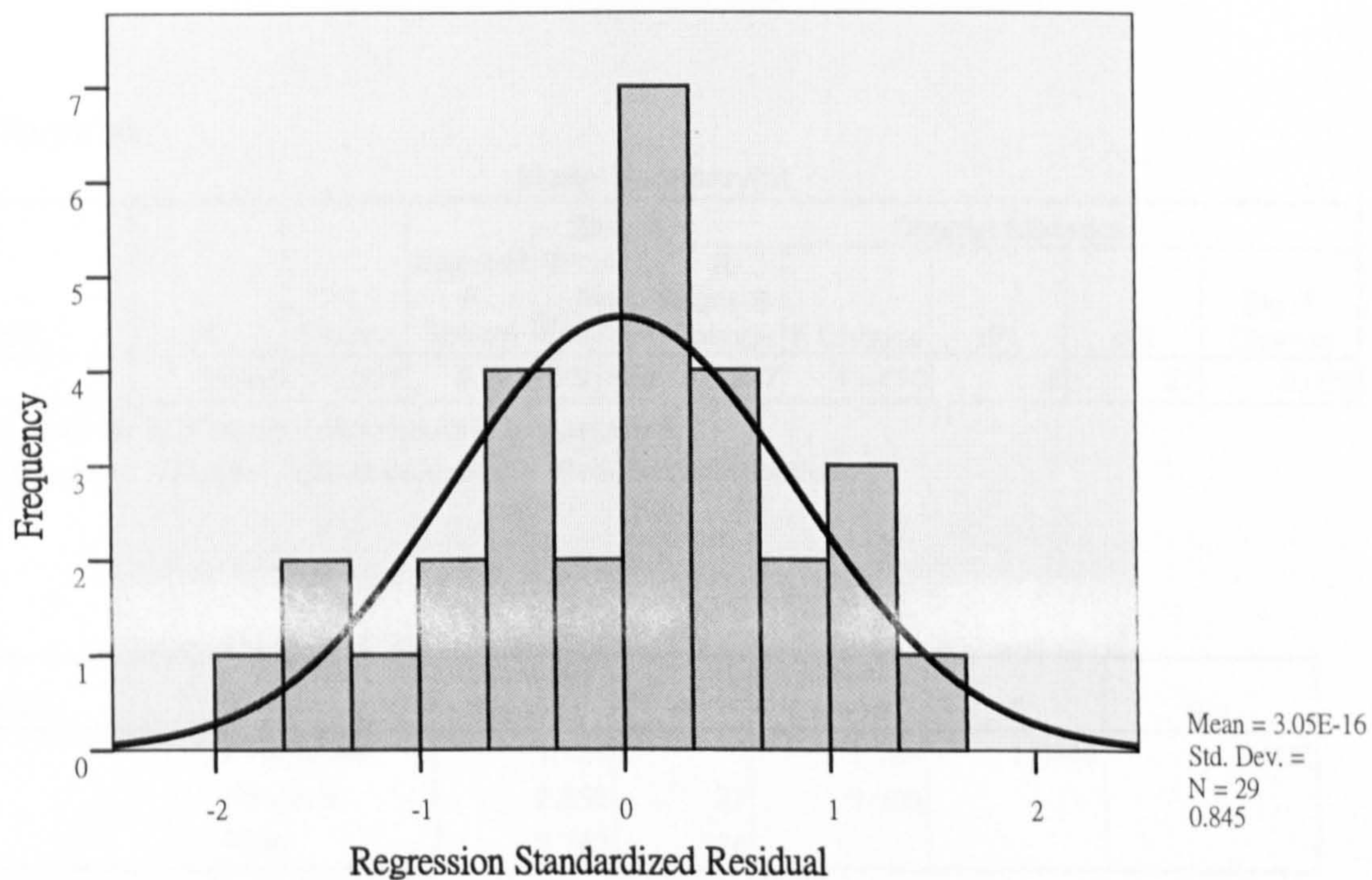
b. Dependent Variable: Correct percentage of vocabulary (posttest)

Coefficients(a)					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	0.044	0.390		0.911
	attitude (pre-treatment questionnaire)	0.016	0.013	0.343	0.208
	attitude (post-treatment questionnaire)	0.002	0.007	0.076	0.741
	total number of sessions of the experimental group children	-0.005	0.003	-0.283	0.137
	cram school hours per week	0.041	0.037	0.233	0.284
	none – above 31 books	-0.357	0.166	-0.373	0.045
	below 10 books – above 31 books	-0.561	0.176	-0.586	0.005
	11-20 books – above 31books	-0.384	0.137	-0.506	0.011
	21-30 books - above 31books	-0.148	0.213	-0.104	0.494

a. Dependent Variable: Correct percentage of vocabulary (posttest)

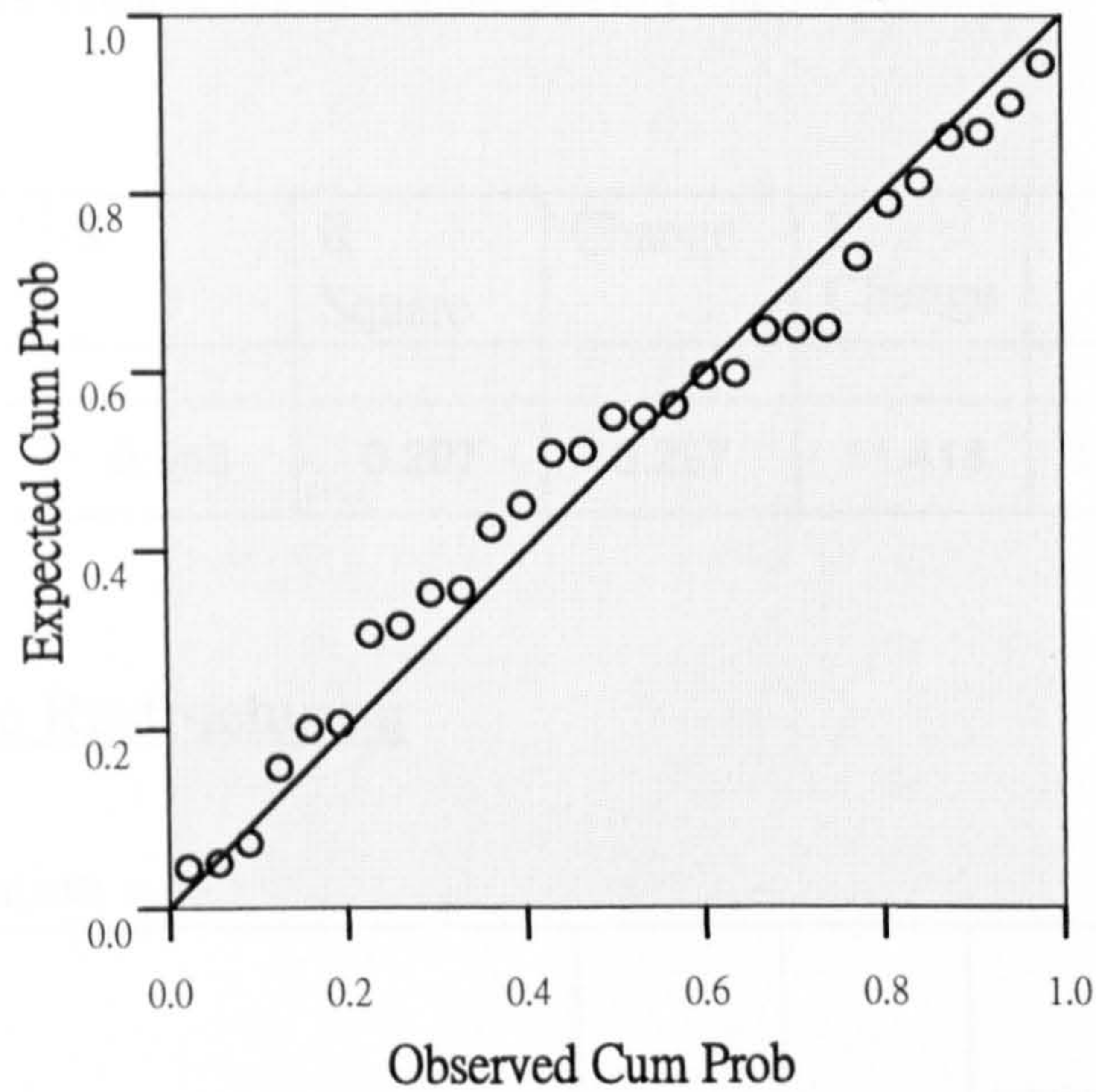
Histogram

Dependent Variable: Correct percentage of vocabulary (posttest)



Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Correct percentage of vocabulary (posttest)



3. Stepwise

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.545	0.297	0.271	0.31375	0.297	11.418	1	27	0.002

a. Predictors: (Constant), cram school hours per week

b. Dependent Variable: Correct percentage of vocabulary (posttest)

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.124	1	1.124	11.418	0.002
	Residual	2.658	27	0.098		
	Total	3.782	28			

a. Predictors: (Constant), cram school hours per week

b. Dependent Variable: Correct percentage of vocabulary (posttest)

Coefficients(a)						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.313	0.082		3.800	0.001
	cram school hours per week	0.095	0.028	0.545	3.379	0.002

a. Dependent Variable: Correct percentage of vocabulary (posttest)

Model	R	R Square	Change	F Change	F	B	Beta
(Constant)						0.313	
Cram school	0.545	0.297	0.297	11.418	11.418	0.095	0.545

Sentence Restructuring

1. Correlation

		preatt	postatt	total number of sessions	cram school hours per week	Correct percentage of sentence restructuring (posttest)
preatt	Pearson Correlation	1	0.707**	0.126	0.626**	0.572**
	Sig. (2-tailed)		0.000	0.515	0.000	0.001
	N	29	29	29	29	29
postatt	Pearson Correlation	0.707**	1	0.310	0.302	0.205
	Sig. (2-tailed)	0.000		0.102	0.111	0.287
	N	29	29	29	29	29
total number of sessions of the experimental group children	Pearson Correlation	0.126	0.310	1	-0.222	-0.197
	Sig. (2-tailed)	0.515	0.102		0.248	0.305
	N	29	29	29	29	29
cram school hours per week	Pearson Correlation	0.626**	0.302	-0.222	1	0.666**
	Sig. (2-tailed)	0.000	0.111	0.248		0.000
	N	29	29	29	29	29
Correct percentage of sentence restructuring (posttest)	Pearson Correlation	0.572**	0.205	-0.197	0.666**	1
	Sig. (2-tailed)	0.001	0.287	0.305	0.000	
	N	29	29	29	29	29

** . Correlation is significant at the 0.01 level (2-tailed).

2. Enter

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.861	0.742	0.639	0.23215	0.742	7.184	8	20	0.000

a. Predictors: (Constant), 21-30 books - above 31books, cram school hours per week, none – above 31 books, total number of sessions of the experimental group children, below 10 books – above 31 books, 11-20 books – above 31books, attitude (post-treatment questionnaire), attitude (pre-treatment questionnaire)

b. Dependent Variable: Correct percentage of vocabulary (posttest)

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.097	8	0.387	7.184	0.000
	Residual	1.078	20	0.054		
	Total	4.175	28			

a. Predictors: (Constant), 21-30 books - above 31books, cram school hours per week, none – above 31 books, total number of sessions of the experimental group children, below 10 books – above 31 books, 11-20 books – above 31books, attitude (post-treatment questionnaire), attitude (pre-treatment questionnaire)

b. Dependent Variable: Correct percentage of vocabulary (posttest)

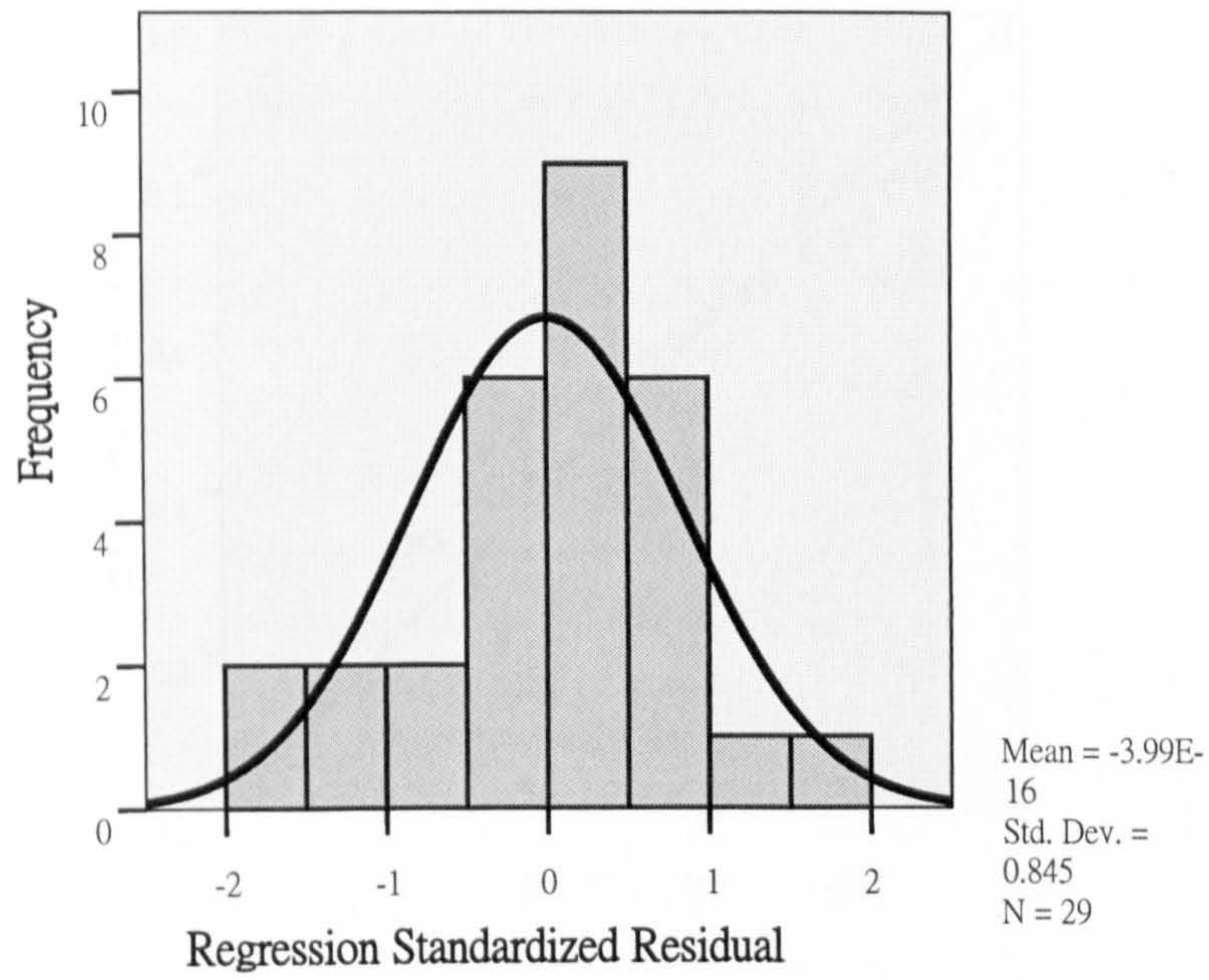
Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.091	0.347		0.263	0.795
	preatt	0.018	0.011	0.363	1.628	0.119
	postatt	-0.001	0.006	-0.041	-0.211	0.835
	total number of sessions of the experimental group children	-0.003	0.003	-0.192	-1.243	0.228
	cram school hours per week	0.073	0.033	0.396	2.216	0.038
	none – above 31 books	-0.398	0.148	-0.397	-2.695	0.014
	below 10 books – above 31 books	-0.549	0.156	-0.547	-3.524	0.002
	11-20 books – above 31books	-0.313	0.122	-0.392	-2.569	0.018
	21-30 books - above 31books	-0.331	0.189	-0.221	-1.753	0.095

a. Dependent Variable: Correct percentage of vocabulary (posttest)

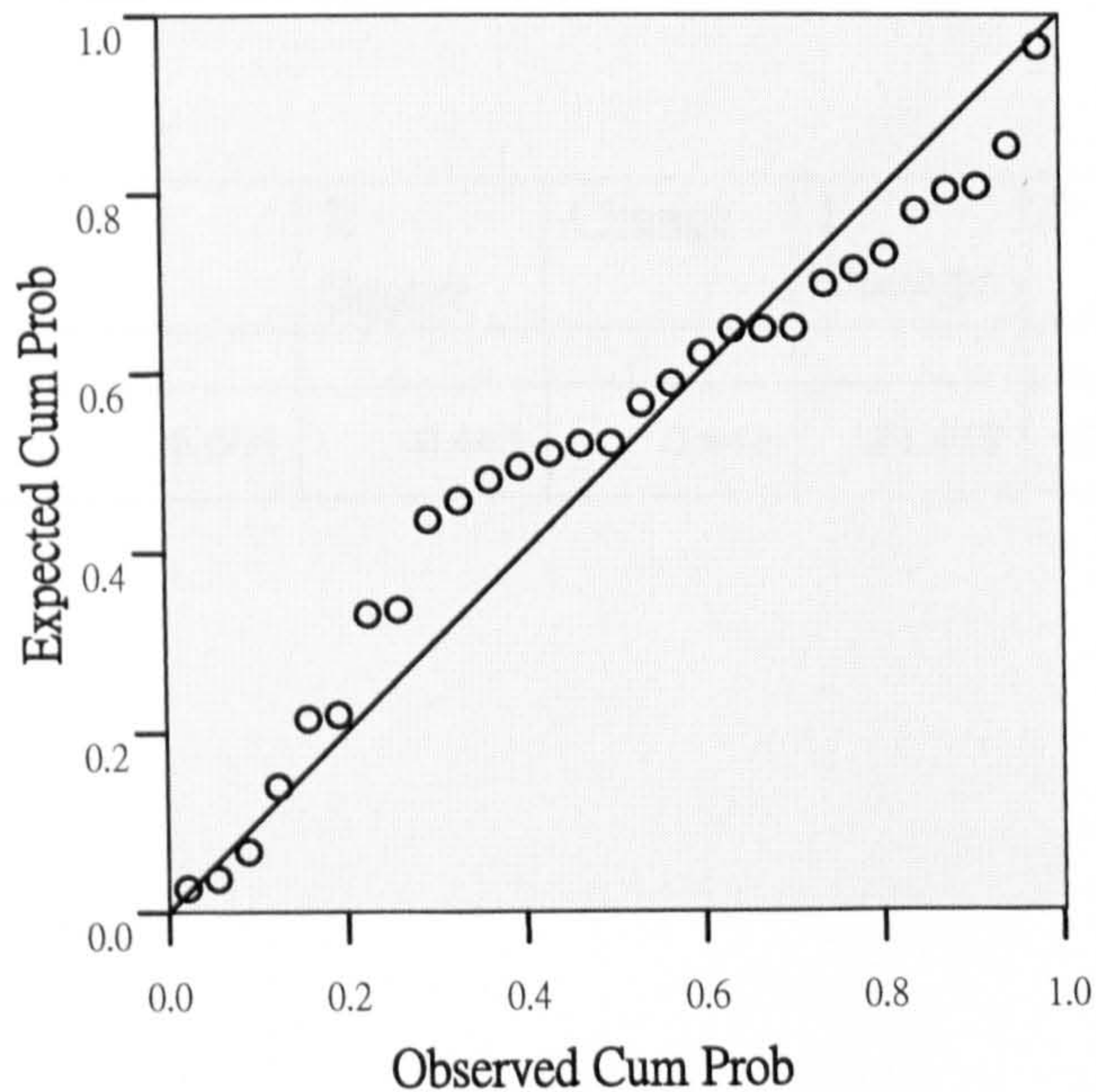
Histogram

Dependent Variable: Correct percentage of vocabulary (posttest)



Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Correct percentage of vocabulary (posttest)



3. Stepwise

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.666	0.443	0.422	0.29352	0.443	21.465	1	27	0.000

a. Predictors: (Constant), cram school hours per week

b. Dependent Variable: Correct percentage of vocabulary (posttest)

ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.849	1	1.849	21.465	0.000
	Residual	2.326	27	0.086		
	Total	4.175	28			

a. Predictors: (Constant), cram school hours per week

b. Dependent Variable: Correct percentage of vocabulary (posttest)

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.230	0.077		2.982	0.006
	cram school hours per week	0.122	0.026	0.666	4.633	0.000

a. Dependent Variable: Correct percentage of vocabulary (posttest)

Model	R	R Square	Change	F Change	F	B	Beta
(Constant)						0.230	
Cram school	0.666	0.443	0.443	21.465	21.465	0.122	0.666