

A Comparative Study on Two English
Textbooks for Elementary First Graders in
Taiwan: Kang Hsuan vs. Hess

Presenter: Melinda Cheng

Student No.: 1102411134

Advisor: Dr. Kevin Wu

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ABSTRACT

- The focus of this research project is to point out that the two English textbooks are inadequate and insufficient in phonic instructions (regarding the 44 sounds in the English language).

INTRODUCTION

- English language in elementary schools in Taiwan.
 - Alphabetic Letter Names (e.g.: A, B, C . . .)
 - Alphabetic Letter Sounds (e.g.: æ, b, s / k / . . .)
- English language in elementary schools in the US
 - the 44 sounds of the English language
 - 5 short-vowel sounds
 - 18 consonant sounds
 - 7 digraphs
 - 6 long-vowel sounds
 - 3 r-controlled vowel sounds
 - 5 diphthongs

Kang Hsuan vs. Hess

Content Comparison

- Kang Hsuan

- alphabetic letter names
- alphabetic letter sounds
- classroom English
- story time
- simple sentence song learning
- chanting with alphabet letters

- Hess

- alphabetic letter names
- alphabetic letter sounds
- classroom English
- stories adopted from fables
- rhyming with a song
- counting numbers



Characters

CD 1 2

Unit 1 Candy House



Unit 2 Tarzan



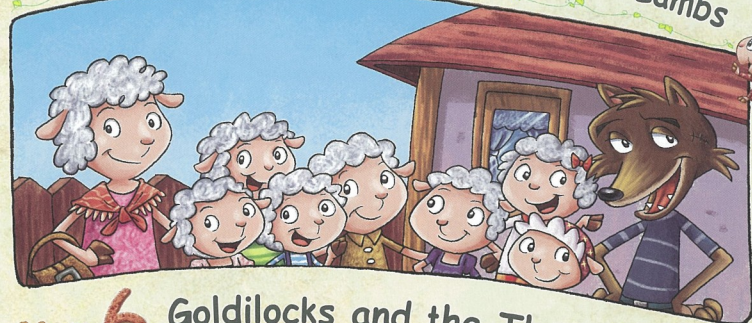
Unit 3 The Wizard of Oz



Unit 4 Snow Queen

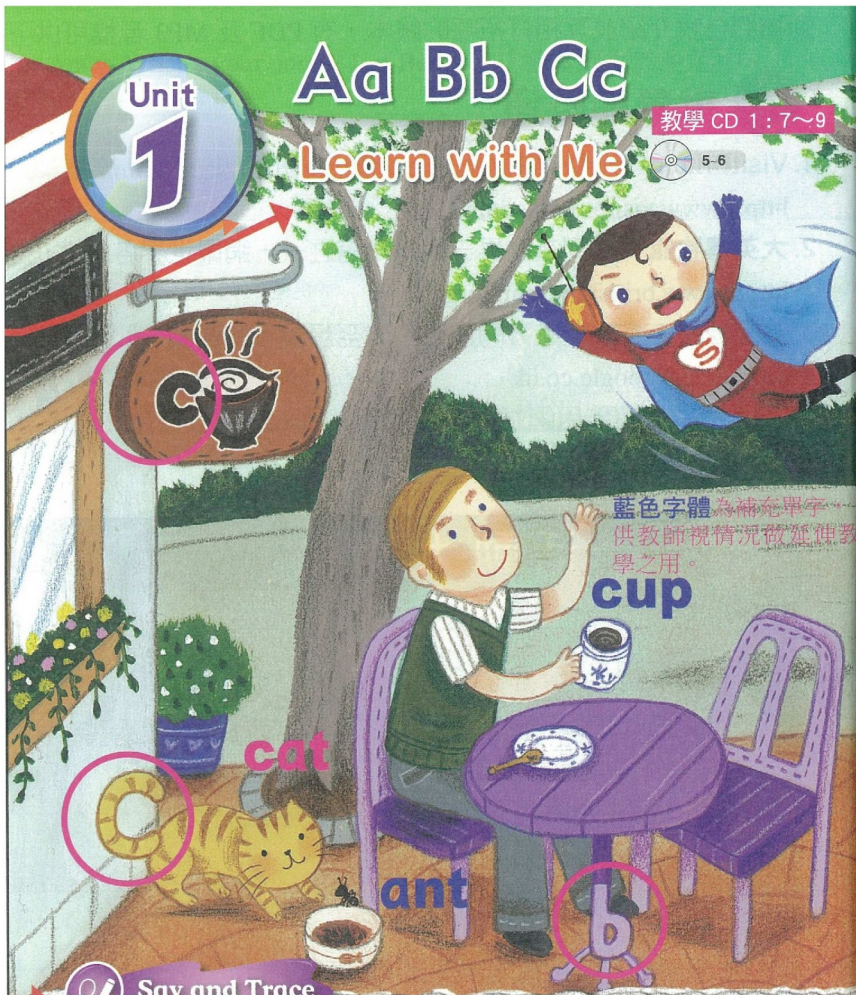


Unit 5 The Wolf and the Seven Little Lambs



Unit 6 Goldilocks and the Three Bears





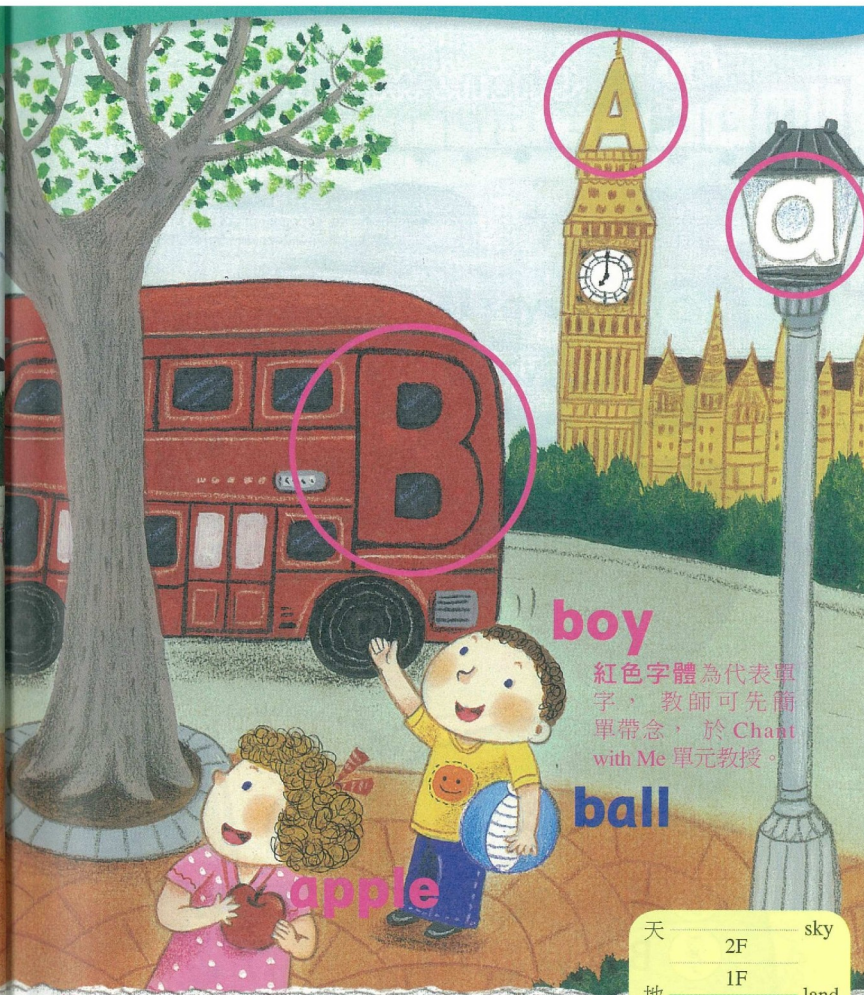
藍色字體為補充單字，供教師視情況做延補教學之用。

cup

cat

ant

Say and Trace



boy

紅色字體為代表單字，教師可先簡單帶念，於 Chart with Me 單元教授。

ball

apple

天	2F	sky
	1F	
地	B1	land

● 補充：字母書寫口訣：大寫都在 1F 和 2F。小寫圈圈在中間，所有字母都要「頭頂著天，腳踩著地。」

A A a a B B b b C C c c

Advantages and Disadvantages

- Kang Hsuan

- good editorial design
- songs are not melodic
- chanting and repeating with Alphabet
- vivid pictures of hidden Alphabet letters

- Hess

- the size of the book is rather small
- songs are melodic
- interesting stories adapted from fables
- the content is rather easy

Phonics

- The 44 Sounds in the English Language
 - 5 short-vowel sounds: /a/ /e/ /i/ /o/ /u/
 - 18 consonant sounds
 - 7 digraphs: /ch/ /sh/ /th/ /th/ hw/ /ng/ /nk/
 - 5 diphthongs and other special sounds: boy, ouch, television, jaw, pull
 - 6 long vowel sounds
 - 3 r-controlled vowel sounds: /ur/ /ar/ /or/
 - the blends: /bl/ /fl/ /gl/ . . .

RESEARCH METHOD AND TOOLS

- To adopt action research as the research method
- The tools are used to this research
 - self-study
 - participant observation

Reading Standards: Foundational Skills**Grades 1-9 Curriculum Guidelines****Kindergarteners, the US****Grade One Students, Taiwan****Print Concepts****Listening**

- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper-and lowercase letters of the alphabet.

- Recognize vowels and consonants
- Comprehend vocabulary
- Understand the intonation of sentences
- Identify the 26 Alphabets

Phonological Awareness**Speaking**

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.
- Add or substitute individual sounds in simple, one-syllable words to make new words.

- To say the 26 Alphabets
- To decode the phonics
- To pronounce vocabulary
- Say simple sentences in correct intonation

Reading Standards: Foundational Skills**Grades 1-9 Curriculum Guidelines****Kindergarteners, the US****Grade One Students, Taiwan****Phonics and Word Recognition****Reading**

- Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Associate the long and short sounds with common spellings for the five major vowels.
- Read common high-frequency words by sight.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

- To recognize the upper and lowercases of 26 Alphabet.
- To recognize vocabulary from class.

Fluency**Writing**

- Read emergent-reader texts with purpose and understanding.

- To write 26 Alphabet of upper and lowercases.
- To write his or her won name.
- To duplicate the sound of vocabulary in class.

ACTION RESEARCH

- Action research is a cyclical process of “think – do – think”
- Our thinking informs our practice; and our practice informs our further thinking (Glenda MacNaughton, Patrick Hughes, 2009).

CONCLUSION AND DISCUSSIONS

- **Grades 1-9 Curriculum Guidelines**

English Alphabet knowledge is required and a small portion of alphabetical phonics teaching

- **The US Assessment**

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system

- **The gap between the Assessment and the textbook content in Taiwan**

No Curriculum Guidelines for elementary first graders as far as English teaching is concerned

REFLECTIONS AND ADVICE

At the core of learning a second language lies the very first step on phonics.

- To adapt a reliable assessment from English speaking countries
- To reinforce the entire phonics teaching in both Kang Hsuan and Hess versions

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Thank You for Your Listening