

國立澎湖科技大學應用外語系

實務專題計畫

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

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## **PREFACE**

### **TEACHING IS LEARNING**

I, the author of this research project, have spent 10 years in Hui-An ( 惠安 ), Her Chia Jen ( 何嘉仁 ) cram schools respectively and have occasionally been teaching in two public elementary schools, Wen Guang ( 文光 ) and Her Heng ( 合橫 ) in Penghu. I have only had practical experience in teaching. I am not a theoretically expert in either English or teaching. During the process of doing this research, I have studied and read some documents about action research in early childhood education. I have personally discovered the best way in teaching is to get the students involved and put the theory into practice through class observation and self-adapt methods.

**Tell me and I forget**

**Teach me and I remember**

**Involve me and I learn**

*—Benjamin Franklin—*

**An action without research is a meaningless activity**

**Research without action is a dead knowledge**

*——蔡清田——*

*教育行動研究*

# Acknowledgements

I would like to give many thanks to my beloved students at Hui An cram school (惠安) and Her Heng Elementary School (合橫國小), whom I have taught and who have shared their lives with me as well. As far as I remember, most of my precious moments are spent in the school and shared with my students. To me, they are also my teacher and my friends as well. Second, I am deeply grateful to my project advisor, Professor Kevin Wu, who spent a large amount of time discussing this research project with me and I have learned a lot regarding how to carry out a research project during the process under his serious and careful direction.

Finally, I would also like to thank myself for not giving up the dream that I have always embraced since I started to teach English in Penghu. I love teaching and enjoy being with my dearest students. Without their feedback and reactions, I would not have the inspiration to engage myself in such a comparative research project on English pedagogical materials for the primary students in Taiwan. Life is a long and endless learning process, and “a journey of a thousand miles begins with a single step,” as Lao Tzu so wisely put thousands of years ago. For me, this research project stands for the significant milestone that marks the very “first and single” step in my winding and endless academic pursuit.

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## Abstract

The critical period for language acquisition is assumed to extend from birth to approximately the onset of puberty. A number of other factors influence how successfully a learner will learn a second language. They include the learner's age, working memory, motivation, and context. (Vedrana Mihalicek, Christin Wilson, 2011.) Sharon Vaughn and Sylvia Linan-Thompson (2004) quoted such an official passage, "Teaching reading is rocket science: What expert teachers of reading should know and be able to do." from American Federation of Teachers (Washington, DC 1990 June). This document describes why preventing reading failure is a top priority for education (Vaughn and Linan-Thompson, 2004). Children who lack phonemic awareness have a great deal of difficulty learning to read (Cunningham 1999, p. 69). As described in the book, *The Research-based Methods of Reading Instruction, Grades K-3*, the most complex part of a phonological awareness continuum that including rhyming and segmenting words and sentences, is to teach the ability to identify the phonemes (smallest identifiable units of sound) of spoken language, and how they can be separated (pulled apart or segmented), blended (put back together), and manipulated (added, deleted, and substituted). What do young students need to know in the first year of elementary school? The term "critical period" describes a period of time in an individual's life during which a behavior – in this case language – must be acquired; that is, the acquisition will fail if it is attempted either before or after the critical period (Vedrana Mihalicek, Christin Wilson, 2011.) In English, the phonics stands for the most basic skills for teachers to teach students how to read a sound and later they can achieve decoding skills with such learning. If students have had effective phonics instruction, they can read quickly and easily. It is the basic skills of learning how to recognize sounds from words. Many studies have proved that phonics has many effects on reading ability. The following are



the key factors that are emitted or neglected in the contents of the two English textbooks published by Kang Hsuan and Hess. According to the above-mentioned analysis, these three key factors below should be included in the two English textbooks; they are as follows:

1. There is still a lack of specific knowledge about teaching “phonemic awareness.” There exists an obvious deficiency in teaching graphemes and consonant clusters in the two versions of English textbooks. For instance, such consonant clusters as “tr,” and “fl” as well as such graphemes as “wh,” and “ph” are both missing in the contents of these two English teaching materials. These graphemes and consonant clusters should be better included in the contents of English language teaching materials.

2. American English has approximately 15 vowel sounds. However, the English alphabet has only five vowel LETTERS (a, e, i, o, u), that are taught in elementary schools which is inadequate and really insufficient compared to the entire phonics is taught in most English speaking countries.

3. Stress can change the meaning of a word, for example: record (noun) vs. record (verb) as shown in the following sentences: “What are you doing? I’m listening.” And “Who is listening? Im listening.” However, there is no any specific knowledge about stress distinction or intonation teaching in these two versions of English textbooks.

*Keywords: English textbook, Primary School English Education in Taiwan, English Textbooks of Kang Hsuan Version, English Textbooks of Hess Version, Comparison of two English textbooks, Phonics*

## Chapter One Introduction

English has long been an international communication tool not only due to the purpose of doing international trading but also because of the fact that as a language for international communication it also plays an important role in helping language learners to engage in the learning of a second foreign language. Many students have noticed that once they have reached a higher level of English, other foreign languages become much easier for them to learn. Besides that, there are still many reasons for the government to regard English as a major foreign language in Taiwan such as doing various kinds of researches in higher education sectors and the number of university graduate students who use English as a Second Language or English as a Foreign Language to research their subject courses is increasing.

### 1.1 Research Background and Motivation

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The year 2000 was deemed by the government of Taiwan to be a year of Tourism for the country. The theme was to enhance tourism industry to meet the goal of reaching the estimated number of international tourists per year. Since then, Taiwan government has deliberately tried to expand the fame of Taiwan as a “Food Island,” making Taiwanese cuisine known as one of the most delicious and popular cookery in the world.

In addition, after joining WTO (1 January, 2002), Taiwan has rapidly changed her economic structure from an industry-oriented economy to a technology-oriented one. Since then the government has aimed to reform educational system in order to meet the demand of a fast-paced world of globalization. Thus, how to obtain the four main aspects in educational reforms and to meet the educational goals is a must-do task in the recent Administrative Guideline of the Taiwanese government.

## 1.2 Purpose of the Study

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According to statistics by UNESCO, there are over 40 countries in the world that have a basic education system that exceeds 10 years. The main reason for this is that many under-developed countries have noticed that basic education is directly connected to national competitiveness (Ministry of Education Taiwan, 2016). The importance of primary education cannot be overemphasized, because it lays the crucial foundation for the pupils in elementary schools.

Seeing that an English textbook therefore could determine the course or even the outcome of students' English proficiency, a suited English textbook can boost the class environment to make students' language production more creative and in the long run students may be so influenced by the textbook that they changed their learning habits as well. Therefore, how to choose a good English textbook is a critical issue not only for English teachers but also for the students of the English language.

Many schools have followed the educational policy of the government to help lay a solid English foundation for the first graders of primary schools in Taiwan. This means that the students in elementary schools in Taiwan today have a better time and chances to improve their English abilities. Textbooks have been released from National Institute for Compilation to private book publishers. This allows schools to facilitate their use of textbooks in order to meet their teaching schedules and curricula.

There are at least more than 20 publishers in the market in Taiwan to provide textbooks for elementary schools with various versions for students of each grade. This could make the selection become even more complicated and sometimes even confusing. Thus, it is very important to have a guidebook with which schools or teachers can rule out the unnecessary or unsuitable options and choose the one they really need for their classes.

### 1.3 Significances of the Study

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This study adopted the action research as a way to observe classes to analyze students' learning problem, reactions and then modify the class arrangement, schedule or teaching style accordingly. The research is currently focused on language content, and it will then have more emphasis on basic language skill acquirements.

Phonics in this respect plays a crucial role. The research adopted the assessment of the UK as one of the methods to compare the textbook content for basal learners in an elementary school. As for as English education is concerned the research carried out here refers to the competence indicators provided by the Ministry of Education (MOE) of Taiwan, and self-adopted methods to analyze the aforementioned three aspects of language content in English textbooks.

The researcher of this project is herself an English teacher in a cram school and now works in one of Penghu's elementary schools as an English teacher. The content analysis is also known as informational analysis or document analysis (Wang Wen-Ke, 2002) which is often applied in sociology as well as humanities to process document and analyze information.

# Chapter Two Literature Review

## 2.1 The Definition of an English Textbook

---

Throughout the 19<sup>th</sup> and 20<sup>th</sup> Centuries, textbooks were used mainly as a static means to teach a curriculum. The printed textbook has been the means with which knowledge is organized and distributed. They have served to gather a body of knowledge, a mechanism for introduction to learning and as a reference material (Bierman, 2006). Most cases show that teachers in schools or instructors in private institutions depend so much on textbooks they use in a class.

If a textbook is written poorly, not only teachers can't achieve the goal but they may even lead students to a wrong place. Textbooks are not like other books. Today, textbooks are assembled or compiled more than they are written. They are not usually written by a single author, nor are they a creative and imaginative endeavor. They are, in fact, usually specially made by a corporation to follow a set standard curriculum for a school system or larger organization, such as a province (Encyclopedia of Education, 2008b).

There are five major publishers in Taiwan that produce two kinds of English textbooks—official and non-official versions for elementary schools; Kang Hsuan, Kid Castle, Hess, Nan Yi and Longman. The research is based on Volume 1 and Volume 2 of the English textbooks published by Kang Hsuan and Hess. According to MOE's English education policy regarding primary school students, both Kang Hsuan and Hess versions are considered as <sup>1</sup>non-official versions, which mean that it is not yet compulsory for the time being for them to be examined and approved by the Ministry of Education in Taiwan.

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<sup>1</sup> Non-official versions: the approved publishers hold the responsibilities of compiling the textbooks in accordance with the MOE's standard rules. Non-official versions are mainly for 1 to 2 Graders.

## 2.2 Elementary School English Textbooks

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Textbooks are commonly defined as an integrated package of materials involving teachers' guides, student's books, workbooks or activity books, and cassettes or CDs/DVDs (Cunningsworth, 1995). An appropriate learning material should come along with associated supplementary resources. As stated on page 14 of "What Your Kindergartner Needs to Know":

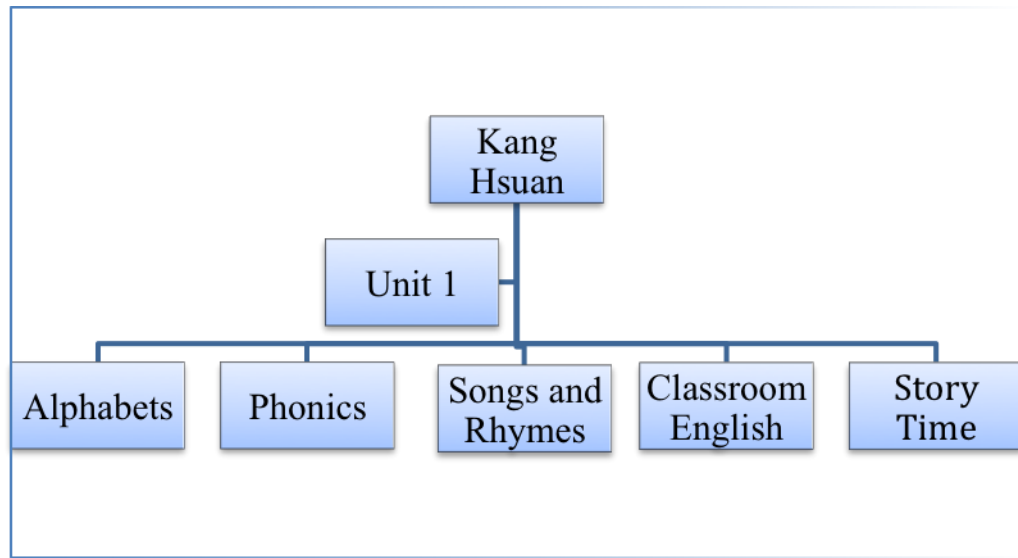
1. Magnetic letters and letter flash cards.
2. Letter-picture cards and word-picture cards.
3. Simple bingo or lotto games to practice recognizing letters and words.
4. Workbooks to practice handwriting.
5. Alphabet and "first words" activity books.
6. Computer software for teaching the alphabet, letter sounds, and words.

## 2.3 Structural Language Contents and the Layout of Kang Hsuan Version

The English textbooks of Kang Hsuan version are designed for a two-level English course for the students of Grade 1 and they are based on two engaging characters, Superman and Sugar-man together with their friends. At the heart of the methodology lies an emphasis on child-centered activities, and the character of Andy, in which the Superman plays a key part. Learning is introduced through a range of short and lively activities, which include listening and speaking, listening and pointing, singing and chanting, and playing games involving simple responses in English. Its structural language contents mainly focus on the five major parts—alphabetical learning, A-Z phonics practice, singing songs, classroom English and story-telling.

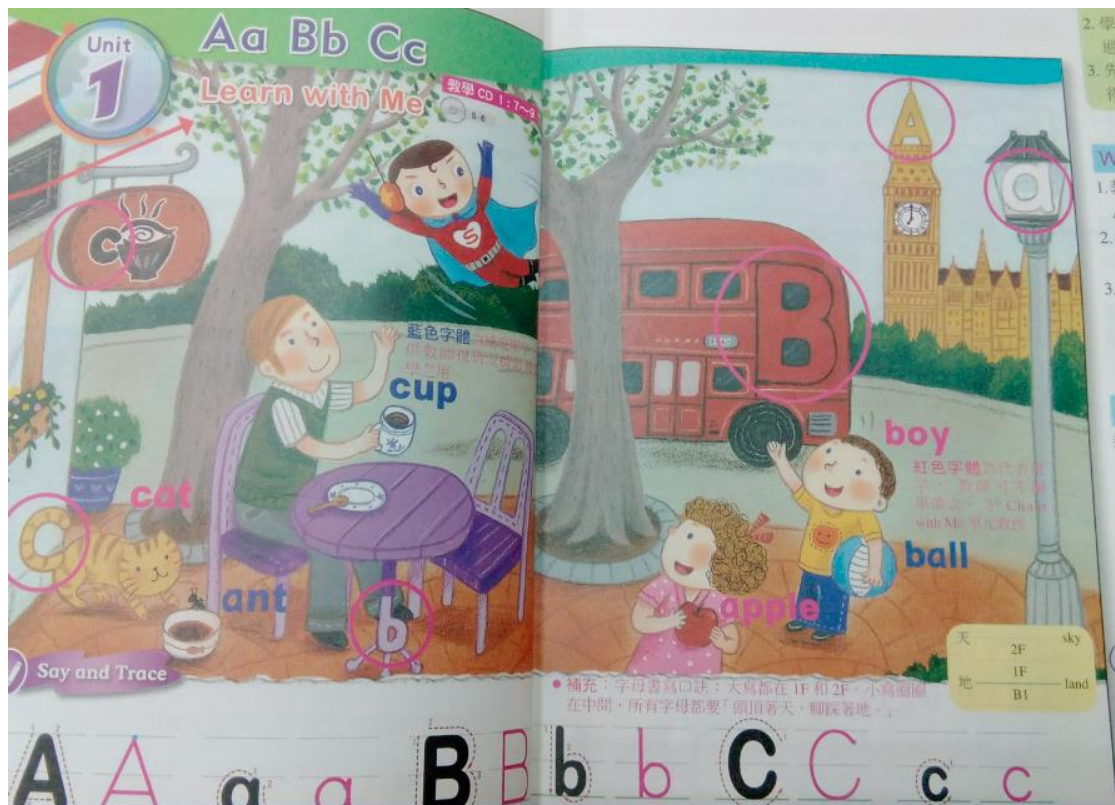
## Kang Hsuan Content Layout:

### Kang Hsuan's Structural Diagram



## Subsection Contents:

### Sections 1 and 2—Alphabets and Phonics



In this section, a few characters are presented and introduced with associated alphabet letters hidden on the color-printed page for children to recognize and practice alphabet writing. When children see the picture of a red bus, they can immediately recognize the Alphabet Letter B. According to *Nelson Phonics*, a successful phonics course should instill in students the capacity to address the four essential skills children need in order to read and spell:

---

1. Phonological awareness
  2. Visual graphical processing
  3. Letter-sound phonics relationship
  4. Spelling
- 

There are many strategies an English teacher can use to develop a great memory, but they are all based on several easy-to-master principles. First, learn how to **make associations**. Next, it's important to have a **vivid imagination** (Ron Rosenberg, 2016). The right images are a great way to make associations. Children are said to have inner cognitive knowledge in language learning. For example, the following picture shows how an association could be made, relating the capital letter 'A' with the Eiffel Tower.

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---

(Eiffel Tower)



(Alphabet Letter A)

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According to the research of “A Study of Drawing Pictures as Cues on English Vocabulary Learning Achievement and Learning Motivation of Elementary ESL Students”, (Yi-yu Chen, 2014) a direct strategy of memory uses sorted categories in flash cards to prolong the functioning brain capacity. The research of “ A Study on English Textbook Selection for Elementary School”, (Yu-fang Chang, 2004) found that the most evocative teaching materials or pedagogical contents to boost up the learning interest are as follows: story-telling, entertainment, cuisine and song singing.

Observing the phonics instruction and teaching materials in Taiwanese EFL classrooms, the researcher finds out that the phonics instruction in Taiwan focuses on teaching the 44 sounds of English (25 consonant sounds and 19 vowel sounds) — according to the basal readers written by (Yu-chang Fan,2002), (Hsang-chun Chang, 2004), (Shu-hui Chen, 2005), Hsiu-chia Yen and Lan-yuan Wei, 2002, Kruase & Cossu, (2002). To be more specifically about the contains of the 44 sounds of the English language, they are as follows:

- 
- 5 short-vowel sounds — a, e, i, o, u
  - 18 consonant sounds — b, d, f, g, h, j, l, m, n, p, r, s, t, v, w, x, y, z
  - 7 digraphs — ch, sh, th, th, hw, ng, nk
  - 5 diphthongs and other special sounds —boy, ouch, television, jaw, pull
  - 6 long vowel sounds — a, e, i, o, u, oo
  - 3 r-controlled vowel sounds — ur, ar, or
  - The blends —the practice of all the phonemic sounds
- 

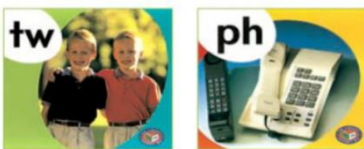
Unfortunately, in this section we don't see as many phonics practice patterns as expected. Besides, to extend the Alphabet learning, as an extension of basic Alphabet, this would take children's knowledge further and allow them to recognize the beginning of most words successfully. Therefore, a section with supportive illustrations and alternative rhyming designs to help children absorb each digraph and blended word practice is considered to be essential.

## Blended Word Practices:

In English speaking countries, the education system for kindergarteners start from 4 years old and begin to learn phonics at age 5. The first year of learning phonics is at 5 and continues learning through the first grade. The intensive course of learning phonics is at least for 15 hours per week and there are four terms in a one-year curriculum. Below are some blends taught in elementary schools in Australia. The practice will be carried out for the first year and second year of elementary schools.

The *PM Alphabet Blends* are an extension of the *PM Alphabet Starters*. They take the children's knowledge further and allow them to recognise the beginning of most words successfully. Each book features five words with supportive illustrations and an alliterative rhyme to help children absorb each digraph and blend.





Continue your students' phonological awareness development with *PM Sounds in Words*:

- short vowels in a medial position
- long vowels
- final consonants.

MORE DETAILS PAGES 34–35

Cengage Learning Australia is one of the prestigious government approved publishers (see Appendix A). Along with its award winning *Nelson Primary*, it creates resources for students and teachers from Kindergarten to Year 6. It is recognized globally for sound pedagogy with proven effectiveness, especially its highly respected PM series.

### Section 3—Songs

---

Chant with Me

教學 CD 1: 10~12

Aa

A says a.

A says a.

A, a, a a.

Apple, apple, apple.



**Bb** 教學 CD 1: 13~15

B says b.

B says b.

B, b, b b.

Boy, boy, boy.



此頁的上下方列出大小寫字  
母，紅字為要讀的字母，請教  
師幫助小朋友練習字母的辨識  
與順序。

Cc

教學 CD 1: 16~18

C says c.

C says c.

C, c, c c.

Cat, cat, cat.



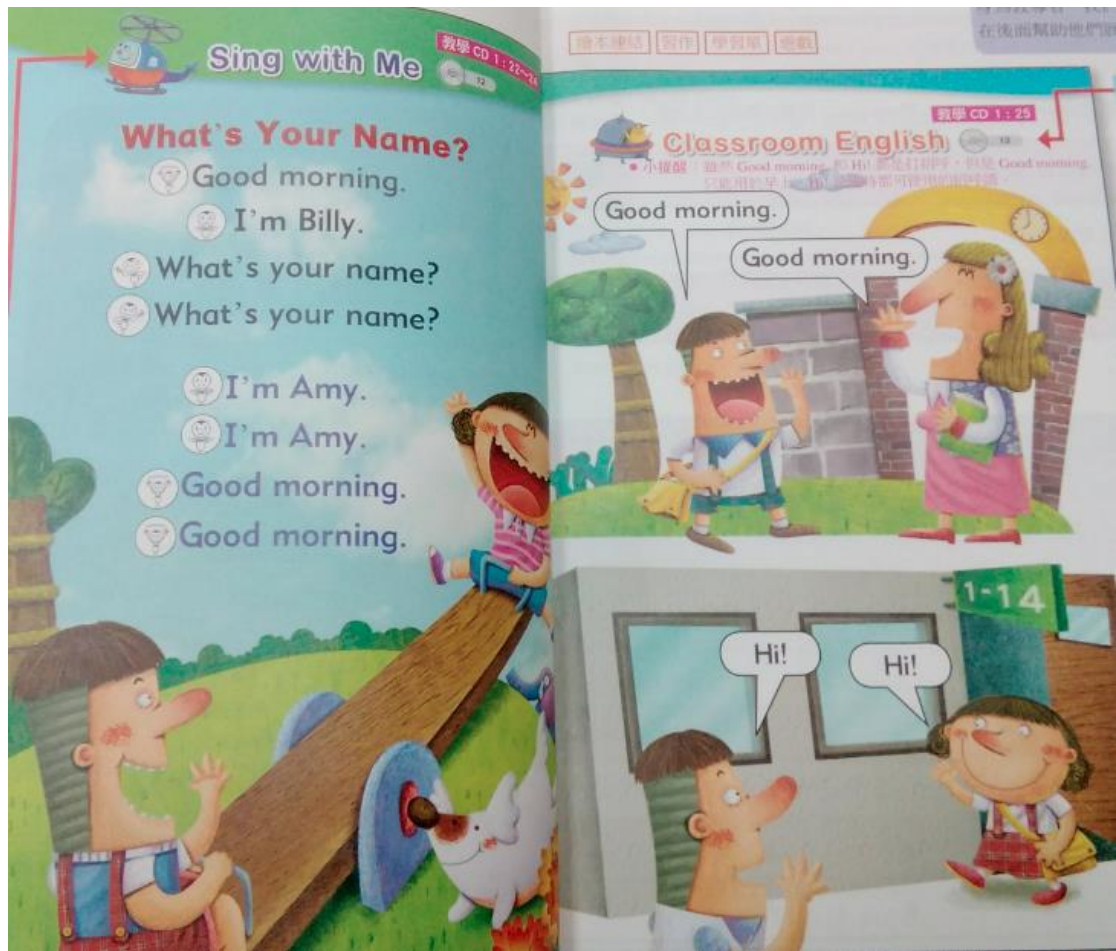
Stick and Say  
貼一貼，念一念。

Stick and Say  
貼一貼，念一念。

A a

B b C c





*Chant with Me* and *Sing with Me* are two sections designed for rhyming practice and singing activity. If carefully selected, this would enhance the previous alphabet learning with a lively and brisk melody to make learning more fun. However, it doesn't provide many practice patterns for rhyming words or phrases, sentences and paragraphs. Songs and rhymes can be useful in the teaching of English, especially in the beginning stage (Eva, 2003). Choosing a proper teaching material is never an easy task.

The idea of using songs and rhymes in language teaching is not new (Huang, 1998; Merdinger & Rosenfeld, 1984; Orlova, 1997). With the expanding prevalence and efforts made to teach languages by using music, musical activities, such as songs and rhymes, have long been recognized as beneficial to many aspects of language learning (Huang, 1998;

Mizener, 2008; Salcedo, 2002; Saricoban & Metin, 2000). It is said to be potential in arousing much more desire in language learning for pupils under 10 years old. Language teaching experts believe that rhyming lyrics and flowing melody can help stir up endorphin in the learners' brains and therefore create a better learning environment for the language learners.

As (Richards, Jack, 1969) suggests, songs can thus help the teacher by consolidating his teaching. Songs and rhymes are a common learning experience from early infancy (Mora, 2000). Smallwood and Haynes (2008) make a particular inclusion on the use of rhyming words to develop young learners' phonemic awareness.

A foreign scholar had mentioned several important features of language learning by means of the devices of rhymes (Cross D. 1995). First, students can easily pick up the stress, rhymes, intonation and syllables through repeating nursery rhymes. Take "Twinkle, Twinkle, Little Star" as an example:

---

Twinkle Twinkle Little Star,

How I wonder what you are!

Twinkle Twinkle Little Star,

Up Above the World so High.

Like a diamond in the sky,

Twinkle Twinkle Little Star.

How I wonder what you are!.

---

Yu-Hsin Liao (2009) in her research "An Action Study on Using Nursery Rhymes for Remedial Teaching" also stated the importance of using nursery rhymes as a strategy to teach phonics for remedial classes. According to her study, nursery rhymed texts contain a variety

of literary genres, including counting rhymes, alphabet rhymes, finger or action nursery rhymes ballads, proverbs, advices, riddles, tongues twisters, songs, etc. In other words, there exists such a great variety of language learning materials which are resulted from actual verbal expressions of all sorts in our daily lives. Therefore, these language learning materials are highly regional and cultural; accordingly, students can always learn different kinds of language data and cultural expressions by learning different types of nursery rhymes.

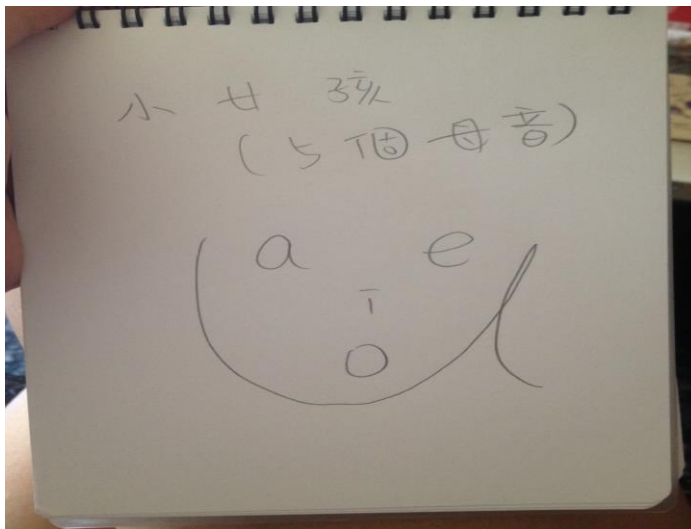
One of the reasons why songs and rhymes have been prevalent through the ages might be the fact that they are the integration of melody and text, which makes them more accessible for both adults and children. In particular, for young learners, the pairing of language with music by means of songs and rhymes gives them a rich language exposure and introduces them to a friendly learning environment (Yu-Cheng Teng, 2013).

## Sections 4 and 5—Classroom English and Story Time



Story time is the space where students might have a better idea about how the two characters—Superman and Sugar-man—are actually doing in the story and what is going to happen in the future as the story unfolds. Here the pupils might pick up simple and easy words as the story goes.

Students tend to pick up as much as they can when they go along with the story. Figure 4 shows that the five English vowel sounds are presented in a graph format with a story in it. Almost every textbook has displayed these 5 vowel sounds namely, a, e, i, o, u, in order. It tends to look dull and tedious with its sequence format and empty content. There is no any other section with explicit design regarding how to present the five English vowels in English textbooks of Kang Hsuan Version. The following graphic design used in my own English classroom is proven highly effective as far as teaching the five English vowel sounds is concerned.



### Teaching Schedule

The teaching schedule for pedagogical purposes in Kang Hsuan version has two timelines; the one is a one-lesson class per week and the other is a two-lesson class per week. There are five units with two review sessions in Volume 1 and Volume 2. Both have the



same language content layout. The aim is to complete the teaching of A-Z alphabet letters in a year (Volume 1 and Volume 2 take up the schedule of one year) and the instruction of its related phonics. The remaining parts, such as vocabulary and short sentences, are not compulsory based on the Grades 1-9 Guidelines provided by the Ministry of Education of Taiwan.

課次	字母與代表單字	生活用語	教室用語
Unit 1	Aa Bb Cc apple, boy, cat	I'm Andy. What's your name? I'm Bean.	Good morning. Hi!
Unit 2	Dd Ee Ff dog, elephant, fox	How are you? I'm fine. Thank you.	Stand up. Sit down.
Review 1			
Unit 3	Gg Hh Ii girl, hat, ink	How old are you? I'm seven.	Let's count. 1, 2, 3, 4, 5, 6, 7.
Unit 4	Jj Kk jam, kid	I'm a boy. I'm a girl.	Listen! Quiet, please.
Unit 5	Ll Mm lion, monkey	You're cute. I'm tall.	Thank you. You're welcome.
Review 2			

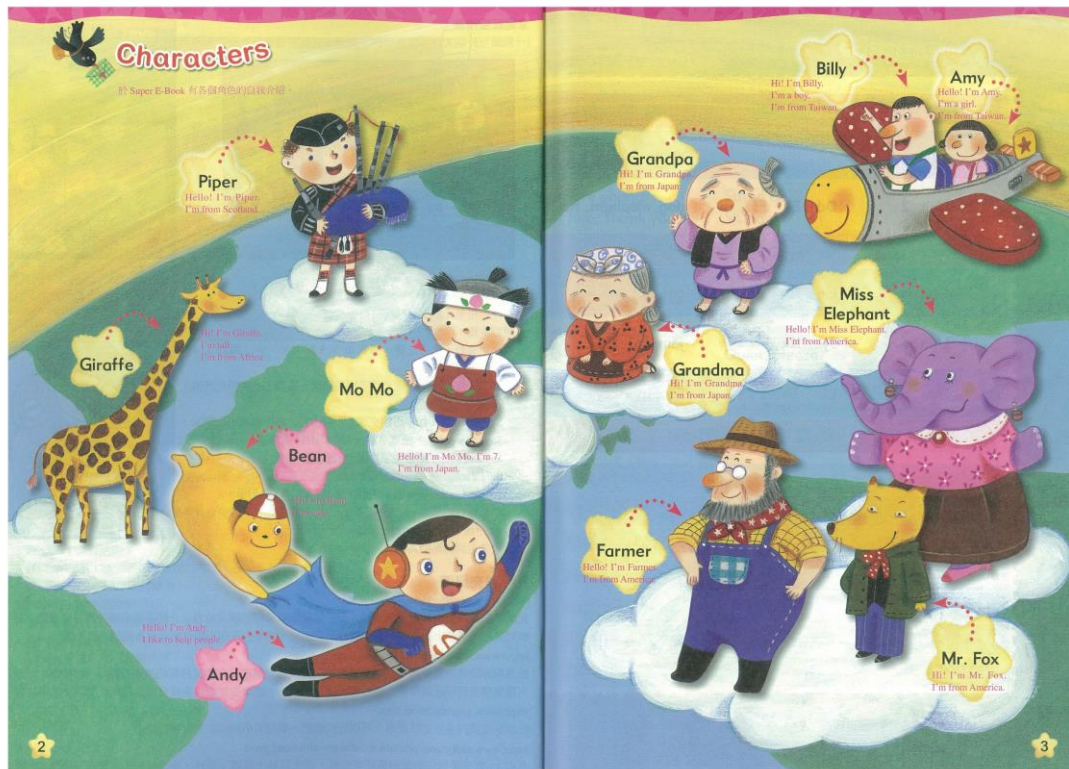
節次	課別	課本單元	習作單元
一	Unit 1	Learn with Me & Chant with Me	Part A + Part B
二	Unit 1	Story Time	Part C + Part D
三	Unit 1	Sing with Me & Classroom English	Activity Sheet
四	Unit 2	Learn with Me & Chant with Me	Part A + Part B
五	Unit 2	Story Time	Part C + Part D
六	Unit 2	Sing with Me & Classroom English	Activity Sheet
七	Review 1	Find and Stick & Listen and Number	Part A + Part B + Part C + Part D Activity Sheet
八	Unit 3	Learn with Me & Chant with Me	Part A + Part B
九	Unit 3	Story Time	Part C + Part D
十	Unit 3	Sing with Me & Classroom English	Activity Sheet
十一	Unit 4	Learn with Me & Chant with Me	Part A + Part B
十二	Unit 4	Story Time	Part C + Part D
十三	Unit 4	Sing with Me & Classroom English	Activity Sheet
十四	Unit 5	Learn with Me & Chant with Me	Part A + Part B
十五	Unit 5	Story Time	Part C + Part D
十六	Unit 5	Sing with Me & Classroom English	Activity Sheet
十七	Review 2	Find the Way Home & Listen and Number	Part A + Part B + Part C + Part D Activity Sheet

節次	課別	課本單元	習作單元
一	Unit 1	Learn with Me	Part A
二	Unit 1	Learn with Me & Chant with Me	Part B
三	Unit 1	Learn with Me & Chant with Me	Part C
四	Unit 1	Story Time	Activity Sheet
五	Unit 1	Sing with Me & Classroom English	Part D
六	Unit 1	Review Unit 1	Activity Sheet
七	Unit 2	Learn with Me	Part A
八	Unit 2	Learn with Me & Chant with Me	Part B
九	Unit 2	Learn with Me & Chant with Me	Part C
十	Unit 2	Story Time	Activity Sheet
十一	Unit 2	Sing with Me & Classroom English	Part D
十二	Unit 2	Review Unit 2	Activity Sheet
十三	Review 1	Find and Stick	Part A + Part B / Activity Sheet ①
十四	Review 1	Listen and Number	Part C + Part D / Activity Sheet ②
十五	Unit 3	Learn with Me	Part A
十六	Unit 3	Learn with Me & Chant with Me	Part B
十七	Unit 3	Learn with Me & Chant with Me	Part C
十八	Unit 3	Story Time	Activity Sheet
十九	Unit 3	Sing with Me & Classroom English	Part D
二十	Unit 3	Review Unit 3	Activity Sheet
二十一	Unit 4	Learn with Me	Part A
二十二	Unit 4	Learn with Me & Chant with Me	Part B
二十三	Unit 4	Learn with Me & Chant with Me	Part C
二十四	Unit 4	Story Time	Activity Sheet
二十五	Unit 4	Sing with Me & Classroom English	Part D
二十六	Unit 4	Review Unit 4	Activity Sheet
二十七	Unit 5	Learn with Me	Part A
二十八	Unit 5	Learn with Me & Chant with Me	Part B
二十九	Unit 5	Learn with Me & Chant with Me	Part C
三十	Unit 5	Story Time	Activity Sheet
三十一	Unit 5	Sing with Me & Classroom English	Part D
三十二	Unit 5	Review Unit 5	Activity Sheet
三十三	Review 2	Find the Way Home	Part A + Part B / Activity Sheet ①
三十四	Review 2	Listen and Number	Part C + Part D / Activity Sheet ②

## Editorial Layout

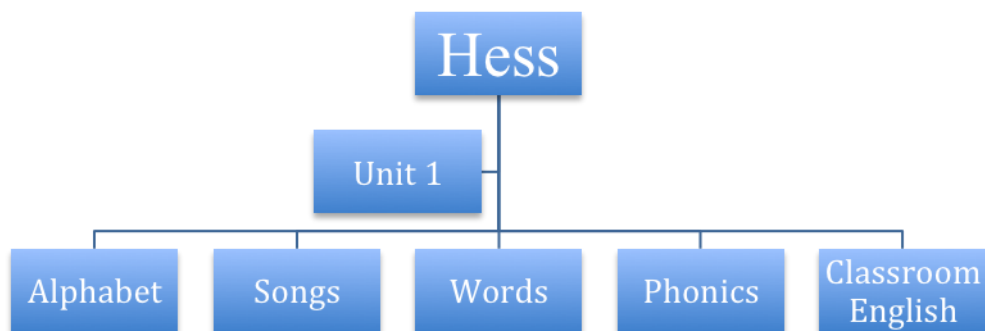
As far as the editorial layout is concerned, Kang Hsuan version features some main characters: Little Superman, Andy, Sticky Sugar-Man and Bean. These two major characters of the story are designed to bring forth the vision of international perspective for the students. As for the printing itself, the written font size uses colorful print with bright color paint on each page.



## Pedagogical Material

The pedagogical Kit of Kang Hsuan version includes a textbook, a workbook, a CD, a Super E-Book, flash cards and my ABC book (for drawing.) The book contains activities with various colorful stickers for students to tear and paste on its correspondent letters. The CD has listening practice content and the Super E-Book contains an animation material resembling the major content of the textbook.

## 2.4 Structural Language Content and the Layout of Hess



In Hess version, there are also five sections in one single unit. The following is the unit descriptions.

### Section 1—Alphabet



In this section, there are three alphabet letters hidden on a colorfully painted picture. The illustrated pictures are designed to appeal to students' imagination, curiosity and creativity. Such a design might not only allow students to pick up or find out the alphabet letter C or A, but it also lead them to associate the alphabets with certain corresponding words, such as C is for Cake or Cat and the like. It is very important to connect the alphabet learning with the learning of related words or sounds so that students can have better memory capacity to carry out more difficult word combinations in the future.

## Section 2—Songs

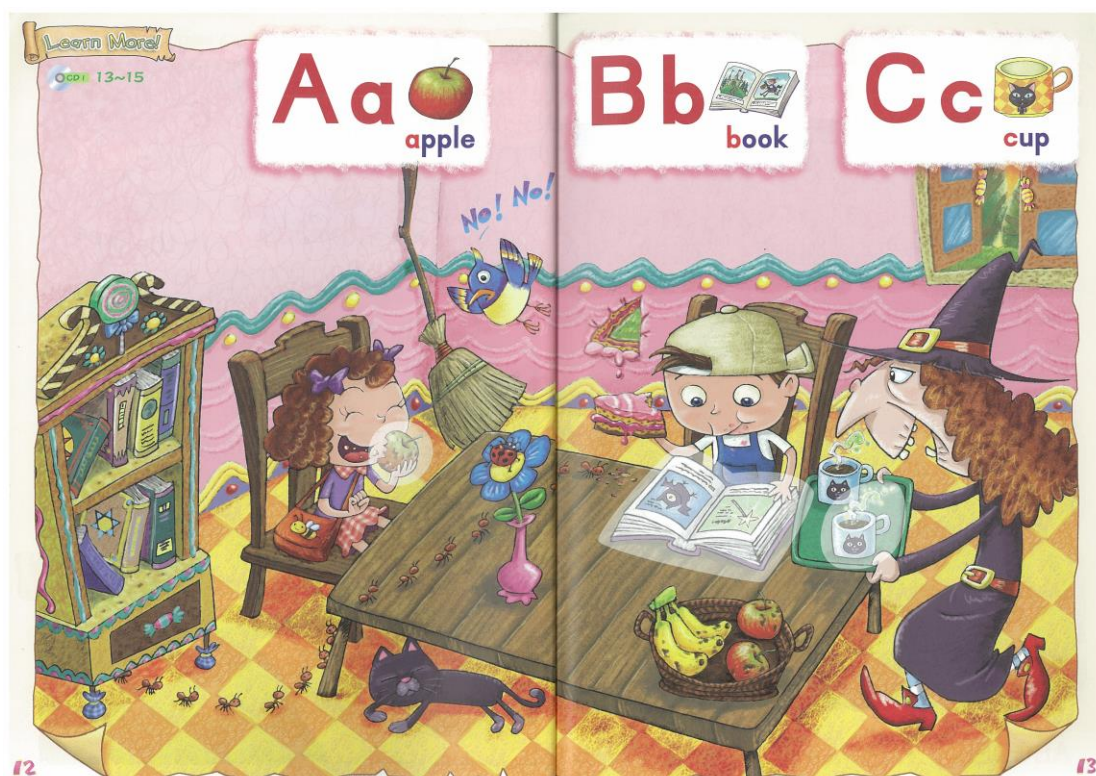


Songs act as a stimulus for language learning if it goes magically with rhymes. Here the song is represented by alphabet letters and sung with a rhyming pattern. In a like manner, the lyrics are presented in an easy-to-pick style for students to memorize and arouse their free and vivid imagination.

## Section 3—Words

This section allows students to broaden their vocabulary. In Hess version there is not any listed vocabulary on the book. It is an extra teaching material provided by teachers according to the class's needs. MOE's policy regarding English for vocabulary curriculum does not provide any clearly listed lexicons for elementary pupils to master at the first grade. Professor Lee shu-tung said, "There are two major principles for learning English. One is to accumulate new words and the other is to get it right grammatically." According to Taipei Education Department, English Vocabulary Competence Index for Elementary School is suggested to cover up 300 basic words. The standard is higher than MOE's policy about English vocabulary learning for the first graders in a primary school in Taiwan. Some schools even have a vocabulary requirement of less than 300 basic words. In the research of "The Quantity Problem of English Vocabulary in Elementary Schools" (Hsin-Jung Wu) contends that the volume of vocabulary taught at the primary school level in Taiwan is far too limited and bridging the gap between primary English curriculum and that of the secondary would be a problem.

## Section 4—Phonics



Every unit teaches the phonics of three different alphabet letters which are presented in a sequential order. Each alphabet letter is represented by an associated word. In this part, the alphabet letter A is introduced and its phonic is pronounced as /æ/ sound. However, not every word begins with letter A would sound exactly like /æ/ as in the word “apple.” When teaching the English words that begin with A, the teaching becomes much more difficult and students might be confused. As described and mentioned previously in this research, it is better to segregate the vowel sounds from the consonants for the teaching of English syllables. Compared with the vowels, the pronunciations of the consonants are less complicated and exceptional.

Thus, teaching phonics should be done step by step like building a pyramid of words. In Australia, English teachers teach students to hear the sound without looking at the words that are pronounced. Many students can even decode such word as “su-per-in-ten-dent “ without

knowing the meaning of the word. Besides that, to jumble the letter is also a good idea, as many teachers know that students can easily pick up a letter by its sequence. If we ask them from letter A, B, and C they would say D, E and F and so forth till letter Z. Are they able to answer if we ask for letter G? What will be the next letter after G?

## Section 5—Classroom English

There is no any specific rule about how many sentences should elementary kids accomplish or know by the end of each semester. On the left column below is a list of Taipei Education Department's policy for Classroom English of Graders 1 to 3(the first three years of primary school).

### 附件二 臺北市國民小學英語評量生活用語暨簡易句型

#### 低年段簡易教室用語(20 句)

1. Good morning. /Goodbye.
2. How are you?
3. Thank you.
4. Very good.
5. (You did a) good job.
6. Please.
7. Stand up.
8. Sit down.
9. Are you ready?
10. I'm fine./OK.
11. Listen. /Listen to me.
12. Look. /Look at me.
13. Repeat. /Repeat after me. /Follow me.
14. Hands up/down.
15. Raise your hand.
16. Open/ Close (your book).
17. Let's go.
18. Here.
19. Let's count.
20. Be quiet. /Quiet, please.

#### 中年段生活用語暨簡易句型(21 句)

- ※生活用語
1. May I go to the ( bathroom ) ?
  2. Put down./Pick up.
  3. Don't talk/ run/ shout/ worry.
  4. Excuse me.
  5. Good afternoon.
  6. Good idea.
  7. I am sorry.
  8. I don't know.
  9. Line up. (Don't cut in line.)
  10. Point to the word "fish".
  11. Read aloud.
  12. Show me your (homework).
  13. Spell the word "book."
  14. Take out/ Put away (your pencil.)
  15. Please turn to page 23.
  16. Circle the word "fish."
  17. Go back to your seat.
- ※ 簡易句型
1. Are you a/an (student/ English teacher)? Yes, I am. / No, I am not.
  2. Are you happy/ sad? Yes, I am. /No, I am not.
  3. Is this a/an (pencil/ apple)? Yes, it is./ No, it is not.
  4. Who is he/ she? He/ She is my sister/ brother.

In Hess version, Classroom English is shown on the teaching syllabus below:

## Hi ABC+ Series Volume 1

課程大綱						
Unit 單元	Topic 主題	Letters 字母與代表字	Classroom TPR 教室用語	Numbers 數字	Chant 韻文	Writing 書寫練習
1	Aa-Bb-Cc	Aa-apple Bb-book Cc-cup	Listen.	Number: 1	ABC 字母韻文	Trace and copy Aa to Mm. 描摹大小寫字母 Aa-Mm
2	Dd-Ee	Dd-dog Ee-egg	Repeat D, d.	Number: 2	DE 字母韻文	
3	Ff-Gg	Ff-fire Gg-goat	Say it.	Number: 3	FG 字母韻文	
Review 1						
4	Hh-Ii	Hh-hand Ii-igloo	Color i.	Number: 4	HI 字母韻文	
5	Jj-Kk	Jj-jam Kk-kite	Touch J.	Number: 5	JK 字母韻文	
6	Ll-Mm	Ll-lamp Mm-milk	Point to M.	(Review) Numbers: 1~5	LM 字母韻文	
Review 2						

## Hi ABC+ Series Volume 2

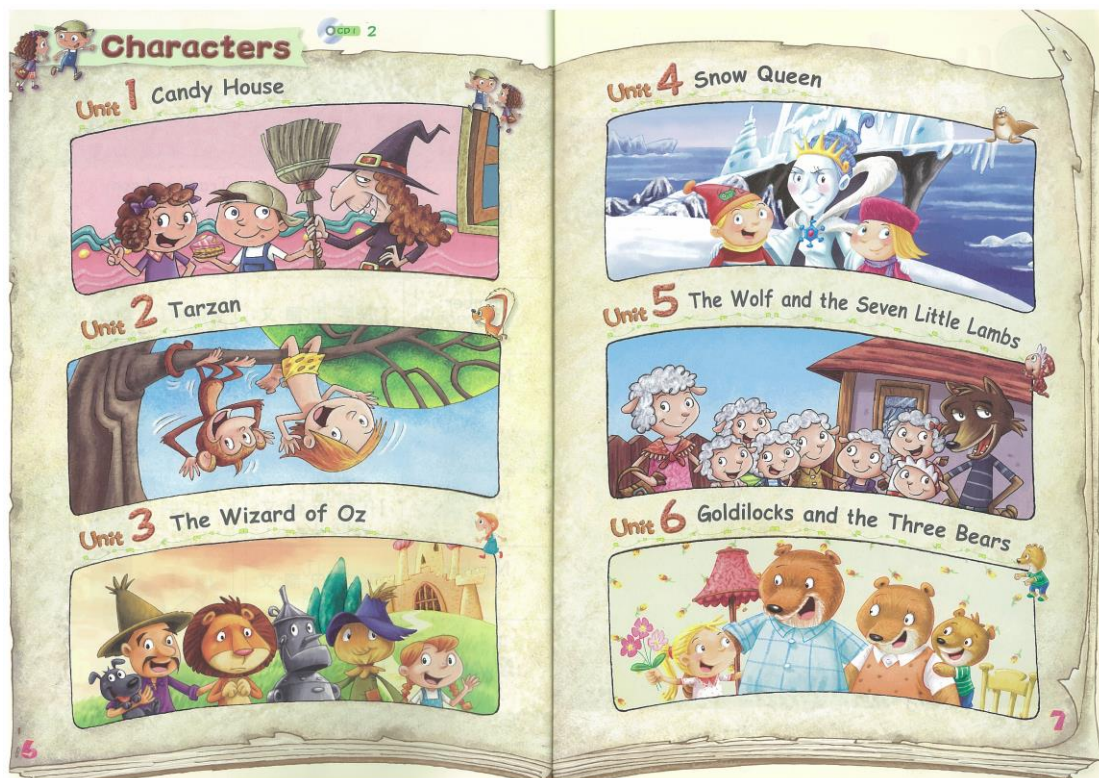
課程大綱						
Unit 單元	Topic 主題	Letters 字母與代表字	Classroom TPR 教室用語	Numbers 數字	Chant / Song 韻文 / 歌謠	Writing 書寫練習
1	Nn-Oo	Nn-no Oo-ox	Count them.	Number: 6	NO 字母韻文	
2	Pp-Qq	Pp-pizza Qq-quilt	Circle P.	Number: 7	PQ 字母韻文	
3	Rr-Ss	Rr-robot Ss-sea	Match R and r.	Number: 8	RS 字母韻文	
Review 1						
4	Tt-Uu	Tt-turtle Uu-under	Check I.	Number: 9	TU 字母韻文	
5	Vv-Ww	Vv-vase Ww-water	Write V.	Number: 10	VW 字母韻文	
6	Xx-Yy-Zz	Xx-fox Yy-yes Zz-zebra	Draw an apple.	(Review) Numbers: 6-10	XYZ 字母韻文	
Review 2						



In the above two volumes of the **Hi ABC+ series**, there are a total of 12 Classroom English sentences for one semester.

### Editorial Layout

There are six selected and well-picked stories from famous fables, which convey the character of virtue and morality that one should cultivate in our daily lives. The size of the book is around 36.4cm x 25.7cm big which is smaller than the A4 size. There are 49 pages for the teaching content and the remaining pages are for classroom activities, including the activities of the fable stories, stickers, small alphabet cards to brush up the words and mini white board for writing alphabets.



### Pedagogical Materials

The pedagogical Kit of Hess version includes a student book, a workbook, a CD, a Super E-Book and a teacher's guide book. The book contains activities with various colorful stickers for students to tear and paste on its correspondent letters. The CD has listening practice content and the Super E-Book contains an animation material resembling the major content of the textbook.

## 2.5 The Evaluations of Primary School English Textbooks in Taiwan

The Committee Board of School Curriculum Development of each primary school is composed of the principal, teachers, section chief of curriculum and the chief of educational affairs section. The leading teacher would call up a meeting before and after each semester. The purpose of the meeting is to get a consensus view on whether to continue with the same textbook published by the previous publisher or to adopt a new textbook published by other publishers. In the past, the authority power of selecting textbook versions was in the hand of the government; however, the situation has been altered and the schools then take up the responsibilities themselves for evaluating the English textbooks.

## 2.6 The Content Comparison between the Two Versions: Volume 1 and 2 of Kang Hsuan and Hess

### **Content Outline**

As aforementioned, the contents of both textbook versions have several similarities. Take both syllabuses as an example; they altogether have five different sections per unit with the contents of alphabets, phonics, classroom English and songs as well.

### **Cover / Appearance**

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However, Kang Hsuan version has much more colorful vivid pictures. The textbook of Kang Hsuan version has a total of 61 pages. On the other hand, Hess textbook has 49 pages in total. Kang Hsuan version has included the blank and fill-up colorful drawings of 26 alphabets for brushing up the students' memory from the class.

### **The Font Size / Color Arrangement**

For the students in elementary school, their eyesight is at risk of deteriorating and many have suffered from eyesight problems. Many schools have done quite well in preventing the tooth decay, as far as health is concerned, but the eyesight problems for today's primary school kids in Taiwan should be put into serious consideration as well. The size of Kang Hsuan version is 42cm x 29.7cm big which is much larger than that of Hess version (36.4cm x 25.7cm).

### **Content Enrichment**

The section of songs and rhymes in Hess version is well coordinated in which the lyrics and rhymes flows or soars melodically and naturally like a song. The songs are sung harmoniously melodious with a strong sense of rhythm. On the other hand, the songs of Kang Hsuan version either do not coordinate well with rhymes or the melody of songs flow tediously therefore do not show much of brisk feeling in the chanting. The majority of content in the textbooks rely so much on the songs and rhymes so as to arouse the pupils' interests so that they could focus or concentrate more during the class hours. Unfortunately, there are only a few songs for the young students to appreciate and enjoy.

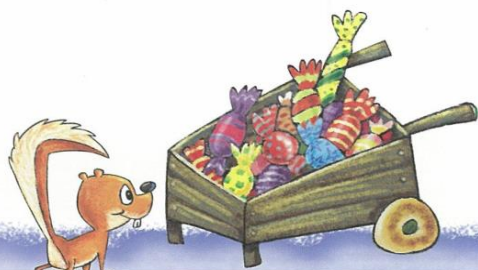
# The Table Content of Hess

課別:	標題:	字彙:	生活用語:	教室用語:	頁次:
Unit 1	Aa Bb Cc	apple, boy, cat	What's your name? I'm Andy.	Good morning. Hi!	12
Unit 2	Dd Ee Ff	dog, elephant, fox	How are you? I'm fine. Thank you.	Stand up. Sit down.	20
Review 1	複習第一至二課內容				28
Unit 3	Gg Hh Ii	girl, hat, ink	How old are you? I'm seven.	Let's count. 1, 2, 3, 4, 5, 6, 7.	32
Unit 4	Jj Kk	jam, kid	I'm a boy. I'm a girl.	Listen! Quiet, please.	40
Unit 5	Ll Mm	lion, monkey	You're cute. I'm tall.	Thank you. You're welcome.	48
Review 2	複習第三至五課內容				56
Phonics Review		60	Can Read		73
Unit 1 中譯表		62	姓名卡		89
Unit 2 中譯表		64	字母撲克牌	(請參見學生課本)	91
Unit 3 中譯表		66	單字圖卡	(請參見學生課本)	99
Unit 4 中譯表		68	遊戲骰子	(請參見學生課本)	103
Unit 5 中譯表		70	報紙	(請參見學生課本)	105
成果展現		72	字母小白板	(請參見學生課本)	107

## The Table Content of Kang Hsuan

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生字遊戲卡.....	105
數字遊戲卡.....	111
角色遊戲卡.....	113
Spot It! 遊戲卡.....	115
小白板.....	119



## 2.7 Summary of Chapter Two

From the discussions of this chapter, it is clear that the two publishers of Kang Hsuan and Hess, have similarities in the frameworks of their textbook designs and language contents. They partially focus on the teaching of phonics. Why do the two textbooks only focus on the phonics partially? In the English speaking countries, phonics learning takes up at least a two-year extensive course. If we consider what is the key factor of learning basic English skills for elementary school students, the phonics or pronunciation must be the very first priority to focus on. Students in Taiwan have been learning English for more than 10 years (From the third grade of elementary school throughout the first year of the university); why can't they still speak a proper English sentence? What is the problem with our English education? The key of language learning lies in the basic skills of pronunciation. Take our own mother language for example; students start to learn Chu-yin symbols (Phonetic Symbols), the basic pronunciation of Mandarin Chinese, which extends for two years from the first grade till the second grade of elementary school. A solid foundation of phonics learning is the key factor for our students to master basic English skill.

As for English learning carried out in the classrooms with the two English textbooks in discussion, students only learn the alphabet letter sound of phonics. The two textbooks show the students that the letter "A" in the word "Apple" represents the /æ/ sound and the rest of the letters follows the same learning structure. This rote and mechanical repetition process may lead to the result of training a good memory rather than teaching the basic skill of phonics. If we ask any student who has already learned the phonics from the elementary schools in Taiwan to decode a sound and be able to spell out letters according to the decoding, how many students can eventually pass the test? This is the test done in kindergartens in the

UK, US, and Australia after one year's learning of phonics. The requirement of the test is also shown on the next chapter as a reference for the two English textbook publishers.

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# Chapter Three Research Methods and Tools

## 3.1 Content Analysis

Action research (AR) is related to the ideas of “reflective practice” and “the teacher as researcher”. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts (Anne Burns, 2010). Many educators or teachers have discovered action research have many benefits in particular in education research. In order to reflect the teaching work and make changes according to the classes’ particular needs, practical experiences in classroom instruction helps teachers identify the problems during the class. Borgia, Eileen (1996) states, “action research involves looking at one’s own practice, or a situation involving children’s development, behavior, social interactions, learning difficulties” And later in her research she also shows that the interest in action research has been growing because practitioners can rely on theoretical integration, practice, and meaningful, concurrent application of results.

## Tools of Action Research

There are several common methods in action research, including in-depth interviews, participant observation, case study, self-study, and telling of stories. The tools are used in this research are observation during the class instruction and self-adaption of the two assessments of the US and UK versions.



## 3.2 Grades 1-9 Curriculum Guidelines

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### Grades 1-9 Curriculum Guidelines for Language Arts (English)<sup>2</sup>

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#### Listening

Level	Sectional Competence Indicator
Phrase One	1-1-1 ability to have sound discrimination of Alphabet
	1-1-2 ability to recognize vowel and consonant sounds
	1-1-3 able to distinguish vocabulary in class
	1-1-4 ability to understand the intonation of simple sentences

#### Speaking

Level	Sectional Competence Indicator
Phrase One	2-1-1 able to say 26 Alphabet
	2-1-2 able to say phonetic sounds
	2-1-3 able to pronounce vocabulary in class
	2-1-4 ability to correctly say simple sentences in precisely intonation

#### Reading

Level	Sectional Competence Indicator
Phrase One	2-1-1 able to say 26 Alphabet
	2-1-2 able to say phonetic sounds
	2-1-3 able to pronounce vocabulary in class
	2-1-4 ability to correctly say simple sentences in precisely intonation

#### Writing

Level	Sectional Competence Indicator
Phrase One	2-1-1 able to say 26 Alphabet
	2-1-2 able to say phonetic sounds
	2-1-3 able to pronounce vocabulary in class
	2-1-4 ability to correctly say simple sentences in precisely intonation

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<sup>2</sup> It is translated from the original Chinese Version of Grades 1-9 Curriculum Guidelines

### 3.3 English Assessment<sup>3</sup> of UK

In order to understand the basic skills of phonics, it is important to see how the assessment works in the UK. Under the document of the headline “Phonics and early reading: an overview for headteachers, literacy leaders and teachers in schools, and managers and practitioners in Early Years settings”. This overview provides key information and pays particular attention to phonic work. On the third page of this overview (see the original document for further details) it states, to achieve “Principles of high-quality phonic work” the beginners should be taught:

- 
- grapheme-phoneme correspondences in a clearly defined, incremental sequence
  - to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through a word to read it
  - to apply the skills of segmenting words into their constituent phonemes to spell
  - that blending and segmenting are reversible processes.
- 

This assessment emphasises the importance of phonics as the prime approach to teaching word recognition for the vast majority of children, including those with English as an additional language. Moreover, high-quality phonic teaching, following the principles above, can substantially reduce the number of children who fall below age-related expectations.

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<sup>3</sup> It is adopted and organized by the researcher of this project and based on the document which was retrieved on 2016, Oct. 28<sup>th</sup> from **The UK Government of Department for Education** published 2016, Sept. 1<sup>st</sup>

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### 3.4 English Assessment<sup>4</sup> of New York State Education Department

In the US, the assessment works differently. Each state holds its own requirements. The assessment of New York State Education Department for Testing Early Literacy of basal learners in kindergartens is called TEL. The four TEL measures, tasks, and scoring criteria are briefly described in the following:

- 
- Letter Naming
  - Letter Sound
  - Phonemic Segmentation
  - Nonsense Word
- 

For Letter Naming the student must identify as many upper and lower-case as possible in 1 minute. Errors are substitutions, omissions, or struggling with a letter for more than 3 seconds. The test must be done in a quiet place where is away from distractions. This task is appropriate for students at the middle and end of Kindergarten, and the beginning of first grade.

For Letter Sound, the student must identify as many lower-case sounds as possible in 1 minute. This task is appropriate for students at the middle and end of Kindergarten, and the beginning of first grade.

For Phonemic Segmentation, the student says the sounds in words that you (teacher, examiner) present orally. The words are three-letter (CVC) or two-letter (VC) words in the following figure. This task is appropriate for students at the middle and end of Kindergarten, and the beginning of first grade.

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<sup>4</sup> It is adopted and organized by the researcher of this project and according to the document which was retrieved on 2016, Oct. 28<sup>th</sup> from **New York State Education Department** [www.nysed.gov](http://www.nysed.gov) published 2016, Sept. 1<sup>st</sup>

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## Phonemic Segmentation

bad	/b/ /a/ /d/	lock	/l/ /o/ /k/	_____ /6
that	/TH/ /a/ /t/	pick	/p/ /i/ /k/	_____ /6
mine	/m/ /ie/ /n/	noise	/n/ /oi/ /z/	_____ /6
coat	/k/ /oa/ /t/	spin	/s/ /p/ /i/ /n/	_____ /7
meet	/m/ /ea/ /t/	ran	/r/ /a/ /n/	_____ /6
wild	/w/ /ie/ /l/ /d/	dawn	/d/ /o/ /n/	_____ /7
woke	/w/ /oa/ /k/	sign	/s/ /ie/ /n/	_____ /6
fat	/f/ /a/ /t/	wait	/w/ /ai/ /t/	_____ /6
side	/s/ /ie/ /d/	yell	/y/ /e/ /l/	_____ /6
jet	/j/ /e/ /t/	of	/o/ /v/	_____ /5
land	/l/ /a/ /n/ /d/	wheel	/w/ /ea/ /l/	_____ /7
beach	/b/ /ea/ /ch/	globe	/g/ /l/ /oa/ /b/	_____ /7
				Total _____ /75

The Nonsense Word measure requires the student to say each sound (or the whole word) in non-real words for 1 minute. The student reads from a page similar to the one shown below. This task is appropriate for students at the middle and end of Kindergarten, and the beginning of first grade.

## Nonsense Word

Student					Examiner					
tob	dos	et	tuf	kej	tob	dos	et	tuf	kej	___/14
mun	ik	saf	naf	mid	mun	ik	saf	naf	mid	___/14
jag	vof	biv	sel	yic	jag	vof	biv	sel	yic	___/15
liv	hef	zis	jom	vaj	liv	hef	zis	jom	vaj	___/15
raj	ak	kuj	rit	hik	raj	ak	kuj	rit	hik	___/14
buj	vog	kap	daf	doz	buj	vog	kap	daf	doz	___/15
sig	zog	meb	kag	lin	sig	zog	meb	kag	lin	___/15
mup	tik	zok	eg	fub	mup	tik	zok	eg	fub	___/14
hoc	wik	fup	reg	yem	hoc	wik	fup	reg	yem	___/15
toj	mam	en	zez	hij	toj	mam	en	zez	hij	___/14
zuz	fez	dut	nas	wus	zuz	fez	dut	nas	wus	___/15
nos	yez	neg	ek	jal	nos	yez	neg	ek	jal	___/14
ak	vib	ic	tak	hul	ak	vib	ic	tak	hul	___/13
kan	hez	piv	az	vuv	kan	hez	piv	az	vuv	___/14
tej	wiv	pik	fif	koj	tej	wiv	pik	fif	koj	___/15
										Total ___/216

### 3.5 The Core Standard of IOWA State for English Assessment<sup>5</sup>

#### The state of IOWA Core Standard for English Language Arts

#### **Reading Standards: Foundational Skills (K-1)**

Kindergarteners	Grade One Students
<b>Print Concepts</b>	
<ul style="list-style-type: none"> <li>● Follow words from left to right, top to bottom, and page by page.</li> <li>● Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>● Understand that words are separated by spaces in print.</li> <li>● Recognize and name all upper-and lowercase letters of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>
<b>Phonological Awareness</b>	
<ul style="list-style-type: none"> <li>● Recognize and produce rhyming words.</li> <li>● Count, pronounce, blend, and segment syllables in spoken words.</li> <li>● Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>6</sup> (This does not include CVCs ending with /l/, /r/, or /x/)</li> <li>● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<ul style="list-style-type: none"> <li>● Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>● Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>

<sup>5</sup> Adopted from the Core Standard of IOWA state of Education and organized by the researcher.

<sup>6</sup> Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in spelling of the word.

**Reading Standards: Foundational Skills (K-1)**

Kindergarteners	Grade One Students
<b>Phonics and Word Recognition</b>	
<ul style="list-style-type: none"> <li>● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>● Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>● Read common high-frequency words by sight (<i>e.g., the, of, to, you, she, my, is, are, do, does</i>).</li> <li>● Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<ul style="list-style-type: none"> <li>● Know the spelling-sound correspondences for common consonant digraphs.</li> <li>● Decode regularly spelled one-syllable words.</li> <li>● Know final –e and common vowel team conventions for representing long vowel sounds.</li> <li>● Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>● Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>● Read words with inflectional endings.</li> <li>● Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<b>Fluency</b>	
<ul style="list-style-type: none"> <li>● Read emergent-reader texts with purpose and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● Read on-level text with purpose and understanding.</li> <li>● Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

## Chapter Four Conclusion and Discussions

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### 4.1 An Overview of Assessments of the UK, the US and Taiwan

#### **Taiwan:**

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Competence indicators should define the common language ability among their users, such as textbook editors and reviewers, teachers, students, parents, administrators, and test developers. However, the formats and qualities of competence indicators are not consistent as shown in the Guidelines proposed by the Ministry of Education, and the statements of a lot of indicators are not clear and specific enough. (Sheue-Mei Lu, 2004)

Due to its unclear definition of the statement of Competence Indicators in the Grades 1-9 Curriculum Guidelines might generate different interpretations from the same set of indicators. The purpose of the assessment is to test the students' ability of English so that the students can continue to carry out their work in the next level. If the schools fail to exactly evaluate the needed English skills of the students, they will not be able to catch up with other students.

#### **The UK and the US:**

According to the assessment shown above, both US and UK assessments are easily understandable and their phonics parts included in the textbooks are much richer than those we see in the English textbooks used in Taiwan. Generally speaking, they mainly focus on the first year of Kindergarten and the first year of Grade One to teach the phonics and concentrate on it. The most important part of learning phonics is to decode the letters

without knowing the meaning of the word at the first step. There are four different categories of learning phonics in English: First, name the letters; second, sound the letters; third, pronounce the phonemic segmentation; and fourth, say the nonsense words. It is commonly seen and practiced in most English speaking countries as a way to teach English phonics.

## 4.2 An Overview of Two Publishers of Kang Hsuan and Hess

### Versions

Both textbooks do not contain the common goal of mastering the basic English skills that might be required for further study of spelling and writing.

The students in the elementary school in Taiwan focus more on the spelling learning of the word itself than to its listening comprehension or on pronouncing it correctly. Some students can memorize the word “apple” by its sound; unfortunately they cannot spell it out when they hear the “apple” being pronounced. Because of the lack of proper instructions by the teachers who use the insufficient or inadequate textbooks, students only learn a little part of phonics, which does not represent the whole picture of phonics.

The purpose of learning English in the elementary school is to facilitate and implement the use of phonics so that the students not only recognize the word “apple” when they come to read it on the page but they also will be able to spell it out. This needs much effort to work mainly the all-around learning of English phonics. The final goal of the basic English skills is required when students reach Grade 2; however, those basic English skills are often partially missing or incompletely provided in the English textbooks used in Taiwan’s elementary schools.



As we see in English speaking countries, the students spend by the large two years on learning phonics. As far as the English pedagogy is concerned, elementary schools in Taiwan have three years for teaching phonics. If the schools' curricula are well-rounded, the students might be able to pick up the entire function of phonics.

# Chapter Five Reflections and Advice

## 5.1 An Encouragement to All Teachers

In his research titled *“Teachers Evaluate the New Curriculum in English: Views Regarding Evaluation and Evaluation Tools,”* Abigail Adin-Surkis raised the conclusion: The results of the research show that the new curriculum has some missing key elements; most teachers have never studied curriculum evaluation: there is a gap between teachers and curriculum authors in the interpretation of curriculum flexibility; teachers do not fully perceive the potential of their textbooks. Finally, the research suggests that ascertaining teachers’ perceptions of the textbooks that they have already used in the classroom can contribute to theoretical and practical aspects regarding curriculum planning.

The book of *Teachers Investigate Their Work* thus states: Through our book we aim to encourage teachers to investigate those aspect of their practice that they want to improve and develop in their classroom work, and to investigate also their relationships with students, colleagues, parents.... We want to encourage teachers to share their experiences and, by means of this, to give a degree of publicity to the professional thinking that ameliorates practice. We believe that sharing ideas with colleagues, and keeping the public well informed about professional concerns and endeavors, may contribute to raising the self-confidence of teachers as a professional group and, thereby, to improving both performance and professional satisfaction.

A Chinese proverb said, “If education fails to prevail, the government will suffer chaos; if the government suffers chaos, scholastic mission is doomed to encounter an impasse.” In a like manner, an renowned educator of the Czech Republic once said: ”Among all our

possible contributions to our nation, which one can be considered more important and greater than tutoring and education the youth?” He thought of being a teacher is the most glorious and honorary job under the sun. Thus, we know the fact that it is crucially important when we hear students say, “Hi, teacher.” I really appreciate and feel honored by that unique kind of salutation whenever I hear of it.

## 5.2 Advice for the Government in Taiwan

Every important learning process starts from the very first step. Therefore, the importance of foundational English skills in elementary school education can never be overemphasized. Unfortunately, the government’s guidelines for elementary school English education have neglected to put sufficient focus on the basic skills. The worst is that some people even think that teaching primary school kids is an easy task since they are “simple-minded” and “naïve:” for a great number of educational laymen, it is no other than a kind of job simply to play with kids and have fun with them. Most people tend to ignore the important and indispensable role that primary school English instruction plays in the whole education system.

In Australia, the system to keep a good teacher is by professional evaluation so that the best teachers can remain in the workforce. The assessment has been evolved into established standards, frameworks, value-added (student test score growth) measures, and stringent admissions requirements to initial teacher education programs, including literacy and numeracy for new teachers. Traditional literacy and numeracy skills remain very important. But what were previously known as “soft skills” have been added to the list. These include critical thinking, problem-solving, creativity, collaboration, well-being,

entrepreneurism, ethics, global-mindedness, cultural competence and digital literacy. (retrieved on 2016, Oct. 28<sup>th</sup> from [The Conversation](#)<sup>7</sup> published 2016, Sept. 1<sup>st</sup>)

Despite the inspectorate approach introduced in New South Wales, Australia, the average wages of a newly employed teacher is said to be around 70,000 Australian dollars (see the website <http://www.education.vic.gov.au/>). It means that the payroll will not always be in a same digit; instead, it might go up to 90,000 or even 100,000 Australian dollars per year based on their performance. From the case in Australia, the income of a teacher is an unstable figure, which is not the case for the teachers in Taiwan. Besides that, the government in Taiwan has not been able to introduce any kind of effective evaluation for teachers' teaching performance and in the cases of some schools there is simply no evaluation at all. It seems that our education reforms have really neglected such a critical issue.

### 5.3 Suggestions for the Publishers in Taiwan

In his research entitled "Choose a proper Textbook: Evaluation of "Skyline" Series" Maliheh Khodabakhshi contends that many ELT (English Language Teaching) textbooks have been disappointing since they are often regarded as a publisher's desire for quick profit. Is it the case in Taiwan? Some investigations shows that some series of English textbooks used in the elementary schools in Taiwan lack solid or adequate language contents due to a highly commercial consideration that certain comprehensive contents of its own series might be kept to be used for the cram schools after school. It is a common scene that Taiwan's education system in either elementary or secondary Schools relies heavily on the

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<sup>7</sup> The Conversation is an independent channel of information, analysis and opinion-sourced from the rich expertise of the university and research sector.

extra-curricular learning activities outside schools. Some publishers have their own private institutes and the best books can be found in those private institutes<sup>8</sup>.

Pearson Education Publisher has published so many renowned English textbooks that are used in education sectors worldwide. It provides a unique guide to help teachers plan their instruction activities and priority so that teachers can spend more time teaching.

As for the English textbooks we see from Kang Hsuan and Hess, none of them offers an easy-to-use guide as an instruction for teachers. Therefore, teachers who use these textbooks in their classroom often take up too much time to prepare for the teaching content and sometimes they may fail to execute their planned instruction during the class due to lack of user-friendly teaching implement.

If we take a closer look at the assessments that have been carried out in the above-mentioned two countries, then we should carefully examine the school curricula in the elementary schools in Taiwan and along with its English textbook contents and ask: “What should we give to our students in the very first year of schooling? What will they learn if we carry out the teaching according to the current curricula?”

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<sup>8</sup> This institution provides a variety of English textbooks and its product lines cover a broad range of English learning materials, retrieved on 2016, Oct. 29<sup>th</sup> from <http://www.oupcanada.com/school/> and <http://www.pearsonschool.com/>

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<http://usny.nysed.gov/rttt/teachers-leaders/>  
<http://www.aimsweb.com/assessments/features/assessments/test-of-early-literacy>

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**The Conversation, Australia**, retrieved dated (retrieved on 2016, Oct. 28<sup>th</sup> from published 2016, Sept. 1<sup>st</sup>)

(<https://theconversation.com/focusing-on-tests-and-invalid-assessments-is-the-wrong-way-to-measure-teacher-quality-63931>)

# List of Australian Publishers

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## Appendix A

### **PM Associates Pte Ltd**

Mr Vincent John Miranda

Ms Chai Wai Sim

**Address:**

20, Sin Ming Lane

Midview City

#02-63

S (573968)

**Tel:** 67329522

**Fax:** 67336076

**Email:** vincent@pma.com.sg/ waisim@pma.com.sg

### **Pustaka Nasional Pte Ltd**

Mr Syed Ali Semait

**Address:**

548, Changi Road

S (419931)

**Tel:** 67454321

**Fax:** 67452417

**Email:** pustakanasional@me.com

### **St Gabriel's Secondary School**

Ms Gloria Lee

**Address:**

24, Serangoon Ave 1

S (556140)

**Tel:** 62889470

**Fax:** 62898615

**Email:** Lee\_Suh\_Ching@moe.gov.sg

### **Shing Lee Publishers Pte Ltd**

Mr Peh Shing Woei

Miss Andrea Kang

**Address:**

120, Hillview Avenue

Kewalram Hillview

#05-06/07

S (669594)

**Tel:** 67601388

**Fax:** 67625684

**Email:** shingwoei@shinglee.com.sg/andreakang@shinglee.com.sg

# List of Publishers in Ohio State

## Appendix B

### Approved Textbook Publishers 2016

**Districts and schools must adopt or purchase textbooks from publishers that meet the requirements of Ohio Revised Code 3309.01. The publishers on this list met these requirements for 2016. Neither the State of Ohio nor the Ohio Department of Education endorse or recommend textbooks or publishers.**

Abrams Learning Trends  
Zena Cater  
16310 Bratton Lane, Suite 250  
Austin, TX 78728  
(800) 227-9120  
[bids@abramslearningtrends.com](mailto:bids@abramslearningtrends.com)  
[www.abramslearningtrends.com](http://www.abramslearningtrends.com)

Bedford, Freeman and Worth Publishing  
Group (Macmillan Holdings, LLC)  
Kara Miller, Bids and Contract  
Coordinator  
300 American Metro Blvd., Suite 140  
Hamilton, NJ 08619  
(866) 843-3715  
[kara.miller@macmillan.com](mailto:kara.miller@macmillan.com)  
<http://highschool.bfwpub.com>

Bolchazy-Carducci Publishers Inc  
David Fiedelman  
1570 Baskin Road  
Mundelein, IL 60060  
(847) 388-7129  
[dfiedelman@bolchazy.com](mailto:dfiedelman@bolchazy.com)

CPM Educational Program  
Brian Hoey, Director, Secretary  
1233 Noonan Drive  
Sacramento, CA 95822  
(916) 391-3301  
[hoey@cpm.org](mailto:hoey@cpm.org)  
[www.cpm.org](http://www.cpm.org)

Carpenters International Training Center  
Carol O'Keefe, Project Manager  
201 East 87<sup>th</sup> Street  
NY, NY 10128  
(212) 996-4008  
[cokeefe@carpenters.org](mailto:cokeefe@carpenters.org)  
or Ohio Carpenters JATC  
Joe Travis, Career Connections Outreach  
Specialist  
361 Breaden Drive  
Monroe, OH 45050  
(513) 539-7849 or cell (513) 545-0545  
[jtravis@ohcap.org](mailto:jtravis@ohcap.org)

Cengage Learning, Inc.  
Beverly Jones, Supervisor, Textbook  
Services and Adoptions  
5191 Natorp Boulevard  
Mason, OH 45040  
(800) 543-0487  
[Bev.jones@cengage.com](mailto:Bev.jones@cengage.com)  
[www.cengage.com](http://www.cengage.com)

CompuScholar, Inc.  
Chris Yust  
980 Birmingham Rd., Suite 501-128  
Alpharetta, GA 30004  
(866) 604-2357  
[Chris.yust@compuscholar.com](mailto:Chris.yust@compuscholar.com)  
[www.compuscholar.com](http://www.compuscholar.com)



◎ 一週二節課

節次	課別	課本單元	習作單元
一	Unit 1	Learn with Me	Part A
二	Unit 1	Learn with Me & Chant with Me	Part B
三	Unit 1	Learn with Me & Chant with Me	Part C
四	Unit 1	Story Time	Activity Sheet
五	Unit 1	Sing with Me & Classroom English	Part D
六	Unit 1	Review Unit 1	Activity Sheet
七	Unit 2	Learn with Me	Part A
八	Unit 2	Learn with Me & Chant with Me	Part B
九	Unit 2	Learn with Me & Chant with Me	Part C
十	Unit 2	Story Time	Activity Sheet
十一	Unit 2	Sing with Me & Classroom English	Part D
十二	Unit 2	Review Unit 2	Activity Sheet
十三	Review 1	Find and Stick	Part A + Part B / Activity Sheet ①
十四	Review 1	Listen and Number	Part C + Part D / Activity Sheet ②
十五	Unit 3	Learn with Me	Part A
十六	Unit 3	Learn with Me & Chant with Me	Part B
十七	Unit 3	Learn with Me & Chant with Me	Part C
十八	Unit 3	Story Time	Activity Sheet
十九	Unit 3	Sing with Me & Classroom English	Part D
二十	Unit 3	Review Unit 3	Activity Sheet
二十一	Unit 4	Learn with Me	Part A
二十二	Unit 4	Learn with Me & Chant with Me	Part B
二十三	Unit 4	Learn with Me & Chant with Me	Part C
二十四	Unit 4	Story Time	Activity Sheet
二十五	Unit 4	Sing with Me & Classroom English	Part D
二十六	Unit 4	Review Unit 4	Activity Sheet
二十七	Unit 5	Learn with Me	Part A
二十八	Unit 5	Learn with Me & Chant with Me	Part B
二十九	Unit 5	Learn with Me & Chant with Me	Part C
三十	Unit 5	Story Time	Activity Sheet
三十一	Unit 5	Sing with Me & Classroom English	Part D
三十二	Unit 5	Review Unit 5	Activity Sheet
三十三	Review 2	Find the Way Home	Part A + Part B / Activity Sheet ①
三十四	Review 2	Listen and Number	Part C + Part D / Activity Sheet ②

六、課程大綱

課次	字母與代表單字	生活用語	教室用語
Unit 1	Aa Bb Cc apple, boy, cat	I'm Andy. What's your name? I'm Bean.	Good morning. Hi!
Unit 2	Dd Ee Ff dog, elephant, fox	How are you? I'm fine. Thank you.	Stand up. Sit down.
Review 1	GggA egg		
Unit 3	Gg Hh Ii girl, hat, ink	How old are you? I'm seven.	Let's count. 1, 2, 3, 4, 5, 6, 7.
Unit 4	Jj Kk jam, kid	I'm a boy. I'm a girl.	Listen! Quiet, please.
Unit 5	Ll Mm lion, monkey	You're cute. I'm tall.	Thank you. You're welcome.
Review 2			

七、教學進度建議

◎ 一週一節課

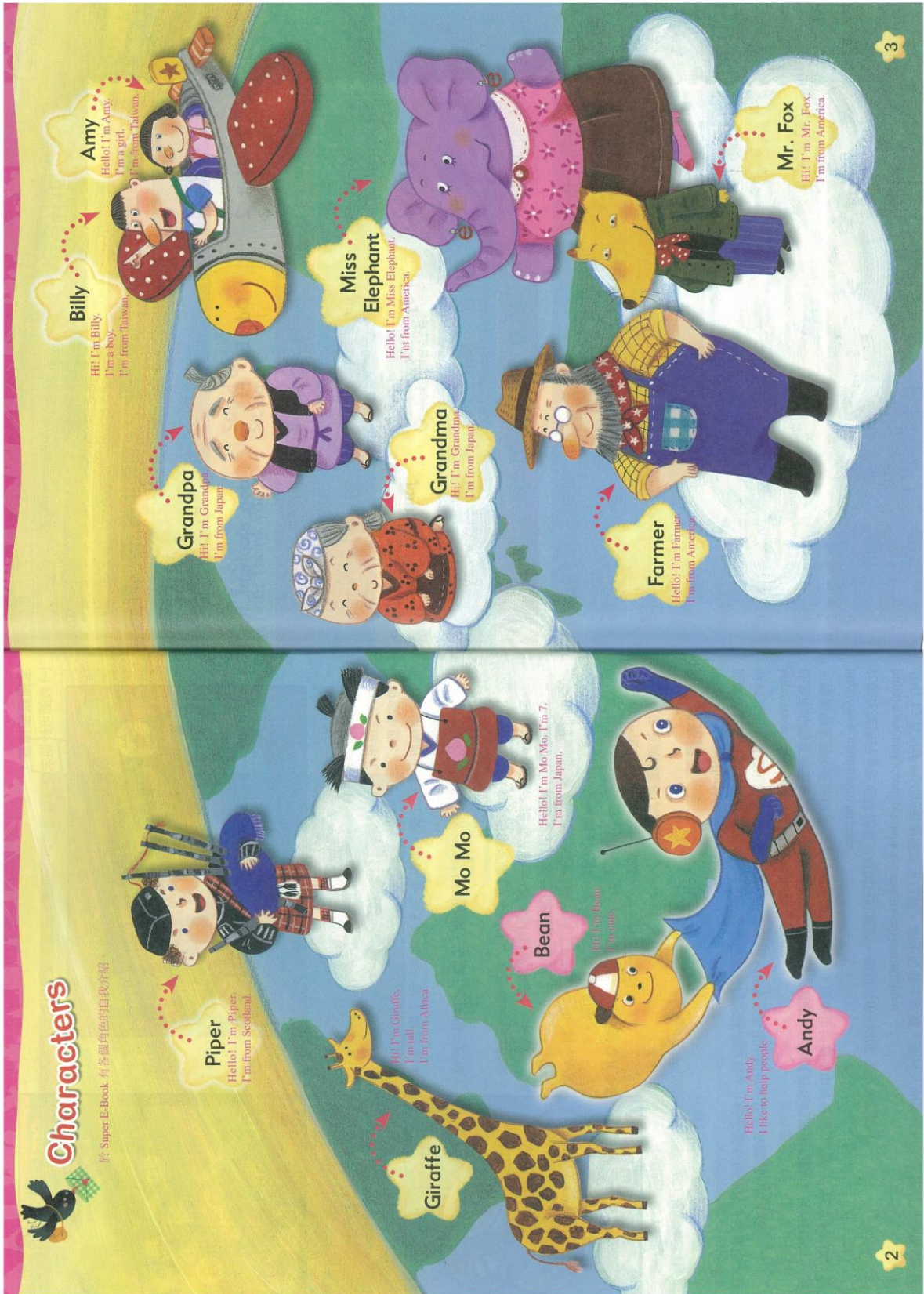
節次	課別	課本單元	習作單元
一	Unit 1	Learn with Me & Chant with Me	Part A + Part B
二	Unit 1	Story Time	Part C + Part D
三	Unit 1	Sing with Me & Classroom English	Activity Sheet
四	Unit 2	Learn with Me & Chant with Me	Part A + Part B
五	Unit 2	Story Time	Part C + Part D
六	Unit 2	Sing with Me & Classroom English	Activity Sheet
七	Review 1	Find and Stick & Listen and Number	Part A + Part B + Part C + Part D Activity Sheet
八	Unit 3	Learn with Me & Chant with Me	Part A + Part B
九	Unit 3	Story Time	Part C + Part D
十	Unit 3	Sing with Me & Classroom English	Activity Sheet
十一	Unit 4	Learn with Me & Chant with Me	Part A + Part B
十二	Unit 4	Story Time	Part C + Part D
十三	Unit 4	Sing with Me & Classroom English	Activity Sheet
十四	Unit 5	Learn with Me & Chant with Me	Part A + Part B
十五	Unit 5	Story Time	Part C + Part D
十六	Unit 5	Sing with Me & Classroom English	Activity Sheet
十七	Review 2	Find the Way Home & Listen and Number	Part A + Part B + Part C + Part D Activity Sheet



課別	標題	字彙	生活用語	教室用語	頁次
Unit 1	Aa Bb Cc	apple, boy, cat	What's your name? I'm Andy.	Good morning. Hi!	12
Unit 2	Dd Ee Ff	dog, elephant, fox	How are you? I'm fine. Thank you.	Stand up. Sit down.	20
Review 1	複習第一至二課內容				28
Unit 3	Gg Hh Ii	girl, hat, ink	How old are you? I'm seven.	Let's count. 1, 2, 3, 4, 5, 6, 7.	32
Unit 4	Jj Kk	jam, kid	I'm a boy. I'm a girl.	Listen! Quiet, please.	40
Unit 5	Ll Mm	lion, monkey	You're cute. I'm tall.	Thank you. You're welcome.	48
Review 2	複習第三至五課內容				56
Phonics Review					73
Unit 1 中譯表					89
Unit 2 中譯表					91
Unit 3 中譯表					99
Unit 4 中譯表					103
Unit 5 中譯表					105
成果展現	字母小白板				107



# Appendix E



**Unit 1**

**Aa Bb Cc**

Learn with Me

教學 CD 1: 7~9

5.6

藍色字體為補充單字，供教師酌情況做個別教學之用。

**cup**

**ant**

**cat**

**boy**

**ball**

**apple**

**sky**

**land**

天 2F  
地 IF  
B1

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

12

---

13

13

### Chant with Me



教學 CD 1 : 10~12

此處念字母發音

**Aa**

A says **a**.

A says **a**.

A, a, **a**.

Apple, apple, apple.



教學 CD 1 : 16~18

**Cc**

C says **c**.

C says **c**.

C, c, **c**.

Cat, cat, cat.

**Try It!**

Stick and Say  
貼一貼，念一念。





# Story Time

1 **Good morning.**  
 用在早上的打招呼用語。  
 補充：Good afternoon. (午安)  
 用在下午打招呼。



2 **Good morning.**

3 **Hi!**  
 也是用來和他人打招呼的用語。可代替代 Hello!



4 **Hi!**

• 小提醒：教師可適時運用故事中的圖像素材，介紹英國有名的景物，例如：大笨鐘 (Big Ben)、英國的國旗，培養學生的世界觀。

5 **I'm Andy.**  
**What's your name?**  
 I'm 是 I am 縮寫。  
 在詢問別人姓名前，應先有禮貌的介紹自己的名字。



6 **I'm Bean.**  
 橡皮糖的名字取自他的長相像一顆豆。(bean)

What is 的縮寫。

教學 CD 1 : 22 ~ 24

### Sing with Me



### What's Your Name?

Good morning.

I'm Billy.

What's your name?

What's your name?

I'm Amy.

I'm Amy.

Good morning.

Good morning.

教學 CD 1 : 25

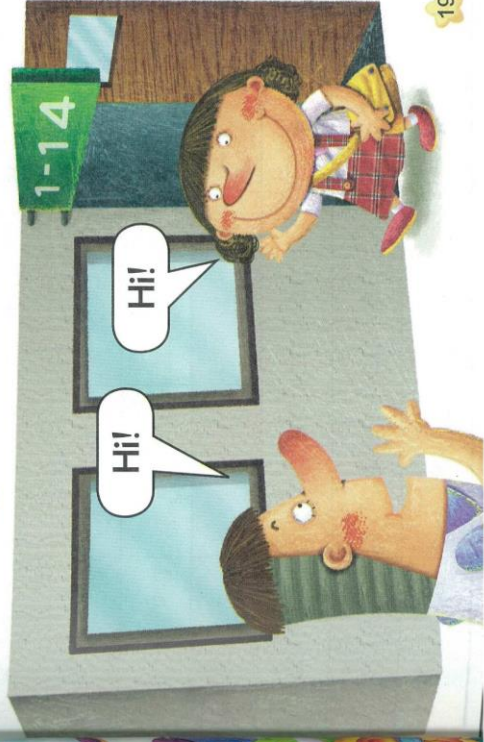
### Classroom English



小提示：雖然 Good morning 和 Hi! 都是打招呼，但是 Good morning 只能用於早上，Hi! 是隨時都可使用的招呼語。

Good morning.

Good morning.



19

教學 CD 1 : 22 ~ 24

### Sing with Me



### What's Your Name?

Good morning.

I'm Billy.

What's your name?

What's your name?

I'm Amy.

I'm Amy.

Good morning.

Good morning.



18



◎ 一週二節課

節次	課別	課本單元	習作單元
一	Unit 1	Learn with Me	Part A
二	Unit 1	Learn with Me & Chant with Me	Part B
三	Unit 1	Learn with Me & Chant with Me	Part C
四	Unit 1	Story Time	Activity Sheet
五	Unit 1	Sing with Me & Classroom English	Part D
六	Unit 1	Review Unit 1	Activity Sheet
七	Unit 2	Learn with Me	Part A
八	Unit 2	Learn with Me & Chant with Me	Part B
九	Unit 2	Learn with Me & Chant with Me	Part C
十	Unit 2	Story Time	Activity Sheet
十一	Unit 2	Sing with Me & Classroom English	Part D
十二	Unit 2	Review Unit 2	Activity Sheet
十三	Review 1	Find and Stick	Part A + Part B / Activity Sheet ①
十四	Review 1	Listen and Number	Part C + Part D / Activity Sheet ②
十五	Unit 3	Learn with Me	Part A
十六	Unit 3	Learn with Me & Chant with Me	Part B
十七	Unit 3	Learn with Me & Chant with Me	Part C
十八	Unit 3	Story Time	Activity Sheet
十九	Unit 3	Sing with Me & Classroom English	Part D
二十	Unit 3	Review Unit 3	Activity Sheet
二十一	Unit 4	Learn with Me	Part A
二十二	Unit 4	Learn with Me & Chant with Me	Part B
二十三	Unit 4	Learn with Me & Chant with Me	Part C
二十四	Unit 4	Story Time	Activity Sheet
二十五	Unit 4	Sing with Me & Classroom English	Part D
二十六	Unit 4	Review Unit 4	Activity Sheet
二十七	Unit 5	Learn with Me	Part A
二十八	Unit 5	Learn with Me & Chant with Me	Part B
二十九	Unit 5	Learn with Me & Chant with Me	Part C
三十	Unit 5	Story Time	Activity Sheet
三十一	Unit 5	Sing with Me & Classroom English	Part D
三十二	Unit 5	Review Unit 5	Activity Sheet
三十三	Review 2	Find and Color	Part A + Part B / Activity Sheet ①
三十四	Review 2	Listen and Number	Part C + Part D / Activity Sheet ②

六、課程大綱

課次	字母與代表單字	生活用語	教室用語
Unit 1	Nn Oo Pp net, octopus, pig	What is it? It's a net. It's an octopus.	Open your book. Close your book.
Unit 2	Qq Rr Ss queen, robot, sun	It's my robot.	Raise your hand. Put down your hand.
Review 1			
Unit 3	Tt Uu Vv tiger, umbrella, vest	I see a tiger.	Are you ready? Yes! Go!
Unit 4	Ww Xx water, box	I'm thirsty. I want some water.	Try again. Good job!
Unit 5	Yy Zz yo-yo, zebra	Here is a yo-yo.	Goodbye. See you.
Review 2			

七、教學進度建議

◎ 一週一節課

節次	課別	課本單元	習作單元
一	Unit 1	Learn with Me & Chant with Me	Part A + Part B
二	Unit 1	Story Time	Part C + Part D
三	Unit 1	Sing with Me & Classroom English	Activity Sheet
四	Unit 2	Learn with Me & Chant with Me	Part A + Part B
五	Unit 2	Story Time	Part C + Part D
六	Unit 2	Sing with Me & Classroom English	Activity Sheet
七	Review 1	Find and Stick & Listen and Number	Part A + Part B + Part C + Part D Activity Sheet
八	Unit 3	Learn with Me & Chant with Me	Part A + Part B
九	Unit 3	Story Time	Part C + Part D
十	Unit 3	Sing with Me & Classroom English	Activity Sheet
十一	Unit 4	Learn with Me & Chant with Me	Part A + Part B
十二	Unit 4	Story Time	Part C + Part D
十三	Unit 4	Sing with Me & Classroom English	Activity Sheet
十四	Unit 5	Learn with Me & Chant with Me	Part A + Part B
十五	Unit 5	Story Time	Part C + Part D
十六	Unit 5	Sing with Me & Classroom English	Activity Sheet
十七	Review 2	Find and Color & Listen and Number	Part A + Part B + Part C + Part D Activity Sheet





**Characters**

於 Super E-Book 有各圖角色的自我介紹。

**Tony**

Hello! I'm Tony.  
I'm 6.  
I'm from America.

**Queen**

Hello! I'm Queen.  
I'm from England.

**Robot**

Hello! I'm Robot number 8.  
I'm from England.

**Octopus**

Hello! I'm Octopus.  
I'm from Denmark.

**Mermaid**

Hello! I'm Mermaid.  
I'm from Denmark.

**Billy**

Hello! I'm Billy.  
I'm a boy.  
I'm from Taiwan.

**Amy**

Hello! I'm Amy.  
I'm a girl.  
I'm from Taiwan.

**Mike**

Hello! I'm Mike.  
I'm from Malaysia.

**Tiger**

**Businessman**

Hello! I'm Businessman.  
I'm from Egypt.

**Andy**

Hello! I'm Andy.  
I like to help people.

**Bean**

Hello! I'm Bean.  
I'm Andy's best friend.

課別	標題	字彙	生活用語	教室用語	頁次
Unit 1	Nn Oo Pp	net, octopus, pig	What is it? It's a net. It's an octopus.	Open your book. Close your book.	12
Unit 2	Qq Rr Ss	queen, robot, sun	It's my robot.	Raise your hand. Put down your hand.	20
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Unit 3	Tt Uu Vv	tiger, umbrella, vest	I see a tiger.	Are you ready? Yes! Go!	32
Unit 4	Ww Xx	water, box	I'm thirsty. I want some water.	Try again. Good job!	40
Unit 5	Yy Zz	yo-yo, zebra	Here is a yo-yo.	Goodbye. See you.	48
Review 2	複習第三至五課內容				56
Phonics Review			I Can Read		73
Unit 1 中譯表		60	姓名卡		89
Unit 2 中譯表		64	字母撲克牌	(參見學生課本)	91
Unit 3 中譯表		66	單字圖卡	(參見學生課本)	99
Unit 4 中譯表		68	遊戲骰子	(參見學生課本)	103
Unit 5 中譯表		70	貼紙	(參見學生課本)	105
成果展現		72	字母小白板	(參見學生課本)	107



## Unit 1

# Nn Oo Pp

### Learn with Me

教學 CD 1: 7~9

56

**net**

**pig**

**pink**

**octopus**

**nose**

**ox**

藍色字體為補充單字，供教師視情況做延伸教學之用。

Say and Trace

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

● 小提示：  
1. 請學生留意 O 與 P 的大小寫字形皆相同，但書寫的位置不同。  
2. 小寫 n 的第一筆順比小寫 h 短。

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

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

天	2F	sky
地	1F	land
	B1	

**Chant with Me**

教學 CD 1 : 7~8



**Nn** 教學 CD 1 : 10~12

N says n. 此處念字母發音

N says n.

N, n, n, n.

Net, net, net.

教學 CD 1 : 13~15



O says o.

O says o.

O, o, o, o.

Octopus, octopus.

此頁面的上下方列出大小寫字母，紅字為當課的字母，供教師幫助學生練習辨識字母與字母順序。

NO PQRSTU VWXYZ

**Pp** 教學 CD 1 : 16~18

P says p.

P says p.

P, p, P, p.

Pig, pig, pig.



**Try It!**

Stick and Say 貼一貼，念一念。



NOPQRSTU VWXYZ

教學 CD 1 : 19~21  
9-11

### Story Time

octopus 發音時第一個音是母音 [ɑ]，所以要用 an。注意用 a 或 an 取決於發音，而非字母，如：a uniform (uniform 發音的第一個音是 [j])。

1 What is it?

2 It's an octopus.

5 Oh, no! It's a net.  
常用語，表示「喔，不！」的意思。

6 Close your book, Andy.

3 Help! Help!  
大聲呼叫，請人幫忙。求救訊號 SOS 即源於摩斯密碼。

4 Ah!

教師可請學生注意故事書的封面，找找跟課本第 13 頁有哪裡不同呢？

教學 CD 1 : 22~24

# Sing with Me



## What Is It?

非本課教學重點，只需簡單解釋，不需特別教授。

Tell me, tell me.



What is it?



A pig, a pig.



It's a pig.



Tell me, tell me.



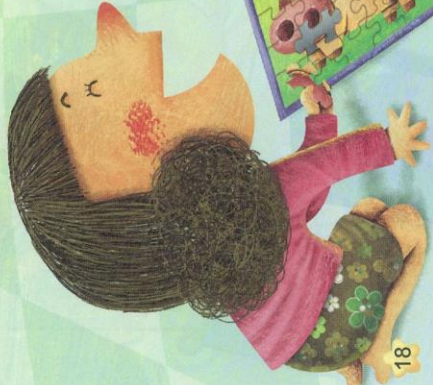
What is it?



An octopus.



It's an octopus.



教學 CD 1 : 25

# Classroom English

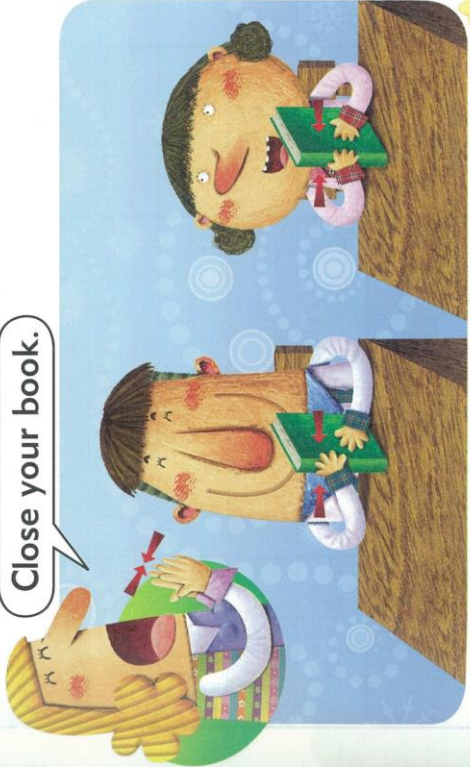


13

Open your book.



Close your book.



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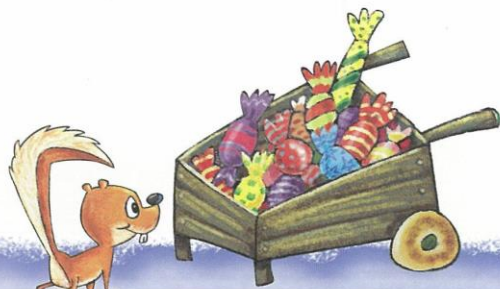
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<b>Unit 6 Ll Mm.....</b>	<b>40</b>
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Unit 單元	Topic 主題	Letters 字母與代表字	Classroom TPR 教室用語	Numbers 數字	Chant 韻文	Writing 書寫練習
<b>1</b>	<b>Aa-Bb-Cc</b>	Aa-apple Bb-book Cc-cup	Listen.	Number: 1	ABC 字母韻文	Trace and copy Aa to Mm. 描摹大小寫字母 Aa~Mm
<b>2</b>	<b>Dd-Ee</b>	Dd-dog Ee-egg	Repeat <u>D</u> . <u>d</u> .	Number: 2	DE 字母韻文	
<b>3</b>	<b>Ff-Gg</b>	Ff-fire Gg-goat	Say it.	Number: 3	FG 字母韻文	
<b>Review 1</b>						
<b>4</b>	<b>Hh-Ii</b>	Hh-hand Ii-igloo	Color <u>i</u> .	Number: 4	HI 字母韻文	
<b>5</b>	<b>Jj-Kk</b>	Jj-jam Kk-kite	Touch <u>J</u> .	Number: 5	JK 字母韻文	
<b>6</b>	<b>Ll-Mm</b>	Ll-lamp Mm-milk	Point to <u>M</u> .	(Review) Numbers: 1~5	LM 字母韻文	
<b>Review 2</b>						

課程大綱









**Let's Do It!** Unit 6

Listen.



**Say It!** Unit 7


1 one




**Fun Time!** Unit 8~12

# A, B, and C


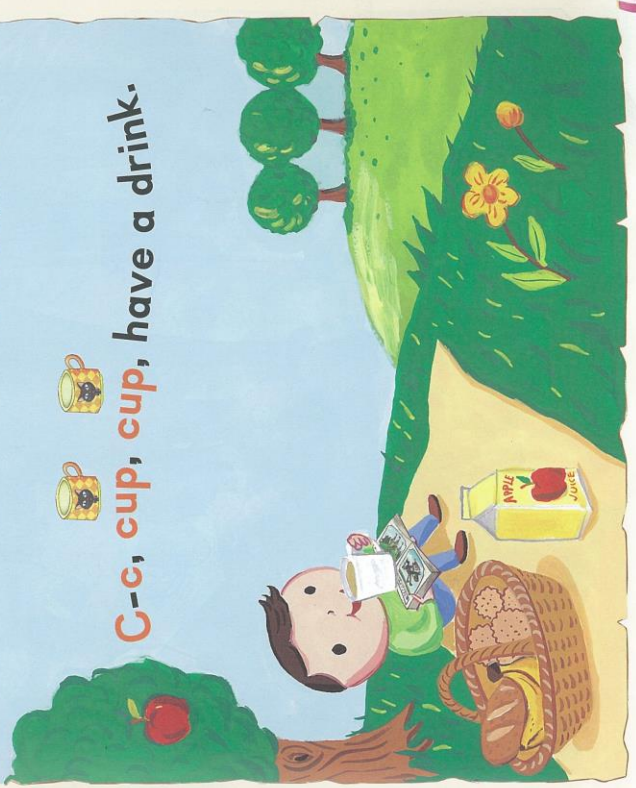
**A-a, apple, apple, in the tree.**

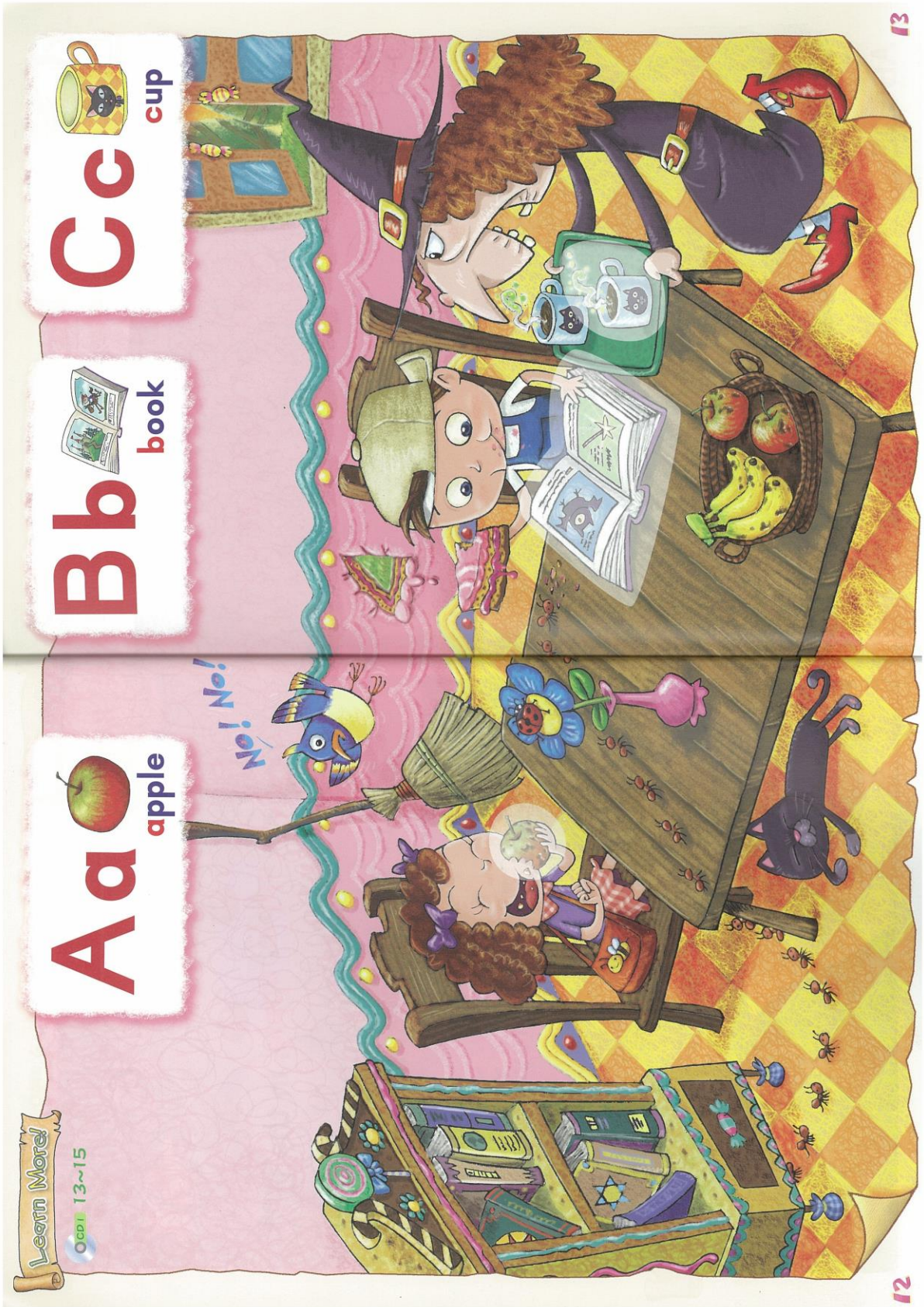


**B-b, book, book, I can read.**



**C-c, cup, cup, have a drink.**



**Aa** apple

**Bb** book

**Cc** cup

Learn More!

Open 13-15



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<b>Review 1</b> .....	<b>26</b>
<b>Unit 4 Tt Uu</b> .....	<b>28</b>
<b>Unit 5 Vv Ww</b> .....	<b>34</b>
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### 附 錄 :

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對話小書.....	65

### 附 件 :

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數字遊戲卡.....	105
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小白板.....	111



課程大綱						
Unit 單元	Topic 主題	Letters 字母與代表字	Classroom TPR 教室用語	Numbers 數字	Chant / Song 韻文 / 歌謠	Writing 書寫練習
1	Nn-Oo	Nn-no Oo-ox	Count them.	Number: 6	NO 字母韻文	Trace and copy Nn to Zz. 描摹大小寫字母 Nn~Zz。
2	Pp-Qq	Pp-pizza Qq-quilt	Circle P.	Number: 7	PQ 字母韻文	
3	Rr-Ss	Rr-robot Ss-sea	Match R and r.	Number: 8	RS 字母韻文	
<b>Review 1</b>						
4	Tt-Uu	Tt-turtle Uu-under	Check I.	Number: 9	TU 字母韻文	
5	Vv-Ww	Vv-vase Ww-water	Write V.	Number: 10	VW 字母韻文	
6	Xx-Yy-Zz	Xx-fox Yy-yes Zz-zebra	Draw an apple. 	(Review) Numbers: 6-10	XYZ 字母韻文	
<b>Review 2</b>						







Fun Time!

Ocap! 8~12

N and O

N-n, no, no, shake your head.

O-o, ox, ox, work so hard.

Let's Do It!

Ocap! 6

Count them!

One, two.

Say It!

Ocap! 7

1 2 3 4 5

6 six



