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Abstract
This study investigated how reading and writing can be integrated and implemented in an EFL classroom on English Book-making Co-learning Project (EBCP). This research adopted the Scottish Storyline Method to plan the curriculum. Therefore, the students drew the storyline based on their own creative story in group. After that, their responses to questionnaires and worksheets were investigated. Besides, the interviews of the target students and homeroom teachers were conducted. Finally, their responses to cooperative learning were analyzed. One class of the sixth graders was selected randomly from an elementary school in Taichung County. After learning one lesson of the school text material, a total of thirty-three pupils were divided into four groups and each group was asked to create a handmade English book. In addition to analyze the questionnaire, the interview and the focused interview were also conducted. Both quantitative and qualitative results showed that the pupils benefited substantially from the book-making project. These findings implied that cooperative reading and writing are worthwhile activities in a primary school ESL setting, and that instruction such as team-writing or book-making is beneficial for the enrichment of the young learners' authentic writing experiences, and thus for enhancement of their English abilities.
Keyword: The English reading and writing integration, picture book-making, Cooperative learning, Storyline.
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