URN etd-0407109-183712-908
Author Ruey-Ling Wei
Author's Email Address No Public.
Statistics This thesis had been viewed 48 times. Download 18 times.
Department
Year 2004
Semester 1
Degree Master
Type of Document Master's Thesis
Language English
Title Integrated Reading-Writing Instruction through Storytime in EFL Classes
Date of Defense 0000-00-00
Page Count 0

Keyword
EFL
storytime
reading-writing instruction

Abstract

The purpose of the study is to investigate if an integrated reading-writing instruction through storytime with picture books benefits elementary school students in the English as a Foreign Language (EFL) setting in Taiwan. The study uses a qualitative dominant approach. Subjects of the study are 48 fourth grade students at an elementary school in Tainan. The instructor’s field notes, reflective notes, students' works, questionnaires, and oral interviews are the main sources of data.

According to the analysis of the data, the results of the study are enclosed as follows.

1. Students have a positive attitude toward the storytime.
2. The supplementary storytime model of twenty minutes a week is feasible in Taiwanese EFL elementary school setting.
3. All fifteen activities done during the semester are well accepted by students.

The final part of the study includes the conclusions and recommendations for related educational staffs, and for future researches.
Advisory Committee - advisor

Files etd-0407109-183712-908-002.pdf

indicate access worldwide
Date of Submission 0000-00-00