

論文發表(三)

Paper Presentation (3)

Integrate Toastmasters Program into Junior High School English Classroom to Enhance Students' Speaking Abilities

Lichin Kuo & Dr. J. Wey Chen

Southern Taiwan University

N96C0003@webmail.stut.edu.tw

Abstract

The purpose of this study is to investigate how Modified Toastmasters Program help junior high school students in their English speaking performance on the stage. A class of thirty-four students are involved in this study. They are the seventh graders in junior high school. Over 81% of them have studied English for more than 4 years and it's a very appropriate time for them to develop English speaking abilities.

The study is undertaken by action research method. In short, action research means to try all kinds of new strategies in real situation so as to solve the problems or improve the situations the research encounters. J. Elliott declared that educational action research can eliminate the gap between real teaching and academic research. Meanwhile, it can also make up the gap between the educational theory and the real practice. Action research is a process of identification of problems, preliminary investigation, action, evaluation and reflections. The process will go in cycles until the problem is gone or improved.

Toastmasters International is a non-profit organization which aims to help people to speak more effectively. It is a proven and enjoyable way to build up one's speaking and leadership abilities. However, to meet the need and level of junior high school students, some adjustment must be made into the action research. The adjustment includes the short timing, the limited topics to talk about, the speaking lines training beforehand so as to scaffold their performance on the stage.

The pilot study in this research was that two students who represented their class to join a in-school speech contest. And then the researcher applied the modified Toastmasters program into the classroom bi-weekly. Each of the students in the class was assigned to play a role in the Toastmasters meeting such as timer, video-recorder, session master, joke-teller, story-teller, a prepared speaker or an impromptu speaker. The program lasted ten weeks and two questionnaires were delivered to them to investigate their background, their attitude toward English speaking, and their reflection about this Toastmasters meeting.

Interview is also done with members in this class. Data is collected through questionnaires, interviews, videos, journal logs, and colleagues' feedbacks and researcher's reflection after each meeting.

The major findings of this study are listed as follows. First, both of the students who won the third place school speech contest gained much more confidence and interest in English speaking ever after. This shows how important it is for students to experience success in a language learning, not only in written tests but also in speaking. Second, 85% of the students agreed that speaking is as important as tests. It's the era that educators should be aware of the need of students. Third, 64% of the students think the school should teach students how to speak or communicate in English. And only 15% of the students think that doing well in test is the only thing that they want when learning English.

The findings from this study suggests that it's time that educators and teachers put more efforts on training junior high school students' English speaking abilities. Implementing Toastmasters Program into EFL environment is a creative and effective way to master English speaking in an enjoyable way. To make a habit of speaking out in earlier ages will benefit students' further development in English speaking too.

Biography

I have been teaching English in junior high school for about 20 years and currently I am also studying at graduate school in Southern Tainan Technology College. I have been a member of Toastmasters Program for five years and interested in applying what I've learned from this club into my teaching career.

Full Speech

Abstract

After Taiwanese children learn English in elementary school for an average of four years, they still don't speak English often. This also results in the poor English speaking abilities among adults here in Taiwan. To help students make the habit of using English as a tool to express themselves in junior high school level, the researcher used Modified Toastmasters Program (MTP) into the classroom once a week. Toastmasters International offers a proven and enjoyable way to practice communication and leadership skills. And the integration model applied in this research is a spiral of action research model. The research subjects consist a class of 34 students who are in the seventh grade in Tainan city. The major findings are (1) Speaking English well improves students' confidence and motivation in English learning. (2) The high- achievement students gained more interest in learning English. (3) For those middle level students, MTP helps them get more confident and comfortable in speaking English. At the same time, it helps them get better grades in written test. The significant of the study shows that MTP is an excellent way to provide students of junior high school with very different levels a stage to show their English learned from the textbook or from other sources.

Key words: Toastmasters program; integration model; speaking abilities

Introduction

The traditional classroom tends to treat students as a homogeneous group, with the teacher presenting the same exercises to all students at the same time, and expecting the same answers from them. Students are expected to absorb the knowledge presented by the teacher with a strong emphasis on the use of language (Currie, 2004). The acquisition of that knowledge is evaluated by means of rote tests, whereby the best grades are always the students who demonstrate the greatest ability for memorization. That also results in the problems in English learning in Taiwan. It has been questioned for a long time that students in Taiwan can get good grades in written test but cannot handle an easy conversation with a native speaker. Therefore, the researcher wanted to implement MTP to enhance students' speaking abilities in junior high school period. Because once the students can build up the habit of speaking it earlier, it's more likely that they will continue speaking it in the future. If they skip the speaking practice in this period, it's more likely that the chance for them to speak out naturally becomes more difficult when they are older.

The purpose of the study is to find out an integration model for the researcher to scaffold students to talk more and talk more naturally. The study is done with an action research method and the researcher builds up a MTP model which can be applied in the secondary school EFL classes in order to train students' speaking proficiency. Speaking proficiency is a long-term process that needs a continuity of practice. With this practical model, teachers in middle school can easily enhance their teaching effectiveness when training students' speaking proficiency.

First, before the implementing of the MTP, a survey about students' background information, learning beliefs and learning motivation was done (See Appendix A-1). Then, the researcher introduced Toastmasters International to them by showing them the movie about this club, and arranged the first agenda to them (See Appendix A-2). Their duties and roles in each meeting were all listed for their preparation in advance (See Appendix A-3). Moreover, detailed explanation about each role in the meeting and what to say during the meeting was shown in Appendix A-4. A table of speech title and contents were also given to them for their references (See Appendix A-5). This first cycle was done for six times in ten weeks.

Second, in cycle two, to get more specific on the need of students, the researcher did another survey (See Appendix B) to collect the feedback about this first integration of MTP Model and sought for the way to improve the second run. The survey indicated three results. (1) The top five expectations of MTP from the students are: The listening comprehension; the speaking skills, to learn from each other, to be confident on the stage and how to host a meeting. It shows what students want to learn from this program. (2) The survey of "How much spoken English they understand" during the six meetings shows that listening comprehension is a challenging skill for over half of the students. (3) The main reasons for the misunderstanding of their peers' English are : the voice is too low, and the pronunciation is not clear enough because of the shyness and the nervousness of their classmates.

In order to improve the meeting quality, the researcher adjusted the meeting by asking the middle level students to speak in pairs based on textbook materials; while the high level students

were asked to speak in a group based on “Story-telling Reader Theater Formula” provided by the researcher. The story script (shown as Appendix C) is a cooperative, innovative, and creative work of four colleagues from Hou-jia junior high school in Tainan city. Seven students who performed the story cooperatively won the reward of excellence (first place) in the Reader Theater competition in Tainan city in 2008 among 19 junior high schools. The design is very suitable for junior high school students both in contents and in levels. The researcher spent another six weeks integrating the reedited MTP. And the experiment shows that for the middle level students whose performance of reciting the textbook materials in pairs not only improve their speaking confidence on the stage but also benefit their written tests. For those high level students, who always find the textbook too easy and boring for them, now agreed that the story-telling activity add fun and interest in learning speaking English.

Related works

When it comes to second language speaking, language learners most often associated with anxiety. Anxiety is not limited to students. Nonnative teachers may also be anxious about speaking. Speaking is also sometimes neglected in the language classroom because it is difficult and time-consuming to grade (Horwitz, 1996).

According to Horwitz (1986) and Clement (1994), using group work is a good way to reduce anxiety about speaking. He goes on to propose that several studies have found that students feel more comfortable communicating with a partner or in a small group than in front of the whole class. It has added advantage of giving students more speaking opportunities during every class session. Another way to build up a good atmosphere in speaking class is to encourage a nonthreatening environment. Teachers should make the language learning environment as supportive and nonthreatening as possible. It appears that a supportive class can actually reduce students’ anxiety levels as proposed by Aida (1994), Chen (2001), Cheng (1999), and Gardner (1992).

According to the CSU (2007), a considerable number of students are not responding actively in speaking exercises. The factors that are discouraging the students’ speaking development in EFL classroom can be concluded as following. First, the students are too nervous and afraid of making mistakes. Second, the topics are not interesting. Third, the classroom atmosphere is not encouraging. Fourth, feedback of the listeners is not supportive. To solve the problems, the author therefore suggested that teachers should use stories in class.

Toastmasters International offers a proven and enjoyable way to practice communication and leadership skills. And it matches the qualifications that are essential to the development of a language speaking: supportive atmosphere and comfortable environment. And here is how it works. (1) It is learning by doing workshop. (2) There’s no instructor in a TM meeting. Members learn from each other. (3) Members learn communication skills related to use of humor, gestures, eye contact, speech organization and overall delivery. (4) Members learn leadership skills by taking on various meeting roles and serving as officers at the club. TM program doesn’t lecture their members about leadership skills; it gives them responsibilities and ask them to lead. Of course, in order to meet the

need and the level of junior high school students, a lot of adjustments should be made. Students at this level only can apply very limited English sources which they learned from elementary schools, cram schools, or the materials they just learned in the normal English classes in the current curriculum. The adjustments include (1) Apply what they have just learned in the previous lessons is encouraged. (2) Simple expressions and phrases are welcomed. (3) They don't have to say perfect sentences; grammatical errors will be neglected as long as they can make themselves understood. (4) The timing for each speaker will be reduced. Generally speaking, each speaker only has half of the time as compared to the original design. (5) Ten speech topics and contents are organized for them to apply. Each topic will also provide 7 to 8 questions for them to develop a story or a speech. (6) 19 out of 34 students will be assigned to take part in the meeting roles in each meeting.

Reader Theater is an activity in which students, while reading directly from scripts, are able to tell a story in a most entertaining form, without props, costumes, or sets. This is a reading activity, and students are not asked to memorize their lines. They are encouraged to use intonation and gestures appropriate to their characters and their characters' words. The reader theater provides repeated reading practice which is an important factor in building fluency. Repeated reading practice also improves students' confidence and enthusiasm for reading. It's an enjoyable change of pace from everyday practice sessions. It's a wonderful opportunity for children who are used to feelings of failure to provide expertise entertainment for others. It also fits the need of students, because they can work in pairs or in a group and thus reduce the anxiety of speaking in public as proposed by Courtney (1996), and Dornyei & Murphey (2003).

Action Research

The study is undertaken by action research method. In short, action research means to try all kinds of new strategies in real situation so as to solve the problems or improve the situations the research encounters. Elliott (1998) declared that educational action research can eliminate the gap between real teaching and academic research. Meanwhile, it can also make up the gap between the educational theory and the real practice. Action research is a process of identification of problems, preliminary investigation, action, evaluation and reflections. The process will go in cycles until the problem is gone or improved.

McPherson, M. A. and Nunes, J.M (2002b) imply that the most suitable approach for educational research in general seems to be action research. Eden and Huxham (1996) believe that action research provides an ideal research methodology because it involves a close 'collaboration between practitioners and researchers over a matter that is genuine concern to them. Cohen (2000) argues that action research is a flexible, responsive methodology that offers rigor, authenticity and voice to educationalists. Kempis and McTaggart (1998) offer a broad and all-encompassing definition that action research is a form of collective, self-reflective inquiry undertaken by participants in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out.

At their first cycle, the study applied the Modified Toastmasters Program into the classroom bi-weekly. Each of the students in the class was assigned to play a role in the Toastmasters meeting such as timer, video-recorder, session master, joke-teller, story-teller, a prepared speaker or an impromptu speaker. At the second cycle, the study adjusted the MTP into recitation pairs and story telling groups, the subjects work with a partner or with a group instead of speaking alone on the stage. It's a practical method about teaching by real doing.

Data is collected through questionnaires, surveys, interviews, videos, journal logs, and colleagues' feedbacks and researcher's reflection after each meeting.

Procedures

Step one: Before introducing the Toastmasters International program, the researcher do a survey to know the subjects' background about learning English and their habit of speaking English. The results are shown as Table 1.

Table A-1: Results of students' background, learning beliefs and learning motivation survey

Question No.	Option 1	Option 2	Option 3
1. How long have you learned English?	Over 5 years 19/34 (55%)	3~4 years 8/34 (23%)	1~2 years 6/34 (17%)
4. Do you speak English at home?	Yes 11/34 (32%)	No 23/34 (67%)	/
3. Do your families speak English?	Yes 20/34 (58%)	No 14/34 (41%)	/
4. If your families speak English, will you speak English with them?	Yes 19/34 (55%)	No 15/34 (44%)	/
5. Do you listen to English songs or watch English movies?	Yes 24/34 (70%)	No 10/34 (29%)	/
6. If you answer "Yes" on Q5, do you pay attention to their pronunciation?	Yes 17/34 (50%)	No 17/34 (50%)	/
7. Where do you speak English now?	At school 24/34 (70%)	At cram school 22/34 (64%)	/
8. Can the English you learn at school be used in daily life?	Yes 20/34 (58%)	No 14/34 (41%)	/
9. What do you think the purpose to learn English at	For tests 15/34 (44%)	Communication 20/34 (58%)	Others (11%) (3) get a job

school is?			(1) show skill
10. How do you feel to speak English with others, including foreigners?	Cool 17/34 (50%)	No feelings 17/34 (50%)	/
11. Do you admire people who can speak English well?	Yes 22/34 (64%)	No 12/34 (35%)	/
12. Do you think that school should set up the English speaking class specifically?	Yes 21/33 (63%)	No 12/33 (36%)	/
13. Do you agree that speaking English well and do well on tests are equally important?	Yes 28/33 (84%)	No 5/33 (15%)	/
14. Which do you think is easier for you, speak English well or get good grades in English?	Speak English well 12/34 (35%)	Get good grades in English 16/34 (47%)	The same 6/34 (17%)
15. What advantages do people speaking English well have?	Job opportunities 9/34 (26%)	Study abroad and do business 21/34 (61%)	No influence 4/34 (11%)

Step two: Introduce TI to the class and explain the plan for them to use MTP in English class once a week.

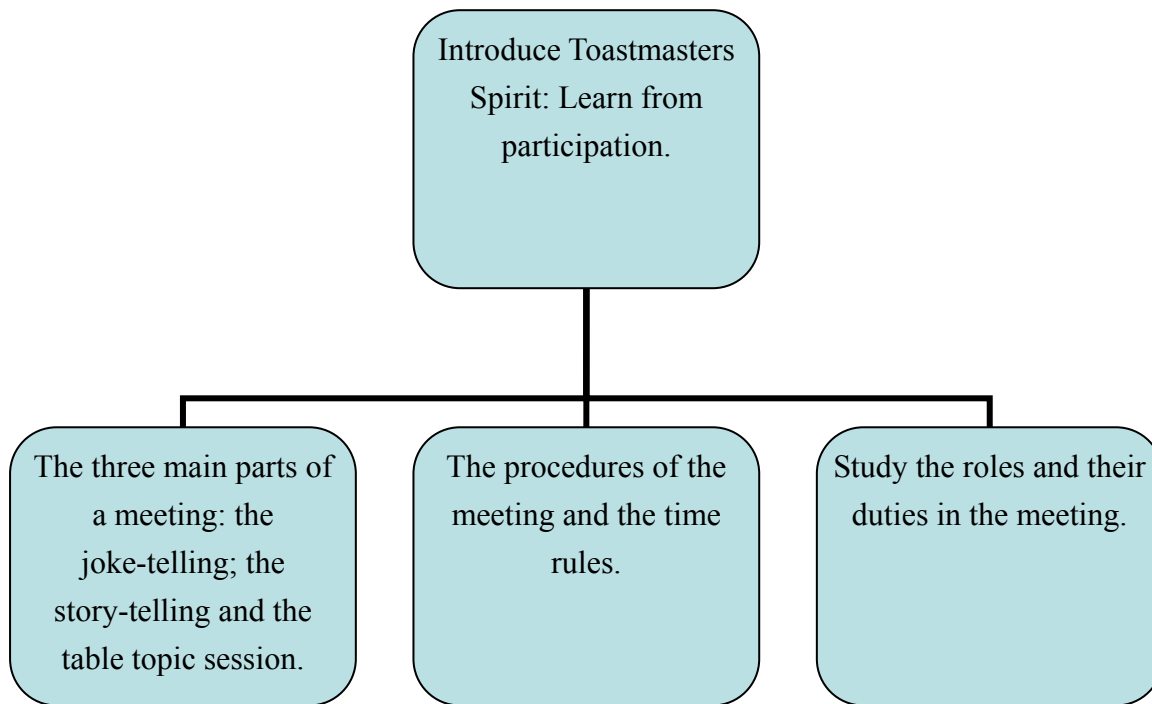


Figure 1: Integrating TI into the junior high school EFL classroom

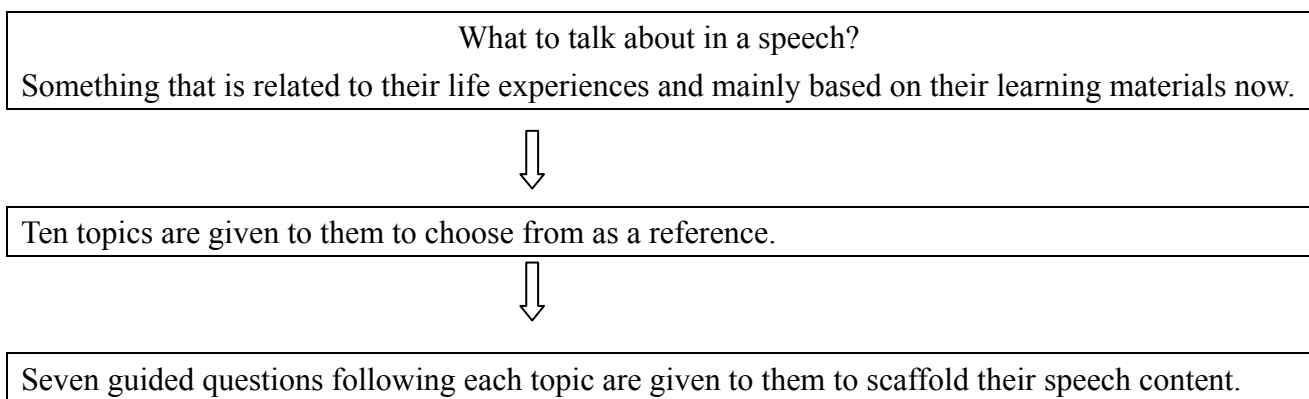


Figure 2: Three more references to scaffold the students' performance on the meeting.

Step three:

After the integration of six meetings in ten weeks, the evaluation is done and the conclusion from students are not satisfying. To understand what students' ideas about their difficulties in participating in this program, the second survey was given to them to collect information for our further improvement (See Appendix B-1, B-2 and B-3). And the results are shown as following Table B-1, B-2 and B-3.

Table B-1 : Survey of students' expectations from the MTP: ranking from the highest to the lowest.

The ranking	The number of students	What do students want to learn most about English speaking?
Top 1	23/34 (67%)	Listening comprehension.
Top 1	23/34 (67%)	Speaking skills.
Top 2	21/34 (61%)	Learn from each other.

Top 3	19/34 (55%)	Be confident on the stage.
Top 4	16/34 (47%)	How to host a meeting.

Survey B-2 is held to understand how much English they could understand during the meetings. The results of the survey are shown as Table B-2.

Table B-2: How much English do you understand during the MTP?

1	Most or all	11/30 (37%)
2	Half or some	8/30 (37%)
3	Little or none	11/30 (26%)

Survey B-3 is held to find out reasons that disturb students' understanding of the spoken English. And the results are shown as below.

Table B- 3 : The reasons that affect students' understanding of the English used in MTP.

1	The speakers' voice is too low. (Too shy)	19/34 (56%)
2	The speakers' pronunciation is not clear. (Too nervous)	15/34 (45%)
3	The speech content is too hard to understand.	11/34 (33%)

The second cycle:

After collecting all the data from the first cycle, the researcher thus planned the second cycle to modify the disadvantages of the previous one. All the students are divided into three groups: the read-aloud group, the reciting group and the story-telling group. The grouping is based on their previous grades, performance in class and their willingness.

The read-aloud group has four members whose level resembles the starting level. They failed in almost test and it's hard for them to remember words. Their duty is to read the lines and vocabularies in the textbook to the researcher during break and help with some setting, video-taping, and timing in MTP meeting. The purpose of Survey D-1 is to find out their reasons and motivation about English speaking as compared with other more active peers. And the result is shown below.

Table D-1: For the group who are regarded as low-achievement students (only 4 students fill in the questionnaire).

Question	Option 1	Option 2
1. Do you hope teachers can help you speak more and better English?	Yes 3/4 (75%)	No 1/4 (25%)
2. Do you want to recite the textbook dialogues and readings to the teacher?	Yes 1/4 (25%)	No 3/4 (75%)
3. What's the appropriate time for the reciting?	Some free time at school 4/4 (100%)	After school 0/4 (0%)
4. What's the most difficult part in learning English?	1.It's hard to memorize words. 2/4 (50%) 2. No idea. 2/4 (50%)	

The second group includes ten students who are about the middle level. They are assigned as pairs to perform the dialogues and readings of the textbook. Performing in pairs can effectively reduce their stage fright. And it's easier for all their peers to understand their English because the contents are familiar to them already. In six weeks, we also see a noticeable effect of this reciting activity because all of them progress in the written test, too. Table D-2 shows their opinions about this pair speaking.

Table D-2: For the group whose assignment is to recite textbook materials. (10 students)

Question	Option 1	Option 2
1. Does reciting improve your speaking fluency?	Yes 9/10 (90%)	No 1/10 (10%)
2. Does reciting improve your pronunciation?	Yes 6/10 (60%)	No 4/10 (40%)
3. Will you continue the reciting assignment?	Yes 8/10 (80%)	No 2/10 (20%)
4. Why do you want to continue the assignment?	It helps improve my grades. 5/10 (50%)	It helps my English learning. 7/10 (70%)
5. In MTP, which is better, speak alone or speak with a partner?	Speak alone 0 (0%)	Speak with a partner 10/10 (100%)
6. In MTP, which helps your English speaking confidence and interest, speak alone or speak with a partner?	Speak alone 0 (0%)	Speak with a partner 10/10 (100%)
7. What's your suggestion for the teacher about English speaking practice?	1. Add drama effect while reciting. 2. The class can involve all students.	

The third group includes 20 members and the researcher broke them into three teams. Each team contains seven members who demonstrated the same story on the stage. They are assigned to read an eight-minute story (See Appendix C) provided by the researcher. Seven members play different roles in the story and cooperate with each other to read the story out loud to their classmates. Gestures, intonation, and facial expression are welcomed. To know their opinions about this activity, Survey D-3 is given to them to collect reactions from them.

Table D-3: For the group of high achievement students and joined the story telling in MTP.

Question	Option 1	Option 2	Option 3
1. Can group reading enhance your English speaking abilities?	Yes 18/20 (90%)	No 2/20 (10%)	/
2. Can group reading enhance your English pronunciation?	Yes 14/20 (70%)	No 6/20 (30%)	/
3. What's the advantage of tell a story together?	Fresh & interesting 11/20 (55%)	More Challenging 8/20 (40%)	Else 7/20 (35%) learn from each other(2) conquer stage fight(1) show oneself(1) No idea (3)
4. In MTP, which do you prefer?	Speak in a group	Speak alone	/

	18/20 (90%)	3/20 (15%)	
5. In MTP, which helps you more in developing your speaking confidence and interest?	Speak in a group 10/20 (60%)	Speak alone 1/20 (5%)	Both are good 9/20 (45%)
6. What's your suggestion for English speaking in MTP?	1. Song teaching 2/20 (10%) 2. Using small gifts instead of certificate 1/20 (5%) 3. Practice more 1/20 (5%) 4. Take turns: speak alone and speak in a group 1/20 (5%) 5. Speaking in a group is more fun. 1/20 (5%) 5. No/ good enough 14/20 (70%)		

It took the researcher another six weeks for this second cycle from the beginning of a new semester till their first term exam. After the subjects took part in the first term exam, their English grades reveal something very important. Appendix E shows the whole class grades of two term exams, and Table E-1, E-2, and E-3 below show different grade results of different grouping. Table E-1: Five students' grades of written test. They neither join the recitation pairs nor the story telling group.

Student No.	Grade of former test (Jan. 15, 2009)	Grade of first term exam (March 26, 2009)	Progress + Regress -
Student 3	58	55	- 3
Student 7	21	14	- 7
Student 11	23	23	- 0
Student 14	48	47	- 1
Student 28	72	71	- 1
Average	44.4	42	-2.4

Table E-2: The written test grades of the recitation group after six week's participation in this activity.

Student No.	Former grades (Jan. 15, 2009)	Grade of first term exam (March 26, 2009)	Progress + Regress -
Student 9	<u>58</u>	<u>66</u>	+8
Student 12	<u>78</u>	<u>83</u>	+5
Student 13	<u>78</u>	<u>90</u>	+12
Student 15	<u>77</u>	<u>87</u>	+10
Student 17	<u>54</u>	<u>61</u>	+7
Student 20	<u>68</u>	<u>73</u>	+5
Student 27	<u>68</u>	<u>77</u>	+9
Student 29	<u>64</u>	<u>82</u>	+18

Student 31	<u>55</u>	<u>69</u>	+14
Student 33	<u>71</u>	<u>79</u>	+8
Average	<u>67.1</u>	<u>76.7</u>	<u>+9.6</u>

Table E-3: The written test grades of the story telling group after six week's participation in this activity.

Student No.	Former grades (Jan. 15, 2009)	Grade of first term exam (March 26, 2009)	Progress + Regress -
1	84	84	+0
2	93	90	-3
4	94	99	+5
5	98	95	-3
6	95	95	+0
8	82	84	+2
10	92	98	+6
16	82	83	+1
18	83	71	-12
19	85	85	+0
21	90	94	+4
22	99	98	-1
23	81	87	+6
24	96	95	-1
25	93	92	-1
26	92	94	+2
30	89	94	+5
32	93	93	+0
34	94	94	+0
The Average	90.26	90.79	+0.53

Results of the study

(1) For the survey of the background information, learning beliefs and learning motivation: 81% of the students have learned English for over 4 years. 85% of the students agreed that speaking is as important as tests. 64% of the students think the school should teach students how to speak or communicate in English. 65% of the students admire those who can speak fluent English. 70% of the students keep the habit of listening to English songs and watching movies with English pronunciation. 65% of the students admire those who can speak English well. For question No. 15, only four students thinks that learning English well doesn't have any advantages, the other 30 students agree that it did them good on job opportunities, studying aboard, and do business (as

shown in Table A-1). And the questionnaire is shown as Appendix A-1.

(2) For the survey of Appendix B-1, concerning about the expectations students bear during the meetings shows that 67% of the students are eager to improve their listening skills. Another 67% wants to learn the speaking skills. 61% of them are interested to learn from each other. 55% of the students want to learn how to be confident on the stage, and 47% of them want to learn how to host a meeting. For the survey of Appendix B-2, concerning about how much English you could understand during the six meetings, only 37% can have a almost totally understanding of the English spoken in the meeting. 26% of them can only understand half or some of it. And another 37% can hardly know the English used in the meeting. For the survey of Appendix B-3, the reasons for the listening difficulties are due to the low-voice (56%)and the poor pronunciation (45%)because of the shyness and nervousness of the speakers. And also 32% of them find the speech contents are difficult to understand.

(3) The results of Table D-1shows that three out of the four low achievement students want to learn speaking, but also three out of four don't want to spend time reciting the materials to the researcher. They cannot find the time after school, and the only time to recite is at school. Two out of four find that memorization words are the most difficult part in learning English.

Table D-2 shows that in the recitation group 90% of the reciting group admit that reciting improves their fluency. 60% agree that it also help with their pronunciation. 80% of them will continue doing the recitation because 50% think that it helps improve their grades and 70% of them agree that it helps their English learning. All of them prefer to speak with a partner instead of speaking alone. Moreover, speaking with a partner also helps them build up confidence and interest as compared to speaking alone. They also hope that all the class can join in this activity and more drama effects should be added into the recitation. The survey shows that 90% of them agree that group reading can enhance their speaking. 70% think that group reading can enhance their pronunciation. 55% think that reading in a group is fresh and interesting and 40% think it is challenging. 90% of them prefer speaking in a group instead of speaking alone (10% only).

Table D-3 shows that for those high achievement students, 90% think group reading can enhance their speaking. 70% agree that reading in a group can improve their pronunciation. 55% think that reading in a group is fresh and interesting and 40% think it is more challenging. 90% prefer speaking in a group. 45% think that both speaking alone and speaking in a group can help develop their confidence and interest in speaking, while 60% think that only speaking in a group does; 5% think speaking alone does. For further suggestions, 70% think that the group reading is very satisfactory speaking training so that no further suggestions can be provided. Song teaching is provided by two students, and it seems that for the next cycle, either singing in a group or singing alone can be a flexible way to integrate this program.

(4) After implementing the reciting pairs and group reading activity for six weeks, a noticeable result shows that the middle achievement students progress an average of 9.6 points at their written test performance (See Table E-2). The reading story group doesn't show much difference in the term exam. Table E-1 shows an average regress of 2.4 points of the low

achievement group, because the five students (Student No. 3, 7, 11, 14, 28) were assigned to recite, but failed to come to the researcher and do their job. Table E-3 indicates that an average progress of 0.53 of the high achievement students. They maintain their good performance (an average of 91.79) on the written test even they spent a lot of time practicing in the story telling activity, which also implies that they are capable of learning English speaking in a more creative way.

The significance of the study

Integrating the Modified Toastmasters Program into junior high school English classroom makes students with different levels learn from each other, learn with each other, and learn according to their levels. It also helps learning autonomy. Expressing one's ideas in English shouldn't start from High Education system, we should start from the very beginning of a language learning and junior high school students are about the level. If students' speaking abilities can catch up with their reading , listening and writing skills in junior high school period, they will have a more promising capacity in using English freely in the future.

MTP provides a stage for most students to show what they have learned at school or from other sources out of the classroom. It also offers them a chance to use authentic English when conducting a meeting. But if it is done once a semester or for the purpose of competition once a year, it is of no help. Only if we can do it regularly and involve as many students as possible, we can improve the differentiation in a class.

By following the integration model, all the problems teachers face in an EFL class can be taken into consideration. Thus, it can provide an overall view to solve the differentiation problems in an effective way. According to Margo (2006), two of the successful scaffolding components are to provide continuity in the classroom and increase students' learning autonomy. The integration MTP model just fit these two components of the scaffolding.

Limitation of the study

There are two decisive factors influencing the integration: time teachers' ability. The key factor to a satisfying performance is practice. And where to find the time for practice is a decisive component to the satisfactory result. Before the MTP meeting, group instruction and group practice are vital. If they practice more, they can master the intonation and pronunciation better on the stage and gain more confidence and interest. On the contrary, if there's not enough preparation and practice, the performance can be very intimidating to them. The tight schedule in junior high school is hard for this integration with the only efforts of a single teacher. Due to the time limit, the researcher thus can only execute it in one semester.

For English teachers, Toastmasters International is a club that deserves joining and learning. Because it is the place where only English is used, nonnative English teachers can maintain their speaking proficiency by actually become a member of it and participate in it. So far every school has had a specific time for teachers of the same subject to get together, discuss some routine work and learn teaching skills. It is the perfect period for English teachers to practice English together and

increase their experiences in integrating TI into their classroom. It is the proof that teachers can learn from teaching. For improving second language competence, Horwitz has a detailed description concerning about the nonnative speakers who are also English teachers. And personally I think that TI is a good media for this plan.

If you are a nonnative speaker, you are going to need to pay close attention to maintaining your second language competence throughout your teaching career.It is especially difficult to maintain your ability to speak a second language when you only speak it with language learners. ...You should therefore, develop a plan to improve and maintain your language competency.

(Horwitz, E.K. P.223)

Suggestions

First, if the school administrative team can adjust the school curriculum and add one class for English speaking and at the meanwhile, integrate MTP into the speaking class, then a promising fruitful result is predictable. Or if every school can open up an English speaking club and integrate MTP into it, then we can encourage students who have great interest in making progress in English speaking to participate.

Second, the supplementary classes after school, during summer and winter vacation are perfect time for this kind of integration. It's much more fun to learn in a cooperative and innovative way in MTP. Current education trend in junior high school in Taiwan now still focuses on written tests; even the time for the supplementary classes is doing the same reading and witting teaching. The paper suggests that the chairman of the education bureau can push all junior high schools' principals to implement MTP formula into the school curriculum and seek the appropriate time I mentioned above to apply this MTP program. It is also a good way to develop characteristics in each school.

Conclusions

The differentiation in junior high school English classroom is a tough challenge for teachers in Taiwan because junior high school period is the obligation education period and all students are allowed to register in the same school, even in the same class though they may be very different in their learning achievements. There is a group of children who start learning English at a very young age because of the support from their family. However, there is also another group who don't have the chance to develop their English abilities at younger ages. When the two major groups come to junior high school, they become the extremes in a class. It's common to see a class with students with 100 points and 10 points in the English test at the same time. The textbook cannot meet the needs of each extreme no matter how hard people reedit the textbook. As a result, some find it too easy and others find it too difficult. How to maintain the interest of both groups always test teachers' capacity. If not, it's not surprising that more and more students end up with giving up speaking English or learning English at this period as described by Margo (2006) and Tomlinson (2005).

It's not easy to make up the gap between different level students, while MTP provides an

excellent way to solve this problem. Teachers who work in multi-level classrooms often find successful grouping, differentiating instruction and materials selection challenging. It's never easy to find relevant, meaningful materials that can be modified to fit the needs in terms of levels and interests. Using Toastmasters Program in EFL classroom in an integration model can provide teachers with the ability to meet the needs of diverse learners.

Due to the tight schedule in junior high school, it's hard to find one specific time for this MTP training. It needs continuous practice to experience the progress among students. If it can be done during supplementary classes like after classes, winter break and summer vacations, it surely will provide students with a totally fresh experiences of speaking English in a friendly and cozy atmosphere that will help develop learning autonomy, speaking confidence, and communication skills. Teachers at school should practice in Toastmaster International Program as a mean to enhance their speaking abilities. After they get experiences in this program, it will be easier for them to introduce this activity in class. Recently, colleges and universities in Taiwan are charging new TI clubs now and then. It shows the program prevails over this country and with some modification, we can make it useful and helpful to junior high school students' English speaking proficiency.

Speaking abilities, though not so much emphasized in junior high school level, for a long run, is a very important skill that will help students' future studying, doing business, and communicating with each other.

References

References

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety. The case of students of Japanese. *Modern Language Journal*, 78, 155-168.
- Barcelos, A. M. F. (2000). *Understanding Teachers' and Students' Language Learning Beliefs in Experience: A Deweyan Approach*. Unpublished doctoral dissertation, The University of Alabama, Tuscaloosa.
- Burns, A. (1998). Teaching Speaking. *Annual Review of Applied Linguistics*, 18, 102-123.
- Chen, C.F. (2001). *The relationship between English learning experience, English anxiety and English comprehension ability of the junior high school students*. Unpublished master's thesis, National Kaohsiung Normal University, Taiwan.
- Cheng, Y. S., Horwitz, E., Schallert, L. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning*, 49, 417-466.
- Clement, R., Domyei, D., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom, *Language Learning*, 44 (3), 417-448.
- Cohen, L., Manion, L. and Morrison, K. (2000). *Action Research in Education*, 5th edn. London: RoutledgeFalmer.
- Courtney, M. (1996). Talking to learn: selecting and using peer group oral tasks. *ELT Journal*, 50 (4), 318-325.
- CSU, J. (2007). Storytelling in the EFL Speaking Classroom. *The Internet TESL Journal*, 8(11).
- Currie, K. L. (2004). Multiple Intelligence Theory and the ESL Classroom-Preliminary

- Considerations. *The Internet TESL Journal*, Vol. IX, No. 4, April 2003.
- Dornyei, Z. & Murphey, T. (2003, in press). *Group dynamics in the language classroom*. UK: Cambridge University Press.
- Eden, C. and Durham, C. (1996). Action research for management research. *British Journal of Management*, 7(1), 75-86.
- Elliott, J. (1998). *The curriculum experiment: Meeting the challenge of social change*. Buckingham: Open University Press.
- Gardner, R. C., Day, J. B., & MacIntyre, P.D. (1992). Integrative Motivation, induced anxiety, and language learning in a controlled environment. *Studies in Second Language Acquisition*, 14, 197-214.
- Horwitz, E. K. (1985). Getting them all into the act: Using audience participation to increase the effectiveness of role-play activities. *Foreign Language Annals*, 18, 205-208.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125-132.
- Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating non-native teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29, 365-372.
- Horwitz, E. K. (2008). *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*. Pearson Education Press.
- Kemmis, S. and McTaggart, R. (1998) (eds) *The action Research Planner*, 2nd edn. Geelong, Victoria, Australia: Deakin University Press.
- Margo D. (2006) Scaffolding and Differentiating Instruction in Mixed Ability ESL Classes Using a Round Robin Activity. *The Internet TESL Journal*, 7 (3).
- Murphy, J. M. (1991). Oral communication in TESOL integrating speaking, listening, and pronunciation. *TESOL Quarterly*, 25, 51-75.
- Tomlinson, C. (2005). *How to Differentiate Instruction in Mixed-Ability Classrooms*, 2nd Edition. Upper Saddle River, NJ. Pearson, Merrill Prentice Hall.

Appendix A-1

問卷調查表：各位同學，為了瞭解你們學習英語情形，而設計此問卷，請仔細看題目並依題意作答。

一、你學習英語多久了？ 5 年以上 3~4 年 1~2 年

二、你在家中有說英語的習慣嗎？ 有 沒有

三、你的家人會說英語嗎？ 會 不會

四、如果你的家人會說英語，你會和他們用英語練習說話嗎？ 會 不會

五、你有聽英語歌曲或看英語電影的習慣嗎？ 有 沒有

六、如果有的話，你會注意英語的發音及用字嗎？ 會 不會

七、你現在平時有甚麼機會說英語？ 學校英語課 補習班

八、你在學校學的英語可以在日常生活中使用或用來溝通嗎？ 可以 沒有辦法

九、你覺得在學校所學習的英語主要用途為何？ 考試 與人溝通 其他_____

十、你覺得能用英語和人(包括外國人)說話溝通如何？ 很酷 沒感覺

十一、你會羨慕能流利說英語的人嗎？ 會 不會

十二、你覺得學校需要特別指導同學用英文說話溝通？ 需要 不需要 考試考好就好

十三、你同意學習英文會說和會考試是一樣重要嗎？ 同意 考試考好就好

十四、你覺得能說流利英文及考試拿高分兩項，哪樣較簡單？ 說流利英文 考高分

十五、你覺得能流利說英文的人將有會有甚麼優勢？ 工作好找 出國及經商 沒影響

Appendix: A-2

The first agenda (開會議程)

Date: 8:25~9:05 a.m. on every Friday morning

時間： 每週五上午第一節英文課 (主題閱讀課)

地點： 一年八班教室

Agenda Oct. 31 (Meeting No. 1)		
8:15~8:20	Host of the meeting	方宣又 Raven (19)
8:20~8:25	Timer's Report	吳欣倫 Rita (21) 陳庭萱 Shen (29)
Joke Session(講笑話時間): 8:25~8:35 吳賢益 Fami (2)		

Joke Speaker 1 吳忠翰 忠翰 (1)		
Joke Speaker 2 沈知予 Bernard (3)		
Joke Speaker 3 鄭仲迪 Andy (17)		
Joke Speaker 4 蔡宜蓁 Jenny (33)		
Joke Speaker 5 鄭涵恩 Vivian (34)		
Story telling Session (講故事時間) 8:35~8:50		
	Speaker 1	洪裕璋 Harry (5)
	Speaker 2	覃之凡 Victoria(30)
	Speaker 3	孫芷璇 Peggy (25)
	Speaker 4	孫菁雯 Annie (26)
	Speaker 5	林銘文 Mickey (4)
Table Topic Session (即席演講時間) 8:50~8:55 黃芝瑄 Lisa (31)		
Evaluation Session (老師講評時間) 8:55~9:00		
Award Presentation (頒獎時間) 9 ; ; 00~9:00		
選票統計員		黃丞佐 Oscar (13) 葛成祐 Sam (15)
錄影人員		郭柏毅 Ben (8) 陳東盛 Denis (9)

Appendix A-3: Duty list for the six meetings

座號	英文名字	Meeting 01 Roles	Meeting 02 Roles	Meeting 03 Roles	Meeting 04 Roles	Meeting 05 Roles	Meeting 06 Roles
1	John	J1			S1		V1
2	Fami	JM		S1		J1	
3	Bernard	J1			V1		J1
4	Mickey	S1		J1		J2	
5	Harry	S1		J1		S2	TTM

6	Nelson		TM	S1		TS1	
7	Apple		J1		V1		J2
8	Ben	V1	T1	SAA		T1	S1
9	Denis	V2	T2	SAA		T2	S1
10	Jason		S1		TTM		T3
11	Alan		J1		SAA		S1
12	Eric		S1	J1	JM	JM	
13	Oscar	SAA	V1	T1			
14	Jay		J1		S1		TS1
15	Sam	SAA	V2	T2		TS1	
16	Jason		JM		J1		T1
17	Andy	J1			SAA		T2
18	Tony		S1		J1		V2
19	Raven	TM		S1		TM	JM
20	Tina		J1		T1		SAA1
21	Rita	T1	SAA	V1		J1	TM
22	Laura		TTM		S1	TTM	
23	Patty		S1	JM			J1
24	Sandy			TTM	S1	TS1	
25	Peggy	S1		J1		SAA1	
26	Annie	S1			J1	SAA2	
27	Alice		S1		J1		SAA2
28	Mary		J1		T2		S1
29	Shen	T2	SAA	V2			S1
30	Victoria	S1		J1		S2	
31	Lisa	TTM			J1	V1	
32	Tracy			S1	TM	S2	
33	Jenny	J1		S1		V2	
34	Vivian	J1		TM	S1	TS1	

Appendix A-4: Your roles and lines to say in English Speaking Class

- 主持人要事先安排兩位同學將今日的議程表寫在黑板上。共有演講者的名字（3~5位）；講笑話者（3~5位）；即席演講者（5位）。
- 主持人要安排兩位同學負責錄影。錄影者要提前一天學習如何操作機器。
- 議程表由老師排定。要預先準備你要扮演的角色。

職務 (duties)	工作內容	說話內容（參考用）
計時員	計時並舉旗，詳細記	1. Good morning, everyone.

(timer)	錄每個人的說話時間。	<ol style="list-style-type: none"> We are _____ and _____. We are the timers today. We will count your speaking time. When I raise the green flag, it means you are qualified. When I raise the yellow flag, it means that you need to make a conclusion. If I raise the red flag, it means you need to finish your speech as soon as possible. Good luck!
選票員 (Counter)	發議程表，發無記名投票單，統計結果給主持人。	<ol style="list-style-type: none"> Take a small paper. Write down The best joke-teller. Write down the best story-teller. Write down the best table-topic speaker. Pass it to me when you finish writing the three classmates.
笑話主持人 (Joke Master)	<ol style="list-style-type: none"> 介紹上台同學名字，並簡單的介紹他們。 自己要先說一個笑話或謎語，並準備3個笑話或謎語，以備時間太多時可以充場面。 	<ol style="list-style-type: none"> Good morning, everybody. I am _____. I'm the joke master today. My job is to tell you jokes or give you riddles to guess. After that, I will invite you to tell your jokes in the front. Please laugh loudly.
即席演講主持人 (Table Topic Master)	<ol style="list-style-type: none"> 準備5個題目以上，可以是英文單字(2~3個)讓同學造句(要連貫的三個句子以上，其中要包含所給的一個單字);也可以是問題，讓同學練習回答。題目要生活化，並容易用英文表達。 要介紹出場的同學名字並簡單的形容他們。 	<ol style="list-style-type: none"> Good morning, my dear classmates. My name is _____. I am very happy to be the Table Topic Master today. My duty today is to ask you questions, and you answer my questions. Or I will give you 2 or 3 words, and you make a short story or make sentences with them. If you don't raise your hands, I will call anyone to answer my questions. Are you ready? My first question is _____. My second question is _____.
總主持人 (Host of the meeting)	<ol style="list-style-type: none"> 介紹計時員出場介紹時間規則。 介紹講笑話主持人及即席演講主持人出 	<ol style="list-style-type: none"> Good morning, ladies and gentlemen. It's really my honor to be the host of the meeting today. I am _____. Today we have 5 speakers.

	<p>場。可以描述同學的專長或興趣。</p> <p>3. 介紹每一位說故事的演講者。包含他的名字、描述同學的專長或特徵，並說出他要演講的文章題目。</p>	<p>4. We are going to hear their stories.</p> <p>5. Our first speaker is _____. He is _____ and _____. Today his/her speech title is _____.</p> <p>Ladies and gentlemen, let's welcome _____.</p> <p>6. Our second speaker today is _____. He/She is _____. And his/her speech title is _____. Let's welcome him/her.</p> <p>7. The third speaker is _____.</p> <p>8. The fourth speaker is _____.</p> <p>9. The last speaker is _____.</p>
--	---	---

Appendix A-5: Titles and contents of the English Speaking Class for your reference

Speech No.	Speech title	Things that you can say about this title
First 第一講	My family (我的家人)	<ol style="list-style-type: none"> 1. How many people are there in your family? 2. Who are they? 3. What do they do? 4. What do you and your family usually do together? 5. Who is your favorite person in your family? 6. Do you have a family pet? 7. Do you help with the housework often? 8. Do you like your families?
Second 第二講	My class (我們這一班)	<ol style="list-style-type: none"> 1. What is your class number? 2. How many classmates are there in your class? How many boys and how many girls? 3. What are you learning at school? What are the subjects you are learning? 4. How do you like your classroom? 5. How are your classmates? Are they nice to you? 6. Do teachers like your class? 7. Are you popular in your class?
Third 第三講	My hobbies (我的嗜好)	<ol style="list-style-type: none"> 1. What do you usually do at home? 2. Do you like to do them for a long time? 3. How do you feel when you are doing your favorite things? 4. How do you feel if you are too busy and have no time to do them? 5. How long do you usually do your favorite things and how often do you do them?

		<ol style="list-style-type: none"> 6. Do your families like you to develop your hobbies, too? 7. Do any of your classmates have the same hobby with you? 8. Will you show your classmates your hobbies some day?
Fourth 第四講	A funny Story (一個有趣的故事)	<ol style="list-style-type: none"> 1. Is it a true story? 2. Who are in the story? 3. How old are the people in the story? 4. How do they look? 5. What happened in the story? 6. Where did the story happen? 7. Use some dialogues said in the story. 8. What is the end of the story? Is it a happy ending or a sad ending?
Fifth 第五講	Our teachers (我們的老師們)	<ol style="list-style-type: none"> 1. How many teachers do you know at school? 2. What subject do they teach? 3. Do you have any funny and interesting teachers? And who are they? 4. Do you also have any bad teachers? 5. Are young teachers more welcome in the class? 6. Are teachers friendly to you? 7. Do you have a favorite teacher? If yes, tell us his/her name and tell us why you like him/her. 8. What do you want to say to all the teachers? Tell them one thing that is very important to you.
Sixth 第六講	The food I like (我喜歡的食物)	<ol style="list-style-type: none"> 1. What is your favorite food? 2. Who will make it for you? 3. Where can you eat it often? 4. Why do you like it so much? 5. Is it easy to eat it? 6. How often do you eat it? 7. Who would you like to invite to share the food? 8. Do you think it is healthy?
Seventh 第七講	Our school (我們的學校)	<ol style="list-style-type: none"> 1. What is the name of your school? 2. What time does your school start every day? 3. What time does it end? 4. How many classes are there in your class? 5. How many teachers and students are there in your

		<p>school?</p> <ol style="list-style-type: none"> 6. Is your school beautiful? 7. What do you like to do most during the break? 8. And where do you like to go most during the break?
<p>Eighth 第八講</p>	<p>My best friends (我的好朋友)</p>	<ol style="list-style-type: none"> 1. Who is your best friend? 2. Why is he/she your best friend? 3. When do you know each other? 4. How much time do you spend together each day? 5. What do you usually talk about? 6. What do you usually do together? 7. Do you know where he/she lives? How is his/her family? 8. Do you sometimes get angry with him/her? What will you do if you get angry with each other?
<p>Ninth 第九講</p>	<p>A short story of my own (我的一個小故事)</p>	<ol style="list-style-type: none"> 1. Choose one of your own story to tell us. 2. When did it happen? 3. What can you remember now? 4. How old were you when the story happened? 5. Who were you with when it happened? 6. Is it a happy or a sad story? 7. Why did you still remember it? 8. What will you do if the story happen to you again?
<p>Tenth 第十講</p>	<p>My dream (一個夢)</p>	<ol style="list-style-type: none"> 1. Share one dream with us. 2. Why do you have this dream? 3. When do you start to have this dream? 4. What makes you dream? 5. Who will be in your dream? 6. What will you say and do if your dream come true? 7. Do you believe that your dream will come true? 8. How will you do to make your dream come soon?

Appendix B-1: 你在六次演講會中最期待學到甚麼?

問題	你最想從演講會中學到甚麼?	票數統計
1	聽力提升	23/34 (67%)
2	說話技巧	23/34 (67%)
3	同學間互相切磋	21/34 (61%)
4	在舞台上自信	19/34 (55%)
5	如何主持會議	16/34 (47%)

Appendix B-2: 你在六次的演講會中聽懂多少老師及同學們的英文。

情形	大約聽懂多少?	人數及百分比
1	全懂或大部分懂	11/30 (37%)
2	只聽懂約一半會一些	8/30 (37%)
3	只聽懂一點點會大部分聽不懂	11/30 (26%)

Appendix B-3: 你在六次的演講會中認為影響你聽不懂英文的主要原因為何?

情形	聽不懂英文的原因是甚麼?	人數及百分比
1	演講者聲音太小或太害羞	19/34 (56%)
2	演講者的發音不清楚或太緊張	15/34 (45%)
3	演講內容太難了解	11/34 (33%)

Appendix C: Story-telling based on Reader Theater formula
Characters List

Topic: The Lost Love

Narrator 1		Kidnapper	
Jane		K.P.	
Mrs. Lin		Narrator 2	
Andy			

Scene 1

Opening

Narrator 1: Mrs. Lin is a successful businesswoman.

Jane: She is always too busy to spend time with her son, Andy.

K.P.: Andy is a junior high school student.

Kidnapper: For her, money can solve all the problems.

Narrator 2: In the living room, Andy is talking to his mom, while she is busy working.

Andy: Mom, I'd like to talk to you. I might need some....

Mrs.: Take the money and go buy what you need. Don't bother me. I'm very busy.

Andy: I am having trouble with my homework. I need

Mrs.: Take the money and go to a cram school.

Andy: Mom, Please listen, Money won't....

Mrs.: Money is everything. When you grow up, you'll understand.

Andy: Well, I understand plenty and I know: Money isn't everything.

Narrator 1: The boy leaves the house angrily.

Narrator 2: He really only wants one thing... love from his mom.

Scene 2

Andy 3: Ring-Ring-Ring. The phone rings!

Narrator 2: Mrs. Lin picks up the phone and was shocked by a strange voice.

Kidnapper: Mrs. Lin, I have taken your son! If you want him back and unhurt, prepare 10 million dollars. I will call back in one hour. If you call the police, you will never see Andy alive again.

Mrs.: Is my son safe? I want to talk with him right now.

Kidnapper: You want to talk to your son? Fine! Get the money ready or this is the last time you will hear his voice!

KP: Mom! Help! This is your lovely son! you must save me!

Mrs.: Are you ok?

KP: They are going to kill me! Help me! Pay them!

Mrs.: Andy! Andy!

Kidnapper: Prepare the money. I'll give you one hour.

Narrator 1: Mrs. Lin lies down and thinks about what her son told her before he left. Money isn't everything.

Jane: She could remember her sons big smiles so clearly.

Andy: And the first time he said "Mommy".

Narrator 2: His first bike ride and the first performance on the stage.

Mrs. Lin: It reminds her that it is the laughter and the caring words that she misses and cares about, not the money. What can I lost focus on what was important?

Scene 3

Andy: Ding-dong, Ding-dong! The doorbell is ringing.

Narrator1, 2: What's that sound? Who's at the door?

Narrator 2, 3: What's happening? What's going on?

All: Why now?

K.P.: Mrs. Lin is very nervous,

Kidnapper: She rushed to the door and opened it.

Narrator 2: It is a young girl, Jane.

Jane: Hello, Mrs. Lin. I have something important for you.

Mrs.: Something important? What is it? What do you know? Who are you?

Jane: I am so sorry! I hope you don't think I am being too forward. My name is Jane. Early this morning, after buying some apples, you left something at my fruit stand.

Mrs.: I left something there? This isn't about my son Andy?

Andy: Ring-ring –ring. The phone is ringing again.

Narrator1: Mrs. Lin is too scared, too scared to pick up the phone.

Narrator2: Jane is bewildered!

Andy: Something is not right! Something is very wrong!

All: Deeply..... deeply..... wrong!

Scene 4

Narrator 1: Mrs. Lin cannot move.

Jane: She is frozen in terror.

Mrs. Lin: Her face shows shock and panic.

Andy: Jane feels that she must do something.

Narrator 2: She walks toward the phone and picks it up.

Jane: Hello?

Kidnapper: Do you prepare the money yet?

Jane: The money?

Kidnapper: If you want your son back in one piece, then you'll send it.

Jane: Where?

Kidnapper: Put the money in a bag and take it to the park. Leave it in the trash bin by the fish pond.

Jane: All right! I will take the money there. But please don't hurt my boy.

Kidnapper and K.P.: Send and Pay! When you hear me send and pay. You try to send and pay. Send the Money! Send it Now!

Narrator 1: Meanwhile, someone sends a message to the Mrs.' cell phone.

Andy: It's her son. He says that he is staying with his friend and will be back later.

Mrs. Lin: Mrs. Lin quickly shows the message to Jane.

Narrator: Now Mrs. Lin is relaxed.

Narrator 1: Suddenly, Jane has a plan.

Andy: She signals Mrs. Lin to call the police.

Narrator 2: Mrs. Lin called the police while Jane was still talking to the kidnapper on the phone.

Scene 5

Jane: May I talk to my son again? I want to make sure that he is still okay before I send the money.

Kidnapper: OK! No problem! Here you are!

KP: Mom! Help! It's your lovely Johnny! Help me.

Jane: My lovely Andy, right?

KP: Uuuu..Yes! They are making me eat worms. I'm so scared, mom. Please pay them so I can go home quickly...

Jane: Take it easy! Worms are better than hamburgers. You love new things, don't you?

Kidnapper: Are you out of your mind? Are you crazy? Are you stupid?

Jane: Not crazy! Not stupid! Just wait for the police.

K.P.: What? Daddy! The police are here.

Kidnapper & K.P.: Oh! No!

Scene 6

Narrator 1: Everything is fine now! Mrs. Lin is now so eager to know Jane.

Andy: She is so surprised that Jane grew up in a poor family and she has to work part-time to earn her tuition.

Narrator 2: Jane takes out a paper bag with a diamond earring in it.

Jane: Is this yours? I found it under the fruit stand after you bought some fruit from me.

Mrs.: My goodness! That's a family heirloom from my great grandparents. It's irreplaceable. I didn't notice that I had lost it. Thank you so much!

Jane: I am just happy to find the owner.

Mrs.: Jane, you are not only brave but also honest. I'm so impressed that you return the earring to me.

Jane: It was the right thing to do.

Mrs.: For so many years, I have cherished money more than anything else in the world. I had forgotten how valuable my son is to me.

Narrator 1: Later when his son was back, Mrs. Lin gave him a hug and told him what happened today.

Narrator 2: Andy felt that he was wrong for what he did this morning.

Andy: Mom. I am so sorry that I got angry with you. I know how hard you work for me and the family.

Mrs.: Son, I want to apologize too. I should be more patient and spend more time with you more.

Andy: I love you, Mom.

Mrs.: I love you, too.

Narrator 1: Mrs. Lin deeply appreciate that Jane helped her find her lost love that she had for her son.

Jane: She showed her appreciation by paying Jane's tuition until she graduated.

Andy: Helping makes a difference to everyone's life.

K.P.: And crime doesn't pay.

Kidnapper & Narrator: Be brave.

K.P. & Andy: Do the right thing.

Mrs. Lin & Jane: And tell those who you love,

ALL: While you still can.

Appendix D-1

分組問卷調查(一): 未參加背英文課本內對話、課文的同學亦未參加說故事的同學。(四位)

- 一、你希望老師協助你將英語說得更好些嗎？ 希望 不必
- 二、你願意試試背課文、單字給小老師或老師聽嗎？ 願意 不願意
- 三、如果你想補救你的英文，什麼時間可以適合你？_____
- 四、你感覺學習英文最大的困難是什麼？_____

Appendix D-2

分組問卷調查(二): 參加背英文課本內對話、課文的同學。(十位)

- 一、背課文可以增進你說的能力嗎?(流暢度) 可以 沒有
- 二、背課文可以增進你的發音嗎？ 可以 沒有
- 三、你會繼續背課文給小老師或老師聽嗎？ 會 不會
- 四、(上題勾會的同學，請繼續回答此題) 為什麼?(可以複選)
- 會說就較容易寫，所以可以提升自己的英語成績 對我英文學習很有幫助
- 其他 _____
- 五、在演講會中兩位同學一起背課文，比起一個人上台說英文，哪一個你較喜歡？
- 一個人上台說英文 兩個人一起上台表演英文課文
- 六、在演講會中兩位同學一起背課文，比起一個人上台說英文，哪一個較能幫助你培養說英文的自信和興趣？
- 一個人上台說英文 兩個人一起上台表演英文課文
- 七、對於說英語的練習，你有什麼建議可以給老師參考嗎？
- _____

Appendix D-3

分組問卷調查(三): 參加英語一起說故事的同學。(十九位)

- 一、一組同學說故事可以增進你說的能力嗎?(流暢度) 可以 沒有
- 二、一組同學一起說故事可以增進你的發音嗎？ 可以 沒有
- 三、一組同學一起說故事還有什麼優點？
- 很新鮮有趣 較有挑戰性 其他 _____
- 四、在演講會中一組同學一起上台說故事，比起一個人上台說英文，哪一個你較喜歡？
- 一組人上台說故事 一個人上台說英文
- 五、在演講會中一組同學一起說故事，比起一個人上台說英文，哪一個較能幫助你培養說英文的自信和興趣？
- 一組人上台說故事 一個人上台說英文 都很不錯，皆有優點
- 六、對於說英語的練習，你有什麼建議可以給老師參考嗎？
- _____

Appendix E: **X**表示被老師指定背課文但未到者。實施日期為定期3至定期4，共六週時間。

座號	科目	定期1	定期2	定期3	定期4	Progress+
----	----	-----	-----	-----	-----	-----------

		(97.10)	(97.11)	(98.1)	(98.3)	Degress-
1	英文	92	87	84	84	
2	英文	92	96	93	90	
3	英文	58	73	<u>58</u>	<u>55</u>	<u>X</u>
4	英文	99	100	94	99	
5	英文	96	98	98	95	
6	英文	98	98	95	95	
7	英文	11	15	21	14	
8	英文	78	92	82	84	
9	英文	76	68	<u>58</u>	<u>66</u>	+8
10	英文	98	92	92	98	
11	英文	32	43	23	23	
12	英文	87	94	<u>78</u>	<u>83</u>	+5
13	英文	74	88	<u>78</u>	<u>90</u>	+12
14	英文	75	61	<u>48</u>	<u>47</u>	<u>X</u>
15	英文	75	90	<u>77</u>	<u>87</u>	+10
16	英文	88	94	82	83	
17	英文	80	76	<u>54</u>	<u>61</u>	+7
18	英文	85	87	83	71	
19	英文	82	84	85	85	
20	英文	72	76	<u>68</u>	<u>73</u>	+5
21	英文	97	98	90	94	
22	英文	96	100	99	98	
23	英文	84	90	81	87	
24	英文	98	100	96	95	
25	英文	93	98	93	92	
26	英文	96	94	92	94	
27	英文	83	84	<u>68</u>	<u>77</u>	+9
28	英文	91	86	72	71	<u>X</u>
29	英文	62	67	<u>64</u>	<u>82</u>	+18
30	英文	97	98	89	94	
31	英文	74	74	<u>55</u>	<u>69</u>	+14
32	英文	98	90	93	93	
33	英文	73	84	<u>71</u>	<u>79</u>	+8
34	英文	91	96	94	94	