

ENGLISH DEPARTMENT, FU JEN CATHOLIC DEPARTMENT

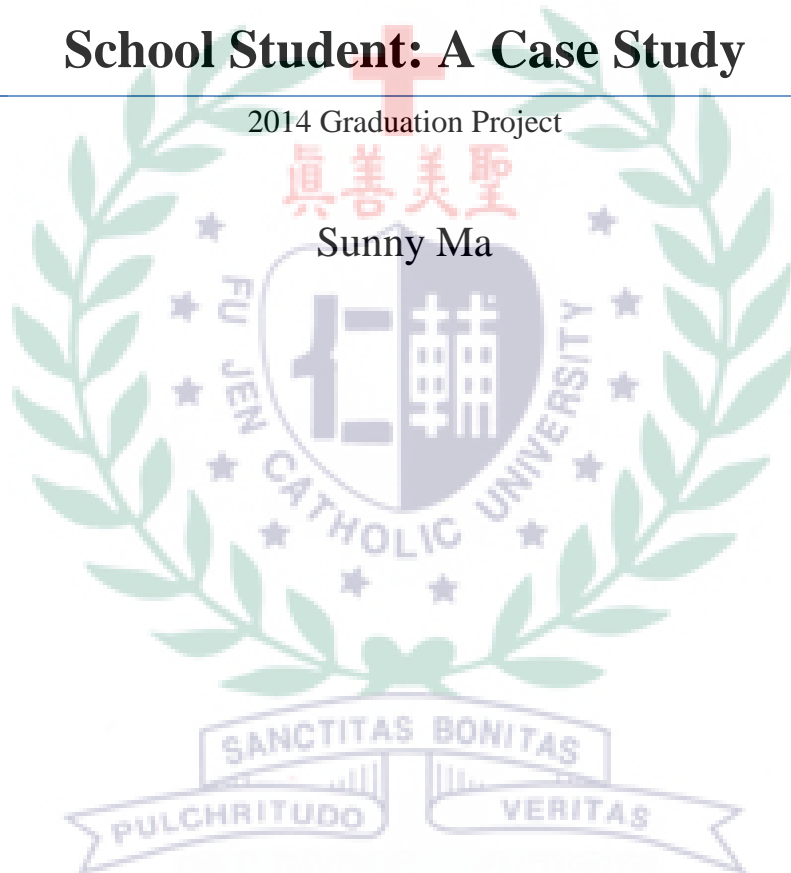
GRADUATION PROJECT 2016

Using an English Short Story with a Senior High School Student: A Case Study

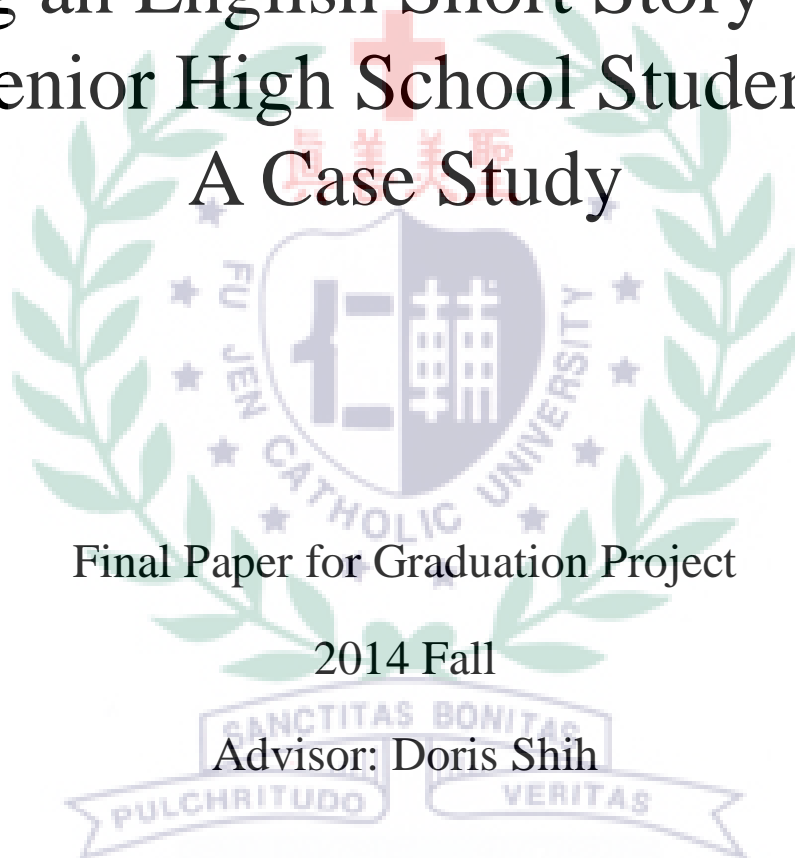
2014 Graduation Project

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Using an English Short Story with a Senior High School Student: A Case Study



Final Paper for Graduation Project

2014 Fall

Advisor: Doris Shih

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Table of Contents

I. Introduction	P. 2
A. Title	
B. Motivation for the Topic and the Project	
C. Objective of the Project	
D. Analysis of the Project	
II. Preparation works	P. 5
A. Confirm the Goal	
B. Consulting Experts	
C. Lesson Designing	
III. Processes for Constructing the Teaching Plan	P. 6
A. Pre-reading	
B. While-reading	
C. Post-reading	
D. Lesson Plan	
IV. Self-Reflection	P.10
A. The Observation	
B. The Limitation and Improvement	
C. The Strategies Used	
Appendix A	
Appendix B	

I. Introduction

A. Title

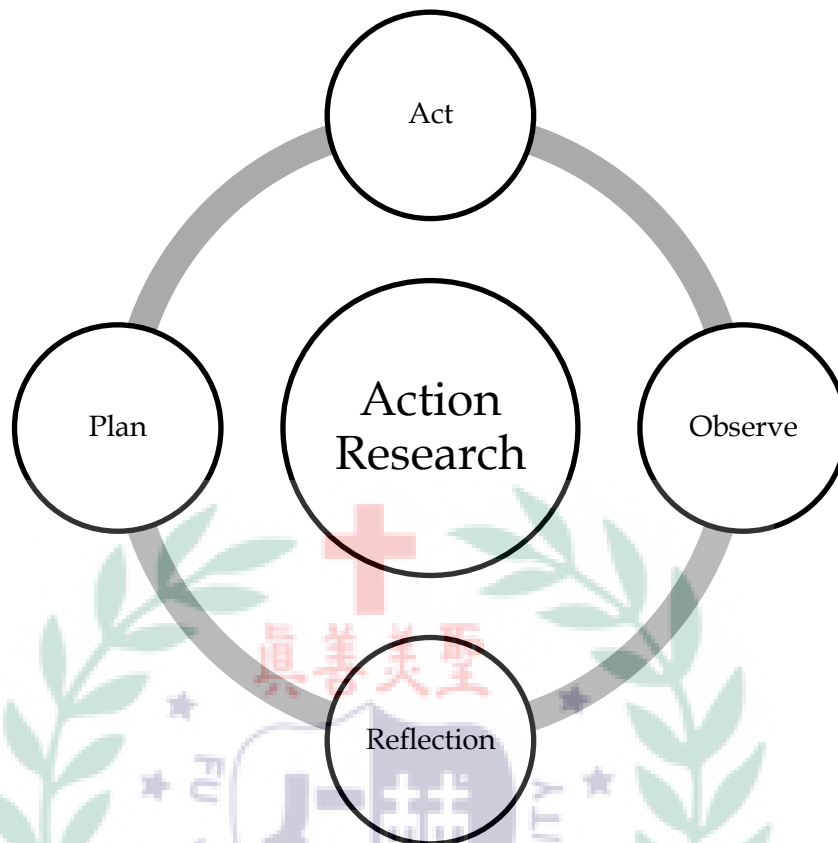
Using an English Short Story with a Senior High School Student: A Case Study

B. Motivation for the Topic and the Project

The reason why I want to work on this topic is because I want to figure out whether literature could inspire senior high school student's interests in learning English or not. The two main features of my project are case study, and one-time experiment. I do it as a case study because it is easily to observe and record the detail, and the result could be more precise as well. Besides, I want to know how he feels about this teaching which he had never had before, so I teach him only for one time.

C. Analysis of the Project

The structure of my project includes the whole process of design and the revision. It shows the overall procedures I went through for this project. Referring to the action research, I use an action research cycle to classify the steps.



Noakes, Nicholas S. "Action Research." Center for Enhanced Learning & Teaching.

According to the cycle, we can clearly see that it includes four steps, and each step will overlap again and again, which becomes a recycle. First, we act, and do the experiment. After we finish the experiment, we observe and make our own record. And then, we analyze what we have seen and give our own reflection. During the reflection, we may revise a bit, change the whole direction, or develop a further research.

The following steps are the application based on the action research cycle.

1. Act:

In the part of act, I decide my topic, the original one is “How can literature works promote senior-high school students and inspire their interests

in learning both English and literature”

Next, I designed three lesson plans but picked one to teach. As for the selection of the text, I chose 3 literature works to be my teaching materials. Then, I started to do the consultation with the experts. The two experts who helped me with my project are Prof. Justin Prystash (from Ming Chuan University) and Prof. Mary Lee (from Fu Jen University). After we had interviews respectively, I decided to change the direction of my topic.

2. Observe:

As for the observation, I knew the original topic is unsuitable for my target learner.

3. Reflection:

I explain the reason why it is not suitable in the reflection. We thought the load of a classical literature novel is too heavy for him. No matter for the time limit or the student himself.

4. Plan:

I started with a new topic, and I adjusted the old one into another direction.

5. Act:

The action research cycle goes back to the act again. I changed my new topic to “Using an English short story with a senior high school student: A case student.” As we can see, I also changed my selection of text from three classical literature novels to one classical short story.

6. Observe:

After I actually do the experiment to teach him, I found out that the new one did work!

7. Reflection:

Through the feedback and the evaluation from the student, I know his attitude toward this lesson is positive. However, this lesson plan still has its limitation. For example, some activities didn't go as smoothly as I expected before I actually do the experiment.

II. Preparation Work:

A. Confirm the Goal

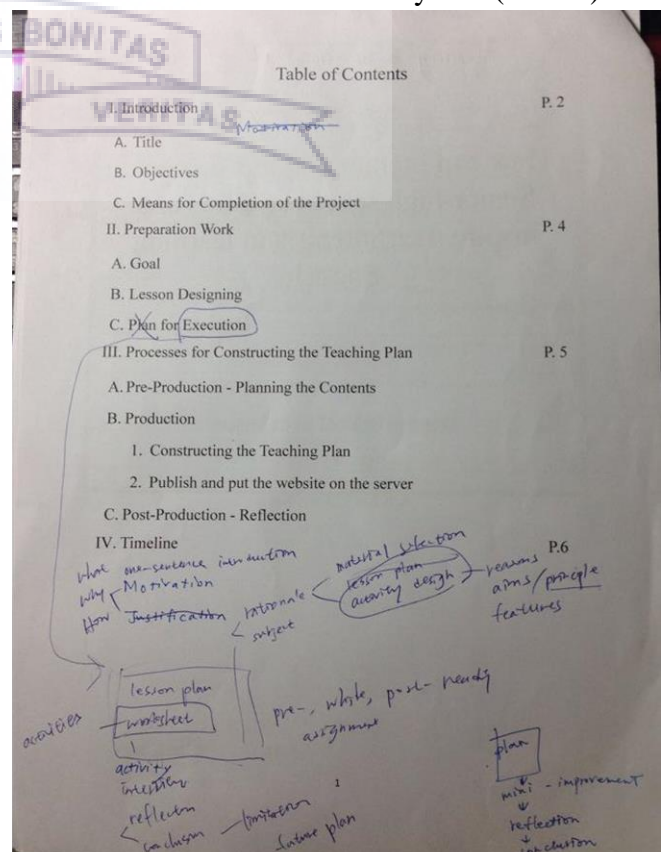
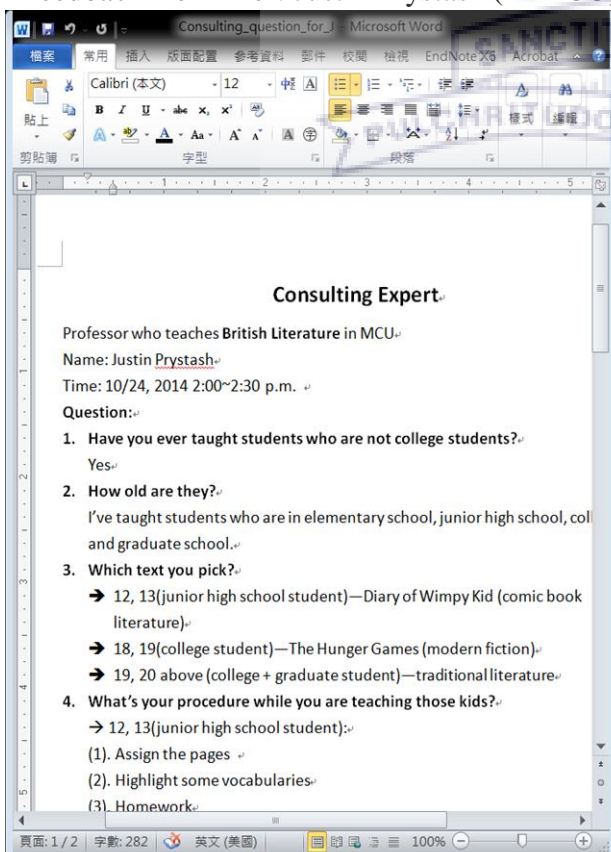
I want to show that literature could be the teaching material to make the theory applicable.

B. Consulting Experts

I meet and discuss with professors who are experts in teaching using literature Lesson Designing.

Feedback from Prof. Justin Prystash (in MCU)

Feedback from Prof. Mary Lee (in FJU)



C. Lesson Designing

It is the main part of this project. In this section, I designed only one lesson, and I do the implementation. After that, I get feedback from the case study learner. At last, I give my self-reflection.

III. Processes for Constructing the Teaching Plan

A. Pre-reading

Warm up Q&A

Before the reading, I ask my student some questions as a warm-up. In this case, I didn't give him the title of the story because I am not sure whether this story he has read before or not. But, I did give him a hint. I told him that this story happens in winter. Then, I asked, "What kind of elements do you think will be arranged in the story with the season in winter?"

B. While-reading

1. Read the story on spot

I give him 20mins to read it on spot. At the same time, he needs to highlight the vocabularies he does not understand. After that, with the words and definitions cards, he can do the matching and guessing the meaning through the context of the story.

2. Q&A about the story

After he finished reading, I continued asking him some specific questions about the story. The questions might be the ones of general plots or the ones of specific details.

3. Predict the ending

I intended to let him take a guess to predict the ending while he was reading the story.

C. Post-reading

In these sections, I encouraged him to write down or speak up for his creativity and thinking freely.

1. Rephrase the story in his own words
2. Apply the newly learnt vocabularies and phrases to write his own story
3. Final Discussion and Quiz After Class

We discuss the story overall from the plots to the characters. In this activity, I push and encourage him to express his own personal opinions to no matter the whole story or even one single character. Finally, at the end of the lesson, we have a pop quiz in order to make sure that if he really understands the story, which could also be the evaluation of my teaching project.

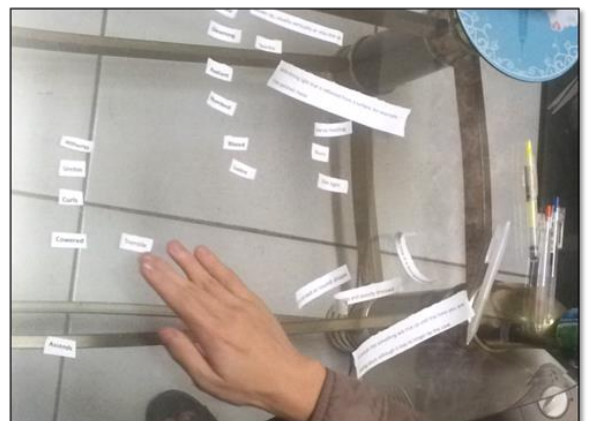
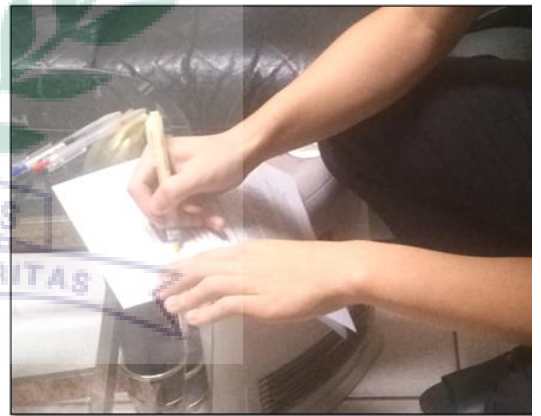
D. Lesson Plan

Lesson Plan

Title	English class	Class size	1 student
Date	12/13, 2014	Class period	2 hours
Student	17 year old senior high school student (Johnny)	Teacher	Sunny Ma
Objectives	<p>At the end of the lesson, the student will:</p> <ol style="list-style-type: none"> 1. Be able to read the story fluently 2. Be able to understand the story and rephrase it through his own word 3. Be familiar with the new vocabularies in the short story and apply them in his daily life 4. Be able to express his personal opinions regarding the story 5. Be interested in learning English through English short story (literature) 		
Material	<p>English Short Story Short Story Title: The Little Match Girl Author: Hans Christian Andersen Website: Literature Circle Blog {Andersen, Hans Christian. "Literature Circle Blog." : The Little Match Girl. Luoman, n.d. Web. 28 Dec. 2014. http://literaturecirclesblog.blogspot.tw/2013/09/the-little-match-girl.html#more}</p>		
Things needed	<ol style="list-style-type: none"> 1. Two copies of the story context 2. Individual cards with definitions of the words he does not know on them 3. Vocabulary cards 4. (Worksheet) 5. A laptop 		
Activities	<ol style="list-style-type: none"> 1. Warm up Q&A (pre-reading) 2. Read the story on spot (while-reading) 3. Q&A about the story (while-reading) 4. Predict the ending (while-reading) 		

	<p>5. Rephrase the story in his own words(post-reading)</p> <p>6. Apply the newly learnt vocabularies and phrases to write his own story (post-reading)</p> <p>7. Final discussion and Quiz after class(post-reading)</p>	
Procedure	Pre-reading	10mins Warm up Q&A
	While-reading	20mins Read the story on spot and vocabularies matching 15mins Q&A about the story 5mins Predict the ending
	Post-reading	10mins Rephrase the story in his own words 20mins Apply the newly learnt vocabularies and phrases to write his own Christmas story 15mins Final discussion and Quiz after class 5mins Explain assignment

Photos of the Process



IV. Self-Reflection

A. The Observation

1. Read on spot:

There are three stages for Johnny while he was reading. First, he read in his mind. And then, he highlighted the words he was not sure about. At last, he read it out.

2. Matching:

First of all, Johnny started from the words he was sure of. And then, he went back to the words he did not understand, and he guessed their meanings based on the text.

3. Discussion:

He thought the meaning behind the story actively and bravely.

B. The Limitation and Improvement

The limitation of this project is ending predicting and assignment explaining. For the former, because Johnny has already known the text, with the background information, he knows what will happen next. Thus, the predicting seems to be pointless in the teaching. The solution of this part is to change the text to another story he has never read before. Besides, the length of the story should be adjusted as well. For latter, because this teaching is only for once, the point of explaining or giving the assignment is meaningless. Therefore, I think

the best solution is to consider making this experiment a long-period teaching.

Overall, this project is like a pre-test showing that literature could be applied to inspire student's interest in learning English (including 4 skills). It is worthy to extend and continue developing a long-period teaching. I will keep observing the student's reaction and how much progress does the student can achieve, and I believe I can explore something else which I had not discovered in this project.

C. The Strategies Used

There are two features about my teaching style: interactive teaching and creative teaching materials. Rather than using traditional one-way teaching style, I prefer using more interactive ways to teach my student. For example, whenever I ask a question, what I want to do is not just getting answer from my student but pushing him to think. I don't simply tell him what the correct answer is. Instead, I ask him to think independently until his answer comes out. If he still cannot find the answer, he can skip this question temporarily, and go back to solve it after he finishes all the others. At last, if he still does not know the answer, I lead him to figure it out through asking several related questions as a hint. With this kind of interaction, he can keep thinking and never feeling bored. The most important of all, he gains a sense of achievement because he accomplishes his task by himself. Besides, I am good at designing some creative materials (such as worksheet). Take the worksheets I make for this lesson as an example. I made it as a 19th century newspaper. Since the text is the little match girl written by Anderson, I made the content of this newspaper full of his stories such as the emperor's new clothes. All in all, that is what my teaching style is.



Appendix A

How can literature works promote
Senior-high school students and
inspire their interests in learning
English



Proposal for Graduation Project

2014 Fall

Advisor: Doris Shih

Table of Contents

I. Introduction	P.15
A. Title	
B. Objectives	
C. Means for Completion of the Project	
II. Preparation Work	P.17
A. Goal	
B. Consulting Experts and Search for Article Reviews	
C. Lesson Designing	
D. Plan for Execution	
III. Processes for Constructing the Teaching Plan	P.18
A. Pre-Production - Planning the Contents	
B. Production	
1. Constructing the Teaching Plan	
2. Publish and put the website on the server	
C. Post-Production - Reflection	
IV. Timeline	P.19

I. Introduction

A. Title

How can literature works promote senior-high school students and inspire their interests in learning English

B. Objectives

To show that literature can not only be an abstract theory for people to storytelling or advocate for some lofty ideals but also a concrete application for the teachers to use them to be their teaching project.

There are actually two parts of this GP project. The first part is the analysis of the project itself, and the second part is the analysis of the lessons I design for my student in my teaching plan.

C. Means for Completion of the Project

First of all, I point out three aspects and the features of English that I want to focus on, which are culturally-related, historically-related, and emotionally-related. English is like a bridge connecting different culture, relating different history, and delivering different kinds of emotion. And these three qualities of English are the points I want to emphasis. Then, I will choose three different literature works, which are *Les Miserable* by Victor Hugo, *The Sorrows of Young Werther* by Johann Wolfgang von Goethe, and *Carrie* by Stephen King. After that, I will analyze the features of these works and show that they can be the perfect examples emphasizing the four features of English, so they are suitable for applying in English teaching. Later on, I will continue analyzing these as part of the lesson for students, and also will show the supports of appropriateness from other scholars after article reviews (these

analyses will be written down in the final report of this project). Also, I will give some examples of applying literature works to the teaching field. I will show these by designing three lessons for the students, each with 2 periods. And, I will write down my own opinion and observation as final reflection in the final report. At last, I will make an appropriate conclusion that integrates all the information above. (See Table 1 for the procedure)

Procedure Table 1

	Procedure	Possible Product
1	Pick the literature works related to the features/aspects	3 books: 1. Les Miserable by Victor Hugo 2. The Sorrows of Young Werther by Johann Wolfgang von Goethe 3. Carrie by Stephen King
2	Analyze and show the suitability of the literature works for applying to the teaching field	A short analysis report
3	Analyze and give examples of teaching the student	Teaching plans – 3 lesson plans with worksheet
4	Observe the reaction of the case study learner.	Student filling out a questionnaire

II. Preparation Work:

A. Goal

Through the three lessons I design for my students, I can show that literature could be applied as the teaching material, and I can also achieve my goal that literature can not only be an abstract theory but also a concrete application.

B. Consulting experts and search for article reviews

1. Meet and discuss with professors who are experts in teaching using literature
2. Search for some article reviews on teaching with literature works.

C. Lesson Designing

Design all three lessons and then pick one for implementation and get feedback from the learner (a case study of a senior-high school student).

D. Plan for Execution

I choose three to four literature works and design a lesson for each of them. Every lesson has a particular theme related to the feature of English and the daily life of student. And then, I will pick one of them to be the participant of my lesson. My target learners are senior high school students, so I will find a student who is qualified to be my simulative target. After the teaching, I will analyze the reaction of my student and make the comparison and contrast between the consequence of the experiment and my assumption to see if they are corresponding. A worksheet and a questionnaire will be designed to gather the response of this learner.

III. Processes for Constructing the Teaching Plan

A. Pre-Production - Planning the Contents

I will go through some article reviews with other teachers' teaching plans in it, pick those are similar to the plan I am going to do, stimulate part of their plans in my teaching plan, and combine those parts with my idea.

B. Production

1. Constructing the Teaching Plan

After I decide which literature works could be the material for the students, I start produce my teaching plan. Basically, I will include six sections in my teaching plan, which are warm-up, introduction, presentation, practice, evaluation, and application. In the warm-up part, I will ask my student some questions about the novels I assign him to light up his motivation. And then, I will start a brief introduction to let him know what I am going to do. After that, I will have a presentation to analyze the plots and some figurative points in the text. When I finish my lecture, I will ask him to finish the work sheet, and it could be the standard of evaluation. At last, I will give him time to present his idea as the application.

2. Apply the teaching plan in the teaching field

The process of my plan will begin with the main theme that I want my student to know about these literature works. And then, I will continue telling the literary part and analyzing the figurative part of those works. I

will be getting consent from the learner to record my teaching of the lesson as a case study. By doing so, my student could enjoy the pleasure of learning English through reading those stories.

C. Post-Production – Reflection

After finish the teaching plan, I will keep analyzing the teaching effect through the reaction of my only student (a case study). And then, I will write down my own opinion and observation as final reflection in the final report. At last, I will make an appropriate conclusion that integrates all the information above.

IV. Timeline



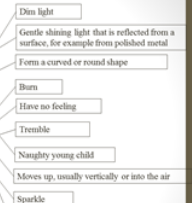
1. Week	Date	Content
1 (LA 306)	09/15 Monday	Meeting with the advisor: <ul style="list-style-type: none"> ● Ideas of the website ● Setting the meeting time
2	09/22	1 st individual meeting with the advisor
3		Proposal version1
4	10/06	2 nd individual meeting: discuss the proposal version 1
5		Revising proposal version 1
6	10/20 10/22	3rd individual meeting; <ul style="list-style-type: none"> ● 10/6 received feedback from the advisor on proposal version 1, and revise it into proposal version 2 ● Proposal due on EngSite for peer comments
7		<ul style="list-style-type: none"> ● Revising proposal version 2 ● Email my questions that I want to ask in my interview with expert to Professor Mary ● Go back to MCU to ask some professors who are also the experts in literature teaching there.

8	11/03	<ul style="list-style-type: none"> ● 4th individual Meeting with the advisor ● Bring the PPT I will present on the day of Midterm presentation
9	11/12	<ul style="list-style-type: none"> ● Midterm Week ● Individual Meeting
10	11/19 LA 306	Meeting as a class; Project Midterm oral presentation & revisions
11		Searching for some article reviews on teaching with literature works.
12		<ul style="list-style-type: none"> ● Searching for some article reviews on teaching with literature works ● Design the worksheet and questionnaire
13		<ul style="list-style-type: none"> ● Individual Meeting on that week ● Teach one student for your case study ● Get the data from the students for the responses
14	12/17	Individual Meeting, Peer review & feedback; GP final topic & title due to the department for presentation (post it on our EngSite before 12/17)
15	12/24	Individual Meeting, Preparation for Presentation (Discussion on mode of presentation (face-to-face, online))
16	12/31 LA 306	Meeting as a class; Rehearsals for the final presentation 1/4 Sunday: Final PPT due to our TA & on EngSite
17	2015/01/07	Preparation for presentation 2015/1/7 Wednesday: Final presentation 1-4pm 濟時樓 9F
18	2015/1/14	Final Exam week; Final paper and products due






Teaching Samples

<h2>Final Discussion</h2>	 <h2>The Little Match Girl</h2> <p>By H.C. Andersen</p>	<h2>Author</h2>  <ul style="list-style-type: none"> • Hans Christian Andersen • From: Denmark • He writes: plays, travelogues, novels, and poems, fairy tales (prolific writer) • Famous works: "The Little Mermaid", "The Snow Queen", "The Ugly Duckling", "The Nightingale", "The Emperor's New Clothes" • *bisexual 	<h2>Characters</h2> <ul style="list-style-type: none"> • Little match girl • An urchin • Father • Grandmother
<h2>Symbols</h2> <ul style="list-style-type: none"> • Slippers • Iron stove • The goose • The Christmas tree • Grandmother 	<h2>Figurative Meaning</h2>	<h2>Quiz</h2>	<ul style="list-style-type: none"> • Hitherto • Urchin • Ascends • Lustre • Radiant • Curls • Gleaming • Covered • Numbed • Blazed  <p><small>To indicate that something was true up until the time you are talking about, although it may no longer be the case.</small></p>

Worksheets

Worksheet




So, the story is about?

In a cold, dark winter, a little girl died in the corner. The little girl live in poverty, she was so poor that she didn't even have suitable clothes. But before she died, she lit up the matches that she have. Through these matches, she saw her grandmother and her father come true. In the end of the story, she died with satisfied.

Apply the newly learnt vocabularies and phrases to write your own story.

When I was young, I were once a hitherto scattered with other children and made myself hitherto. I also swimming in the river in the cold winter. Evening I did this, I would cover and have no feeling with my own's cold feet. These thing may sound stupid now, but they are all precious memories in my heart.



The Penny Illustrated Paper


AND-ILLUSTRATED TIMES

If you were a reporter at that time, how are you going to write the little girl's death?

A LITTLE MATCH GIRL DIES IN THE CORNER


THE POOR GIRL LEANING AGAINST THE WALL FROZEN TO DEATH

...died last night, ... by two passages, but there were a snail in her shoe. It seemed to be that she died in a satisfied.



THE MOST ABSURD EMPEROR'S NEW CLOTHES IN SPAIN

Two weavers who promise an Emperor a new suit of clothes that is invisible to those unfit for their positions, stupid, or incompetent. When the Emperor parades before his subjects in his new clothes, a child cries out, "But he isn't wearing anything at all!" The



Works Cited

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