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博士/硕士专业学位论文

**中文论文题目: 同伴互助学习策略在六年级英语阅读教学中运用的实证研究**

**英文论文题目：An Empirical Study of Peer-Assisted Learning Strategies in Primary English Reading Teaching in the Classroom of Grade Six**

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**Abstract**

Many studies have been introduced that Peer-Assisted Learning Strategies (PALS) is a significant peer tutoring methodology for reading. PALS has been implemented and evaluated successfully across grade levels by many foreign researchers. Many empirical studies in both England and America have proved its effectiveness in improving the reading skill acquisition and reading abilities of native English-speaking students and second language learners of high-, average-, and low- achievers, including students being labeled learning disabled, from kindergarten through high school. But less is done on the examination of PALS effects on students' reading performance in the foreign language learning (EFL) especially in the English class of primary schools in China.

The purpose of this study is to shorten the research gap by assessing the effects of PALS on students' reading ability in the classroom of Grade Six in China. This paper mainly focuses on the following four questions:

(1) Can PALS improve the students' ability in English reading and thus their whole English level?

(2) In what ways can we effectively apply PALS in primary English reading teaching?

(3) Is PALS effective for pupils in all levels?

(4) What are the pupils' attitudes toward PALS?

This thesis tries to indicate PALS effects on students' reading ability and their whole English level. Because there're only three English classes per week in primary schools, the research was implemented three times a week for each class for one semester in the 2010 school year.

Firstly, the participants for the study are chosen from the four classes in Grade Six of Qingtai Experimental School, which is a school with students from Grade One to Grade Nine in Shangcheng District, Hangzhou, where more than 80% of the students are the children of migrant workers from different regions, coupled with the

Lack of primary school English teachers. Therefore, there are many students with learning difficulties in English. The author has been arranged to do connective English teaching between elementary schools and junior high schools in each sixth grade ever since the 2009 school year. Secondly, the pupils in the total four classes which have 145 students are trained to use PALS. Thirdly, to know the effect of PALS on English reading ability, the research applies the tests given by Shangcheng Teaching Evaluation Department to know the changes of students' reading ability and their whole English level. The tests include the second semester final exam of the fifth grade (pre-test) and the first semester final exam of the sixth grade (post- test). And it's very necessary to make it clear that the degree of difficulty of the both tests given

By ShAngcheng Teaching Evaluation Department is 0.8, with the same kinds of

Components. Fourthly, some teaching designs and classroom observation records help the teacher to know what ways are effective to apply PALS in class. Besides, a questionnaire and some interviews help the teacher know the students' learning attitude toward the PALS program. Finally, the comparison of the results of the tests and the data analysis will be discussed.

The finding can be briefly summarized as follows: (1) The comparison of the results of the growth rate between the pre-test and the post-test showed that the students improved fast both in English reading comprehension and their whole English learning; (2) PALS can be effectively implemented in various cooperative learning activities. And its prominent feature is that it is not simple cooperative learning but the procedure of being tutors and being tutees with the reciprocal benefit of role reversal and it can be implemented in the form of a pair, a group or even class wide. Enabling the pupils to learn in collaborative environments in all aspects of the learning process also makes it different from those cooperative learning based on forms; (3) Besides the progress in English learning, low especially average-performing students gained greater progress in interest and self-confidence while high-performing students made greater progress in expression and leadership;

(4) Students generally agreed that PALS helped them read better and thus facilitate the

IncreAse of their interest in English and their English scores; and also they liked

PartiCipating in PALS activities.

The limitations of the study and what need to do in the future research are as follows: (1) If the teacher can't introduce the PALS instruction well, monitor well or evaluate well, PALS reading program in English class of Grade Six may cause classroom disorder; (2) The roles of tutors and tutees should and must be reciprocal so that the program can maximize the benefit of the pupils irrespective their levels. So how to pair the tutors (coaches) and tutees (players) in a wide range needs further research; (3) It's no doubt that PALS is an effective tool for improving reading skill acquisition and reading comprehension across various reading levels and grades. Hence, how to develop a full range of peer-learning effective strategies and techniques in English learning content but not only English reading is worth

ReseaRching; (4) How to implement pluralistic evaluation on the students using PALS

Needs further exploration and research.

**Key words:** PALS; Primary English reading; Interaction activities; Pluralistic evaluation

摘 要

许多研究表明同伴互助学习策略是一种显著的通过同伴相互辅助以提高阅读水平的方法。国外许多研究者已经成功地在不同年龄段的学习者中对同伴互助学习策略进行了实施和评估。英美的许多实证研究证明对从幼儿园到高中阶段的以英语为母语及二语的高、中、低水平学习者包括被认为有学习障碍的学习者而言，同伴互助学习策略对改进其阅读策略和提高其阅读水平都非常有效。但是对该策略在把英语作为外语的学习环境中的运用尤其是在小学英语阅读教学方面的效果的研究，在我国几乎是空白。

为了缩小这方面的研究差距，本研究把同伴互助学习策略应用于小学英语六年级的课堂教学中，验证了该策略对于提高外语环境中六年级小学生的英语阅读水平和整体英语水平的有效性。本文主要聚焦下面的四个问题：

（1）同伴互助学习策略是否能提高小学生的英语阅读能力并进而提高其整体英语水平？

（2）使用哪些方式，才能有效地在小学英语阅读教学中运用同伴互助学习策略？

（3）同伴互助学习策略是否对高、中、低各个层次的小学生都有效？

（4）小学生对于同伴互助学习策略持什么态度？

本论文试图表明同伴互助学习策略对学生的阅读能力和他们的整体英语水平的作用。由于小学英语每周只有三节课，因此同伴互助学习策略的阅读活动在每个实验班每周进行三次，在2010学年的第一学期进行了实践。

首先，本论文选择九年一贯制的杭州市上城区清泰实验学校六年级四个班的学生作为研究对象，该学校的生源80%以上是来自不同地域的外来务工人员子女，再加上小学英语师资不足，故而英语学困生较多。因此，笔者从2009学年开始被安排负责六年级英语教学，进行中小英语衔接研究。第二，笔者在教学中训练所任教的四个班145名学生使用同伴互助学习策略；第三，为了了解同伴互助学习策略对学生阅读能力的影响，本论文以上城区教学评价部组织的两次统一学业测试作为依据，来分析实验学生的阅读能力和整体英语水平的变化。这些测试包括五年级下期末测试（作为前测）和六年级上期末测试（作为后测）。有必

要加以说明的是由上城区教学评价部组织实施的考试难度系数都控制在0.8,而且题型一致；第四，一些教学设计和课堂观察记录帮助教师分析怎样有效地采用同伴互助学习策略进行阅读教学。此外，还通过问卷调查和一些访谈来分析小学生对同伴互助学习策略的态度和感受；最后对两次学业统测的结果和一些数据进行了比较和分析。

本研究的主要发现简要概括如下：（1）通过对前测和后测的增长率对比表明，学生在阅读理解方面和英语学习总体水平上，都有较快提高；（2）同伴互助学习策略在各种合作学习活动中均能得到有效实施。而它优于合作学习的突出特征是：它不是单纯的合作学习，它融入了辅导与被辅导的学习过程且随时可以进行角色互换，它可以以两人对子，任意几人的小组甚至全班的形式实施，而且它可以使学生在学习过程的各个环节进行合作学习；（3）除了在英语学习上都取得进步外，低水平尤其是中等水平的学生，在兴趣和自信上收获较大；而成绩好的学生在表达和领导能力方面取得更大的进展；（4）学生普遍认为同伴互助学习策略能使他们更好地阅读，从而促进他们英语兴趣和英语成绩的提升；他们也喜欢同伴互助学习的各种活动。

该研究的局限性以及今后需要深入研究的方面是：（1）如果教师不能较好地发出同伴互助学习的指令以及较好地监控和评价同伴互助学习的过程，就可能导致课堂无序或混乱；（2）辅导与被辅导的角色应该而且必须是相互的，以便该策略最大限度地使各个层次的学生受益。因此，如何在较大范围将学生组合成辅导者（教练）和被辅导者（玩家）需要更深入地研究；（3）毫无疑问同伴互助学习策略在提高各个层次和年龄段的学生阅读技能与阅读能力方面都是非常有效的。因此，如何全方位开发有效的适合英语学习而不仅仅是英语阅读的同伴互助学习策略值得研究；（4）如何在同伴互助学习实施过程中实行对学生的多元评价需要进一步探索。

**关键词：**同伴互助学习策略；小学英语阅读；互动活动；多元化评价

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## **Chapter One Introduction**

## **1.1** **Research background**

On English reading, many scholars have already explored its importance in helping students acquire the sense of English and the knowledge of English. So in the domestic, much research has been done on how to teach reading methods such as scanning, skimming, guessing the new words in the context, etc, but little attention is paid to how to effectively train students especially those pupils in primary schools to gain such ability to use these learning strategies by themselves in a systematic way. The situation is completely different abroad. Peer-Assisted Learning Strategies (PALS), which grew out of the research on peer-mediated instruction or peer tutoring, developed by Fuchs and colleagues, and which has as a goal the incorporation of practice on basic reading strategies, has shown to increases in learning of students

with various backgrounds [Arreaga-Meyer, 1998; Greenwood & Delquadri, 1995;

King-Sears & Bradley, 1995 ] . In PALS, high-level readers are paired with lower-level readers to conduct reading instructional activities, such as story sharing, sounding out of words or other phonological sounds, and paragraph summarization. These students will alternate roles during the completion of these activities, in order to gain experience as both teacher and student. These activities are designed to stress the

acquisition and development of abilities such as fluency and comprehension [Falk &

Wehby, 2001 ] . Students are often awarded points for good performance and successful completion of activities. In these studies, the students introduced to the PALS environment have consistently shown greater progress than their counterparts in non- PALS classrooms.

Many teachers believe that ―reading should be caught not taught‖ (Mathes & Torgesen, 1998, p.318). But in China where many kids are required to focus on grammar drills and the rote learning of rules to pass technical English exams in middle and high school. As a result of this emphasis, students often concentrate their efforts on mastering vocabulary and grammar while they are reading, and teachers

also just focus on students‘ scores in exams. However, because there aren‘t entrance exams to middle schools, English is taken as a minor course in most of the backward primary schools and backward areas. In those schools and those areas, it is very common that English class is not given by professional English teachers. Take the author‘s school as an example, there‘s only one professional English teacher for all the pupils in 16 classes from Grade 3 to Grade 6 before the author go to do the connective English teaching between elementary schools and junior high schools. During the first year‘s connective English teaching between elementary schools and junior high schools, the author found pupils were totally poor in English. The biggest problem is that most of them can‘t recognize or read what they had learnt in their PEP English textbooks. Thus it was really difficult for them to read the simple stories or short passages appeared in each unit in the PEP English textbook of Grade Six. And it seemed difficult for them to answer simple questions like ―Yes‖ or ―No‖ questions because they couldn‘t catch what they read.

As the author has made some research in application of the PALS in the junior high schools‘ English reading teaching in the classroom of Grade Nine ever since the year of 2008 and found it was an effective way to make students enjoy reading English and therefore make them improve their interest in English and also gain their comprehensive progress in English, the author suppose that maybe PALS is also an effective way to help the pupils in English reading.

## **1.2** **PALS on abroad**

Peer teaching peer means teaching between the recipients of the same non-professional teachers. In this sense, the formal system of peer teaching record appeared in the late 18th century and early 19th century. The originator is Andrew Bell of UK. He first made―little teacher‖(child monitor) strategy for the full use of children teaching children to reduce costs and save the need for school expenses and later made further development of this new teaching method.

In the early 19th century, Joseph Lancaster inherited and developed Bell's peer

TeachIng by providing detailed teaching materials for―little teacher‖and providing the answer to the materials, which made the tutors who were not familiar with the content

Being taught still responsible for―teaching‖.

In the late 19th century, William Fowle also used this approach in his teaching, and he began to study his students to find the theory for peer teaching. As time went by, the United States educators who heard about the development of peer teaching with quite a lot of efficiency and effectiveness adopted this teaching method. In the 1960s, peer education programs were implemented in many U. S. schools. Since then, extensive penetration of peer education programs were implemented both inside and outside the classroom from primary school to university, from the most popular math, language lessons, to music, art class, and even on Internet.

In the recent two decades, PALS has been proven to be an effective tool for improving reading skill acquisition and reading comprehension across various reading levels and grades. The educational success of peer-assisted instructional methods is founded on their capacity for eliciting and combining many elements that are crucial to the learning process. Students are likely to be much more active and involved in their own learning. They work together and learn in pairs or small groups in such a way that their motivation and attention are greater, their capacity to contribute, question, and receive feedback is greater and their own learning achievements are

More Visible to them[Hugh Foot Christine Howe, 1995].

## **1.3** **The significance of the study**

One obstacle for effective reading in English is the lack of reading comprehension strategy instruction. In the China-specific context, though English is

Learnt since pupils are in Grade Three or even Grade One, pupils often have many problems with reading comprehension, because they are lack of English background knowledge and they are limited in English language proficiency. In China, to meet the needs of exams, pupils have been trained to do exercises related to word identification and literal comprehension rather than the development of comprehension strategies in English. Consequently, pupils, particularly low-achieving pupils, are unaware of their own cognitive processes or unable to know when and how to apply strategies in particular reading tasks. Limited reading competence, in turn, causes other serious

Problems for pupils. Those who are poor in reading skills are reported to have lower

Self-Esteem and greater discipline problems and are unlikely to complete school (Juel, 1996).

The problem challenges to identify methods to facilitate students' reading development. One effective alternative to conventional instructional methods that is possible to overcome the above-mentioned obstacle is Peer-Assisted Learning Strategies (PALS). As stated in the PALS website ([http:](http://kc.vanderbilt.edu/pals/about/)

[//kc. vanderbilt. edu/pals/about/](http://kc.vanderbilt.edu/pals/about/)), PALS combines proven instructional principles and practices and peer mediation so that research-based reading activities are effective, feasible, and enjoyable. PALS is a version of class wide peer tutoring. Teachers identify which children require help on specific skills and who the most appropriate children are to help other children learn those skills. Using this information, teachers pair students in the class, so that partners work simultaneously and productively on different activities that address the problems they are experiencing. Pairs are changed regularly, and over a period of time as students work on a variety of skills, all students have the opportunity to be ―coaches‖ and ―players‖. Many structured reading activities such as Reading aloud with Retelling, Paragraph Shrinking and Prediction Relay are carefully designed to improve students' reading skills to (a) cumulatively review information read, (b) sequence information, (c) summarize paragraphs and pages, (d) state main ideas in as few words as possible, and (e) predict and check outcomes (Fuchs, et al., 1997; Mathes, Fuchs, & Fuchs, 1995). Since 1980s, PALS programs have been conducted worldwide and extended from kindergarten to high school. A large number of evidence suggests that interacting in this type of classwide peer tutoring improves students' achievement (e. g. Fuchs, et al., 1997; Mathes, Fuchs, & Fuchs, 1995; Mastropieri, et al., 2001; McMaster, Fuchs, & Fuchs, 2006; Topping, 2005). Findings of PALS research include more academic time on tasks, academic and social growth, friendship among students, positive affective attitudes toward learning, and feasibility for implementation. Hence, PALS was awarded ―Best Practice‖status from the U. S Department of Education Program Effectiveness Panel (McMaster, Fuchs, & Fuchs, 2006).

Up to now few studies on PALS at primary English reading and in a foreign

Language learning context have been implemented. Previous PALS studies were mainly focused on native English speakers from kindergarten to universities. So the purpose of the study is to answer how to apply PALS for primary pupils to improve strategic reading performance and to bridge the gap between China and foreign countries by assessing the effects of PALS on primary pupils' reading performance in China.

## **1.4** **Necessity of PALS in primary school**

The new English curriculum criterion states the goal of teaching reading for level two (Grade 5-Grade 6) like this: a) Pupils can learn to recognize and read the words; b) Pupils can read simple words according to spelling rules; c) Pupils are able to read short requests or instructions in the textbook; d) Pupils can seize information expressed in a simple greeting card or other forms; e) Pupils can read simple stories or essays with pictures and develop the habit of reading according to italian groups; f) Pupils can correctly read the stories or essays being learnt. The new English curriculum criterion requires teachers to help students effectively use learning strategies in the implementation of curriculum in English, for learning will not only help them grasp the direction of learning, use scientific means to improve learning efficiency, but also help them to form a self-learning ability and lay the foundation for lifelong learning. It states some basic learning strategies for level two: a) Cooperate with others and actively complete the learning task together; b) Take the initiative to ask the teacher or classmates in study; c) Take the initiative to practice in study; d) Concentrate attention in study; e) Try to read English stories and other English reading materials; f) Use English to express and exchange ideas actively.

To meet the needs of the above-mentioned goals and learning strategies, applying PALS is very necessary because for most primary pupils in China, English is one of the most difficult and important subjects which is not easy to master well. The most critical problem for them is to understand such a quite different language. Most primary pupils have very little time to spend on English reading, because they have a lot of homework to do every day. So they need to grasp skills and strategies on

English reading to seize the key points. Thus both the teacher and the pupils can

ImproVe efficiency in English classroom.

On the other hand, because of the exam-oriented education, our goal of education in schools has long been laid on the development of logical thinking, ignoring the development of other intelligences as they are not within the core subjects to be tested for entering higher levels of schooling communication (Wang Qiang, 2009). As it has been mentioned that there aren't entrance exams to middle schools, English is taken as a minor course in most of the backward primary schools and backward areas. So, most pupils are lack of reading strategies and are poor in English reading.

The school where the author is working lies in Shangcheng District, Hangzhou, but it is in an old suburban area which is surrounded by one of the largest farmer's markets, a large supermarket, a big food market, a hardware market, an electric motorcycle market, the well-known China Clothing City–Si Jiqing Clothing City, East China Furniture Plaza and Hangzhou Gifts City. More than 80% of the pupils come from different places with different accent. Therefore, it is one of the most backward schools in Hang Zhou. There's only one professional English teacher for all the pupils in 16 classes from Grade 3 to Grade 6 before the author goes to do the connective English teaching between elementary schools and junior high schools in Grade Six. There're four classes in each grade. The only teacher teaches six classes, two of Grade4, two of Grade 4 and two of Grade5. English of the rest classes is given by non-professional teachers like Chinese teacher, math teacher, art teacher or even

P. E teacher. Each of them may give the so called English classes to one or two classes per week for each semester. As a result of this, the pupils often face the problem of changing their ―English‖ teachers. They can't receive professional instruction on English reading or learning strategies. Since the time-limited English course and each teacher don't have the chance to teach the pupils English from the very beginning at Grade Three to Grade Six, it is difficult for the non-professional English teachers to teach the pupils in a systematic way. Meanwhile, the teachers are worried about finishing the teaching task, so they hesitate to spend time on varied activities which promote students' learning in English Class. Besides, teachers pay more attention to

The sCores of pupils in each stage detection and the evaluation from the parents and

The school. Except those factors, most pupils of our school are from different rural areas and the time they get to Hangzhou is usually different, too. Their foundation of English is quite weak, and some of them even didn't learn English before getting to Hangzhou. Besides, they are not used to communicating with others in English or speak English even in English class, worrying about making mistakes and being laughed at. Therefore, most of the pupils lose their positive attitudes toward English because of their individual factors. They didn't get good reading training and they even couldn't read what they had learnt. So they lack confidence and lose their motivation of learning English day by day.

Although PALS is applied abroad widely, there are few of teaching theories on reading learning to train the teachers in China and most of them are still applying the isolated way in reading teaching. And only a few of them focus on the students' reading strategies. In such situation, PALS can help students learn English in a challenging and stimulating way.

## **1.5** **The organization of the thesis**

The thesis consists of five chapters:

Chapter one introduces some effectiveness on English reading teaching research abroad and some limitations at home. It analyzes the background on PALS and its development. It makes a clear suggestion of the study through PALS approach, and emphasizes the necessity on applying PALS approach in primary schools.

Chapter two is literature review. First, this chapter reviews two mainstream research forms of peer learning and illustrates what PALS reading is. Then the chapter presents previous studies on PALS, and tells the reasons for the choice of PALS as an promising teaching method for this present study in primary school. Then PALS program, its features, activities, and theoretical bases will be described.

Chapter three introduces the procedure of the research clearly. It is the detailed descriptions of the pilot study, the research questions, participants, instruments, some teaching materials and teaching designs, questionnaire, interview, data collection and data analysis, etc.

Chapter four reports the results of this study, analyzes the factors on reading

Acquisition, providing some strategies and approaches. It tries to prove that PALS is applied effectively in reading comprehension and English acquisition and can help pupils improve their learning ability.

Chapter five is summary of the thesis and it emphasizes the limitations of the study, and hope to discuss it in the future research.

##### **Chapter Two Literature Review**

Peer-Assisted learning Strategies (PALS) is a kind of cooperative peer-mediated learning approach in which the students teach and learn in turns. It is a new interpretation of the role and status of students in teaching. This is a blind spot of the study of foreign language teaching. Compared with traditional teaching approach whereby students get accustomed to studying alone, PALS promotes students to cooperate with each other in the smallest group-dyad. This chapter tries to review what PALS reading is, previous studies on it and its effectiveness, and the reasons for the choice of PALS as a promising teaching method for this present study in primary school. Then PALS program, its features, activities, and theoretical bases will be described.

## **2.1** **Peer learning and PALS reading**

Peer learning can be defined as the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing (K. J. Topping, 2005, p.631).

There're two mainstream research forms of peer learning: Cooperative Learning (CL) and peer Tutoring (PT). CL was defined by Johnson and Johnson(1986) as" an

Instructional technique which required students to work together in small fixed groups on a structured learning task.‖(in Topping, 2005, p.632). Five essential components are required to assure its success: positive interdependence, face-to-face promotive interaction, individual accountability, interpersonal and small group skills, group processing (Johnson& Johnson, 1994). CL studies demonstrated its effectiveness in improving students' attitudes toward work and other students and in improving students' academic achievements in different fields at various levels (e. g. Cook, 1991; Slavin, 1996). However, much observation in the classroom indicates that CL is lack

Of feasibility for general instruction in China, because it highly demands for positive interdependence and individual responsibility. It is easy to see that students, especially those low-performing students do not actively take part in group activities. They may cluster and sit, or what is worse, just chat for fun. Thus, the high-performing students will take charge of the tasks and be the leader of others. So at its worst CL can result in―the blind leading the blind‖or―pooling ignorance‖, or one person doing all the work (Topping.2005, p.632).

In that case, Peer Tutoring (PT) becomes one promising alternative to CL. PT is an approach based on peer mediated instruction, whereby children take turns to be tutors or tutees and work together to support each other's learning. An advantage of peer mediation is that subgroups of children in the same classroom can operate on different levels of curricula and use different instructional procedures. Teachers, in effect, can oversee many lessons simultaneously and address a broader range of students' educational needs, including those of many English-language learners and students with disabilities. Research in the elementary grades shows that children's reading competence improves when they work with each other in a cooperative and structured manner (e. g., Greenwood, Delquadri, & Hall, 1989; Rosenshine & Meister, 1994; Stevens, Madden, Slavin, & Famish, 1987). It is clear that PT has striking advantages compared with CL. Firstly, students learn together in the smallest group of two members in the way of PT. Dyads of students can communicate and understand each other well and soon get accustomed to the learning procedures. Secondly, each student benefits from preparing to teach another student for PT is reciprocal, enabling each student to assume both roles of tutor and tutee. Study evidence shows that classroom-based reciprocal tutoring can effectively increase students' academic productivity and course self-satisfaction (Wolfe, Fantuzzo, & Wolfe, 1986). Research on PT illustrates its efficacy in learning because it (a) increases students' academic and social development, (b) promotes students' positive intrinsic motivation and enhances cognitive skills within participating and reciprocal peers, (c) improves tutors' interpersonal and communicative skills, and (d) increases students' task

Persistence and feelings of competence and ability of personal control (e. g. Damon,

1984; Enright & Axelrod, 1995; Fuchs et al., 1994; King, et al., 1998; Webb, 1989).

As the research group at Vanderbilt University state PALS Reading is a structured, peer-mediated reading activity appropriate for students in preschool through Grade Six and high school, with features such as reciprocal community, interaction and diversity assessment. In traditional classroom teaching, pupils are required to work individually most of the time. They listen to the teacher, follow the tape, answer some questions together and complete assignments, focusing on their own interest and ignoring the success or failure of others. According to Johnson & Johnson (1994), in peer interactions, pupils can acquire attitudes, values, skills and information which are unobtainable from adults. Peer interaction prepares pupils for models of social behavior and peer relationships help kill loneliness and build up a sense of belonging among community. Peers benefit from the productivity and efficiency through their interdependence.

## **2.2** **The development of PALS**

The formal system of peer teaching record appeared in the late 18th century and early 19th century. The originator is Andrew Bell of UK. He first made―little teacher‖(child monitor) strategy for the full use of children teaching children to reduce costs and save the need for school expenses. Later Bell found that this is a very important teaching method. To further promote the burgeoning development of this new teaching method, his school made significant adjustments. According to students' academic placement, they put higher students in a higher-level class and lower students in a lower-level class. Bell also made half students of each class teachers (tutors) and the other half students (tutees) to accept the help of tutors. Meanwhile, teachers and teaching assistants inspected here and there to help children, to monitor children and to evaluate those tutors and tutees to ensure the effectiveness of this teaching system.

In the early 19th century, Joseph Lancaster inherited and developed Bell's peer teaching. They provided detailed teaching materials for―little teacher‖. The other feature was that Joseph wrote the answer to the materials, which made the tutors who

Were Not familiar with the content being taught still responsible for―teaching‖.

Because they not only had a standard answer, but also observed how the tutees solved challenges before they gave the answer to them. In this way, a single teacher managed the basic learning of hundreds of children. Lancaster's tutorial approach had

―immediate and dramatic international impact upon educational practice‖(Gerber & Kauffman, 1981, p.155).

In the late 19th century, William Fowle also used this approach in his teaching, and he began to study his students to find the theory for peer teaching. He believed that in some respects children were better teachers than adults because they could better understand their peers' emotion and better respect each other.

The United States educators who heard about the development of peer teaching with quite a lot of efficiency and effectiveness adopted this teaching method developed by their colleagues across the Atlantic. Especially in those schools in rural areas which had only one classroom and one teacher, with a lot of varied aged children, the teacher had to consider the students as a valuable teaching resource to be exploited. So older students were often assigned to help younger students study or do homework.

In the late 1960s, enthusiasm for peer-assisted learning increased again. Youth Teaching Youth was one of the earliest and best-known peer tutoring programs of this area. It was an afterschool program implemented in Philadelphia and Newark, New Jersey (Gerber & Kauffman, 1981). Since then, many forms of peer tutoring programs have been implemented in many U. S. schools and universities. These researches differ in whether the tutor is of similar age as the tutee and whether the tutor's and tutee's responsibilities are reciprocal. The programs have differed, too, in term of structure (high vs. low), setting (classroom vs. special education), intensity (e. g., one 15-min. sessiom per week vs. five45-min. sessions per week), time of day (during school vs. after school), targeted domain (personal/social vs. academic), scope (e. g., supplementing the curriculum vs. supplanting the curriculum), and so forth (Fuchs, Fuchs, Mathes, & Simmon, 1997). Several meta-analyses of peer tutoring studies indicate that peer tutoring can contribute to students' school achievement (e. g., Cohen,

Kulik, & Kulik, 1982).

Then beginning in 1989, the research group at Vanderbilt University partnered with the Metro-Nashville Public Schools and other local districts to develop Peer-Assisted Learning Strategies in reading (PALS-R). Therefore, PALS was created by the John F. Kennedy Center and the Department of Special Education at Peabody College at Vanderbilt University to meet the learning needs of students with disabilities in regular classes and to accommodate to the increasing diversity of students in terms of learning competence, social backgrounds and ethnic identity. PALS was developed by integrating three effective reading methods-Cooperative Integrated Reading and Composition (CIRC; Stevens et al.,1987), Reciprocal Teaching (Palincsar&Brown,1984) and Class Wide Peer Tutoring (CWPT; Delquadri et al, 1986).

Among these three reading methods, according to Gu Hongyan, CIRC has weaknesses such as requiring a substantial amount of teachers' allocated reading time and requiring schools to invest considerable effort in creating and duplicating materials; Reciprocal Teaching demands strategic comprehension behaviors which are unfamiliar to many teachers and the techniques for helping children develop responsibility for and competence in engaging peers' strategic behavior also seem to be challenging (Gu Hongyan, 2010); while CWPT was originally developed by

ReseaRchers [Delquardri, Greenwood, Stretton & Hall] as a method for improving

Overall student achievement and academic response time. In CWPT, students in a classroom environment serve in reciprocal roles-each student as both the tutor and the tutee during an academic session. Some of the benefits of CWPT instruction methods include a) more time on task during instruction, b) immediate and specific feedback through peer error-correction, c) practice in both teaching and learning, and d) more

SociaL and academic inclusion from peers [King-Sears & Bradley, 1995].

Peer-Assisted Learning Strategies (PALS) is one of the more productive extensions of CWPT, developed by Fuchs and colleagues, which has as a goal the incorporation of practice on basic reading strategies. PALS creates pairs in a classroom, each geared to the individual student's needs, instead of a single,

TeachEr-directed activity that may end up addressing the problems of only a few

Children. The strategy also creates opportunities for a teacher to circulate in the class, observe students, and provide individual remedial lessons. And evidences from the Vanderbilt Kennedy Center say that over the past 10 years, repeated evaluations of PALS Reading indicate that mainstreamed students with learning disabilities, low-achieving students without disabilities, average-achieving students, and high-achieving students make greater progress in PALS Reading classrooms than their respective counterparts in non-PALS classes.

## **2.3** **The previous studies on PALS**

During the last thirty years especially the last two decades, PALS research has been implemented worldwide. PALS has formed diverse versions for different levels of students. Hence, previous studies of elementary PALS, kindergarten PALS and high-school PALS will be reviewed in the following section.

In 1994, Simmons, D., Fuchs, D., Fuchs, L. S., Pate, J., & Mathes, P. (l994) reported a study examining the effects of role reciprocity and of standard class wide peer tutoring achievement versus PALS strategic reading behaviors. Its results favored role reciprocity and PALS strategic reading behaviors on comprehension outcomes.

Simmons, D., Fuchs, L., & Fuchs, D. (l995) conducted another PALS experiment about effects of explicit teaching and peer tutoring on the reading achievement of learning disabled and low-performing students in regular classrooms. Findings indicated that, learning disabled and low-performing students taking PALS in regular classrooms gained greater reading progress than their counterparts in non-PALS groups.

In the same year, Locke, W. R., & Fuchs, L. S. (l995) reported the effects of PALS on the on-task behavior and social interactions of children with behavior disorders served in a self-contained classroom.

Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. C. (l997) published an article Peer-Assisted Learning Strategies: Making classrooms more responsive to diversity in American Educational Research Journal, 34, 174-206. It elaborated on the findings of a major experimental study on the efficacy of reading PALS at grades 2-6.

Findings showed strong effects for students with learning disabilities, as well as for

StudeNts with low- and average-achievement levels, on a variety of reading measures.

Mathes, P. G., Howard, J. K., Allen, S. H., & Fuchs, D. (l998) made an experiment on Peer-assisted learning strategies for first-grade readers: Responding to the needs of diverse learners. They reported a study examining the effectiveness of reading PALS at the first-grade level. The findings supported the efficacy of PALS for low- and average-performing first graders and documented that PALS does not harm high-achieving first graders.

Fuchs, L. S., Fuchs, D., Kazdan, S., & Allen, S. (l999) conducted a study that examined the contribution of student training in elaborated help giving within reading PALS. The results showed that (a) at the intermediate grades, elaborated help giving, in which students helped partners figure out unknown words and main ideas on their own, enhanced reading achievement, but (b) at the primary grades, students achieved better with the standard PALS, without the addition of elaborated help-giving strategies.

In the year of 1999, PALS researchers extended PALS to high school. Fuchs, L. S., Fuchs, D., & Kazdan, S. (1999) described a study examining the effectiveness of PALS with high-school students with serious reading problems and the results provided evidence that High-School PALS helps students improve their reading comprehension.

In 2000, Fuchs, D., Fuchs, L. S., & Burish, P. described the reading PALS procedures for students at grades 2-6. And pointed out that PALS is an evidence-based practice to promote reading achievement. And in the next year, Fuchs, D., Fuchs, L. S., Al Otaiba, S., Thompson, A., Yen, L., McMaster, K. N., Svenson, E., & Yang, N. J. (2001) described the kindergarten reading PALS methods (K-PALS) in their study and the results showed PALS helped kindergartners with reading readiness. Fuchs, D., Fuchs, L. S., Thompson, A., Yen, L., Al Otaiba, S., Nyman, K., Svenson, E., Yang, N., Prentice, K., Kazdan, S., & Saentz, L. (2001) made an experiment on PALS in reading extensions for kindergarten, first grade, and high school, and explained the PALS methods at kindergarten and high school.

Then in 2002, Fuchs, D., Fuchs, L.S., Thompson, A., Al Otaiba, S., Yen, L., Yang,

N., & Braun, M. explored the importance of reading programs for kindergartners with disabilities in mainstream classrooms. The experimental field trial of Kindergarten PALS showed that the program helped about 50% of young children with disabilities in mainstream classrooms. Also in this year, Fuchs, D., Fuchs, L.S., Mathes, P.G., & Martinez, E. (2002) contributed to preliminary evidence on the social standing of students with learning disabilities in PALS and No-PALS classrooms. The results trial suggested that students with learning disabilities in PALS classes enjoyed greater social acceptance than students with learning disabilities in non-PALS classes.

Recently, Sutherland, K.S & Snyder A (2007) examined the effects of an intervention involving reciprocal peer tutoring and self-graphing of reading data on the disruptive behavior, active responding and reading fluency of students with emotional or behavioral disorders. Results indicated during the intervention phase students‘ disruptive behavior decreased and active responding increased and each student made progress on words ready correctly per minute. Saddler, B, Asaro, K., & Behforooz, Bita, (2008) conducted a study on four young writers with learning disabilities. In this study sentence-combining practice with a peer-assistance component was used to improve the ability of four young students with LD to construct sentences and compose stories. Results supported the use of sentence-combining practice to increase sentence-construction ability.

What‘s noticeable here is that the majority of the previous studies documenting the effectiveness of PALS on reading has been conducted on elementary and secondary school native-English children and the results suggested that PALS was effective in enhancing reading for high-, average-, and low-performing students, including students with disabilities. No studies of PALS have been found to investigate its effects on students in a foreign context. In China, research on PALS has been limited to theoretical introduction and discussion. Seldom have the researchers tried PALS procedures in regular classrooms to examine its effectiveness in reading teaching. Therefore, the present study is aimed at bridging the research gap by examining PALS effects on reading performance in the China-specific primary school.

## **2.4** **The procedures of PALS**

PALS Reading was developed to help teachers accommodate diverse learners and to promote their academic success. Originally, PALS was designed to be used in grades 2-6 classrooms. Recent PALS research and program development has focused on downward and upward extensions of PALS. This has led to Kindergarten PALS (K-PALS), First-Grade PALS, 2-6 PALS and High-School PALS in reading. Additionally, there have been PALS evaluations conducted by educators in California, Iowa, and Texas independent of Vanderbilt researchers. These independent evaluations also find a strong―value-added‖for PALS Reading. Based on these findings, the U. S. Department of Education's Program Effectiveness Panel approved PALS Reading for inclusion in the National Diffusion Network of effective educational practices.

In the following sections, PALS procedures will be described mainly based on the research of the [Vanderbilt Kennedy Center](http://kc.vanderbilt.edu/kennedy/) and the [Department of Special](http://peabody.vanderbilt.edu/sped/index.htm) [Education,](http://peabody.vanderbilt.edu/sped/index.htm) [Peabody College,](http://peabody.vanderbilt.edu/index.html) [Vanderbilt University.](http://www.vanderbilt.edu/)

### **2.4.1** **Student pairing**

All students in a class are divided into pairs. Teachers identify which children require help on specific skills and who the most appropriate children are to help other children learn those skills. Using this information, teachers pair students in the class, so that partners work simultaneously and productively on different activities that address the problems they are experiencing. Each pair includes a higher and lower performer. The teacher creates the pairings by ranking the class on reading competence, halving the rankings at the median, and combining the highest performer from the top half with the highest performer from the bottom half and so on till the pairing is done (Fuchs, Douglas; Fuchs, Lynn S., 2005). Pairs are changed regularly (e. g. ever 3-4 weeks), and over a period of time as students work on a variety of skills, all students have the opportunity to be―coaches‖and―players‖.

### **2.4.2** **Student training**

Carefully training students in the basic PALS procedures is very important. All necessary training lessons are in the teacher's manual. These lessons are scripted with wording the researchers have found to be successful in communicating what students

Must learn. An outline of the material covered in each lesson is also presented. How to present the lessons is a teacher's choice. Teachers study the outlines to understand what is to be covered. Most rely on the scripts to present the material. Others rely primarily on the outline to guide their classroom presentations. Still others study the scripts and then highlight the portions they intend to present. When teaching PALS to their students, teachers typically use their own words most of the time but follow the script when they believe it is important.

At the very beginning, teachers usually train students in the use of PALS with a small set of scripted lessons during regular class time. Usually six to eight guiding lessons will work. When doing the reading activities, each pair of students will need pocket folders to hold the PALS materials and prompt cards with questions on them. Students lead each other to finish the reading activities by following the questions. After students are quite familiar with the routine, reading instruction can easily continue without prompt cards.

### **2.4.3** **PALS activities**

PALS incorporates different activities at different grade levels reflecting an appropriate set of developmental skills critical for academic success. According to Fuchs, et al (2001), young students from kindergarten through Grade Six are divided into teams and are awarded points for good reading and coaching. At the end of the week, the teacher sums each team's points; and the class applauds the winning team. While high school students earn PALS dollars which can be used for reward such as donated CDs. PALS does not require special reading materials. Teachers may use library books, or short stories.

Preschool PALS focuses on letter names, letter-sound correspondence, first-sound identification, and phonological awareness, initial letter sounds, and vocabulary development.

In Kindergarten PALS, children practice letter-sound correspondence, early-decoding, phonemic awareness, and sight words. Children also read sentences and short stories.

First-grade PALS promotes letter-sound correspondence, phonemic awareness,

Early-decoding, word identification, sentence and story reading, and fluency-building activities.

Second-Grade PALS advances decoding and word identification, fluency and comprehension of narrative texts. The comprehension activities at second grade introduce children to critical reading strategies that are often used by successful readers, including paragraph summaries and predicting future text.

In Grades 3-6, there are three PALS activities that promote reading fluency and reading comprehension: a) Partner Reading with retells; b) Paragraph Shrinking and c) Prediction Relay. The procedures are clearly illustrated in the following three figures by Gu Hongyan (2010). Each member of the pair takes turns being Coach and Reader. In each step, as the reader reads or gives main ideas or predicts future text aloud, the coach listens and provides corrective feedback. Then they switch the roles.

The high-performing students reads aloud for 5 minutes from a connected text as a model

The low-performing student re-reads the same materials

When both finish their reading, the low-performing student retells the sequence of what has been read.

Partner reading continues with roles switched

If a word-reading error occurs, the tutor stops the reader and encourages him/her to try it again.

If the reader fails to figure it out within 4 seconds, the tutor offers the correct answer.

**Figure 1 The Procedure for Partner Reading with Retelling** (Gu Hongyan, 2010, p13)

The tutor offers help if necessary.



Pairs go on reading orally the following paragraphs one by one.

Tutors identify and correct any reading errors, as they do in Partner reading.

**Figure 2 The Procedure for Paragraph Shrinking** (Gu Hongyan, 2010, p14)



The reader makes a prediction

If the tutor judges a prediction illogical, he or she stops the reader and encourages a better prediction.

The tutor guides the reader in summarizing each paragraph with no more than 10 words by asking (a) who or what questions and (b) the most important thing about the who or what.

If any summarization error occurs, the tutor stops the reader and encourages a new try.

If the reader fails to give the reasonable answer, the tutor offers help.

If the reader uses more than 10 words, the tutor requires him or her to shrink it.

Pairs go on reading and summarizing with roles switched.



|  |  |
| --- | --- |
| about what will be learnt on  the next half page.    The reader reads the half page aloud.    The reader confirms or disconfirms the prediction, then summarizes the main idea of the half page in 10 or fewer words. | |
|  | Pairs switch roles to continue predicting. |
|  |

The tutor takes responsibility for identifying and corrects reading errors.

The tutor helps the reader to shrink the half page in no more than 10words.

**Figure** **3** **The procedure for Prediction Relay**(Gu Hongyan, 2010, p16)

High School PALS is similar to PALS at grades 2-6 but uses more age-appropriate motivational strategies and helping strategies.

In a word, PALS-Reading is scientifically based practice that helps teachers boost the reading performance of low-, average-, and high-achieving students, as well as those with special needs. In addition, the PALS programs are practical and are enjoyed by teachers and students. PALS has several crucial features. First, with PALS, every student in the class is paired. In each pair, one student is academically stronger than the other. During each PALS session, the students in a pair take turns as tutor and tutee while working on structured activities that address the difficulties each may be experiencing. This pairing creates 10 to 15 instructional experiences in a given classroom, each geared to individual needs. Second, it also permits the teacher to circulate in the class, to observe students, and to provide individual help as needed. Third, activities focus on key skills in reading and target the development of fluency and reading comprehension and reflect state-of-the-art instructional practices. Fourth, here is a structured reinforcement system in PALS. Elementary school pupils are assigned to a team and earn points. The winning team wins the class' applause and the teacher's praise. For high-school students, PALS offers tangible reinforces such as CDs, local sports-team apparel, and fast-food coupons (Gu Hongyan, 2010). So PALS motivates students to do better in reading and is found to be enjoyable by teachers and students. Finally, PALS does not provide any reading material for students in grades 2-6 or high school because it is a kind of curriculum-based reading program. It is the teacher's responsibility to select appropriate reading materials. For example, teachers have used PLAS-Reading as effectively with whole language instruction as with phonics-based approaches. PALS enhances teachers' ongoing practices (PALS Brochure, 2011). So it has feasibility and is meaningful in China.

## **2.5** **The theoretical bases of PALS**

For many years peer learning was under-theorised, supported by old sayings such as―to teach is to learn twice‖(K. J. Topping, 2005, p.635). But in fact, peer-learning ideological origins can be traced back to ancient Greece. Socrates, Plato, Aristotle, and their colleagues, debated in the form of peer learning. They have proved with the instance that thought came from dialogue in group activities (Topping K,

Ehly S., 1998). With the rise of postmodernism, more theories can be found

UnderLying PALS.

### **2.5.1** **Constructivist Learning Theory**

Constructivist Learning Theory emphasizes that the process of learning should be valued. It argued that students grasp knowledge through the construction of meaning with the help of others (teachers and learning partners). According to Piaget, one of its main representatives, the thinking process of learning is rather important than the result (Slavin R E., 1996). Another important representative Vygotsky (1978), also pointed out that learning is ―social construction‖. The role of cultural and historical background influences the cognitive development of learners. Activities and social interaction both play an important role in the development of high-level mental.

According to this theory, children's developments result from their interaction with others in the process of the transition from social or intermental functions to individual or intramental functions, which is called the process of internalization, in the process of which, mediation plays a crucial role. It is through the mediation of others that the child undertakes activities (Vygotsky, 1978). Williams& Burden (2000) defined mediation as the part played by significant others in the learners' lives, who enhance their learning by selecting and shaping the learning experiences presented to them. PALS makes good use of this theory and successfully make the tutor and tutee be the significant others for each other by creating reciprocal tutoring roles in the strategic activities. In each session, the higher performing student reads first for each activity to model desired performance. Both students in a pair read from material appropriate for the lower reader. As observed by Damon and Phelps (Damon, W., and Phelps, E., 1988), in the peer teaching, irrespective of the professional knowledge, teaching ability, or authority, there's little gap between the helper and the helped. It is the little gap that has a significant impact on the dialogues occurred during the interaction. The tutor, who is not as an expert or a teacher, doesn't teach like the teachers or put the tutee in a place of passive position. Hence, the reciprocal tutoring roles dare to ask questions and have the courage to try to solve the problems. They both learn by teaching and complete the construction of knowledge.

### **2.5.2** **The ZPD theory**

Vygotsky (1978) defined ZPD like this: It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable pees. Vygotsky (1978) argued that one cannot fully understand children's developmental level without examining that development's upper boundary, which is determined by the kind of tasks that that children can do with assistance of someone else. The ZPD is a dialectical unity of learning-and-development, or more appropriately, learning-leading-development (Newman& Holzman, 1993). In this unity, all kinds of higher mental activities, including thinking, planning, voluntary memory, voluntary attention, creativity and control of semiotic systems (especially language), will arise in the interaction between children and other members. So, the concept of ZPD highly underpins the necessity of interaction and collaboration with more skilled mediators.

What's more, the ZPD underpins the scaffolding role of mediators. That is to say, more-skilled persons give needed support and assistance to help less skilled ones move through their ZPD. But to be effective, help should be offered only when it is needed, and withdrawn when the helped ones show signs of self-control and ability to function independently just like the utilization of scaffolds in building a bridge. And in language acquisition, development occurs in the process that the coach, together with the novice, tries to assess the ZPD of the novice in order to determine if help is needed, and if it is, to provide tailor-made help.

To sum up, in PALS classrooms, the arrangement of a higher-and lower-performing student ensures that the stronger one, together with the weaker one discover the weaker one's ZPD and if necessary the stronger will offer scaffolding assistance to help their partner move into their next zone of development.

### **2.5.3 Krashen**’**s *i*+*1* Theory**

Quite different from Constructivist Learning Theory, Krashen puts more emphasis on individual-centred acquisition. In Krashen's view, people acquire language by understanding messages, or by receiving comprehensible input, which

ContaIns structures at our next stage- structures that are a little beyond our present

Level of competence (Krashen, 1985)

In Krashen's i+1 Theory, i refers to the acquirer's current competence, the last rule acquired along the natural order; i+1 refers to the next rule the acquirer is due to acquire or is eligible to acquire along the natural order ( Krashen, 1985, p101). Krashen's i+1 Theory combines a feature of the learner (or more exactly, the learner's internalized grammar), namely i, and a feature of the input, namely +1. In order to ensure acquisition to happen, input must contain i+1 and if communication is successful, i+1 is provided.

In Krashen's view, the learner possesses a Language Acquisition Device (LAD). As long as LAD receives and comprehends input containing linguistic features at i+1, the learner can acquire the language successfully, whether the person participates in linguistic interaction with others does not matter. Hence, according to Krashen, interaction is more or less irrelevant to language acquisition. However, Krashen acknowledges that two-way interaction in which meaning is negotiated through clarification requests and confirmation checks can help promote the acquisition process of language (Krashen, 1985). In this way, language is used as a way of communication in the acquisition process. The message is transmitted as output from one place and received as input elsewhere. When language users have difficulty in understanding each other, they will convey their meanings in a more comprehensible way by repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning, and so on. Thus, the activity of negotiation during which language users receive comprehensible input and produce comprehensible output contributes to second language learning.

In traditional classrooms, students receive an abundance of input from teachers, much of which is, however, beyond students' comprehension. As a result of this situation, students often feel confused or even misunderstand their teachers. Besides, in a teacher-centered class, students have few opportunities to produce comprehensible output or negotiate meaning with others. By contrast, in PALS classrooms, PALS procedures make full use of interaction and negotiation between

PartnErs with similar knowledge background, thus providing opportunities for

Students to receive comprehensible input and generate comprehensible output, as peers have a lot in common in terms of interests, ways of thinking, and language development. When students can frequently receive messages with the feature of i+1, they could reach their next stage together and start new process to the next one.

##### **Chapter Three Research Design**

This chapter mainly reports the research design of the empirical study and discusses the research methods it employed. First it describes the research design of the main study in details. It includes descriptions of the pilot study, the research

QuestIons and hypothesis, participants, instruments, teaching materials and two

Sample teaching designs, procedures of the implementation and pluralistic evaluation applied. Then some classroom observation records, some interview records, data collection and data analysis will be collected.

## **3.1** **The pilot study**

Two years prior to the present study, the researcher conducted PALS programs in two classes of Junior Three at the same school. The participants were 72 students of Junior Three in the 2008 school year. Students were paired to 18 dyads in each class according to their scores of English test given by Shangcheng Evaluation Department and then the pairs were regularly changed according to scores of monthly test. Teaching materials were applied from the reading part of Go for it students' book for Junior Three published by People's Education Press, which is also students' core course. Since each unit in Go for it for Junior Three consists of Section A, Section B and Reading, there're at least three to four passages for students to read each week. So the researcher applied PALS when it was time to give students reading teaching. Because of limited class time for Junior Three students and their graduation, PALS programs were implemented 2 times a week for nearly one school year; and each session lasted 45 minutes. During the process the researcher visited the [Vanderbilt](http://kc.vanderbilt.edu/kennedy/) [Kennedy Center](http://kc.vanderbilt.edu/kennedy/) at [http: //kc. vanderbilt. edu/pals/](http://kc.vanderbilt.edu/pals/) consequently to adjust some strategies. Also the researcher took pluralistic evaluation on the students' performance during using PALS (Appendix 1). Reading scores in the monthly test before treatment and in the model entrance exams after treatment were collected and analyzed. The researcher often made some interview among the students to know their attitudes

Toward PALS. Results showed that the effect of PALS treatment was significant, as the students made great progress in the reading parts in exams. Students reported that they enjoyed PALS quite well and they were satisfied with the pluralistic evaluation. Students believed that PALS provided more opportunities for reading learning and created a relaxing class atmosphere among their hard learning process in Junior Three. They thought PALS made English learning interesting and competitive. Based on the experience of the study, the researcher wrote a paper Making the Students Enjoy Reading in 2009 and won the second prize in the teaching thesis competition of Zhejiang province in 2010 (Appendix 1).

## **3.2** **Research questions and hypotheses**

Although the research literature on broad has consistently demonstrated the efficacy and acceptability of PALS in improving the reading performance of native English speakers and second language learners from kindergarten through high school, less is researched on PALS in the foreign language learning context in China.

The purpose of this study is to shorten the research gap by assessing the effects of PALS on primary pupils' reading development in the classroom of Grade Six in China. So, this thesis mainly focuses on the following four questions:

(1) Can PALS improve the students' ability in English reading and thus their whole English level?

(2) In what ways can we effectively apply PALS in primary English reading teaching?

(3) Is PALS effective for pupils in all levels?

(4) What is the pupils' attitude toward PALS?

Because of the success of the prior study in Junior Three, the researcher tends to apply PALS on all the four classes taught by her. In order to make use of PALS to facilitate Primary School pupils' English reading skills and their language acquisition, the thesis lists some assumptions on PALS:

(1) Assumption one: PALS reading in classroom will more facilitate primary

Pupils' English reading ability than traditional approaches. Not only the average and low-performing pupils but also the high- performing pupils

Make Great progress in reading comprehension through PALS.

(2) Assumption two: The PALS can develop pupils' learning strategies and their language acquisition. Because of benefits from PALS, their whole English level will be improved.

(3) Assumption Three: Since PALS is based on all kinds of interaction activities, pupils can improve their commutative competence. The pupils will enjoy participating in PALS and benefit a lot from working with peers.

(4) The rewarding reinforcers and pluralistic evaluation in PALS can motivate pupils of all types and foster their positive attitudes toward reading. Thus their interest in English increases.

## **3.3** **Participants**

Before the Experiment, the participants for the research were chosen from the four classes in Grade Six of Qingtai Experimental School. In fact, these students had been taught English by different teachers before because of the lack of professional teachers mentioned in the research background. They have been learning English for one to three years, coming from different places nationwide. The materials are chosen from PEP Primary English Book for Grade Six which is published by People's Education Press. The materials and tests are required by the new English curriculum criterion for the students entering the experiment. The data gained from the four classes includes pre-test and final-test. Because of the prior successful research in Junior Three students, the researcher assumes that PALS will help students of all levels make progress in English. PALS was applied for all the four classes and there is no control group. What the researcher wants to do is to compare the students' reading comprehension performance and their changes in English in the both tests and discuss the effect of PALS on pupils of Grade Six.

There are three reasons for the study to choose the primary school students as its participants. Firstly, it is due to the fact that more than 80% of the students are the children of migrant workers from different regions, coupled with the lack of Primary School English teachers. Therefore, there are many students with learning difficulties

In English. All of them have taken part in the final test last term of the fifth grade, so

It is easy to know their English levels which can be used as basis for comparison. Secondly, the students face the graduation and most of them are going to get into Junior Middle School, so it is critical stage for them to learn English well. Thirdly, the researcher has been arranged to do connective English teaching between elementary schools and junior high schools in each sixth grade ever since the 2009 school year and has the experience of PALS research prior to that. The four classes are parallel, but with quite different basis in English. So the research will be typical. Hence, the researcher chose them to be the participants for study to verify the result affected by PALS.

Before the study, the teacher made an interview with all the pupils each class to tell them the significance of the study and they would be trained by PALS. So it is a good opportunity to know more about their learning process of English learning and their cognitive strategies in English reading. From the interview, the researcher found that the participants were anxious to diagnose their problem in both English reading and English learning and wanted to know how to improve through some strategies, especially they are eager to know what the pluralistic evaluation is.

According to the second semester final exam of the fifth grade (pre-test) scores from Shangcheng Teaching Evaluation Department (Appendix 2), the researcher divided students of each class into three different groups: high-achieving students (HA), average-achieving students (AA), and low-achieving students (LA). Obviously, HA students were in the highest quartile of the class rank; AA in the middle; LA in the lowest quartile. Take Class Three as a sample, for the PALS condition, there were 10 HA, 7 AA, and 18 LA (see Table 3.1).

**Table** **3.1** **A sample of the HA, AA, and LA groups in Class 3**

| name | gender | rank1 | rank2 | rank3 | group | number |
| --- | --- | --- | --- | --- | --- | --- |
| Wu1 | Fe | A | 97 | 1 | HA | 10 |
| Liu1 | Fe | A | 97 | 1 | HA |
| Liang | Fe | A | 91 | 3 | HA |
| Zhang1 | Fe | A | 88 | 4 | HA |
| Shen | Fe | B | 86 | 5 | HA |
| Zheng1 | Fe | B | 83 | 6 | HA |
| Han | Fe | B | 80 | 7 | HA |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Ni | Fe | B | 77 | 8 | HA |  |
| He1 | Fe | B | 75 | 9 | HA |
| Zhang2 | Fe | B | 72 | 10 | HA |
| Zheng2 | Fe | C | 69 | 11 | AA | 7 |
| Zheng3 | Fe | C | 66 | 12 | AA |
| Shi | M | C | 63 | 13 | AA |
| He2 | Fe | C | 61 | 14 | AA |
| Xue | Fe | C | 58 | 15 | AA |
| Du | Fe | C | 55 | 16 | AA |
| Wang | M | C | 55 | 16 | AA |
| Liu2 | Fe | D | 50 | 18 | LA | 18 |
| Zheng4 | Fe | D | 44 | 19 | LA |
| Ma | Fe | D | 41 | 20 | LA |
| Qi | M | D | 38 | 21 | LA |
| Yang1 | M | D | 38 | 21 | LA |
| Wu2 | Fe | D | 33 | 23 | LA |
| Kong | M | D | 30 | 24 | LA |
| Wu3 | Fe | D | 27 | 25 | LA |
| Zhou | M | D | 27 | 25 | LA |
| Xue | M | D | 27 | 25 | LA |
| Li1 | Fe | E | 19 | 28 | LA |
| Hong | M | E | 16 | 29 | LA |
| Cao | M | E | 13 | 30 | LA |
| Lu | Fe | E | 13 | 30 | LA |
| Yang2 | M | E | 8 | 32 | LA |
| Li2 | M | E | 5 | 33 | LA |
| Huang | M | E | 2 | 34 | LA |
| Chen | M | E | 0 | 35 | LA |

Note. rank1=order of merit in class; rank2=percentile rank in class; rank3=sequence in class. Fe=female; M=male. HA=high-achieving students; AA=average-achieving students; LA=low-achieving students.

## **3.4** **PALS in class**

PALS experiment were conducted during regularly scheduled Primary English classes of the participants, 45 minutes per period, 3 times per week, for one semester (from 6th Sep, 2010 to 10th Jan, 2011). During each period, PALS activities took 35 minutes on average; the rest of the time was allocated for pupils to exercises in class.

### **3.4.1** **Student pairing**

Students of the experiment were ranked according to their second semester final

Exam Of the fifth grade (pre-test) scores from Shangcheng Teaching Evaluation

Department.

The rank-ordered list was divided into two halves. According to PALS rules mentioned in Chapter Two, the highest-performing student of the top half was paired with the highest-performing student of the bottom half; the second highest-performing student of the top half was paired with the second highest-performing student of the bottom half, and so on, till the pairing was finished. Still take Class Three as a sample and this can be seen clearly in the following table (see Table 3.2). Wu1, the highest-performing student of the top half was paired with Liu2, the highest-performing student of the bottom half. Then following the rule, Liu1 was paired with Zheng4, till the pairing is done. There is one thing special. Chen is left single as there are 35 students in total in Class Three, so Chen is assigned with a pair who sit nearby him according to his willing. In this special group, they take turns to finish each PALS activity. The researcher deals with the same situation in the same way in Class One and Class Four, each of which has 37 students.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| name | gender | rank2 | rank3 | group |  | name | gender | rank2 | rank3 | group |
| Wu1 | Fe | 97 | 1 | HA | Liu2 | Fe | 50 | 18 | LA |
| Liu1 | Fe | 97 | 1 | HA | Zheng4 | Fe | 44 | 19 | LA |
| Liang | Fe | 91 | 3 | HA | Ma | Fe | 41 | 20 | LA |
| Zhang1 | Fe | 88 | 4 | HA | Qi | M | 38 | 21 | LA |
| Shen | Fe | 86 | 5 | HA | Yang1 | M | 38 | 21 | LA |
| Zheng1 | Fe | 83 | 6 | HA | Wu2 | Fe | 33 | 23 | LA |
| Han | Fe | 80 | 7 | HA | Kong | M | 30 | 24 | LA |
| Ni | Fe | 77 | 8 | HA | Wu3 | Fe | 27 | 25 | LA |
| He1 | Fe | 75 | 9 | HA | Zhou | M | 27 | 25 | LA |
| Zhang2 | Fe | 72 | 10 | HA | Xu | M | 27 | 25 | LA |
| Zheng2 | Fe | 69 | 11 | AA | Li1 | Fe | 19 | 28 | LA |
| Zheng3 | Fe | 66 | 12 | AA | Hong | M | 16 | 29 | LA |
| Shi | M | 63 | 13 | AA | Cao | M | 13 | 30 | LA |
| He2 | Fe | 61 | 14 | AA | Lu | Fe | 13 | 30 | LA |
| Xue | Fe | 58 | 15 | AA | Yang2 | M | 8 | 32 | LA |
| Du | Fe | 55 | 16 | AA | Li2 | M | 5 | 33 | LA |
| Wang | M | 55 | 16 | AA | Huang | M | 2 | 34 | LA |
|  | | | | | | Chen | M | 0 | 35 | LA |

**Table** **3.2** **A sample of the students pairings in Class 3**

Note. rank2=percentile rank in class; rank3=sequence in class. Fe=female; M=male. HA=high-achieving students; AA=average-achieving students; LA=low-achieving students.

Next, students were required to sit together with their assigned partners, as they were allowed to change seats before English class on condition that peers had to sit together. Pupils liked this change very much because their seats were stable and without the head teacher's permission, they couldn't leave their seats during the lecture time in class. Mini adjustments were accepted for reasonable reasons based on the researcher's observation and peers' self-evaluation. And so, the pairing lasted until the end of the experiment.

The next adjustment the researcher made was to make full use of PALS through the whole process of learning in each period. That is to say, PALS was not only used in reading passages, but also in chant, words learning and dialogue learning, and so on (for detailed discussion, see Section3.4.2). And the researcher always gave the dyad the freedom to decide who goes first in each section. In fact, the pupils, even the low-achieving ones, would be very active to be tutor first on condition that they had previewed the texts. Meanwhile the better ones who are also innocent and candid would be very helpful to give the chance to the lower to be tutors and then teach them. In this way, the researcher avoided making students feel themselves superior or inferior to their partner.

### **3.4.2** **Materials**

As the present experiment was conducted during regular class time, the researcher took the compulsory textbook-PEP Primary English Students' Book as reading materials during the research. In the compulsory book for the first semester of Grade Six, each unit consists of three parts, part A, part B and part C. Part A, with two leading-in activities-Let's start and Let's chant prior to it, contains four essential activities- Let's learn, Let's try, Let's talk and Let's read coupled with Let's play or Group work. Part B also contains the four essential activities coupled with Let's play or Group work. Part C is optional, with activities of Task time, Pronunciation, Let's check, Good to know, Let's sing and Story time. In PALS research, the researcher focused on all the forms of reading with mouth open, trying to make pupils chant, sing, learn and indentify words, imitate pronunciation, make dialogues, read all the

Short essays and read stories. That is to say, PALS is full used as a strategy to both

Teaching and learning. It is adjusted from a narrow reading strategy to a way of learning and teaching. Because of the limited lecture time in Primary School and the pupils' poor foundation in English, it is difficult for the pupils to learn and master all the contents in their books. So the researcher didn't select any complementary materials for them. But the researcher designed some pluralistic evaluation tables (for detailed discussion, see Section 3.4.3 and Section 3.4.5) for each dyad to help them get accustomed to reading activities; awarding certificates and tangible rewards were also prepared to motivate students (for detailed discussion, see Section 3.4.5), considering the psychology of primary pupils and some theory of motivation.

### **3.4.3** **Student training**

After the student pairing was done, the researcher spent three 45-minutes periods for two weeks in getting students ready well for PALS reading activities. Initially, to help students get accustomed to the procedure soon and decrease the chance of student's talking in Chinese, some pluralistic evaluation tables such as point cards (see Table 3.3) were carefully designed based on studying the PALS implementation from time to time at the website [Vanderbilt Kennedy Center](http://kc.vanderbilt.edu/kennedy/). Some key words and expressions for the peers to start and continue their dialogue were listed for each learning part. So with the researcher's instruction in class in each step, the pupils could practice each part they learnt immediately and consolidate what they learnt.

**Table** **3.3** **A sample of a point card used in PALS class for period1 in each unit**

| A point card for Let's start and Part A Let's learn | | | | |
| --- | --- | --- | --- | --- |
| Units | Your name: | Your partner's name: | Your points  AssesSed by partner | Your total  PointS got in this period |
| Unit 1 Period 1 | You may say | You may say |  | —  points |
| Take turns to look at the pictures in Let's  Start and say | Look at the picture, what do you see? etc. | I see a boy on a bike, …  What do you see? etc. | ——  points |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| something |  |  |  |  |
| Take turns to chant | Can you do the chant? Try it, please. | Yes, I can. / No, I can't. Can you do it  first? | ——  points |
| Take turns to learn the words | Let's learn.  Can you read the words? | Of course, I can. … Now your turn. | ——  points |
| Take turns to read the talk in  This Part | Let's read the talk. How do you go to school? | I go to school by bike. How do you go to  school? … | ——  points |
| Note | 1. Exchange your point card with your partner when Helen (the teacher) tells you to read and talk in turns, and give your partner points from 3 to 5 when you together fish one part.  2. Since Helen will check your work and how well you can say, chant, read or talk, you should be fair when you give points. You can give 3 points for ok, 4 points for good, and 5 points for excellent.  3. Keep your point cards well because it will be one part of your scores this semester. Helen will count it once a week and 100 points equals to one score.  4. If you finish all the activities actively and carefully, you go to Helen for oral  Test After class, and each of you will get another 10 PALS points from Helen. | | | |

Apart from that, the researcher handed out some paper sheets with communicative expressions often used in peer interaction and feedback (e. g. No, stop, please. Try it again; Go to next; Good; I think…) to each pair to support their interaction. Then when performing reading activities, students were instructed to do as the point card suggested. For example, they would say―Let's start! Look at the picture, what do you see‖toguideeachothertotheactivity. Iftheythoughttheirpartnerhaddoneagoodjob, theywereencouragedtouseexpressionsofpraise―verygood/welldone/great‖andsoon. Iftheydisagreedwitheachother, theywererecommendedtosay―Ithinkyouarewrong/stop, tryitagain, etc‖.

Furthermore, good ways of speaking were suggested such as making eye contact, speaking in a clear-and-high voice, pausing, repeating when the teacher instructed the peers to work or when the teacher walked around the classroom to offer help when necessary. And good ways of listening were introduced as attention, nodding or shaking head. when offering help, students were advised not to give answers directly but provide enough wait time, for research (Nattiv, 1994; Webb & Farivar, 1994) indicated that learning increased when partners provided elaborated help, which refers to one child's encouragement of another to construct his or her own correct responses rather than simply to provide an answer.

The researcher used slide with hints or questions on it to help each dyad get accustomed to reading activities. For example, during the reading with retelling process, the teacher trains the pupils to retell what have they read by following the questions listed on slide. These questions include some easy common ones used for interaction such as―What did you learn first‖，―whatdidyoulearnnext‖，―Could you please tell me…‖, andso on. During thereading with shrinking process, theteacher trains thepupils to shrink what they read by following thequestions listed on slide, which includes ―whoorwhat‖andthemost important thing about ―whoorwhat‖. In order to make each procedure more clear, during each training class, theresearcher asked twoor three pair to role-play theprocedures of certain reading activities as models andthen commented on their performances andmade recommendations forimprovement. Twoweeks later, student could work automatically as soon as they gotthepoints cards.

### **3.4.4** **PALS activities**

PALS is a unique reading intervention for it promotes students to work together constructively on strategic reading tasks that accelerate reading performance. In the present study, student were trained to carry out these activities: Sound Play and Sounds & Words, a phonological awareness activity in Pronunciation of Part C in each unit; Partner Reading with Retelling, a fluency & accuracy-building activity for Let's learn & Let's talk in each unit; Paragraph reading with retelling or shrinking for

Let's read in each unit; and Prediction Relay in Story time of each unit.

The researcher carefully designed each reading task in each part of the textbook to practice reading aloud, repeating, paragraph reading with retelling or shrinking and prediction relay separately. Here a sample teaching design is presented on how to conduct PALS in teaching and thus make pupils learn in this way, with the researcher's explanation.

**A Sample teaching design**

Background information

Students: Primary School students, Grade Six Time of lesson: 45 minutes

1. Teaching materials: Unit 1 How do you go to schoolPEPPrimaryEnglishStudents'BookforGradeSix

2. Teaching content: Part B Let's read, Part C Pronunciation, and Story time.

3. Teaching goals: a) at the end of the lesson, pupils will recognize and can read these words: same, every, country, always, mean, drive, right, side, England, Australia, however, left, and must; b) pupils will know the meaning of―if‖in Let's read and―a 15 dollar fine‖in Story time; c) pupils have phonological awareness of sounds /p/, /b/,

/t/, /d/, / i: /, and /ɪ/ by imitating the sounds in pairs.

3. Teaching approaches: PALS

4. Teaching procedures:

1) Lead-in

The teacher motivates the pupils' interest by asking―Do you like playing games‖Thenhandoutthepointcard(seeTable3.4) forthisperiodandaskthe pupilstoexchangetheirpointcards. Firstaskthedyadstolistenandimitatethesounds. Next, getthemtoreadthesoundinturns. Afterthat, letthemplaythegame: onereadasound, thepeerfindawordandapictureforit. Thenexchangerolestillmatchingisdone. Duringthisprocess, eachofthedyadshouldlistentothepartnerandprovidecorrectivefeedback. Theteachergoaroundtheclassroomtoofferhelpifnecessarybecausepronunciationisdifficultforpupils.

**Table** **3.4** **A sample of a point card used in PALS class for period 6 in each unit**

| A point card for B Let's read, C Pronunciation and Story time | | | | |
| --- | --- | --- | --- | --- |
| Units | Your name: | Your partner's  name: | points  assessed | total  points |
| Unit 1 Period 6 | What you do | |  | ———  points |
| Take turns to listen and repeat first, then imitate the sounds. |  | | —  points |
| Take turns to play the game: you read one sound, your partner finds a word and the picture for it. |  | | —  points |
| Enjoy the chant: take turns to first complete the chant sentence by sentence and then chant. |  | | —  points |
| Take turns to read the essay on page 9: first read according to the tune, then retell what it says, lastly give main idea in less than 10 words. |  | | —  points |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Take turns to read and predict the story. When you read, each reads one half. That is to say, if you read Picture 1, you predict and then your partner read Picture 2 and predict, … till you finish reading the story. |  |  | —  points |  |
| Homework | A) Take turns to read the new words learnt today in the vocabulary list (e.g. same, every, country, always, mean, drive, right, side, England, Australia, however, left, and must) with your partner after class, and learn the meaning and spelling of each word by heart.  B) Re-read the pronunciation, short essay and story till you can read them very fluently with your partner and get ready for oral test.  C) FoLlow the tape and imitate what you  LearnT today at home. | | —  points |

2) Short essay reading with retelling and shrinking

The teacher gets the dyads to review the traffic rules in a PALS way by designing a chant. Then tell the dyads to read the short essay as the point card suggested: first read according to the tune, then retell what it says, lastly give main idea in less than 10 words. During the reading aloud process, the pupils' roles are reciprocal because they take turns to be reader and tutor. The teacher guides the pupils to focus on the pronunciation of some difficult words such as country, always, drive, England, Australia, and however. During the reading with retelling process, the teacher trains the pupils to retell what they have read by following the questions listed on slide. These questions include some easy common ones used for interaction such as―What did you learn first‖，―whatdidyoulearnnext‖，―Could you please tell me…‖, andso on. During thereading with shrinking process, theteacher trains thepupils to shrink what they read by following thequestions listed on slide, which includes ―whoor what‖ andthemost important thing about ―whoor what‖. Then letthepupils do the

―Tick or cross‖exercise after the essay.

3) Reading prediction

The teacher cleverly makes use of the story by splitting it into two parts, one half with the contents of pictures one, three, and five, and the other half, contents of pictures two, four, and six. When the dyad read, each reads one half with the rest half covered. That is to say, if pupil A reads Picture 1, pupil A will be asked to predict what will happen in Picture 2, and then pupil B reads Picture 2 and predicts what will happen in Picture 3. Both the coach and the player feel reading enjoyable in this way. Also, the teacher presents on the slide some guiding questions like―who or what‖ ,

―What happened‖，―Whatdoes‗fine'meaninthestory‖，―What isthe main idea?‖, andso on, to help thedyad catch thestory.

4) Homework

The teacher extends the PALS strategies to pupils' free time, for the homework is easy and interesting to be done during the school time after class.

A) Take turns to read the new words learnt today in the vocabulary list (e. g. same,

Every, country, always, mean, drive, right, side, England, Australia, however, left, and must) with your partner after class, and learn the meaning and spelling of each word

By heArt.

B) Re-read the pronunciation, short essay and story till you can read them very fluently with your partner and get ready for oral test.

C) FoLlow the tape and imitate what you learnt today at home.

### **3.4.5** **Pluralistic evaluation and reinforcement**

One distinguishing feature of PALS is that it has extrinsic stimuli to motivate students. The researcher also adopted this kind of reinforcement as suggested by Fuchs (1997, 1999, 2005) and made some adjustment according to the situation in the researcher's class and the needs of the new English curriculum criterion.

The new English curriculum criterion suggests that evaluation is an important part of English courses. Scientific evaluation system is an important guarantee for achieving course objectives. Evaluation of English course should be based on the objectives and requirements of the curriculum, monitoring the whole process and results of teaching effectively. The evaluation should make students experience progress and success in the English learning, understand themselves and build self-confidence so as to promote students' comprehensive ability in English. Evaluation system should reflect the diversity of assessment and forms of diversification.

Hence, the researcher designed diversified point cards which mainly include peer activity point card used in class (as mentioned and described in Section 3.4.3 &3.4.4), peer reading or reciting point card used out of class, and monthly point card (Appendix 3). The peer reading or reciting point card is used for individuals to record the points they get in reading or reciting out of class with their partner. The monthly point card is used for the whole class for counting each pupil's points. And according to this, every month, some pupils were chosen as the star of learning English or the star of making progress in English.

Simultaneously the star of learning English and the star of making progress in English were given certificates as reward. Tangible rewards, which were bought with the class activity fee, included―English Exercise Book‖―Notebook‖，‖Pen‖，―Pen

Refill‖, and so on, were also awarded to the star of learning English and the star of

MakinG progress in English as reward.

## **3.5** **Instruments**

In this study, the results of the pupils in the standard test of the second semester of the fifth grade were collected to measure participants' reading comprehension achievement, a questionnaire was administrated in order to elicit participants' attitudes toward reading improvement, their belief about PALS program and cooperation with peers, and some. What's more, the researcher kept writing some class observation records and interview records with some pupils.

### **3.5.1** **Two tests applied**

Before the researcher went to teach the participants, they were given a standard test by Shangcheng Teaching Evaluation Department at the end of the second semester of the fifth grade. The test, with 0.8 as the degree of difficulty, including listening ( 35%), multiple choice (12%), words (8%), dialogues (20%), and reading (25%), was taken as pre-test before treatment. And with the feedback results from Shangcheng Teaching Evaluation Department, the researcher collected data about students' reading performance and their whole English levels.

By contrast, the standard test given by Shangcheng Teaching Evaluation Department at the end of the first semester of the sixth grade, with the same degree of difficulty and the same kinds of components, was taken as post-test after treatment. the researcher also collected data about students' reading performance and their whole English levels from the feedback results of it.

### **3.5.2** **Interview and classroom observation**

During the study, the researcher often interviewed pupils of different levels and wrote down several typical records. In the thesis, interviews are made to understand the students' response and attitudes to the PALS activities and the pluralistic evaluation. Observation is applied in English classroom and the teacher can know the process of learning in the way of PALS. Then the data will be discussed and analyzed.

### **3.5.3** **Student questionnaire**

Student questionnaire (Appendix 4) consists of two parts: 15 close-ended questions and 1 open-ended question. The close ended' questions were adopted from

The 5-point Likert scale questionnaire originally designed and used by PALS researchers in 1997, which was widely used later in PALS studies (e. g., D. Fuchs, L. S. Fuchs, Mathes & Simmon, 1997; Saenz, D. Fuchs, & L. S. Fuchs, 2005). The questionnaire includes issues related to students' enjoyment and their perceived social and academic benefits of participation in PALS. In order to make it clear and understandable for the sixth grade students, the researcher put all the questions into Chinese and made some adjustment. Immediately after the experiment, pupils were required to mark the most suitable answer from five choices (1=not at all, 2=a little, 3=kind of, 4= a lot, 5=a whole lot). What's more, one open-ended question was added to elicit more about participants' attitudes toward PALS in Primary English class and suggestions for improving PALS.

## **3.6** **Data collection and analysis**

As being stated in Section 3.5.1, results of the pretest and posttest were collected. The questionnaire was administered in all the four experimental classes immediately after treatment by the researcher.

At last, all the scores of the tests are put into the computer to know whether there is actually a significant difference before and after PALS program. On the other hand, the scores were collected and well kept for the analysis of the result to show whether PALS applied in the Primary English class can facilitate Primary School pupils' English reading comprehension and language acquisition. The questionnaire also was conducted among all the students of the study and was analyzed by EXCEL.

##### **Chapter Four Research Results and Data Analysis**

This chapter will analyze the pre-test results collected from students' fifth grade final exam and show the results of the first sixth grade test after the experiment. Then the differences between the two tests will be discussed, which include reading achievement by PALS treatment and student type (HA, AA, LA). Next, based on the analysis of the questionnaire, student-perceived beliefs about the PALS program will be discussed. Finally, some interviews and classroom observations will be shown to explain students' reading performance achievement and achievement in learning interest, confidence, leadership, and so on.

## **4.1** **Results**

### **4.1.1** **The pre-test results**

To evaluate the comparability of students performance before and after the experiment, the researcher collected the feedback data of the standard test (Appendix

2) given by Shangcheng Teaching Evaluation Department when the participants were at the end of the second semester of the fifth grade and made some analysis about it.

The test, with 0.8 as the degree of difficulty, includes listening (35%), multiple choice (12%), words (8%), dialogues (20%), and reading (25%). Firstly, the researcher made analysis on Pupils' reading performance before treatment from it (see Table 4.1). Results indicated the pupils didn't have good performance in reading. The total number of the pupils who took part in the test is 145, with one pupil's score missing because of learning disability, and the researcher will analyze his performance separately (see Section 4.1.3). The total marks for reading is 25. The segmentation is determined according to the standard of the evaluation for primary pupils used by Shangcheng Teaching Evaluation Department. In total, 87 pupils, over half of the grade, were low achieving in reading with the scores 0-14 out of 25. 54 pupils were average achieving with the sores from 15 to 21 and only 3 pupils (6.67%) were high achieving out of 144 students in the whole grade. It suggested that the pupils of the whole grade were very poor in English reading. In every class, more than half of the pupils were low achieving in reading. Things were worst in Class 4, with

24 pupils (64.86%) low achieving in reading, 13 pupils (35.14%) average achieving in reading, and nobody high achieving in reading.

Table 4.1 Pupils’reading performance before treatment

| Segmentation | Class 1 | Class 2 | Class 3 | Class 4 | Total | Note |
| --- | --- | --- | --- | --- | --- | --- |
| 0~14 | 23 | 18 | 22 | 24 | 87 | LA |
| 15~21 | 12 | 17 | 12 | 13 | 54 | AA |
| 22~25 | 1 | 1 | 1 | 0 | 3 | HA |



Secondly, the researcher made analysis on Pupils' whole English performance in the test before treatment (see Table 4.2). It is easy to find that more than half of the students in the grade, 79 students, were average in English. While 48 were very poor in English and only few, 17 students were excellent in English. In each of the four classes, the number of high achieving pupils was the smallest among the three types. Things are worse in Class 3, with 19 pupils failing the exam, 13 pupils average achieving in English, and only 4 pupils high achieving in English.

Table 4.2 Pupils’whole English level before treatment

| Score | Class 1 | Class 2 | Class 3 | Class 4 | Total | Note |
| --- | --- | --- | --- | --- | --- | --- |
| 0~59 | 12 | 7 | 19 | 10 | 48 | LA |
| 60~84 | 19 | 21 | 13 | 26 | 79 | AA |
| 85~100 | 4 | 8 | 4 | 1 | 17 | HA |



### **4.1.2** **The post-test results**

At the end of the first semester of the sixth grade, very shortly (only one week) after the researcher completed the PALS experiment. The students took part in the final exam given by the same evaluation department with the same degree of difficulty and the same kinds of components. This is taken as the post-test of the research and the researcher will analyze it in the following part.

By contrast, the researcher made analysis on Pupils' reading performance (Appendix 2) (see Table 4.3). Results in Table 4.3 suggested some changes and improvement in pupils' reading performance. In total, 29 pupils, were low achieving in reading with the scores 0-14 out of 25. 70 pupils were average achieving with the sores from 15 to 21 and 45 pupils were high achieving out of 144 students in the whole grade. It suggested that the pupils of the whole grade did much better in English reading in the post treatment test. Great changes happened to Class 4, with 9 pupils (24.32%) low achieving in reading, 19 pupils (51.35%) average achieving in reading, and 9 (24.32%) high achieving in reading.

Table 4.3 Pupils’reading performance after treatment

| Segmentation | Class 1 | Class 2 | Class 3 | Class 4 | Total | Note |
| --- | --- | --- | --- | --- | --- | --- |
| 0~14 | 11 | 0 | 9 | 9 | 29 | LA |
| 15~21 | 14 | 22 | 15 | 19 | 70 | AA |
| 22~25 | 11 | 14 | 11 | 9 | 45 | HA |



Then, the analysis on Pupils' whole English performance after treatment (see Table 4.4) also showed some changes comparable to pupils' reading achievement. It is easy to find after one semester's study, only 17 pupils were very poor in English in the grade, 53 were average in English and 74 (more than half of the grade) were excellent in English. In each of the four classes, the number of high achieving pupils was the

Largest among the three types, in every class, more than 50% of the pupils got an excellent mark. In Class 3, changes happened, with 10 pupils still failing the exam, while 9 pupils average achieving in English, and 16 pupils (45.7% of the class) high achieving in English.

Table 4.4 Pupils’whole English level after treatment

| Score | Class 1 | Class 2 | Class 3 | Class 4 | Total | Note |
| --- | --- | --- | --- | --- | --- | --- |
| 0~59 | 4 | 0 | 10 | 3 | 17 | LA |
| 60~84 | 12 | 17 | 9 | 15 | 53 | AA |
| 85~100 | 20 | 19 | 16 | 19 | 74 | HA |



### **4.1.3** **Change from pre- to post treatment achievement**

Some comparisons between the pre-test and post test were conducted to examine the change from pre-to post treatment reading achievement and the change in pupils' whole English performance from pre-to post treatment.

As can be seen from Table 4.5, the whole grade made great progress in reading performance after a semester's English study. Results in Table 4.5 suggested that students made significant improvement in their reading performance with the number of low achieving students reduced from 87 to 29, the number of average achieving students increased from 54 to 70 and the number of high achieving students increased from 3 to 45.

**Table** **4.5** **Comparison of pupils’reading performance before and after**

**treatment**

| Note | LA | AA | HA |
| --- | --- | --- | --- |
| Score | 0~14 | 15~21 | 22~25 |
| Grade 5 02 | 87 | 54 | 3 |
| Grade 6 01 | 29 | 70 | 45 |



Note Grade 5 02= the test result of the second semester of the fifth grade, Grade 6 01= the test result of the first semester of the sixth grade

While Results in Table 4.6 suggested that students also made significant improvement in their whole English performance with the number of low achieving students reduced from48 to 17, the number of average achieving students reduced from 79 to 53and the number of high achieving students increased from 17 to 74.

**Table** **4.6** **Comparison of pupils’whole English level before and after**

**treatment**

| Note | LA | AA | HA |
| --- | --- | --- | --- |
| Score | 0~59 | 60~84 | 85~100 |
| Grade 5 02 | 48 | 79 | 17 |
| Grade 6 01 | 17 | 53 | 74 |



Note Grade 5 02= the test result of the second semester of the fifth grade, Grade 6 01= the test result of the first semester of the sixth grade

On the other hand, the researcher compared the whole grade's mean score, excellent rate and pass rate with the mean score, excellent rate and pass rate of the district (Appendix 2) (see Table 4.7). As mentioned in Chapter One, the school where

The author is working lies in an old suburban area in Shangcheng District, Hangzhou, with more than 80% of the pupils come from nationwide migrant workers' families, is one of the most backward schools in Hang zhou during the past several years. Though most students from migrant workers' families work hard, it is a fact that they do poor in English learning, partly because of their different accent and partly because of their backward foundation in English, since most of them didn't learn English before they came to Hangzhou. And compared with other native students in Hangzhou, they didn't spent much time in learning English, either. In some pilot research, the researcher once made some interview on students' English learning after school. The gathered information shows in the researcher's school, most students can't offer the money to learn English in some language schools like most native ones in other schools do. Some students need to help their family deal with business. And some even need to be babysitter after school to take care of their younger sisters or brothers. Thus, there's always great gap in learning quality between the researcher's school and the whole district. However, Table 4.7 showed that the gap, irrespective of that between mean score, excellent rate or pass rate, was comprehensively shortened after a semester's experiment with the mean score gap changing from -11.13 to -7.02, the excellent rate changing from -27.88 to -18.39, and the pass rate changing from -18.00 to -5.95. Among them, the pass rate increased fastest.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | Mean score | Excellent rate | Pass rate |
| Whole grade | Grade5 02 | -11.13 | -27.88 | -18.00 |
| Grade6 01 | -7.02 | -18.39 | -5.95 |

**Table** **4.7** **The whole grade’s mean score, excellent rate and pass rate compared with the data of the district**



Note Grade 5 02= the test result of the second semester of the fifth grade, Grade 6 01= the test result of the first semester of the sixth grade

Additionally, the researcher analyzed the performance of the boy who was labeled learning disabled (see Table 4.8). The results showed that the boy didn't change much in both English reading and whole English level. In the test of the second semester of the fifth grade, he got 6 out of 25 in reading and 48 out of 100 in total. While in the test of the first semester of the sixth grade he got 8 out of 25 in reading and 48.5 out of 100 in total.

**Table** **4.8** **The performance of the boy being labeled learning disabled**

****

|  | Reading performance | Whole English level |
| --- | --- | --- |
| Grade5 02 | 6 | 48 |
| Grade6 01 | 8 | 48.5 |

Note Grade 5 02= the test result of the second semester of the fifth grade, Grade 6 01= the test result of the first semester of the sixth grade

### **4.1.4** **The analysis of the questionnaire on PALS**

There is one questionnaire with 16 questions in the thesis after the experiment on PALS. These questions are used to provide a real picture of the experiment in order to know the students' attitudes towards PALS English reading teaching. There are 145 students in the survey. The findings are analyzed and summarized in the following tables.

**Table** **4.9** **Pupils’perceptions of working with peers**

| Perceptions of  working with | Not aT all | | A litTle | | Kind Of | | A lot | | A whoLe lot | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| N | P | N | P | N | P | N | P | N | P |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| peers |  |  |  |  |  |  |  |  |  |  |
| Q1 | 2 | 1.4 | 5 | 3.5 | 4 | 1.8 | 51 | 35.2 | 83 | 57.2 |
| Q2 | 7 | 4.8 | 16 | 11.0 | 31 | 21.4 | 45 | 31.0 | 46 | 31.7 |
| Q3 | 3 | 2.1 | 6 | 4.1 | 2 | 1.4 | 75 | 51.7 | 59 | 40.7 |
| Q4 | 2 | 1.4 | 4 | 1.8 | 5 | 3.5 | 42 | 29.0 | 92 | 63.4 |
| Q5 | 1 | 0.7 | 3 | 2.1 | 9 | 6.2 | 88 | 60.7 | 44 | 30.3 |
| Q6 | 1 | 0.7 | 3 | 2.1 | 9 | 6.2 | 84 | 57.9 | 48 | 33.1 |
| Q7 | 0 | 0 | 5 | 3.5 | 3 | 2.1 | 71 | 49.0 | 66 | 45.5 |
| Total P | 1.6 | | 4.1 | | 6.2 | | 44.9 | | 43.2 | |

Note N=Number, P=Percentage, Total P=Average percentage of the seven questions on each point Table 4.9 shows that different types of students almost had similar attitudes towards working with partners (Questions 1-7). As we can see, in total, nearly 88% of

The students had positive impressions on working with partners. Students reported that they all enjoyed working with a partner. Over half of the students found their partners acceptable, so they did not want to change partners too often. However, according to observation in class and the responses collected, this question was the only one on which students disagreed with each other. Some students preferred working with the same partner because they could learn much from that partner, while some others who found their partners unacceptable and not capable enough desired to change partners. Even though not all the students liked their partners, most of them reported they became friends with their partners and the majority of students (92.4%) responded that they worked harder when learning with peers than learning alone. Regarding the benefit of working with a partner, students (91%) felt they enjoyed being a tutor and they learned much especially remembered much from teaching their partners.

So we can know that most of students in Primary School have realized that working with peers is very enjoyable and helpful. It is not difficult to know that they have been considering working with peers as an effective way of English learning.

As to attitude toward the pluralistic evaluation and rewarding system, Table 4.10 shows that students enjoyed them very much. About 19.3% of the students enjoyed it

A lot and 75.9% enjoyed it a whole lot. There was nobody who didn't enjoy it, even those few ones who didn't like working with others.

**Table** **4.10** **Perceptions of pluralistic evaluation and reinforcement**

| Perceptions of pluralistic evaluation  And rEinforcement | Not aT all | | A litTle | | Kind Of | | A lot | | A whoLe lot | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| N | P | N | P | N | P | N | P | N | P |
| Q8 | 0 | 0 | 0 | 0 | 7 | 4.8 | 28 | 19.3 | 110 | 75.9 |

Note N=Number, P=Percentage

With regard to students' perceptions of PALS activities and their effects (Questions9-14) (see Table 4.11), students also had positive attitudes. Overall, students agreed that PALS helped them much. They felt that Reading aloud with Retelling had helped them (a lot: 25.5%, a whole lot: 62.1%) more than Paragraph Shrinking (a lot: 33.8%, a whole lot: 31.7%) and Prediction Relay (a lot: 29.7%, a whole lot: 31.0%). Thus, they liked doing PALS (a lot: 20.7%, a whole lot: 70.3%) both in and after class. They responded if they were teachers they would be willing to try PALS with their students, too (a lot: 14.5%, a whole lot: 71.7%).

**Table** **4.11** **Pupils’perceptions of PALS activities**

| Perceptions of PALS  activities | Not aT all | | A litTle | | Kind Of | | A lot | | A whoLe lot | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| N | P | N | P | N | P | N | P | N | P |
| Q9 | 3 | 2.1 | 1 | 0.7 | 14 | 9.7 | 37 | 25.5 | 90 | 62.1 |
| Q10 | 22 | 15.2 | 13 | 9.0 | 18 | 12.4 | 49 | 33.8 | 43 | 29.7 |
| Q11 | 22 | 15.2 | 13 | 9.0 | 19 | 13.1 | 46 | 31.7 | 45 | 31.0 |
| Q12 | 4 | 2.8 | 6 | 4.1 | 8 | 5.5 | 29 | 20.0 | 98 | 67.6 |
| Q13 | 0 | 0 | 2 | 1.4 | 11 | 7.6 | 30 | 20.7 | 102 | 70.3 |
| Q14 | 0 | 0 | 11 | 7.6 | 9 | 6.2 | 21 | 14.5 | 104 | 71.7 |
| **Total P** | 5.9 | | 5.3 | | 9.1 | | 24.4 | | 55.4 | |

Note N=Number, P=Percentage, Total P=Average percentage of the six questions on each point

In table 4.12, the rating of Question 15 showed students were quite satisfied with

Their English class (a lot: 24.8%, a whole lot: 63.4%).

**Table** **4.12** **Pupils’perceptions of English class**

| Perceptions of  English class | Not aT all | | A litTle | | Kind Of | | A lot | | A whoLe lot | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| N | P | N | P | N | P | N | P | N | P |
| Q15 | 3 | 2.1 | 5 | 3.4 | 9 | 6.2 | 36 | 24.8 | 92 | 63.4 |

Note N=Number, P= Percentage

As for question 16, the open-ended question, most students wrote on the questionnaire that they enjoyed PALS and hope to learn in this way during the next semester. Besides, students especially those who were a little poor in study wrote they hoped they could learn math and science in this way because they could learn much from others and help from others made learning much easier. Generally speaking, students had positive perceptions of PALS.

### **4.1.5** **Typical records of interview and observation**

Immediately after the experiment, the researcher made some interviews with different types of students and made some records. In this way, the researcher collected four records of four students from different classes and put them into English (see Table 4.13).

**Table** **4.13** **Pupils’responses to“What do you get from PALS class?”**

| Pupils | Order of merit | Gender | Responses to ―What do you get from PALS class?‖ | Main harvest |
| --- | --- | --- | --- | --- |
| Li Zheng fang from Class3 | E(LA)  B(HA) | female | ―I was quiet and shy. Now, I have more friends than before. I'm more active and brave in class. My partner helped me in class and other classmates who were better than me helped me after class, because Helen gave them additional points. We all like the point cards. I'm interested in English now because I can get more scores than before as soon as I  learn.‖ | Have more friends than before; Have interest and confidence in English; Like the point cards. |
| Wu  Yichao from | C(AA) | male | ―I disliked English before. But I can read  English fluently now. Every day I try to read in and after class in order to get | Can read English  FluenTly and dare to speak English in class; |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Class4 | C(AA) |  | Points. I found reading with partner made English easier. I think imitating is interesting and helpful. I can speak English in class now. I like to answer questions in class because I can say what I want to say in English now. I'm sure I can learn English well. I like English  class. ‖ | Have confidence; Enjoy English class. |
| Zhou Ruolan from Class1 | C(AA)  A(HA) | female | ―I always work hard in English. But I couldn't get satisfied scores in English. I had never got ―Excellent‖ in my report card. Now, I not only got satisfied scores in the exam but also got ―Excellent‖ in my report card because I gained many points with partner. I enjoy English and  Those prizes very much.‖ | Can get satisfied scores in report card; Have confidence; Enjoy English and prizes |
| Dai Haolan from Class2 | B(HA)  A(HA) | male | ―I like being coach because I can learn by heart quickly through teaching others. Teaching others made me a leader among classmates. They like to ask me and listen to me. I am very happy. I often answer questions in class because I can express  My idEas in English now.‖ | Can learn by heart quickly through teaching partner; Be head among classmate; Can use English to express ideas in class. |

While Table4.14 showed some of the researcher's observation records during the program. It vividly described something happened in PALS class. It made the researcher think more about the PALS study and it will be discussed in next section.

**Table** **4.14** **Observation on“What makes me think in and out of PALS class?”**

| Number | Date | ―What makes me think in and out of PALS  class?‖ | Main findings |
| --- | --- | --- | --- |
| 1  In Class1 | Sept.6 | At first, I didn't make the students clearly understand how to work with their peers and how to give points for assessment. The classroom was full of noise and seemed disorder. I had to stop them and made a good pair (Qian Qiaoyu & Maoyun) give a model. Then things became  better. | disorder |
| 2  In Class4 & | Sept.16 | I found points cards very useful. All the students in Class4 handed in their point cards for reading and reciting after class, with the signatures of their  Parents and partners. It seems that they can read | Point card is a good way to make pupils busy in reading and  learning. |

|  |  |  |  |
| --- | --- | --- | --- |
| Class2 |  | Better than last week. In class, the activity point card made all of them busy in reading and learning. All of them worked carefully and actively, even those who are poor in English. I enjoyed the class very much. The same thing  HappeNed in Class 2. |  |
| 3  In Class3 | Sept.28 | I found Wangdong didn't liking working with Huang Yonghui though he helped Huang a lot. Because Huang is too poor in reading and speaking and they often can't show their talk in class. Thus, Wang is very unhappy. | They don't like their peers. Maybe I should try adjusting peers according to similar level, not following the  PairiNg rules? |
| 4  In Class3 | Oct.15 | I tried adjusting peers according to similar level on Wangdong and Huang Yonghui. After talking with them, I paired Wang with Du Qiaoting and Huang with Li Junhui (before that, Du was paired with Li). Both the pairs became better now. Wang and Du made more progress in speaking and expressing, while Huang and Li made more progress in self-reading and understanding and  They Seemed to be more interested in English. | They made progress in different aspects |

## **4.2** **Discussion of the experiment**

### **4.2.1 Pupils**’**reading development**

Results of this study showed that PALS participants made great progress in reading performance. The finding of fast reading growth among pupils using PALS at primary school in the EFL context is meaningful and inspiring.

For one reason, according to Chinese new English curriculum criterion released by the Ministry of Education, pupils of Grade Six are required to recognize and read words according to spelling rules, read short requests or instructions in the textbook, seize information expressed in a simple greeting card or other forms, read simple stories or essays with pictures and develop the habit of reading according to italian groups, and correctly read the stories or essays being learnt. But the truth is that pupils spend less time on learning English than Chinese or math because English is taken as a minor subject for interest in primary school both by most of the pupils and their parents. Moreover, primary pupils are very different in their English reading abilities, as the pretests scores showed that the maximum score was 25 and the minimum score

Was 0 (Appendix 2). More individualized instructions from the teachers are required to address this diversity. But China-specific class size for pupils is usually big; it is impossible for teachers to provide one-to-one instruction. While the traditional teacher-centered classroom teaching seems to be weak in these aspects; PALS program provides a unique reading intervention. And peer mediation where all the students in the class are paired to do activities that the teacher orchestrates with the classroom is one way that teachers can feasibly incorporate innovative methods to their time and their retraining in a low cost kind of way (Lynn Fuchs, 2011).

For another reason, previously documented PALS studies were focused mainly on native-English speakers (e. g. Fuchs,2003; Fuchs et al 1997,1999; McMaster et al,2005,2006; Otaiba Fuchs,2002; Torgesen,2000), or second-language learners(see Saenz, Fuchs, & Fuchs,2005). The testifying of PALS effects at the primary level in the EFL context in China can extend the external validity of PALS with additional populations.

With respect to effects for HA, AA, and LA students, findings are quite significant. Firstly, this study demonstrated that PALS was effective in enhancing reading achievement on considering about mean score, which increased from 13.2 to

17.56. Secondly, when considering the change rate of pupils' reading level, the number of HA students increased rapidly at the rate of 1400% from 3 to 45, the number of LA students decreased quickly at the rate of 86.67% from 87 to 29, the number of AA students increased at the rate of 29.63% from 54 to 70. So we can see that all the pupils of LA, AA, and HA benefited most from PALS in this research.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | LA | | AA | | HA | | Whole mean  score |
|  | Number | Mean  score | Number | Mean  score | Numbe  r | Mean  score |
| Grade5 02 | 87 | 10.45 | 54 | 17.09 | 3 | 23 | 13.2 |
| Grade6 01 | 29 | 9.66 | 70 | 17.71 | 45 | 22.4 | 17.56 |
| Change rate | 86.67% |  | 29.63 |  | 1400% |  |  |

**Table** **4.15** **Comparison of reading performance in aspects of mean score and change rate of different types of pupils**



Note Grade 5 02= the test result of the second semester of the fifth grade, Grade 6 01= the test result of the first semester of the sixth grade

However, as the researcher analyzed in Table 4.8, the performance of the only boy who was labeled learning disabled changed little in both English reading and whole English level. In the test of the second semester of the fifth grade, he got 6 out of 25 in reading and 48 out of 100 in total. While in the test of the first semester of the sixth grade he got 8 out of 25 in reading and 48.5 out of 100 in total. That's unlike some previous studies (e. g Simmons D. et al, l995, Fuchs, D., et al, 1997): PALS strong effects for students with learning disabilities in regular classrooms. One possible reason for that is, as the boy told the researcher later, he spent too much time on Chinese and only wanted to well in Chinese because the Chinese teacher was the head teacher of his class.

### **4.2.2 Pupils**’**comprehensive development**

Most people assumed that children couldn't be very effective tutors to their classroom peers at the ages of 11 and 12, but this research have found that in fact they can be very effective in working productively and constructively with each other and in fact kids' reading can be substantially enhanced when children work on very structured activities with each other.

As results in Table 4.6 suggested that students made significant improvement in their whole English performance with the number of low achieving students reduced

From48 to 17, the number of average achieving students reduced from 79 to 53and the number of high achieving students increased from 17 to 74. And as table 4.7 showed that the gap between the researcher's classes and the whole district, irrespective of that between mean score, excellent rate or pass rate, was comprehensively shortened after a semester's experiment with the mean score gap changing from -11.13 to -7.02, the excellent rate changing from -27.88 to -18.39, and the pass rate changing from

-18.00 to -5.95. Among them, the pass rate increased fastest, because the researcher tried best to guide the low and average pupils during teaching instruction as the new English curriculum criterion suggested: English courses should be taught for all students. (The Ministry of Education, 2001)

The interview records in Table 4.13 in showed that pupils made progress in expression, confidence, interest and leadership. Those quiet ones made more progress in making friends.

### **4.2.3 Pupils**’**perceptions of PALS**

Besides positive results of reading comprehension and pupils' comprehensive development, students' beliefs towards PALS were also encouraging. The researcher hasn't found significant difference in pupils' attitudes and beliefs toward PALS though they benefited differently from PALS program.

As far as perceptions of PALS reading activities are concerned, students believed that PALS activities functioned well in improving their reading skills, just like it is shown in Table 4.11 and 4.13. Among the three reading activities, students placed more faith in Reading Aloud with Retelling. Firstly, students were really weak in reading aloud, knowing little of phonetic principles because they were paid little attention in most traditional classes, though there is much practice on it in PEP English books. In peer activities, students got more chances to practice reading in class. Secondly, timely feedback from the teacher or a tutor contributed to the improvement. Finally, as the improvement of reading aloud could be detected over a short period of time and points could easily be gained through reading, pupils thought this activity more meaningful.

As the researcher observed, students felt doing PALS enjoyable. When doing

Reading activities, partners talked loudly, actively and happily. Analysis of the questionnaire displayed that most students liked working with partners. They believed they learned a lot from peer working. Pupils liked being a coach and simultaneously benefited from teaching their partners. Irrespective of learner types, students who taught others become more satisfied and more confident in their learning.

A large number of students declared they worked harder with a partner than they did when studying alone because they liked competing with others. That's quite similar to Fuchs' finding that PALS students worked harder with their peers (Fuchs, et. al, 1999). And the overwhelming majority found their partners acceptable. They did not want to change their partners. Yet a small number of students preferred to work partners who were in the similar level. As been mentioned in the researcher's observation records, some pairs did not cooperate very well in the reading activities. So the researcher proposes new pairings to accommodate different needs.

As for pluralistic evaluation and reinforcement, students enjoyed this kind of evaluation and prizes very much, which has been described in Table 4.10 and the researcher's observation records and interview records. All the pupils liked prizes. And because the prizes are awarded on counting their points, the majority of students worked harder when learning with peers than learning alone. And it is proved that point cards are really a good way to make pupils learn actively and effectively in class and to promote their motivation.

##### **Chapter Five Conclusion**

## **5.1** **Major findings**

This section will summarize the major findings related to the research questions of the present study, the affects of PALS, the benefits of pupils from PALS and their attitudes toward PALS. The finding in this study tries to justify some suggestions with the experiment.

### **5.1.1** **PALS can facilitate students**’**reading ability**

The experiment shows that students' final scores are much higher than those in the pre-test. The study also shows that PALS should be applied to create meaningful and competitive reading activities. From Tables 5 and 15, we know that, generally speaking, pupils made really great progress in reading performance irrespective their learner types of LA, AA, or HA, though Table 4.8 showed the only boy with learning disability didn't change much. Thus the researcher has realized that it's a good way for students to take active part in English reading by various peer interactions.

### **5.1.2.** **PALS can develop students**’**English learning**

The finding shows that PALS helps students to develop the learning strategies on English learning. Hence, students made significant progress in their whole English level just as the results of Tables 4.6 and 4.7 suggested. Cohen said―strategies themselves are not inherently good or bad, but have the potential to be used effectively‖(Cohen, 2000, p8). The students become active and positive as they increase their awareness of learning strategies when they are reading through PALS. In addition, the students have more opportunities to share their ideas and experience through peer working with partners.

### **5.1.3** **PALS can be effectively implemented**

As the study showed PALS was preferable in terms of workload and feasibility. It did not require extra lecture time and material preparation and it has clear procedures for classroom management and reading activities. As it is mentioned in Table 3.3 and Table 3.4, if the teacher concentrates on PALS Reading activities when

Designing, PALS can be easily implemented in ordinary class time to accommodate student diversity by―decentering‖the teaching and learning process--reorganizing classrooms. Thus the procedure of being tutors and being tutees with the reciprocal benefit of role reversal but not simple cooperative learning can be organized and it can be basically in the form of a pair, then a group or even class wide. And as the observation records described pupils kept busy doing all kinds of reading activities, enjoying the relaxing and competitive class atmosphere.

### **5.1.4** **Students benefit from different aspects**

It was proved from the interview and observation records in this study that pupils could improve their communicative competence. PALS provided students more opportunities to talk actively with others and exchange ideas. However, to be more exact, different pupils made different progress. As the interview and observation records showed students of LA and AA achieved more in making friends, confidence, and reading while students of HA achieved more in expression and leadership.

### **5.1.5** **Students hold positive attitudes to PALS**

Both questionnaire analysis and interviews indicated that, irrespective of learner types, students had positive perceptions of PALS program. Students felt they could learn a lot from their partners and from teaching their partners. They made friends with their partners. Besides, students believed that PALS reading activities helped them become better readers. Compared with Paragraph Shrinking and prediction Relay, students had more faith in Reading aloud and Retelling. Finally, students showed great interest in and were highly motivated by the point cards and prizes which were given every month.

## **5.2** **Implications**

It is noticeably that PALS is worthy studying, but research on PALS learning is very rare in current primary English. Some suggestions are given for the future study which can hopefully enhance our understanding of PALS learning in primary classroom content and promote the development of English reading and learning theories.

The first implication is that we can integrate teaching designs and PALS learning

According to the teaching materials and teaching goals to recuperate the limited lecture time. In this study, point cards coupled with pluralistic evaluation functioned well. It needs further exploration on this issue to make a set of strategies suitable for both primary English teaching materials and primary pupils in China. Or even the future study may investigate other types of PALS learning of different modes in higher and lower grades in China. This study only touches upon some activities involved in the classroom of Grade Six.

The second implication is that the present study can be extended to different samples of different subjects in China like what had been done in math abroad ([Vanderbilt Kennedy Center,](http://kc.vanderbilt.edu/kennedy/) 2011). As students especially those who were a little poor in study wrote for question 16, the open-ended question, they hoped they could also learn math and science in this way because they could learn much from others and help from others made learning much easier.

The third implication is that PALS can not only be used in the section of reading, but also can be used through the whole process of English learning like listening, writing, etc, as it is one feasible instructional alternation for accommodating academic diversity. In the present study, the researcher made an adjustment to make full use of PALS through the whole process of learning in each period. PALS was not only used in reading passages, but also in chant, words learning, dialogue learning, exercise checking and correcting, etc. And the data collected displayed that it comprehensively improved students' reading performance and whole English performance.

## **5.3** **Limitations of the study**

Firstly, the limitation is related to its external validity. It can be noted that this study suffers from a few limitations in the research design. There is no control group in the research. Though there are other pupils of Grade Six from Shi Banqiao Primary School, who come to study from the very beginning of the experiment till the end, at the researcher's school, and at last the Teaching Evaluation Department counted their scores with the researcher's students', unfortunately, their original scores (the results of the final test for the second semester of the fifth grade) were kept as secret

By their headmaster. Hence, the researcher couldn't make comparison with them.

Secondly, since there were 145 participants in total, the researcher didn't have much time to care the only boy who was labeled learning disabled and the results showed that effect on the boy was conservative in both English reading and whole English level (see Table 4.8). Except that the reason (He spent too much time on Chinese and only wanted to well in Chinese because the Chinese teacher was the head teacher of his class) told by the boy, the researcher couldn't make further explanation. Thirdly, during the peer interaction the students easily distracted because of some difficult reading tasks, they may talk about other things instead of the tasks in class. If the teacher can't introduce the PALS instruction well, monitor well or evaluate well,

PALS reading program in English class of Grade Six may cause classroom disorder just like the researcher observed.

Fourthly, the roles of tutors and tutees should and must be reciprocal so that the program can maximize the benefit of the pupils irrespective their levels. As the researcher recorded that there were few pupils who disliked peer working or their stabled partners, how to pair the tutors (coaches) and tutees (players) in a wide range needs further research.

Fifthly, it's absolutely that PALS is an effective tool for improving reading skill acquisition and reading comprehension across various reading levels and grades. Hence, how to develop a full range of peer-learning effective strategies and techniques in English learning content but not only English reading is worth researching.

Lastly, to adapt to the children's desires and psychology, how to implement pluralistic evaluation on the students using PALS needs further exploration. Thus, PALS activities can keep being attractive to pupils and stimulate a greater enthusiasm for learning.

## **5.4** **Summary of the study**

There are many benefits for students and teachers who practice PALS. The [Vanderbilt Kennedy Center](http://kc.vanderbilt.edu/kennedy/) (2011) listed as follows: Actively involves all students in tasks they can perform successfully; Increases student opportunity to read and

PractIce basic skills; Motivates students to do better in reading and accelerates student

Achievement in reading; Expands instructional resources in the classroom; Provides for positive and productive peer interaction; Creates opportunity for lower functioning students to assume an integral role in a valued activity; Helps teachers accommodate academic diversity; Is affordable and easily implemented; And is found to be an enjoyable activity by teachers and students. The thesis just identified the effectiveness of PALS.

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**Appendix 1 The thesis of the pilot study**

**让学Th在互助中“悦”读**

——**Go for it!九年级Unit 8**

**I'll send you a photo of Lucky阅读课案例思考**

**【内容摘要】**Peer-assisted learning strategies同伴互助学习策略（以下简称PALS）可以培养学生自主学习的能力，使合作学习更有效。本文以2008年笔者在九年级英语教学中一节阅读课的课堂录像为基础，通过案例分析，结合笔者在后期教学及中考复习中这一模式的阅读教学取得的效果，探讨如何指导学生运用PALS学习策略，进行愉悦有效的阅读，从而提高阅读教学的有效性。

【**关键词**】阅读教学； 同伴互助； “悦”读； 案例分析

**一、背景介绍**

**（一）PALS学习策略的涵义**

**PALS**起源于美国：主要是指教师在教学中通过把学习水平和能力相对高和相对低的学生有意识地组合成两人小组并对之进行有规律的变换，使学生都有机会在小组中当老师，也有机会当学生，从而更好地实现自主学习与自我调控；使课堂活动在开展过程中更多地面向学生个体的需要，而不会沦为单一的，教师操控下的活动——最终只解决少数学生的问题。该策略还为教师创造观察学生的机会，使教师能在学生进行互助学习的过程中发现需要帮助的学生或小组并提供个人辅导。

在运用这一策略进行教学的过程中，教师需要激发并教会学生进行相互的督促与评价，以促进学生学习的主体性、自主性与愉悦感。

**（二）学情分析及运用PALS学习策略的必要性**

传统的阅读教学往往只把课文当作知识的载体，只做知识的处理，而不兼顾技能的训练。在程晓棠、刘兆义主编的《初中英语》中提出：课文不仅是知识的载体更是信息的载体。初中英语阅读教学的目的主要有以下几点：培养和发展学生的阅读技能；在篇章中学习语言知识；了解信息、丰富知识；欣赏，获得乐趣。因此，笔者认为教师需要具备在阅读教学中渗透阅读策略的意识，并兼顾在阅读过程中营造平等和谐的氛围、激发学生的愉悦情感，以帮助学生提高阅读的有效性。

笔者是在这批学生八年级时中途接班的。学生英语基础悬殊较大，两极分化比较明显—

—以八下期末针对笔者任教的（4）班在区统测中的数据分析为例：班级英语前10名同学平

均得分105.2分，班级英语后10名同学平均得分46.5分。笔者在阅读教学中常常发现基础薄弱生看不懂阅读材料，上课走神甚至放弃阅读；在检测中发现他们对阅读理解题有畏难情绪以至于不读文章乱选答案。笔者也曾尝试根据后10名同学的情况进行阅读教学，基础较好的同学又觉得阅读课又慢又沉闷。

由此，运用PALS学习理论，在教学中指导学生互动、互助、愉悦地学习，在提高课堂效率的同时促进学生提高阅读效率与能力，避免学生“苦读”、“厌读”，引导学生“悦读”，是笔者一贯坚持的理念和努力进行的实践。

本文依据笔者的一节阅读教学公开课的录像，通过案例分析的方法，来探讨如何指导学生运用PALS学习策略，进行有效快乐的阅读，从而提高阅读教学的有效性。

**二、案例分析**

**（一）教学内容及教学目标**

本文是一封书信。是一位受到救助组织Animal helpers捐赠的残疾人Liz写给动物协会捐赠者Amy的感谢信。信中Liz表达了对Amy女士捐助Animal helpers，使自己得到一只经过训练能帮助做事的狗（Lucky）的感谢，并赞扬了Amy女士的行为对残疾人的巨大作用。

在进入初三的阅读教学中，笔者同时也在更多地考虑初、高衔接。并对一些高中教学课例进行学习。笔者根据对高中课例的研读得到的启发是：英语阅读教学设计与过程应注重对学生阅读策略、处理信息能力和思维能力的培养，这样才能有效地与高中英语教学接轨。

基于此，笔者确定本节课的重点教学内容是对文本的解读。进而确立本节课的教学目标如下：

1. 学生能在阅读中运用猜测等策略通过上下文理解词汇。

2. 学生能在阅读中辨别动词短语并正确运用。

3. 学生能在一系列基于PALS的两人活动中读懂语篇并进一步表述对志愿者活动的见解。

**（二）教学过程及实录1.猜谜热身**

初三学生疲于学习，怎样才能轻易调动他们学习英语的激情？为了在课前快速激活学生，我设计了6个开动大脑的英语谜语，让学生进行抢答：

 Enjoy English Riddles

* What word is pronounced(发音) wrong, even by the best of teachers**?**

Key: The word “wrong”.

* + What always goes up and never goes down?

Key: Your age.

* + What is black when it’s clean and white

when it’s dirty?

Key: A traditional blackboard.

课堂重现：



基础较好的同学在迅速回答正确后还根据笔者要求大声讲给同学们听；有些基础差的同学脑筋急转弯的思维能力并不差，他们想到了答案不会用英语表达时，急切地请同伴帮忙。

启示：

这些益智谜语符合初三学生生活中爱玩脑筋急转弯等游戏的心理，激活了学生的好奇心与好胜的斗志。学生在思考、猜测与争论中进入了乐于学习英语的状态。

**2.主题导入**



Who took part in the Paralympic Games?

**disabled**

**sportspeople**

08年的奥运会和残奥会都取得了巨大成功，而且孩子们的体育老师作为羽毛球裁判参加了这两大赛事，学生们对此很感兴趣。笔者就设计了用残奥会的素材导入话题的主要人物：Liz Smith, a disabled person：

课堂重现：

T: Have you ever seen these signsS1: Yes. It'sOlympicGames.

S2: NO, it's残奥会。

教师在此时用几秒钟手指课件中的残疾人击剑等项目，呈现the Paralympic Games并教读三遍——体现阅读首先是帮助学生获取信息的目的。

T: So, who took part in the Paralympic Games?

在引导学生回答出“disabled people”的过程中呈现并教读该词。

进一步引导学生预测：本节课将读到什么？能力强的学生顺着―disabled‖这个思路给出了答案“read something about disabled persons”。

启示：

这一直观形象的设计和富有生活信息的问答，自然地介绍了残奥会并呈现了新单词

disabled。预测策略的使用，使学生的好奇与积极的阅读情感得到激发。**3.同伴互助**

同伴互助这一学习环节是本节阅读课的主要过程。

**1）同伴间轮流朗读，扫除阅读障碍**

本课生词较多，设计了让学生通过同伴互助阅读，根据上、下文理解文章中15个新单词与动词短语，并与相应的英语释义配对：



***Match the meaning of the words according to the contents.***

* **disabled** *adj.* 1.feeling of being happy
* **organization** *n.* 2.can’t, not able to
* **pleasure** *n.* 3.organized group/system
* **blind** *adj.* 4.unable to use part of body
* **deaf** *adj.* 5.without the power to see
* **unable** *adj.* 6.close
* **imagine** *v.* 7.get (sb.)out of trouble
* **shut** *v.* 8.without the power to hear
* **help (sb.) out** 9.unusually, particularly
* **specially** *adv.* 10.form a picture of in the mind
* **fetch** *v.* 11.give away
* **at once** 12. to be grateful for sth
* **support** *v.* 13. give money to help …to continue
* **appreciate** *v.* 14.to go and get
* **donate** *v.* 15.right away, at this very moment

课堂重现：



学生充分利用了“互助”的优势，轮流大声朗读课文并迅速讨论，猜测所列单词的词义。完成这一任务仅用时7分钟，大大少于以前笔者采用传统教学法逐个呈现、讲解，扫除生词障碍所耗时间。在此过程中，笔者还给学生发放了基于PALS学习策略和笔者本课教学流程设计的阅读积分表（附件1）。设计该积分表让学生在轮流当小老师的过程中给对方一个评价分。因此，很多学习困难的学生抓紧时间读并努力猜测，还有相当一部分学生主动寻求我的帮助。但大多数靠的是他们自己的阅读与互助完成。在笔者快速检查答案时，每当一个学生答对，他/她和同伴都相视一笑，露出“说对了、成功了”的开心表情。

启示：

阅读积分表的设计与使用激发了学生阅读的专注性、思考的积极性和当小老师的责任感与自豪愉悦感。“互助”则使课堂气氛更活跃。

**2）同伴间讨论、交流，理解文本**



先用课件呈现要让学生理解的问题，让学生在第一遍朗读的基础上，带着问题快速读文章，读完后及时与同伴讨论两分钟，回答教师就文章理解方面设计的问题：



1. **What kind of letter is it?**
2. **What does “ Lucky” mean in the title?**

**What do you think of “Lucky”?**

1. **What’s “Animal Helpers”?**
2. **What ’s wrong with the writer?**
3. **Why does Liz Smith write this letter?**

课堂重现：

在轮流读并对障碍词有了理解的基础上，英语弱的学生在这遍读的环节，又得到了能力强的同伴的帮助，进行理解输出——回答问题。在这一生生、师生互动中，根据学生的回答，教师进行评价或纠错，在课堂生成中完成了对文章要旨（问题1），文章细节（问题4），文章理解与概括（问题2、3、5）以及语言知识的理解。

之后，要求学生快速再读课文，完成教材67页**After You Read** 3b——找出文章里的动词短语并用短语造句，以及3c——根据课文信息进行句子配对。

课堂重现：

同伴间先进行口头组句、句子配对和相互纠错，学生对练习的态度由以往的被动转为主动，在教师检查的环节争相举手发言。这在初三段的阅读课上还是比较少见的。令笔者欣慰的不是学生表达的句子有多么流畅或准确，而是学生们在课堂上与我这种愉悦的互动，说明他们对这样的阅读课乐于参与。

**4.观点输出**课堂回放：

教师先以问题―What ways do you learn to help people from this unit‖创设情境，激活学生关于本单元做志愿者与助人话题的图式，再安排学生以前后3对peers组成一个6人小组（全班分为5个组），进行“拟定志愿服务项目”的讨论，然后形成关于小组内成员观点的报告。

|  |  |
| --- | --- |
| **People who need help** | **Things we can do for them** |
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|  |  |
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为了使小组讨论学习更有效，针对各个组都有英语口语与书面表达较弱的学生的实际，给学生相应的支架——以讲义的方式下发（附件2），让学生在讨论中有功能语言参考，可记可写。



What ways do you learn to help people from this unit?

Think of people who need help, and what we can do for them. Write your ideas in the chart and then share with your group.

录像显示：小组讨论与展示环节学生参与热情高，承担汇报发言的学生很开心，因为他

/她汇报了同伴的心声；倾听的学生也很投入，如果听到汇报员没有陈述自己的见解，他/她甚至不惜“插嘴”加以补充。达到了目标语言在“学中用、用中学”的目的。

**5.好句共享**

在小组汇报之后，迅速切换到好句共享，以大声朗读结束阅读，使得课堂紧凑完整并留给学生“助人者自乐”的余韵。



**There is great happiness in making others happy. So help others and enjoy yourselves!**

**6.课后作业**



1）听录音熟读课文，第二天读给同伴听，并互相签名；

2）每人根据组内讨论与汇报内容写出一份开展志愿活动的计划书。

**三、案例反思**

**（一）成功之处：以Peer-assisted活动为学习的平台，围绕“悦”读开展教学**

**1. “悦”在平等互助，增加了和谐愉悦的情感体验**

贯穿始终的Peer-assisted活动，营造了互动互助的学习气氛，使课堂出现了三种交流方式：师-生，生-师，生-生。尤其是“生-生”这一互助形式随时可以由学生根据自己的需要

启动，遇到不会的地方同伴可以教他们如何回答。阅读中的障碍大多可以轻松解决，基础薄弱生的挫折感大大降低，增加了愉悦的心理体验。从而促进其“悦”读的心态与阅读的有效性。

**2. “悦”在能当小老师，有评价有竞争，有成就感**

当今快餐式的文化与初三学习的压力，使得学生对中、英文阅读都缺乏兴趣。以往的阅读课上，笔者的学生往往是被动地完成对知识的识记。本节课运用PALS学习策略促进同伴间的互助、互促与积分，使所有学生都“动”起来，课堂上人人有事做。整节课每个学生都在与同伴共读与讨论中说英语，用英语，大大增加了使用和练习英语的机会。学生在完成读后练习的3a、3b中争相轮流造句、互相纠错，完全脱离了教师这根拐杖。“悦”读的氛围促成了学生想说、敢说、争着说。据听课教师统计，每个学生都得到了2-3次单独表达的机会。

**（二）不足之处：教学中情感渗透和引导学生拓展思考不够**

听课的专家针对我在此案例中的教学提出了下面两个更高层次的问题：

1.教学中遇到涉及残疾人的话题，教师可更多地拓展，进一步引导学生形成平等对待残疾人的情感态度。

2. 既然在教学的巩固环节笔者想到了“There is great happiness in making others happy”，为何在教学过程中没有看到启发学生达成这一认识的设计？

**四、教学再设计**

基于反思中发现的问题，笔者认为可以在原有设计基础上进行如下完善与更改：

**1.在导入残奥会时渗透情感教育，体现英语学科的人文性**

笔者在用幻灯片呈现the Paralympic Games这一信息导入文章主人公和话题时，可以适当向学生介绍：parallel+Olympic构成Paralympic，同时向学生解释parallel含有“平行的、相同的、类似的”等意义，引导学生体会我们对“残疾人”要有平等的态度与情感。体现语言是文化的载体。

**2.布置一个开放性的读后任务：做志愿者能得到什么？提升学生的情感认同**

笔者在不断的反思中查找与导盲犬有关的报道并发现：在奥运火炬接力中，就是Lucky

带着中国第一块残奥金牌得主平亚丽完成的。Lucky与平亚丽给了我极大的震撼。

这引发了我对反思中不足之二的解答：假如再上此文，我不仅可以在主题导入时直接用

平亚丽这一人物导入Lucky与她的故事。还可以在Post-reading部分，删除“拟定志愿服务项目”这一比较常规的任务，使设计与Lucky和平亚丽遥相呼应。设置开放性的问题如：What will Amy feel when she get the thank-you letter from Liz（平亚丽）WhatcanLucky(volunteers) getbyhelping othersWhat can welearn from Ping Yali更能抓住学生关于导盲犬、奥运健儿等背景知识的固着点，更“悦”读，“悦”议，“悦”说。启发学生认识到“助人者自乐”，使讨论过程与“好句共享”这一小结过程更自然地衔接，并进一步激发学生对残奥健儿的敬佩之情，对人生的积极进取态度。使教学更好地启发学生的思维。

**五、结束语**

自该阅读课的尝试取得初步成功之后，笔者定期登录[http: //kc. vanderbilt. edu/pals/](http://kc.vanderbilt.edu/pals/)网站，学习基于PALS学习策略的授课模式，不断改进基于PALS学习策略的阅读教学设计，并推广到每个单元以语篇阅读形式出现的3a的课文教学以及之后中考总复习的部分阅读教学中。

逐渐地，笔者的阅读课发生了可喜的变化：学生在阅读课上更活跃了；更多的学生能表达对文章的理解，特别是前文提到的英语后10名学生也经常在发言中用英语说上二、三句；

尤其是类似附件1的评价设计促使学生在两人活动中轮流检查对方、为对方评价并评分，给教师的任务落实做了很好的铺垫与检查。笔者的阅读课不再鸦雀无声，也不再由笔者独自承担讲解答疑，而是生生、师生互动成为了习惯，让我们逐渐达到了在其乐融融的氛围中阅读、分析、答疑。学生的英语学习兴趣更浓了。

同时，笔者监测到学生阅读方面的成绩也较为理想。以该届（4）班学生09年5月参加

中考二模的阅读成绩为例（据区网上阅卷反馈详情及扫描的学生答卷）：全班30名学生在

该次测试中平均得分81.2分，阅读均分为23.76分；班级英语前10名同学平均得分102.5

分，阅读均分为27.6分；班级英语后10名同学平均得分54.7分，阅读均分为19.1分。培养学生学习方法和策略最有效的途径就是把方法和策略渗透到教学中去（孙鸣，

2004）。因此，笔者始终认为：要搞好自己的英语教学，就要有效地指导学生的学习策略。基于此，笔者进行了行动研究，希望藉此积累一些对教学的反思与再设计，并不断提高自己对教材的分析处理能力与阅读教学的能力。

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#### 附件1:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Name: 阅读积分表 | | | | | | | |
| Unit8  Reading | 轮流读  段落 | 猜单词 | 再读并  答问 | 再读找  短语 | 用短语  组句 | 组内  讨论 | 本阅读  总分 | 互助评  价人 |
| PALS  cents |  |  |  |  |  |  |  |  |
| 积分说明 | 1.与自己的 partner 在老师指导下的同伴互助阅读学习过程中，对自己的  partner 进行评价。  2.对于同伴完成的每一项任务，给以 3 PALS cents. 个人积分满 100 PALS cents=1 PALS dollar. 每一 PALS dollar 以 1 分计，期末加入个人总评成绩。3.每次 PALS 阅读课，两人认真轮流完成了上述阅读与互评任务，老师将在  PALS 课堂记录卡上给两人小组奖励 20 PALS cents. | | | | | | | |

#### 附件2：

|  |  |
| --- | --- |
| **People who need help** | **Things we can do for them** |
| **Blind people** | **Help Them walk across the road** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Have an oral report about your volunteer project : In our group, Jimmy would**  **Like to set up "Old people's Home". He could help cheer up…** Henry **likes to…, because…** As for me, … Everyone thinks being a volunteer is **great!** | |

**Appendix 2 The second semester final exam of the fifth grade (pre-test) scores**

**& the first semester final exam of the sixth grade (post-test) scores**

(Source: Shangcheng Teaching Evaluation Department, Hangzhou)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **200902 学期、201001 学期阅读成绩统计表（试卷满分 100 分， 阅读部分 25 分）** | | | | | | | | | | | |
| Class 1 | | | Class 2 | | | Class 3 | | | Class 4 | | |
| 姓名 | 五下 | 六上 | 姓名 | 五下 | 六上 | 姓名 | 五下 | 六上 | 姓名 | 五下 | 六上 |
| 孙璐琼 | 13 | 19 | 冯钰婷 | 17 | 19 | 韩文 | 9 | 19 | 方圆媛 | 13 | 22 |
| 周若楠 | 10 | 19 | 朱敏君 | 11 | 22 | 李正方 | 6 | 19 | 张珺 | 11 | 9 |
| 傅琳珊 | 17 | 19 | 梁妍芸 | 13 | 19 | 刘沁玮 | 21 | 25 | 周佳熹 | 13 | 16 |
| 尹诗慧 | 11 | 22 | 姚嘉怡 | 16 | 19 | 戚金浩 | 14 | 16 | 李焕妍 | 11 | 19 |
| 厉徐瑶 | 17 | 22 | 李杭燕 | 19 | 22 | 孔佳浩 | 12 | 3 | 张君然 | 14 | 22 |
| 刘怡康 | 15 | 19 | 余玲玲 | 13 | 22 | 施俊锴 | 17 | 22 | 黄焱斌 | 5 | 16 |
| 徐婷婷 | 13 | 19 | 孙思琪 | 13 | 16 | 何诗迦 | 15 | 19 | 瞿斌 | 14 | 19 |
| 钱巧雨 | 21 | 22 | 汤佳琪 | 15 | 16 | 马慧敏 | 13 | 13 | 李骏 | 9 | 16 |
| 朱青青 | 14 | 19 | 周杭 | 19 | 22 | 邹长峒 | 15 | 16 | 项振宇 | 4 | 9 |
| 王程 | 6 | 16 | 俞淑文 | 18 | 25 | 王 栋 | 11 | 16 | 沈坚 | 17 | 19 |
| 刘新新 | 13 | 16 | 刘雨梦 | 10 | 16 | 徐鹏程 | 10 | 19 | 童俊 | 11 | 9 |
| 程晓康 | 10 | 16 | 张艳 | 9 | 16 | 申屠倩倩 | 15 | 22 | 黄来沁 | 17 | 22 |
| 黄孝煜 | 8 | 22 | 俞芳 | 12 | 16 | 杜巧婷 | 11 | 9 | 夏敬 | 15 | 19 |
| 文强 | 16 | 13 | 麻晓熠 | 11 | 19 | 陈 闯 | 11 | 19 | 黄晓 | 15 | 16 |
| 余志勇 | 8 | 9 | 许哲浩 | 17 | 22 | 曹 磊 | 8 | 9 | 江慧 | 21 | 22 |
| 钟俊辉 | 12 | 3 | 张司昂 | 10 | 22 | 黄永辉 | 0 | 6 | 胡琴 | 17 | 19 |
| 赵嘉乐 | 11 | 16 | 周程炜 | 6 | 19 | 郑杭璐 | 17 | 22 | 顾君悦 | 17 | 19 |
| 王潜 | 13 | 13 | 吴浙旗 | 21 | 22 | 倪子钰 | 17 | 22 | 余芳慧 | 8 | 19 |
| 余阳 | 19 | 25 | 鲍佳成 | 11 | 22 | 刘夕阳 | 7 | 19 | 杨春康 | 18 | 19 |
| 吴双 | 17 | 22 | 戴昊岚 | 15 | 25 | 张雨婷 | 18 | 16 | 姜曼星 | 11 | 19 |
| 郑佳怡 | 17 | 22 | 岑浩铤 | 13 | 19 | 郑天君 | 12 | 22 | 徐海杰 | 12 | 16 |
| 陈澜 | 11 | 22 | 雷声朕 | 14 | 19 | 洪子厦 | 8 | 13 | 许一敏 | 13 | 22 |
| 杨璐琪 | 10 | 9 | 吴敏杰 | 19 | 22 | 李俊辉 | 13 | 19 | 王京鹏 | 15 | 16 |
| 毛芸 | 20 | 16 | 金权浩 | 18 | 19 | 薛子怡 | 11 | 16 | 潘磊 | 10 | 13 |
| 俞雯婷 | 14 | 22 | 刘振伟 | 9 | 16 | 梁钰清 | 23 | 22 | 吴逸超 | 16 | 16 |
| 黄焱皓 | 10 | 13 | 熊万能 | 17 | 22 | 郑杭英 | 11 | 19 | 戚可 | 10 | 13 |
| 赵劼 | 3 | 9 | 严杭 | 6 | 22 | 杨 铭 | 11 | 0 | 江浩辉 | 11 | 16 |
| 王俊杰 | 9 | 6 | 鲁锦涛 | 16 | 19 | 杨 天 | 19 | 13 | 马思伟 | 14 | 22 |
| 房昕怡 | 11 | 13 | 陶巍 | 11 | 16 | 吴嫣茹 | 14 | 19 | 刘凌锋 | 18 | 22 |
| 曹艺斐 | 9 | 6 | 詹潇云 | 15 | 19 | 张玉洁 | 20 | 22 | 陈诺 | 9 | 16 |
| 张君语 | 15 | 25 | 周江辉 | 13 | 19 | 吴文婷 | 12 | 6 | 钱志航 | 8 | 13 |
| 王晨耀 | 15 | 13 | 朱海宇新 | 23 | 22 | 郑慧梅 | 17 | 22 | 徐鸿锋 | 12 | 9 |
| 朱宁徽 | 8 | 16 | 施银杰 | 17 | 19 | 吴亚男 | 17 | 22 | 洪惠丹 | 17 | 22 |
| 马笑林 | 15 | 19 | 杨铭杰 | 8 | 16 | 何 旭 | 13 | 19 | 杨爱玉 | 19 | 22 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 沈高崴 | 23 | 25 | 郭想想 | 15 | 19 | 鲁堉乔 | 8 | 22 | 金晓靓 | 11 | 13 |
| 俞思冰 | 10 | 16 | 周燕玲 | 15 | 19 |  |  |  | 丁钟志 | 12 | 16 |
|  |  |  |  |  |  |  |  |  | 李晶 | 8 | 13 |
| 平均分 | 12.89 | 16.58 | 平均分 | 14.03 | 19.44 | 平均分 | 13.03 | 16.61 | 平均分 | 12.86 | 16.81 |
| 得分率 | 51.56 | 66.3 | 得分率 | 56.12 | 77.5 | 得分率 | 52.12 | 66.4 | 得分率 | 51.44 | 67.3 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2009 学年第二学期五年级期末考试英语成绩统计表 （试卷满分 100 分）** | | | | | | | | | | | |
| 五（1）班 | | | 五（2）班 | | | 五（3）班 | | | 五（4）班 | | |
| 序号 | 姓名 | 成绩 | 序号 | 姓名 | 成绩 | 序号 | 姓名 | 成绩 | 序号 | 姓名 | 成绩 |
| 1 | 余阳 | 77 | 1 | 朱海宇新 | 98 | 1 | 施俊锴 | 63 | 1 | 江慧 | 81 |
| 2 | 王俊杰 | 49 | 2 | 张艳 | 71 | 2 | 倪子钰 | 76 | 2 | 丁钟志 | 60 |
| 3 | 朱青青 | 57 | 3 | 雷声朕 | 47 | 3 | 梁钰清 | 88 | 3 | 童俊 | 70 |
| 4 | 王程 | 65 | 4 | 周江辉 | 54 | 4 | 刘沁玮 | 92 | 4 | 顾君悦 | 78 |
| 5 | 赵劼 | 32 | 5 | 熊万能 | 51 | 5 | 吴亚男 | 92 | 5 | 周佳熹 | 69 |
| 6 | 房昕怡 | 58 | 6 | 郭想想 | 60 | 6 | 陈闯 | 25 | 6 | 李焕妍 | 64 |
| 7 | 尹诗慧 | 65 | 7 | 陶巍 | 50 | 7 | 黄永辉 | 28 | 7 | 黄晓 | 73 |
| 8 | 毛芸 | 80 | 8 | 刘宇梦 | 73 | 8 | 鲁育乔 | 36 | 8 | 许一鸣 | 71 |
| 9 | 傅琳珊 | 70 | 9 | 周燕玲 | 76 | 9 | 刘夕阳 | 57 | 9 | 姜曼星 | 33 |
| 10 | 游杭 | 48 | 10 | 余玲玲 | 80 | 10 | 杨铭 | 35 | 10 | 潘磊 | 49 |
| 11 | 周若楠 | 68 | 11 | 俞芳 | 58 | 11 | 何旭 | 62 | 11 | 方圆媛 | 83 |
| 12 | 刘新新 | 70 | 12 | 孙思琪 | 69 | 12 | 孔佳浩 | 49 | 12 | 陈诺 | 69 |
| 13 | 俞雯婷 | 75 | 13 | 张司昂 | 49 | 13 | 马慧敏 | 52 | 13 | 马思伟 | 80 |
| 14 | 曹艺斐 | 53 | 14 | 戴昊岚 | 75 | 14 | 韩文 | 79 | 14 | 瞿斌 | 73 |
| 15 | 王潜 | 53 | 15 | 麻晓熠 | 76 | 15 | 杨天 | 51 | 15 | 胡琴 | 75 |
| 16 | 陈澜 | 73 | 16 | 姚嘉怡 | 80 | 16 | 郑慧梅 | 55 | 16 | 洪惠丹 | 82 |
| 17 | 郑佳怡 | 91 | 17 | 梁妍芸 | 82 | 17 | 杜巧婷 | 60 | 17 | 李骏 | 71 |
| 18 | 余志勇 | 52 | 18 | 金权浩 | 67 | 18 | 曹磊 | 36 | 18 | 沈坚 | 74 |
| 19 | 徐婷婷 | 64 | 19 | 俞淑文 | 82 | 19 | 洪子厦 | 41 | 19 | 刘凌峰 | 76 |
| 20 | 黄焱皓 | 56 | 20 | 朱敏君 | 69 | 20 | 吴文婷 | 50 | 20 | 杨春康 | 62 |
| 21 | 文强 | 68 | 21 | 刘振伟 | 50 | 21 | 郑杭英 | 66 | 21 | 张珺 | 58 |
| 22 | 王晨耀 | 65 | 22 | 许哲浩 | 89 | 22 | 薛子怡 | 61 | 22 | 张君然 | 80 |
| 23 | 钟俊辉 | 82 | 23 | 鲍佳成 | 63 | 23 | 郑天君 | 65 | 23 | 项振宇 | 21 |
| 24 | 厉徐瑶 | 81 | 24 | 严杭 | 77 | 24 | 邹长峒 | 46 | 24 | 江浩辉 | 60 |
| 25 | 张君语 | 80 | 25 | 吴浙旗 | 87 | 25 | 张雨婷 | 72 | 25 | 李晶 | 65 |
| 26 | 沈高崴 | 92 | 26 | 冯钰婷 | 85 | 26 | 李俊辉 | 34 | 26 | 金晓靓 | 55 |
| 27 | 程晓康 | 27 | 27 | 鲁锦涛 | 61 | 27 | 吴嫣茹 | 46 | 27 | 黄焱斌 | 60 |
| 28 | 吴双 | 77 | 28 | 汤佳琪 | 88 | 28 | 李正方 | 44 | 28 | 余芳慧 | 62 |
| 29 | 刘怡康 | 66 | 29 | 李杭燕 | 92 | 29 | 郑杭璐 | 80 | 29 | 戚可 | 37 |
| 30 | 钱巧雨 | 90 | 30 | 吴敏杰 | 77 | 30 | 王栋 | 60 | 30 | 徐海杰 | 51 |
| 31 | 赵嘉乐 | 52 | 31 | 岑浩铤 | 64 | 31 | 孟海潮 | 57 | 31 | 王京鹏 | 38 |

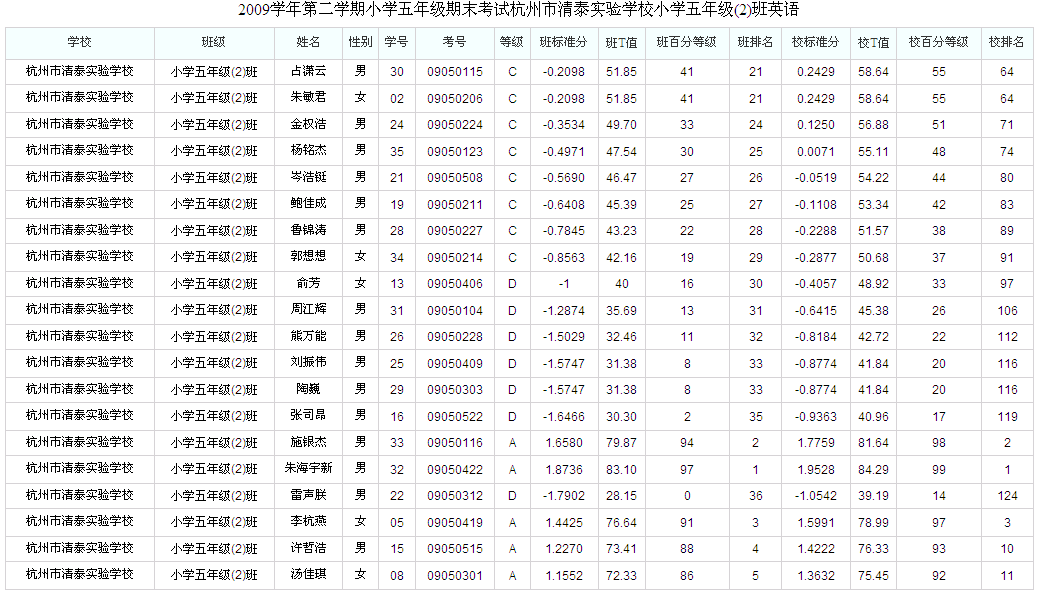
|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32 | 黄孝煜 | 75 | 32 | 周杭 | 87 | 32 | 何诗迦 | 74 | 32 | 夏敬 | 79 |
| 33 | 马笑林 | 91 | 33 | 施银杰 | 95 | 33 | 张玉洁 | 87 | 33 | 徐鸿锋 | 37 |
| 34 | 孙璐琼 | 75 | 34 | 占潇云 | 69 | 34 | 戚金浩 | 51 | 34 | 黄来沁 | 85 |
| 35 | 朱宁徽 | 40 | 35 | 杨铭杰 | 65 | 35 | 徐鹏程 | 46 | 35 | 吴逸超 | 63 |
| 36 | 杨璐琪 | 31 | 36 | 周程炜 | 73 |  | 申屠倩倩 | 84 | 36 | 杨爱玉 | 82 |
|  |  |  |  |  |  |  |  |  | 37 | 钱志航 | 44 |
|  | 平均分 | 65.22 |  | 平均分 | 71.92 |  | 平均分 | 58.33 |  | 平均分 | 64.05 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2010 学年第一学期六年级期末英语成绩统计表 （试卷满分 100 分）** | | | | | | | | | | | |
| **六（1）班** | | | **六（2）班** | | | **六（3）班** | | | **六（4）班** | | |
| 序号 | 姓名 | 分数 | 序号 | 姓名 | 分数 | 序号 | 姓 名 | 分数 | 序号 | 姓名 | 分数 |
| 1 | 孙璐琼 | 89.5 | 1 | 冯钰婷 | 87 | 1 | 韩 文 | 88 | 1 | 方圆媛 | 95.5 |
| 2 | 周若楠 | 89.5 | 2 | 朱敏君 | 92 | 2 | 李正方 | 79.5 | 2 | 张珺 | 81 |
| 3 | 傅琳珊 | 85.5 | 3 | 梁妍芸 | 91.5 | 3 | 刘沁玮 | 97 | 3 | 周佳熹 | 82 |
| 4 | 尹诗慧 | 88.5 | 4 | 姚嘉怡 | 93.5 | 4 | 戚金浩 | 73.5 | 4 | 李焕妍 | 84 |
| 5 | 厉徐瑶 | 91.5 | 5 | 李杭燕 | 93.5 | 5 | 孔佳浩 | 54 | 5 | 张君然 | 89.5 |
| 6 | 刘怡康 | 90 | 6 | 余玲玲 | 91.5 | 6 | 施俊锴 | 92 | 6 | 黄焱斌 | 80 |
| 7 | 徐婷婷 | 88 | 7 | 孙思琪 | 84.5 | 7 | 何诗迦 | 89.5 | 7 | 瞿斌 | 92 |
| 8 | 钱巧雨 | 95.5 | 8 | 汤佳琪 | 89.5 | 8 | 马慧敏 | 73 | 8 | 李骏 | 87 |
| 9 | 朱青青 | 86 | 9 | 周杭 | 94.5 | 9 | 邹长峒 | 57 | 9 | 项振宇 | 38 |
| 10 | 王程 | 60 | 10 | 俞淑文 | 96 | 10 | 王 栋 | 88.5 | 10 | 沈坚 | 90 |
| 11 | 刘新新 | 71.5 | 11 | 刘雨梦 | 76.5 | 11 | 徐鹏程 | 87.5 | 11 | 童俊 | 77 |
| 12 | 程晓康 | 37.5 | 12 | 张艳 | 74.5 | 12 | 申屠倩倩 | 95.00 | 12 | 黄来沁 | 93.5 |
| 13 | 黄孝煜 | 90.5 | 13 | 俞芳 | 74 | 13 | 杜巧婷 | 67 | 13 | 夏敬 | 88 |
| 14 | 文强 | 81.5 | 14 | 麻晓熠 | 90.5 | 14 | 陈 闯 | 49 | 14 | 黄晓 | 86.5 |
| 15 | 余志勇 | 61.5 | 15 | 许哲浩 | 90.5 | 15 | 曹 磊 | 40 | 15 | 江慧 | 92.5 |
| 16 | 钟俊辉 | 62 | 16 | 张司昂 | 73 | 16 | 黄永辉 | 21 | 16 | 胡琴 | 92.5 |
| 17 | 赵嘉乐 | 61 | 17 | 周程炜 | 83 | 17 | 郑杭璐 | 94.5 | 17 | 顾君悦 | 94 |
| 18 | 王潜 | 63.5 | 18 | 吴浙旗 | 93 | 18 | 倪子钰 | 93.5 | 18 | 余芳慧 | 79 |
| 19 | 余阳 | 96 | 19 | 鲍佳成 | 90 | 19 | 刘夕阳 | 82.5 | 19 | 杨春康 | 72 |
| 20 | 吴双 | 94.5 | 20 | 戴昊岚 | 97.5 | 20 | 张雨婷 | 88.5 | 20 | 姜曼星 | 86.5 |
| 21 | 郑佳怡 | 89 | 21 | 岑浩铤 | 81.5 | 21 | 郑天君 | 87.5 | 21 | 徐海杰 | 61 |
| 22 | 陈澜 | 86.5 | 22 | 雷声朕 | 63.5 | 22 | 洪子厦 | 62- | 22 | 许一敏 | 94.5 |
| 23 | 杨璐琪 | 41 | 23 | 吴敏杰 | 95.5 | 23 | 李俊辉 | 51 | 23 | 王京鹏 | 60 |
| 24 | 毛芸 | 86 | 24 | 金权浩 | 67 | 24 | 薛子怡 | 77.5 | 24 | 潘磊 | 71.5 |
| 25 | 俞雯婷 | 92.5 | 25 | 刘振伟 | 70.5 | 25 | 梁钰清 | 95.5 | 25 | 吴逸超 | 74 |
| 26 | 黄焱皓 | 64 | 26 | 熊万能 | 74 | 26 | 郑杭英 | 92.5 | 26 | 戚可 | 54 |
| 27 | 赵劼 | 24.5 | 27 | 严杭 | 82 | 27 | 杨 铭 | 43 | 27 | 江浩辉 | 91.5 |
| 28 | 王俊杰 | 47 | 28 | 鲁锦涛 | 84.5 | 28 | 杨 天 | 58 | 28 | 马思伟 | 89.5 |
| 29 | 房昕怡 | 66 | 29 | 陶巍 | 67 | 29 | 吴嫣茹 | 70 | 29 | 刘凌锋 | 88 |
| 30 | 曹艺斐 | 76 | 30 | 詹潇云 | 90 | 30 | 张玉洁 | 93.5 | 30 | 陈诺 | 87 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31 | 张君语 | 94.5 | 31 | 周江辉 | 60.5 | 31 | 吴文婷 | 59 | 31 | 钱志航 | 67.5 |
| 32 | 王晨耀 | 79 | 32 | 朱海宇新 | 96 | 32 | 郑慧梅 | 87.5 | 32 | 徐鸿锋 | 56 |
| 33 | 朱宁徽 | 60 | 33 | 施银杰 | 93.5 | 33 | 吴亚男 | 91 | 33 | 洪惠丹 | 93.5 |
| 34 | 马笑林 | 92.5 | 34 | 杨铭杰 | 62 | 34 | 何 旭 | 86.5 | 34 | 杨爱玉 | 91.5 |
| 35 | 沈高崴 | 94 | 35 | 郭想想 | 65 | 35 | 鲁堉乔 | 45 | 35 | 金晓靓 | 81.5 |
| 36 | 俞思冰 | 85.5 | 36 | 周燕玲 | 91.5 |  |  |  | 36 | 丁钟志 | 70.5 |
|  |  |  |  |  |  |  |  |  | 37 | 李晶 | 65 |
|  | 平均分 | 76.71 |  | 平均分 | 83.33 |  | 平均分 | 73.08 |  | 平均分 | 80.46 |































说明：六上学期区里把属于我校（清泰实验学校初中部学区的始版桥小学的4个班也放到我校学习，另有两个老师任教。因为区里的数据都是保密的，本人是用清泰教导主任的账号登入上城教学评价部下载的数据。始版桥小学五下学期的成绩无法提取出来，所以本人在Table的比较中，另外计算了自己教的4个班的总体合格率、平均分和优秀率作为清泰六上年级的指标与区里的相应指标对比，排除了始版桥小学的成绩。这是本项研究局限性之一，即本来可以把始版桥小学作为控制组，但因缺乏其五下数据，所以没法比较。

**Appendix 3 Pluralistic evaluation**

**英语每日朗读记录表**

班级： 姓名：

11 月 12 月

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 日期 | 页码 | 朗读/背诵 | 家长/同伴签名 | **积分** | 日期 | 页码 | 朗读/背诵 | 家长/同伴签名 | **积分** |
| 1 |  |  |  |  | 1 |  |  |  |  |
| 2 |  |  |  |  | 2 |  |  |  |  |
| 3 |  |  |  |  | 3 |  |  |  |  |
| 4 |  |  |  |  | 4 |  |  |  |  |
| 5 |  |  |  |  | 5 |  |  |  |  |
| 6 |  |  |  |  | 6 |  |  |  |  |
| 7 |  |  |  |  | 7 |  |  |  |  |
| 8 |  |  |  |  | 8 |  |  |  |  |
| 9 |  |  |  |  | 9 |  |  |  |  |
| 10 |  |  |  |  | 10 |  |  |  |  |
| 11 |  |  |  |  | 11 |  |  |  |  |
| 12 |  |  |  |  | 12 |  |  |  |  |
| 13 |  |  |  |  | 13 |  |  |  |  |
| 14 |  |  |  |  | 14 |  |  |  |  |
| 15 |  |  |  |  | 15 |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16 |  |  |  |  | 16 |  |  |  |  |
| 17 |  |  |  |  | 17 |  |  |  |  |
| 18 |  |  |  |  | 18 |  |  |  |  |
| 19 |  |  |  |  | 19 |  |  |  |  |
| 20 |  |  |  |  | 20 |  |  |  |  |
| 21 |  |  |  |  | 21 |  |  |  |  |
| 22 |  |  |  |  | 22 |  |  |  |  |
| 23 |  |  |  |  | 23 |  |  |  |  |
| 24 |  |  |  |  | 24 |  |  |  |  |
| 25 |  |  |  |  | 25 |  |  |  |  |
| 26 |  |  |  |  | 26 |  |  |  |  |
| 27 |  |  |  |  | 27 |  |  |  |  |
| 28 |  |  |  |  | 28 |  |  |  |  |
| 29 |  |  |  |  | 29 |  |  |  |  |
| 30 |  |  |  |  | 30 |  |  |  |  |
|  |  |  |  |  | 31 |  |  |  |  |
| 11 月总积分 | |  | | | 12 月总积分 | |  | | |

填表说明：

1. 每天在家听课文录音跟读3遍，由家长签字得5点。次日到互助同伴处过关检查，可再得5点。

2．能在互助同伴处背诵课文的，每次可得20点。

**六3班9月英语学习积分财富榜单**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 序号 | 姓名 | 英文名 | pair 课堂活动 | 口试 | Pair 课后  朗读/背诵 | 听写 | 当月奖励 | **总积分点数和分数** |
| 1 | 吴亚男 |  |  |  |  |  |  |  |
| 2 | 刘沁玮 |  |  |  |  |  |  |  |
| 3 | 梁钰清 |  |  |  |  |  |  |  |
| 4 | 张玉洁 |  |  |  |  |  |  |  |
| 5 | 申屠倩倩 |  |  |  |  |  |  |  |
| 6 | 郑杭璐 |  |  |  |  |  |  |  |
| 7 | 韩 文 |  |  |  |  |  |  |  |
| 8 | 倪子钰 |  |  |  |  |  |  |  |
| 9 | 何诗迦 |  |  |  |  |  |  |  |
| 10 | 张雨婷 |  |  |  |  |  |  |  |
| 11 | 郑杭英 |  |  |  |  |  |  |  |
| 12 | 郑天君 |  |  |  |  |  |  |  |
| 13 | 施俊锴 |  |  |  |  |  |  |  |
| 14 | 何 旭 |  |  |  |  |  |  |  |
| 15 | 薛子怡 |  |  |  |  |  |  |  |
| 16 | 杜巧婷 |  |  |  |  |  |  |  |
| 17 | 王 栋 |  |  |  |  |  |  |  |
| 18 | 刘夕阳 |  |  |  |  |  |  |  |
| 19 | 郑慧梅 |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20 | 马慧敏 |  |  |  |  |  |  |  |
| 21 | 戚金浩 |  |  |  |  |  |  |  |
| 22 | 杨 天 |  |  |  |  |  |  |  |
| 23 | 吴文婷 |  |  |  |  |  |  |  |
| 24 | 孔佳浩 |  |  |  |  |  |  |  |
| 25 | 吴嫣茹 |  |  |  |  |  |  |  |
| 26 | 邹长峒 |  |  |  |  |  |  |  |
| 27 | 徐鹏程 |  |  |  |  |  |  |  |
| 28 | 李正方 |  |  |  |  |  |  |  |
| 29 | 洪子厦 |  |  |  |  |  |  |  |
| 30 | 曹 磊 |  |  |  |  |  |  |  |
| 31 | 鲁育乔 |  |  |  |  |  |  |  |
| 32 | 杨 铭 |  |  |  |  |  |  |  |
| 33 | 李俊辉 |  |  |  |  |  |  |  |
| 34 | 黄永辉 |  |  |  |  |  |  |  |
| 35 | 陈 闯 |  |  |  |  |  |  |  |

**学习积分说明：1.**100点可换算为1分2. Pair课堂活动指每节课的point card的点数。

3.课后朗读/背诵和口试以所得实际点数为准计分。4. 听写全对，书写工整得1★计20点，其余无积分。5.当月奖励指获得单项奖，如帮助同学奖，书写小标兵，单词卡制作奖，姓名卡制作奖，每日订正完毕奖等，每个奖项计10点。6.每月积分计入期中期末总评，每月根据积分评出英语学习之星，进步之星，并向家长表扬，也作为向班主任推荐评优的参考。

**Appendix 4 Student questionnaire**

孩子们，很高兴在课堂上实行了同伴互助学习策略（peer-assisted learning strategy; PALS）,对于该学习方法，你们的态度和意见是什么呢？请根据自己的真实感受，完成以下问卷。问卷结果仅供研究使用，为老师的课堂教学提供参考，与成绩无关，且严格保密，请实事求是地回答，谢谢你的合作和支持！

【说明】：请大家根据每个数字所代表的含义和自己的实际情况，在数字1、2、

3、4、5上打圈表示你对以下问题的判断。1=完全不符合，2=几乎不符合，3=有一点符合，4=比较符合，5=完全符合 。

姓名： 班级：

1. 你有多喜欢和同伴一起学习？

1 2 3 4 5

2. 你感到同伴是可以接受、有帮助的吗？

1 2 3 4 5

3. 你能从同伴身上学到东西吗？

1 2 3 4 5

4. 你和同伴一起学习比自己独自学习更努力吗？

1 2 3 4 5

5. 你喜欢当小老师吗？

1 2 3 4 5

6. 你能从教同伴的过程中学到东西吗？

1 2 3 4 5

7. 同伴互助学习能帮助你与同伴交朋友吗？

1 2 3 4 5

8. 你喜欢其中的积分和评奖活动吗？

1 2 3 4 5

9. 回顾一下“大声读”和“复述”，它们能帮助你更好地阅读吗？1 2 3 4 5

10. “段落总结”能帮助你更好地阅读吗？

1 2 3 4 5

11. “预测”能帮助你更好地阅读吗？

1 2 3 4 5

12. 你认为PALS学习策略对你的阅读有帮助吗？

1 2 3 4 5

13. 总的来说，你喜欢PALS学习策略吗？

1 2 3 4 5

14. 如果你是老师， 你愿意让你的学生采取 PALS 学习策略吗？ 1 2 3 4 5

15. 总的来说，你喜欢现在的英语学习和英语课堂吗？

1 2 3 4 5

16. 你有关于同伴互助学习的英语课堂的评价或建议吗？如果有，请写下来。