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圖像組織法教學對於台灣七年級生  
英語故事重述表現之成效研究

The Effects of the Graphic Organizer Instruction on  
Taiwanese EFL 7<sup>th</sup> Graders' English Story Retelling

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## 摘要

本研究旨在探討使用「圖像組織法教學」對於國中七年級生英文故事重述能力之影響。實驗對象為台北市某公立國中七年級兩個班級共 54 名的學生。其中 27 名學生為實驗組，而另 27 名學生為對照組。研究時間約持續八個星期。教學前所有受試者皆接受全民英檢初級口試測驗以確認英文口語程度，然後才進行英語故事重述前測。在教學階段，實驗組接受為期四週的「圖像組織法教學」，而對照組則接受傳統的問與答的講述上課方式。在教學階段之後，兩組分別接受英語故事重述的後測。最後，實驗組的受試者填寫與「圖像組織法教學」內容相關問卷以及接受訪談。

本研究結論為：

- (1) 圖像組織法教學雖無法增加重述故事之長度，但可減少重覆及重啟開頭語。
- (2) 圖像組織法教學與問與答教學法同樣能增進原始語速，但唯有圖像組織法能增加刪除重覆及重啟開頭語後的語速。
- (3) 圖像組織法能增進英文故事口語重述中故事成分所包含的數量以及內容。
- (4) 圖像組織法能提升英文故事口語重述的整體表現。
- (5) 多數實驗組受試者認為圖像組織法教學對於他們來說稍有難度，而最簡單的故事成分是「角色」，最困難的是「事件」。所有實驗組受試者一致認為圖像組織法教學對於故事重述是有幫助的，他們並對圖像組織法採正向態度予以肯定。

## ABSTRACT

The present study aims to investigate the effects of the graphic organizer map instruction (the GO map instruction) on EFL seventh graders' oral English story retelling. Participants were 54 seventh graders from two classes of students in a public junior high school in Taiwan. There were 27 participants in the experimental group (EG) and 27 in the control group (CG). The treatment lasted for 8 weeks. Prior to the instructions, all the participants first took the speaking test of the elementary GEPT to ascertain their oral English proficiency and then took the pretest. During the instructional phase, the participants in EG received a 4-week GO map instruction while those in the CG the traditional Q & A instruction. After the instructions, they took the posttest. Last, a questionnaire was administered to the participants in the EG. Some of the participants were interviewed to clarify their responses on the questionnaires.

The findings of the study are summarized as follows:

- (1) Although the GO map instruction failed to increase the length of the retold stories effectively, it was effective in significantly reducing the number of false starts and repetitions.
- (2) Although both the GO map instruction and the traditional Q & A instruction significantly reduced the length of retelling time and improved the original speech rate, only the GO map instruction was effective in significantly facilitating the pruned speech rate.
- (3) The GO map instruction was effective in the inclusion of more story elements and in the enhancement of the story element content.
- (4) The GO map instruction was effective in elevating the holistic story retelling performances of the participants in the EG.
- (5) Most of the participants in the EG found the GO map instruction difficult and regarded "Character" as the easiest element and "Events" the hardest one for them to master. Additionally, all the participants considered the GO map instruction beneficial to the posttest story retelling and held a positive attitude toward it.

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## TABLE OF CONTENTS

摘要.....	i
ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES.....	vii
CHAPTER ONE INTRODUCTION.....	1
1.1 Background and Purpose.....	1
1.2 Focus on Oral Retelling of Narratives via Graphic Organizer Instruction.....	3
1.3 Research Questions.....	4
1.4 Significance of the Study.....	5
1.5 Organization of the Study.....	6
CHAPTER TWO LITERATURE REVIEW.....	7
2.1 Retelling and Language Learning.....	7
2.1.1 Retelling as an instructional strategy for reading comprehension.....	8
2.1.2 Retelling as an assessment vehicle.....	9
2.2 Strategies on How to Improve Retelling.....	11
2.3 Graphic Organizers.....	13
2.3.1 Definition and variation of graphic organizers.....	13
2.3.2 Common formats of graphic organizers.....	15
2.3.3 Use of graphic organizers to improve reading comprehension.....	16
2.3.4 Use of graphic organizers to improve story retelling.....	19
CHAPTER THREE METHODOLOGY.....	21
3.1 Study Design.....	21
3.2 Participants.....	22
3.3 Procedure of the Study.....	23
3.4 Data Analysis.....	34
CHAPTER FOUR RESULTS AND DISCUSSION.....	40
4.1 Effects of GO Map Instruction on Length of Participants' Story Retelling...40	
4.1.1 Results of the original word count.....	40
4.1.2 Results of the pruned word count.....	42
4.1.3 Results of comparison between original and pruned word count.....	43
4.1.4 Discussion of effects of GO map instruction on length.....	45
4.2 Effects of GO Map Instruction on Fluency of Story Retelling.....	45
4.2.1 Results of retelling time.....	46
4.2.2 Results of the original speech rate.....	47

4.2.3 Results of the pruned speech rate.....	48
4.2.4 Discussion of effects of GO map instruction on fluency .....	50
4.3 Effects of GO Map Instruction on Number and Content of Story Elements .51	
4.3.1 Results of the story element count score.....	51
4.3.2 Results of the story element content score.....	52
4.3.3 Discussion of effects of GO map instruction on story elements.....	53
4.4 Effects of GO Map Instruction on Holistic Story Retelling Performances....	54
4.4.2 Discussion of effects of GO map instruction on holistic story retelling performances.....	56
4.5 Participants' Perceptions of the GO Map Instruction .....	57
4.5.1 Participants' perceptions of difficulty level of GO map instruction ...	57
4.5.2 Participants' perceptions of helpfulness of the GO map instruction...	59
4.5.3 Participants' additional opinions about GO map instruction .....	61
4.5.4 Discussion of perceptions of GO map instruction .....	61
CHAPTER FIVE CONCLUSION.....	64
5.1 Summary of the Study .....	64
5.2 Pedagogical Implications .....	66
5.3 Limitations of the Study.....	68
5.4 Suggestions for Future Studies .....	70
REFERENCES .....	73
APPENDICES .....	79
APPENDIX A Four Types of Graphic Organizers.....	79
APPENDIX B-1 Consent Form for the EG .....	80
APPENDIX B-2 Consent Form for the CG.....	81
APPENDIX C-1 GEPT 初級口語能力測驗.....	82
APPENDIX C-2 GEPT 初級口語能力測驗錄音稿.....	83
APPENDIX D 初級口說能力測驗分數說明.....	84
APPENDIX E-1 Retelling Story for the Pretest .....	85
APPENDIX E-2 Checklist for the Pretest Retelling Story .....	86
APPENDIX F Worksheets for the CG in Q & A sessions 1 to 4.....	87
APPENDIX G-1 Story 1 for the Story Introduction .....	91
APPENDIX G-2 Checklist for Story 1 in the Story Introduction.....	92
APPENDIX H-1 Story 2 for the Story Instruction .....	93
APPENDIX H-2 Checklist for Story 2 in the Story Instruction .....	94
APPENDIX I-1 Story 3 for the Story Instruction .....	95
APPENDIX I-2 Checklist for Story 3 in the Story Instruction.....	96
APPENDIX J-1 Story 4 for the Story Instruction.....	97
APPENDIX J-2 Checklist for Story 4 in the Story Instruction.....	98

APPENDIX K GO Map.....	99
APPENDIX L-1 Retelling Story for the Posttest.....	100
APPENDIX L-2 Checklist for the Posttest Story .....	101
APPENDIX M Posttest Questionnaire for the EG .....	102
APPENDIX N Retelling Analysis Grading Criteria Checklist.....	103
APPENDIX O Holistic Assessment for the Retelling Performances .....	104

## LIST OF TABLES

Table 1	Summary of the Study .....	23
Table 2	A T-test of Mean Scores on the Original Word Count .....	41
Table 3	A T-test of Mean Scores on the Pruned Word Count .....	43
Table 4	A T-test of Mean Ratio of False Starts and Repetitions .....	44
Table 5	A T-test of Mean Scores on the Length of Time .....	47
Table 6	A T-test of Mean Scores on the Original Speech Rate.....	48
Table 7	A T-test of Mean Scores on the Pruned Speech Rate.....	49
Table 8	A T-test of Mean Scores on the Story Element Count .....	52
Table 9	A T-test of Mean Scores on Story Element Content Score .....	53
Table 10	A T-test of Mean Scores on the Levels of the Holistic Evaluation.....	56
Table 11	Summary of Perceptions of the Difficulty Level .....	58
Table 12	Summary of Perceptions on the Easiest Story Element.....	58
Table 13	Summary of the Hardest Story Element.....	59
Table 14	Summary of Helpfulness of the GO Map Instruction .....	60



## CHAPTER ONE INTRODUCTION

The present study dealt with the effects of the graphic organizer instruction on Taiwanese junior high school students' oral story retelling. The introductory chapter consists of four sections. First, the background and purpose of the study are addressed. Next, research questions are presented. Then, the significance of the study is discussed. Last, the organization of the study is introduced.

### 1.1 Background and Purpose

Oral retelling can be regarded as the attempt to reconstruct and restate what the reteller has read or heard orally. To render a well-constructed oral retelling, the reteller has to integrate his/her reading, listening and speaking ability.

Oral retelling, when applied in EFL education, can be an instructional strategy to promote oral language development (Peck, 1989; Morrow, 1996). It can facilitate learners' comprehension by helping a reader relate parts of a text to each other and to their prior knowledge (Morrow, 1996). It can also be used as an assessment tool to holistically evaluate learners' English learning.

Despite the importance and value of the incorporation of oral retelling in English education, oral retelling ability of the EFL learners has not been focused on in oral English instruction in Taiwan, nor has it been adequately investigated in local EFL learning contexts in Taiwan. This is because oral retelling, despite its common

practice in daily language, is actually a rather difficult task, even to L1 learners. It requires the ability to express one's thoughts sequentially in an organized way; therefore, without the competence to organize the thoughts well and to express them orally, it is unlikely for young L1 and L2 learners to generate a good oral retelling.

For most junior high school students in Taiwan, retelling in English can be a challenging activity particularly for two reasons: the challenging nature of the task and a lack of practice. Students have to tackle the challenge when retelling. Specifically, they need to first comprehend the English content they just read or listened to, reconstruct their ideas carefully, and utilize their oral ability to present those ideas for others to understand. Few teachers incorporating oral retelling in local classrooms as language assessment or instructional means certainly does not help ease the difficulty students experience when engaging in oral retelling. Students, therefore, lack the experience to convey their thoughts orally and independently.

Given the fact that oral retelling is valuable and yet it has not been sufficiently explored or utilized instructionally in the EFL context in Taiwan, the present research seeks to develop students' English oral retelling; specifically, the study adopted a kind of graphic organizers as a way of teaching and reducing the difficulty level of English oral retelling for local junior high school students.

## **1.2 Focus on Oral Retelling of Narratives via Graphic Organizer Instruction**

There are a variety of text types, such as expository and narrative, for students to retell. Among all the possible materials for retelling, stories are more appropriate for younger learners because when compared with other kinds of materials, they are more interesting in content, and they usually contain similar story elements, such as setting, characters, and problems, which enable young learners to predict or comprehend the stories more easily. Due to the reasons mentioned above, the researcher focused solely on oral retelling of narratives.

Just as there are a variety of text types, there are a number of strategies, such as the use of props, illustrations, or graphic organizers that can be used to facilitate oral retelling. In the present study, the researcher examined whether graphic organizers can be an efficient strategy to enhance students' competence to retell a story orally. The decision to choose graphic organizers is not an arbitrary one. Some literature suggests that graphic organizers can guide retelling because the visualization of ideas helps categorize, clarify and organize thoughts from abstract to concrete (Benson and Cummins, 2000; Staal, 2000). Moreover, based on the researcher's observation and teaching experience, it is relatively time-consuming and laborious for students to prepare the props or illustrations before retelling a story; a student-generated graphic organizer is therefore more feasible and practical once students fully understand how

to create their own graphic organizer and apply it appropriately. To sum up, the researcher hoped to prove that graphic organizers could help students better organize their thoughts and then generate better oral story retelling, that is, to retell stories of longer and richer content with better fluency. Since there are a variety of graphic organizers, the researcher decided to adopt the Graphic Organizer map (henceforth, the GO map) to correspond with the purpose of this study (refer to chapter two for more detail).

### **1.3 Research Questions**

The present study examined the effect of the GO map instruction on students' oral story retelling. Specifically, the following questions were pursued.

#### **1. Can the GO map instruction significantly facilitate the quantity and quality of students' oral story retelling?**

(1) Can the GO map instruction significantly improve the quantity of the students' oral story retelling in terms of the number of words contained in their retelling content?

(2) Can the GO map instruction significantly improve the quality of the students' oral story retelling in terms of the fluency?

(3) Can the GO map instruction significantly improve the quality of the students' oral story retelling in terms of the story elements included in their story retelling

content?

- (4) Can the GO map instruction significantly improve the quality of the students' oral story retelling in terms of their holistic retelling performances?

## **2. What are the students' perceptions of the GO map instruction?**

### **1.4 Significance of the Study**

As discussed in the previous sections, oral story retelling and graphic organizers are both pivotal components in EFL instruction; nevertheless, it is a pity that they have not been fully investigated. To the best of the researcher's knowledge, no study in Taiwan has investigated the effects of the GO map instruction on oral story retelling of learners at junior high school level. The present study, therefore, can shed light on whether the GO map instruction is an effective instruction in cultivating Taiwanese junior high school students' oral retelling ability and on how the GO map can be more effectively used as a pedagogical tool for enhancing their English oral story retelling ability.

If the GO map instruction is indeed proven as a workable tool for improving students' oral retelling ability, the present study can also lend direct empirical proof to the merits claimed in the literature of graphic organizers. Moreover, it is hoped that via this research endeavor, oral retelling and the GO map can be made known to more students and teachers and consequently be more popularly incorporated into the EFL

classrooms in Taiwan.

### **1.5 Organization of the Study**

There are five chapters in this study. Chapter one provides an overview for the study by addressing the rationale and inquiry of the study. The existing literature pertaining to retelling and graphic organizers is reviewed in chapter two. The methodology the study adopted is presented in chapter three. The results and discussion of the findings are presented in chapter four. Last but not least, the pedagogical implications of the present study and suggestions for future studies are addressed in chapter five.

## CHAPTER TWO LITERATURE REVIEW

As the present study aims to investigate the effects of the GO map instruction on oral story retelling, literature pertaining to general discussion and empirical research of retelling and graphic organizers is reviewed in this chapter. First, the relation between retelling and language learning is examined. Second, strategies on how to improve retelling is discussed. Finally, relevant literature on graphic organizers is addressed.

### 2.1 Retelling and Language Learning

Retelling, when used in a language classroom, is regarded as the process of the reconstruction of a text in which the students are asked to reproduce the text they read or hear in their own words, either orally or in written forms (Morrow, 1996; Walker, 1996; Barr, Blachowicz, Bates, Katz, & Kaufman, 2007). With regard to language learning, retelling has numerous advantages. For students, research suggests that oral retelling, for example, leads to increased comprehension (Gambrell, Preiffer & Wilson, 1985). When students reconstruct a text by retelling, they develop language complexity and a sense of story structure through the integration of text features, thereby enhancing their comprehension (Morrow, 1985; Brown and Cambourne, 1989). For instructors, retelling, as an assessment or instructional tool, enables them to understand students' comprehension through the quality, quantity, and organization

of their verbal production (Stoicovy, 2004).

### **2.1.1 Retelling as an instructional strategy for reading comprehension**

A few studies examined retelling as an instructional strategy to help enhance reading comprehension. It is suggested that retelling significantly improves story comprehension owing to the notion that involvement in retelling directs the reader's attention to holistic comprehension (Morrow, 1986; Koskinen, Gambrell, Kapinus & Heathington, 1988). Gambrell, Pfeiffer and Wilson (1985), for example, investigated the effects of retelling on the comprehension and recall of text information for 93 fourth-grade American students. Randomly assigned to two treatment conditions, retelling and illustrating, participants underwent four training sessions and one test session. After reading a passage, the participants either retold or illustrated the important parts of the passage in the training sessions. In the test session, they read the passage and then rendered a free recall. Two days later, they rendered a delayed free recall and answered 20 comprehension questions. The results indicated that retelling facilitated comprehension, as participants who practiced retelling during treatment outperformed their counterparts in the illustration treatment group.

In another study, Gambrell, Koskinen, and Kapinus (1991) conducted a study to investigate the effects of practice in retelling on the reading comprehension



performances of 48 proficient and less-proficient American fourth-graders. Without explicit instruction, the subjects silently read a story and rendered a retelling across each of the four practice session. At the conclusion of the first and fourth sessions, the subjects responded to 8 orally administered comprehension questions. Based on the analysis of the responses to the cued-recall questions, it was concluded that practice in retelling resulted in the enhancement of reading comprehension for both proficient and less-proficient fourth-graders. Taken together, the findings of these studies show that engaging in retelling may lead to significant learning regarding reading comprehension.

### **2.1.2 Retelling as an assessment vehicle**

In addition to the instructional benefits, retelling can also function as a means to assess comprehension, which is carried out without prompts in any form and it is frequently used in reading research (Gambrell, Koskinen, and Kapinus, 1991; Smith & Keister, 1996; Morrow, 1990). As opposed to traditional procedure of using teacher questioning or paper-and-pencil multiple-choice questions, retelling is suggested to be ideal for assessment (Gambrell , Preiffer & Wilson, 1985; Morrow, 1990). Instead of just answering questions or selecting an answer from a variety of choices passively, students, when assessed with retelling, reconstruct their own text holistically (Keister and Smith, 1996). In fact, the process of students' personal

rendition of retelling requires the recall of the original text, and integration of ideas and language complexity, without clues provided by the questions. Therefore, retelling may allow a better display of the degree to which students show their understanding of the text they read. However, Barr et al. (2007) pointed out that retelling as assessment might bring some problems because students were equipped with diverse capabilities to organize and verbalize information so that the assessors needed to take into considerations various factors when applying retelling as assessment.

In terms of L2 assessment, some literature suggests that retelling can be utilized to evaluate L2 learners' learning. Specifically, Berndardt (1991) recommended oral retelling as a way to assess L2 learners' reading comprehension. In Taiwan, few studies dealt with oral retelling and EFL learning. Among the ones that were founded, most of them employed retelling as an assessment tool. Yeh (2008), for example, applied retelling as an assessment to examine whether Paired Story Mapping helped improve reading comprehension. The participants were ten Taiwanese vocational high school students. By comparing the pre- and post- interventions, Yeh (2008) concluded that the participants comprehended better after the intervention. Tsou (2004) also investigated the effects of different modes of story presentation on story retelling. These three modes were storytelling, story read-aloud and animated

story retelling. The participants were from three fifth-grade classes. The results showed that participants learning from story read-aloud and retelling groups retold stories better.

## **2.2 Strategies on How to Improve Retelling**

Since retelling can be a challenging task to not only L2 learners but also L1 learners, some strategies are suggested to facilitate the retelling activity. These strategies include: the use of props, such as puppets, felt boards, the pictures, interactive picture books, dramatization, story maps (a kind of graphic organizers) and so on (Morrow, 1990; Benson and Cummins,2000). Among them, graphic organizers, because of their helping learners to visualize, organize and integrate their thoughts and thereby reducing difficulty in story retelling, are ideal for the purpose of the present study.

As the present study aims to investigate the incorporation of the GO map instruction and its effects on oral story retelling, more detailed review is rendered. Morrow (1986) sought to determine whether structural guidance in story retellings could enhance kindergarten children's use of structural elements when dictating original stories. During the 8-week intervention, children in the experimental group retold a story after listening to the story in each treatment session, while those in the control group drew a picture about the story they heard. The children in the

experimental group were directed by questions which highlighted the structural elements in the story when retelling a story in each weekly treatment session. Children's dictations of original stories were scored with the structural elements contained. The comparison of the pre- and post story dictation indicated that there was significant improvement for the participants in the experimental group regarding the inclusion of structural elements--- setting, theme, plot episode, resolution and sequence. Morrow (1986), thus, maintained that retelling, when directed by structural guidance, could be an instructional tool capable of improving children's dictation of original stories.

The structural support in the form of prompt questions in Morrow's (1986) study appears to share the same nature with story elements. For example, the directions on the guide sheet utilized in the treatment session for the experimental group required the student teacher to prompt the retelling by asking questions such as "When and where did the story happen?" The "when" and "where" elements can be categorized as "setting." Thus, it may be concluded that if structural guidance can facilitate the inclusion of story elements in the story dictation, a kind of story retelling, so can the GO map instruction, in which the story elements are focused on as the key concepts and represented by geometric shapes to strengthen the memorization of story elements.

## **2.3 Graphic Organizers**

Graphic organizers, in different varieties, have been examined for their effectiveness in the improvement of learning. The incorporation of graphic organizers in a curriculum can be supportive and facilitative of not only learning but also teaching. In this section, graphic organizers are first defined. Next, the common formats of graphic organizers are introduced. Finally, the application of graphic organizers as a language learning strategy is discussed.

### **2.3.1 Definition and variation of graphic organizers**

A graphic organizer is a visual and graphic display that describes the relationship between facts, terms, and ideas within a learning task. The term, “graphic organizer”, is generalized to include several mapping strategies, such as visual organizers, knowledge maps, concept maps, story maps, cognitive maps, advance organizers, semantic maps and other schematic design (Kang, 2004; Chaing, 2005). In spite of different terms, they are conceptually similar. They are all pictorial devices to help clarify and organize information in need of being processed and depending on the purpose of learning, can be applied in different phases of learning from brainstorming to presenting results.

Based on the concept of visualization of knowledge, researchers sometimes develop their unique way of graphic representation. For example, by adapting the

original story map developed by Idol and Croll (1987), which consisted of only a series of boxes with labels, representing story elements, Staal (2000) developed “the Story Face” which not only presented a series of shapes with labels, but also displayed the overall image of a face. “The Story Face”, thus, provided the readers with a meaningful context for understanding the story they read.

In the present study, the researcher adopted the GO map, a variation of graphic organizers. It was developed from “the Shape Graphic Organizer Map” designed by Benson and Cummins (2000), which combined the concept of story elements with geometric shapes. The inclusion of geometric shapes in the GO map provided recognizable objects upon which the students could outline their story: The triangle represents the three initial elements usually found in the beginning of the story: the setting, the characters, and the problems or goals; the rectangle in the middle represents the events that take place, which can remind the students to summarize at least four major events; finally, the end is symbolized by a circle, meaning “what goes around comes around” in a story. With the story elements in mind, learners are better able to comprehend and visualize the stories. The visualization of the story fortifies learners’ competence to reconstruct the story in a better-organized way. Hence, the presentation of their story retelling may be enhanced.

### **2.3.2 Common formats of graphic organizers**

There are four basic graphic organizer formats (see Appendix A), which vary in appearances (Benson and Cummins, 2000; Hall and Strangman, 2002).

#### **(1) The hierarchical map**

The hierarchical map organizes information with nodes and labeled links. The nodes account for key concepts. The labeled links display the relationship of the ideas with the topic concepts on the top and levels of sub-topic concepts presented underneath.

#### **(2) The conceptual map**

The conceptual map reflects the relationship of the key concepts and their supporting details. The main ideas are placed in the middle surrounded by the supporting details.

#### **(3) The sequential map**

The sequential map is constructed in a linear order. It is particularly useful for events arranged chronologically.

#### **(4) The cyclical map**

Just as a sequential map, in the cyclical map, the events are also related in a chronological order. However, it particularly deals with information in a circular process with a cyclic structure representing events that begin and end in the same

place.

Each format of graphic organizers graphically demonstrates the relationships among events. The GO map incorporated in the present study conceptually belonged to a kind of sequential map since it intends to help organize the story sequentially.

### **2.3.3 Use of graphic organizers to improve reading comprehension**

Graphic organizers have been widely investigated for their effectiveness in improving learning and extensively applied across various content areas in L1 settings (Moore and Readence, 1984; Hall & Strangman, 2002). Graphic organizers are even cited by National Reading Panel (2000) as one of the seven categories of instruction that are the most effective in the improvement of reading comprehension.

In Taiwan, more studies have examined the facilitative effects of graphic organizers on EFL learners of different grade levels in recent years (e.g., Jau, 1997; Lu, 2005; Chiang, 2005; Yeh, 2008; Tai, 2008). Most of these local studies looked into the relations between graphic organizers and reading comprehension. Lu (2005), for example, investigated the effects of semantic mapping (a kind of graphic organizer) on EFL senior high school students' reading comprehension. One hundred and twenty-eight 10<sup>th</sup>-graders participated in the 17-week intervention, with 64 in the experimental group and 64 in the control group. Participants in the experimental



group received a ten-week training in semantic mapping strategy, while those in the control group received traditional teaching method instruction, which focused on explanation about vocabulary, grammar and content, during the same period. The results of the study revealed that semantic mapping strategy facilitated the experimental group's reading comprehension.

Similarly, Tai (2008) explored the effects of three kinds of graphic organizers, including sequential, comparative, and hierarchical organizers, on vocational high school EFL students' reading comprehension. A nine-week graphic organizer instruction was introduced to the seventy-seven 11<sup>th</sup>-grade participants. Measurements included the graphic organizer application tests and the reading comprehension tests. Positive outcomes were reported, showing that graphic organizer instruction helped enhance reading comprehension significantly.

Additionally, Chiang (2005) also investigated the effects of graphic organizer strategies, teacher- and student-generated on reading comprehension. The study was a one sample pre- and post-session, quasi experimental design. Participants were fifty tertiary level freshmen from a medical college in Taiwan. The treatment included two stages. During the first stage, the teacher-generated graphic organizer strategy was employed. In the second stage, participants generated graphic organizers in a group-work setting. Two comprehension tests as a pre- and post-test

were administered for data analysis. It was concluded that only the student-generated graphic organizer strategy had significantly positive impact on the students' reading comprehension. The finding of this study suggests that the use of graphic organizers is a useful pedagogical device for facilitating EFL reading comprehension.

Moreover, Jau (1997) explored the effects of graphic organizers on the reading comprehension of narrative and comparative-contrastive texts. Participants were sixty-eight Non-English majors from Soochow University. They were from two different classes: One was assigned as the Control Group (CG) and the other, the Strategy Group (SG). The study lasted for about 4 months. The SG was trained under the graphic organizer approach while the CG did not undergo any mapping training but received traditional question-and-answer approach instead. A pretest was administered first, followed by the instructional treatments and then a posttest. In both the pre- and post- test, they read the designated materials and then completed the reading comprehension tests. Based on test results, the researcher concluded that the use of graphic organizers as an instructional strategy to teach text structure benefited the reading comprehension of college freshmen more than the conventional question-and-answer approach, particularly in the comprehension of comparison-and-contrast test. To sum up, these local graphic organizer studies have all shown that

graphic organizers are proved to be effective in enhancing reading comprehension for EFL learners in Taiwan.

### **2.3.4 Use of graphic organizers to improve story retelling**

Some literature suggests that graphic organizers may facilitate story retelling.

Walker (1996), for example, pointed out that young learners were often overwhelmed by the abundance of information in the text. The simple, visual, and structural representation of story maps, a kind of graphic organizer, therefore, could help the readers organize and recall events to some degree and thereby reconstruct a better-organized story retelling with less difficulty.

Staal (2000) also suggested that graphic organizers could be incorporated as guidance to story retelling because graphic organizers helped students understand and remember narrative text structure. Moreover, in Benson and Cummins's (2000) "Developmental Retelling Model<sup>1</sup>", they proposed to guide learners developmentally toward better written retelling with deeper understanding of narratives. Graphic organizers were employed in one stage of the model to facilitate retelling.

Despite some support from the literature for the effects of graphic organizers on

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<sup>1</sup> In this particular model, there are three major stages: Guided Retelling, Story Map Retelling, and Written Retelling. In Guided Retelling, learners practice oral retelling with pictures or props under teachers' guidance. After the learners are familiarized with the oral retelling procedure, they then move on to the Story Map Retelling stage. Benson and Cummins (2000) point out that the change from Guided Retelling to Story Map Retelling means that learners move from the concrete level of using props to scaffold their oral retelling toward constructing abstract synthesis with graphic organizers to enhance their oral retelling. At the last stage, Written Retelling, learners begin to retell in the written form, which is a developmentally more complex task. Teachers, therefore, need to bridge the transition from oral to written retelling at this stage.

oral story retelling, it should be noted that only a meager amount of literature was found to deal with EFL learners. Thus, there appears to be a need for more empirical evidence from EFL contexts so that it is convincing for local practitioners to incorporate graphic organizers in retelling activities. The present study, therefore, sought to investigate and hoped to provide solid support for the effects of the GO map instruction on the oral story retelling ability of Taiwanese learners.

## CHAPTER THREE METHODOLOGY

In this chapter, the study design is first introduced. Then, the background information of the participants is presented. Next, the procedure of the study is detailed. Finally, the data analysis methods are addressed.

### 3.1 Study Design

The present study adopted the quasi-experimental design, including an experimental group (EG) and a control group (CG), in order to compare and contrast their retelling performances in both pretest and posttest specifically. The study began with a simulated GEPT elementary speaking test administered to both the EG and CG. The purpose of the test was to ensure that the EG and CG were similar in their English proficiency level before the study set off so that the results of their retellings in the posttest could be more confidently attributed to the instruction the participants received. A retelling instruction session for the pretest was given to familiarize the participants with the purpose and procedure of their first story retelling task, namely the pretest and then the participants took the pretest. Next, a four-week instructional phase unfolded. In each of these four weeks, a combination of a story instruction session and a GO map instruction session was provided to the participants in the EG. Meanwhile, the CG received the same story instruction sessions, which, however, were followed by the commonly-used traditional question

and answer (Q & A) instruction sessions instead of the GO map instruction sessions. After the four-week instructional phase, the participants in both the EG and CG received the retelling instruction for the posttest and then took the posttest. A posttest questionnaire and interviews were administered to collect the responses of the participants in the EG regarding the GO map instruction in the last week.

### **3.2 Participants**

Participants of the study came from two classes of seventh graders in a public school located in Tien-Mu, Taipei City. The reasons for choosing these two classes were three-fold. First, the teacher-researcher was the participants' English teacher, who had taught them for approximately eight months, so she and the participants had established a trustful relationship. Second, among all three classes of seventh graders taught by the teacher-researcher, these two classes displayed relatively better English abilities based on the results of the section tests and the simulated elementary GEPT speaking test. They both had higher motivation to learn English and were more willing to communicate in English as well. Third, the composition of the two classes was similar in terms of their sizes and the distribution of the students' gender and average English proficiency level.

The two classes were then randomly assigned to be the experimental and the control group respectively. A consent form (see Appendices B-1& B-2) seeking the

participants' and their parents' approval to participate in the present study was filled out before the study began. This led to 27 participants in the EG, including 12 girls and 15 boys and 27 participants in the CG, including 13 girls and 14 boys.

### 3.3 Procedure of the Study

The study lasted for approximately eight weeks, proceeding in five steps, as indicated in Table 1. The following sections detail each of the five steps:

**Table 1 Summary of the Study**

	<b>Step</b>	<b>Experimental Group</b>	<b>Control Group</b>
<b>Week 1</b>	<b>1</b>	Simulated GEPT English Speaking Proficiency Test	
<b>Week 2</b>	<b>2</b>	Pretest	
<b>Week 3</b>	<b>3</b>	Instruction of Story 1	Instruction of Story 1
		GO Map Instruction Session 1	Q & A Instruction Session 1
<b>Week 4</b>	<b>3</b>	Instruction of Story 2	Instruction of Story 2
		GO Map Instruction Session 2	Q & A Instruction Session 2
<b>Week 5</b>	<b>3</b>	Instruction of Story 3	Instruction of Story 3
		GO Map Instruction Session 3	Q & A Session Instruction 3
<b>Week 6</b>	<b>3</b>	Instruction of Story 4	Instruction of Story 4
		GO Map Instruction Session 4	Q & A Session Instruction 4
<b>Week 7</b>	<b>4</b>	Posttest	
<b>Week 8</b>	<b>5</b>	Posttest Questionnaire	
		Interview	

#### **Step 1: Simulated GEPT English speaking proficiency test**

To measure the level of the participants' speaking ability, a speaking test was administered by the teacher-researcher to all the participants prior to the pretest. For each participant, the test took approximately ten minutes. The simulated items (see Appendices C-1 & C-2) and the grading criteria of the elementary GEPT test (see Appendix D) were downloaded from the GEPT official website. A certified GEPT rater<sup>2</sup> was responsible for the rating. Based on the results of the GEPT speaking test, those graded as level zero and one belonged to the low-proficiency group, those evaluated as level two and three belonged to the middle-proficiency group and those graded as level four and five belonged to the high-proficiency group. Hence, for the EG, none of the participants belonged to the low-level group, eleven of the participants, the middle-level group and sixteen of the participants, the high-level group. The results concerning the distribution of the level of the participants in the CG were the same. This indicated that the participants in both groups displayed similar speaking abilities.

## **Step 2: Pretest**

A retelling instruction session for the pretest took place prior to the pretest. The instruction comprised two parts: (1) the introduction of retelling, and (2) the introduction of the story to be retold. The first part took about ten minutes, and the

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<sup>2</sup> Mr. Chang-Chun Li, the lecturer from the Department of English of NTNU assisted with the rating.



second part twenty minutes. The purpose of the session was first to introduce what retelling was, second, to make sure that the participants understood the goal and procedure of the pretest, and third, to introduce the vocabulary and grammar in the story to be retold in the pretest to all the participants before they retold it. Since the pretest was mainly to examine their speaking ability rather than their reading ability, introducing the retelling story prior to the pretest helped prevent the participants' retelling performances from being affected by their comprehension of the story. In the end of the session, the copies of the test story were collected to prevent the participants from reviewing the story for a prolonged period of time, which in turn might skew their performance in the pretest.

The pretest was conducted after the retelling instruction session. All the participants first read the story to be retold for eight minutes and then retold the story individually for up to five minutes. Specifically, six participants were seated at six different desks, separated evenly from one another in a big classroom. The participants had to retell their story they just read into the digital recorder with five other students simultaneously yet individually. Ear plugs were used for lessening interference from each other. The teacher-researcher administered the pretest. The story to be retold, "Jimmy's New Grandmother" (see Appendix E-1), was chosen for the pretest from a high-school textbook because it has a clear storyline and story

elements and the grammar, sentence structure and the range of the new vocabulary of the story, after adaptation, was similar to those of junior high school textbooks. The readability<sup>3</sup> of the story for the pretest is 2.4 as calculated with Flesch-Kincaid Grade Level Index via Microsoft Office Word. The average readability in Book Two of the Han-Lin Edition (佳音翰林), which was the English textbook the participants were using at that time, is 1.56, while that of Book Three, the textbook to be used in the following semester, is 3.27. While Book Two, based on the teacher-researcher's experience, was comparatively easy for most participants, Book 3 might be a little challenging. Therefore, the teacher-researcher decided to strike a balance by adopting the average of 1.56 and 3.27, which is around 2.4. Besides, the amount of the new vocabulary within the text is less than 5 %<sup>4</sup> of the total words, namely, less than 12 words. The total number of words in the story is 240, close to the average word count of the dialogues and readings in Book 2 and 3, i.e., 208 words.

### **Step 3: Instructional phase**

The instructional phase, which lasted for four weeks i.e., from week 3 to week 6 was composed of eight sessions for the EG i.e., story instruction sessions 1 to 4 and the GO map instruction sessions 1 to 4. As for the CG, they were provided with

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<sup>3</sup> The readability gives an approximate indication of the statistical analysis of the difficulty of a text.

<sup>4</sup> According to Benson and Commins (2000), they suggest that a text with approximately 95% of known words is of a suitable level without frustrating the reader. Therefore, the new vocabulary contained is controlled under five percent.

eight sessions i.e., the same 4 story instruction sessions and Q & A instruction sessions 1 to 4 instead. In each week of this phase, the EG received a 20-minute story instruction session followed by a 25-minute GO map instruction session, whereas the CG received a 20-minute session of story instruction and a 25-minute Q & A instruction session, in which the teacher-researcher had them practice reading the story and then asked them to answer comprehension questions, including yes-no questions and wh-questions (see Appendix F). A different story was introduced in each story instruction session for both EG and CG in each week.

#### ***Story instruction sessions for both the EG & CG***

All the participants received an instruction of a story for about 20 minutes in each week, during which the teacher-researcher helped the participants comprehend the story. The four different stories incorporated as the teaching materials in the four story introduction sessions were: (1) What Goes around Comes around, (2) The Last Rose, (3) The Magic Touch and (4) A Selfish Giant (see Appendices G-1, H-1, I-1, & J-1). The stories chosen to be used in the instruction phase were adapted from stories in various high school English textbooks. The reason for adapting the stories from high school textbooks was that the researcher couldn't find readings with a clear storyline, story elements and suitable length in junior high school textbooks. The adapted stories have a clear storyline and story elements so that the stories can be

analyzed using the GO maps with less difficulty and confusion. The readability of these stories, after adaptation, ranges from 2.4 to 3.3. It is within the scope of the average textbook difficulty in the Hanlin Edition, which is neither too difficult nor too easy for the participants.

In each story instruction session, the teacher-researcher first introduced the story title and new vocabulary and then instructed the content of the story so that the participants comprehended the text in terms of the semantic and syntactic structure and were able to read each story aloud. The purpose of the session was primarily to ensure that they could pronounce unfamiliar words and to facilitate the participants' comprehension of each story.

#### ***Q & A instruction sessions for the CG***

After each story instruction, the participants in the CG were further engaged in the story comprehension via the traditional practice of read-aloud and comprehension questions in each Q & A instruction session. The questions of the Q & A worksheets were designed by the teacher-researcher. The order of the questions was based on the sequence of the stories of the instructions. The main principle applied for designing the questions included "5W1H" i.e., "why", "where", "what", "when", "who" and "how" since the purpose of the work sheet was to facilitate the participants in the EG to comprehend the story content. In addition, after the Q & A worksheets

were completed by the participants, the teacher-researcher corrected and clarified their answers by providing correct answers for them and checking their worksheets to see if they had understood the content of the story.

### ***GO map instruction sessions for the EG***

The purpose of the GO map instruction sessions was to teach the participants why and how to apply this meta-cognitive strategy to analyze each story step by step. By dividing the instruction into four sessions, the teacher-researcher gradually shifted the responsibility of constructing the GO map to the participants. It was hoped that after the last GO map session, the participants would not only have a clear idea regarding how to make their own GO map independently but also internalize the application of the GO map.

The version of the GO map (see Appendix K) was adapted from the one developed by Benson and Cummins (2000). Since participants in the present study were seventh graders and beginner-level English learners, Benson and Cummins' simple design of the GO map was of a suitable difficulty level and easy to use for young EFL learners. Moreover, the important story elements were all included in this GO map. For the present study, the GO map was only modified with some Chinese and some space added for the students to write in their answers. In addition, at the end of each GO map instruction session, the teacher-researcher provided the

GO map checklists of the stories for the participants' references (see Appendices G-2, H-2, I-2, & J-2). The focus of each GO map session is elaborated as follows:

***GO map instruction session 1: introduction of the GO map***

First, the teacher-researcher briefly stated the reason for the use of the GO map. Second, the participants understood the definition of the story elements, and learned to analyze each story and to decompose and visualize the content onto the GO map by observing the teacher-researcher's demonstration. Then, each participant was required to fill in the blanks on the GO map worksheet by following the teacher-researcher's directions and hand it in to the teacher-researcher. The teacher-researcher then made sure that the participants had understood the instruction in class by checking each GO map worksheet. Hence, the purpose of the first session is to expose the participants in the EG to the function and usage of the GO map and let them observe how the teacher-researcher constructed a GO map based on the first story for instruction.

***GO map instruction session 2: modeling of the GO map***

In the second GO map session, the teacher-researcher started to get participants involved more in the process of the GO map construction. Participants were encouraged to help the teacher-researcher construct a GO map voluntarily. For those participants who still had difficulty understanding the GO map, they could still watch

and think about how to construct one.

Each participant had to fill in the blanks on the GO map worksheet by following the instruction and hand it in to the teacher-researcher by the end of the session. The teacher-researcher checked each GO map worksheet again for its correctness. The purpose of the second session, therefore, was for the teacher-researcher to demonstrate how to construct a GO map and to familiarize the participants with the procedure and knowledge regarding the GO map construction based on the second story for instruction.

### ***GO map instruction session 3: mediated practice of the GO map***

After two GO map sessions, the participants gradually learned how to construct a GO map. It was in this session that the teacher-researcher let the participants work on the GO map in pairs but allowed them to approach the teacher for help. After the mediated pair practice, the teacher-researcher discussed the possible answers with all the participants and clarified their concepts by modifying their answers. Again, the teacher-researcher checked the answers on each GO map worksheet to ensure the correctness. Thus, the purpose of the third session is to gradually develop the participants' ability to construct a correct GO map independently.

### ***GO map instruction session 4: independent practice of the GO map***

In the last GO map session, the participants had to display their ability to

complete a GO map independently. The teacher-researcher didn't provide any scaffolding until the participants finished their GO map completely. The teacher-researcher then circulated to check their answers. Finally, the teacher-researcher provided the participants with the GO map checklists for the participants' reference and informed the participants of the coming of the posttest. The purpose of the last session was to ensure the participants' competence of completing the GO map.

#### **Step 4: Posttest**

A retelling instruction for the posttest took place prior to the posttest. It was divided into two parts: (1) the introduction of posttest procedure, and (2) the introduction of the story for the posttest. The first part took ten minutes and the second part twenty minutes. The purpose and procedure of the session was exactly the same as those in the retelling instruction session for the pretest.

The story to be retold in the posttest i.e., a story called "Peter's New Cell Phone" (see Appendix L-1) is an original story designed by the teacher-researcher specifically for the posttest. The readability of this story is the same as that of "Jimmy's New Grandmother," i.e., 2.4 on the Flesch-Kincaid Grade Level Index. The amount of the new vocabulary is also under 5 % and the number of the total words is around 240. The structural and grammatical similarities between the two stories used for the



pretest and posttest enable the researcher to compare and contrast the participants' retelling performances between the two tests. A checklist for the posttest story is also provided (see Appendix L-2).

After the instruction phase i.e., in week 7, the participants prepared themselves again for the posttest. Just as the pretest, the participants first read the story for eight minutes and then retold the story individually for up to 5 minutes. The researcher administered the posttest.

#### **Step 5: Posttest questionnaire and the interviews**

The posttest questionnaire for the EG (see Appendix M) was administered to the participants in the EG after the posttest to elicit the participants' responses to the GO map instruction. It took the participants in the EG approximately ten minutes to complete the questionnaire. The first item of the questionnaire deals with the perceptions the participants in the EG had of the GO map instruction and the participants were required to identify the easiest and hardest story elements and then stated the reasons for their choices. In item two, the participants in the EG indicated whether the GO map instruction was of practical use for the posttest and then briefly stated their reasons. The last item is designed for the participants in the EG to provide additional thoughts regarding the whole treatment. Through the posttest questionnaire, the participants' thoughts regarding the difficulty level and its

usefulness of the GO map instruction to the posttest retelling, and the reason behind their responses were solicited. Besides, the researcher also interviewed the participants whose responses to the open-ended questions in the posttest questionnaire needed to be clarified. The interviews, therefore, served to elicit more detailed thoughts from the participants toward the GO map instruction.

### **3.4 Data Analysis**

The results of the story retelling performances on the pretest and posttest were analyzed from five aspects: (1) the story length as indicated by the number of words contained in the participants' retelling performances, (2) the fluency in terms of the original and pruned speech rate, (3) the story element count score and story content score, (4) the level of the overall retelling performances and (5) the participants' responses to the GO map instruction. In terms of the calculation of the story length, the participants' retold stories were first transcribed. The original word count was calculated by the number of words in the retelling transcriptions and the pruned word count was gained with the number of words of false starts and repetitions deducted from the original word count.

The fluency of the participants' retelling performances in both the pretest and posttest was determined by using the original speech rate and the pruned speech rate. The original speech rate is calculated by dividing the number of words by the total

time (words per minute, i.e., “w.p.m.”) (Lennon, 1990). Pruned speech rate, which is based on Lennon’s (1990) concept of “pruned speech,” is obtained by calculating speech rate exclusive of false starts and repetitions. The reason for adoption of the pruned speech rate is that with the false starts and repetitions excluded, the pruned speech rate substantially reflects the efficient and meaningful content the participants produce per minute. That is, the pruned speech rate combines speed of speech with its efficiency in terms of how much repair is required; hence, it serves as an appropriate measure of fluency.

The story elements in the participants’ retold stories were evaluated in two ways: the story element count score and story content score. The story element count score was calculated by how many story element items were included. When an element was mentioned, a point was awarded. The highest score is seven for there are seven story elements. The story content score in the participants’ retelling performances were analyzed and graded according to the grading checklist (see Appendix N). The scoring criteria on the checklist are adjusted from Morrow (1986). The GO map checklists (see Appendices E-2 & L-2) for the two retold stories helped provide a reference for the researcher to judge how many points to assign regarding the story element content and sequence. The grading checklist were used as criteria for assigning points to the story elements included and the sequence in which the story

elements were organized in their retelling performances. The weight for each story element varies. For each story element and the sequence, the degree of completeness and detailedness determines the score the participants got. The elements on the checklist include “Story Title”, “Setting”, “Characters”, “Problem/Goal”, “Events”, “End” and “Sequence” with different maximum points, ranging from the highest 4 to the lowest 0.5. The maximum point is determined by the proportion of the particular element in stories. Specifically, since the element, “Events”, comprises the major part of stories, the participants could get as many as four points if they successfully mentioned eight or more events. “Setting,” including when and where, has a maximum point of 1.5. For “Characters,” “Problem/Goal,” “Sequence,” and “End”, the maximum point is 1. As for “Story Title”, since its proportion is relatively small, its maximum point is 0.5. The primary principle for assigning points depends on how the participants’ retelling content fitted the description on the GO map checklist. Specifically, if the retold story content corresponded with the description of an element, the participants could get the maximum point. If the content of an element was incomplete or partially wrong, they could still get some points for the part they recounted correctly. However, if the content of an element was outright missing or completely twisted, they got no points. As for “Sequence,” if the participants described the events according to the sequence

in which the events take place without making mistakes, a point was rewarded to them; if there were a few mistakes but the story order was still understandable, they got 0.5 point. If the participant recalled the story with little or no sequence, they got no point. The points for each element were accumulated to gain the final score. The highest total score was ten and the lowest zero. The teacher-researcher and her colleague, who is also an English teacher, conducted all the ratings for the story element content and holistic level of the participants' retellings. They analyzed the participants' performances together and settled the differences of their assessment by discussion. A score was final once they had reached consensus.

The holistic evaluation of the participants' performances was carried out based on the holistic evaluative criteria developed by the researcher (see Appendix O); it's a five-level evaluation form using such criteria as (1) pronunciation, intonation, and fluency, (2) organization, completeness, sequence, coherence, cohesion and supporting details, (3) grammatical and syntactical structure and lexical use and (4) paraphrase. The participants' retelling performances in the pretest and posttest were evaluated and then assigned to a level in a holistic fashion.

All the quantitative data obtained from the pretest and posttest was processed via t-tests. The independent t-test was conducted to investigate whether there was a significant difference between the EG and CG regarding a particular aspect of their

retelling performances. The paired-samples t-test was conducted to explore whether there was a significant difference regarding a particular aspect of their retelling performances between the pretest and posttest within the EG or the CG. In this case, all the quantitative data gathered in the pretest were first processed via the independent t-test to see if there was a significant difference between the EG and CG in the pretest on a particular aspect of their story retelling performances. The fact that no significant between-group difference was found in the pretest performances indicated that the EG & CG were similar in their retelling ability before the study. Under this condition, a paired-samples t-test was then conducted to see whether there was significant difference between the pretest and posttest in each group. A significant difference indicated that the participants in that group progressed significantly from the pretest to the posttest on that aspect. When both groups displayed a significant within-group difference, another independent t-test was conducted on the posttest to see whether there was any significant difference in the posttest. If there was a significant between-group difference in the posttest, it suggested that the group with higher mean value in the posttest made more progress than the other group. If there was none, it indicated that both groups made equally significant progress.

Finally, the responses of the participants in the EG to the multiple-choice

questions in the posttest questionnaire were presented with descriptive statistics.

Their responses to the open-ended questions in the questionnaire and to the probing

questions in the interviews were categorized, synthesized and analyzed.

## **CHAPTER FOUR RESULTS AND DISCUSSION**

In this chapter, the effects of the GO map instruction on students' story retelling performances are presented and discussed. The effects of the GO map instruction on the word count are examined first. Next, the effects on the fluency are shown. Third, the effects on the number and content of the story elements in the participants' story retelling are addressed. Fourth, the effects concerning the holistic story retelling performance are discussed. Finally, the results of the participants' perceptions of the GO map instruction are delineated.

### **4.1 Effects of GO Map Instruction on Length of Participants' Story Retelling**

The researcher mainly seeks to find out whether the participants in the EG can retell longer stories after the treatment of the GO map instruction. First, the result of the original word count is presented. Next, the result of the pruned word count is shown. Third, the result concerning the differences between the original and pruned word count is reported. Finally, the effects of the GO map instruction on the length of the story retelling are addressed.

#### **4.1.1 Results of the original word count**

The original word count (i.e., the original number of words contained in the retold story) is briefly summarized in Table 2 to display the average length of the stories retold by the EG and the CG in the pretest and posttest. The results here



show that the mean scores on the original word count for the story retold by the participants in the EG and CG and are 147.5 and 153 in the pretest and 145.3 and 141.1 in the posttest respectively. In terms of the mean value, the CG outperformed the EG (CG: 153 > EG: 147.5) in the pretest while the results were reversed in the posttest (EG: 145.3 > CG: 141.1). Regarding the changes between the pretest and posttest, there is an average decrease of 2.2 words in the original word count for the EG and of 11.9 words for the CG in the posttest. Hence, participants in both groups retold shorter stories in the posttest, and the decrease is much sharper for the CG. The between-group t-test shows that there was no significant difference in the pretest story retelling performances between the EG and the CG ( $t=-0.242$ ), suggesting that the average original word count in each group in the pretest was statistically the same. Since the value of the within-group t-test indicates that the decrease in the original word count is statistically insignificant for both groups (EG:  $t=0.236$ ; CG:  $t=1.568$ ), the retold stories in the posttest, though of a shorter length, were not significantly shorter.

**Table 2 A T-test of Mean Scores on the Original Word Count**

	Pretest		Posttest		Pre-posttest t-test
	M	SD	M	SD	t-value
<b>The EG (N=27)</b>	147.5	96.2	145.3	71.3	0.236
<b>The CG (N=27)</b>	153.0	68.1	141.1	59.1	1.568

Note. \* $p < .05$ , \*\* $p < .01$ , M=Mean, SD=Standard Deviation

#### 4.1.2 Results of the pruned word count

The mean scores on the pruned word count (i.e., the number of words in the retold story with false starts and repetitions excluded) are summarized in Table 3 to show the average pruned length of the stories retold by the EG and the CG in the pretest and posttest. As Table 3 shows, the mean scores on the pruned word count in the story retold by the participants in the EG and CG are 137.8 and 146.3 in the pretest and 139.8 and 133.4 in the posttest respectively. In terms of the mean value, the CG outperformed the EG in the pretest (CG: 146.3 > EG: 137.8) while the results were reversed in the posttest (EG: 139.8 > CG: 133.4). Regarding the changes between the pretest and posttest, there is an average increase of 2.0 words for the EG whereas there is an average decrease of 12.9 words for the CG. Hence, the participants in the EG retold modestly more content in the posttest with false starts and repetitions excluded, while those in the CG retold moderately less. The between-group t-test shows that there was no significant difference in the pretest story retelling performances between the EG and the CG ( $t=-0.227$ ), suggesting that the average pruned word count in each group in the pretest was statistically the same. Since the value of the within-group t-test indicates that neither groups retold significantly longer or shorter stories in the posttest (EG:  $t=-0.217$ ; CG:  $t=1.647$ ), the seemingly great decrease between pretest and posttest for the CG remains statistically

insignificant ( $t=1.647$ ).

**Table 3 A T-test of Mean Scores on the Pruned Word Count**

	Pretest		Posttest		Pre-posttest t-test
	M	SD	M	SD	t-value
<b>The EG (N=27)</b>	137.8	87.0	139.8	66.49	-0.217
<b>The CG (N=27)</b>	146.3	71.3	133.4	57.9	1.647

Note. \* $p < .05$ , \*\* $p < .01$ , M=Mean, SD=Standard Deviation

#### 4.1.3 Results of comparison between original and pruned word count

In the present study, the differences between the original and pruned word count means the false starts and repetitions the participants produced. Therefore, the bigger the difference is, the more false starts and repetitions there are.

The mean scores on the word count of false starts and repetitions in both the pretest and posttest are summarized in Table 4. The results here show that the average differences in the EG and CG are 9.70 and 6.70 in the pretest and 5.48 and 7.63 in the posttest respectively. In terms of the mean value, the CG outperformed the EG in the pretest (CG: 6.7 < EG: 9.7) by producing fewer false starts and repetitions while the results were reversed in the posttest (EG: 5.48 < CG: 7.63).

Regarding the changes between the pretest and posttest, there is an average decrease of 4.22 words in false starts and repetitions ( $5.48-9.7=-4.22$ ) for the EG; however, there is an average increase of 0.93 words ( $7.63-6.7=0.93$ ) for the CG. That is, the participants in the EG made more progress than their counterparts from the pretest to the posttest by producing fewer false starts and repetitions. On the

other hand, the story retelling of the CG even contained more false starts and repetitions in the posttest. In addition, the between-group t-test shows that there was no significant difference in the pretest story retelling performances between the EG and the CG ( $t=0.735$ ), suggesting that the average number of false starts and repetitions in each group in the pretest was statistically the same. The within-group t-test shows that the number of false starts and repetitions is significantly lowered between the pretest and posttest for the EG ( $t=2.198^*$ ,  $t < .05$ ). Thus, only the participants in the EG were able to retell the posttest story with significantly fewer false starts and repetitions.

**Table 4 A T-test of Mean Ratio of False Starts and Repetitions**

	Pretest			Posttest			Pre-posttest t-test
	M	%	SD	M	%	SD	t-value
<b>The EG (N=27)</b>	9.70	6.6%	13.04	5.48	3.8%	11.00	2.198*
<b>The CG(N=27)</b>	6.70	4.4%	16.73	7.63	5.4%	5.88	-0.258

Note. \* $p < .05$ , \*\* $p < .01$ , M=Mean, SD=Standard Deviation, %= Ratio

To better discriminate the differences between the original and pruned word count, the mean ratio of false starts and repetitions in the original word count is provided as shown in Table 4. It is calculated by dividing the number of false starts and repetitions by the total number of words and then multiplying the ratio by 100 %. Take the ratio of the EG in the pretest for example, the mean ratio is gained as follows:  $9.7/147.5 \times 100\% = 6.6\%$ . Accordingly, the mean ratios of the EG and CG are 6.6 % and 4.4 % in the pretest respectively and 3.8 % and 5.4 % respectively in the

posttest. As the mean ratios indicate, there is an average decrease of 2.8 % in the ratio (from 6.6 % to 3.8 %) for the EG whereas there is an average increase of 1.0 % (from 4.4 % to 5.4 %) for the CG. In other words, the participants in the EG generated proportionally a smaller number of false starts and repetitions in the posttest.

#### **4.1.4 Discussion of effects of GO map instruction on length**

The results show that like the traditional Q & A approach, the GO map instruction was not an effective method in assisting the students to produce a longer account when retelling the story in English. The GO map instruction, however, is proved to be effective in reducing false starts and repetitions in students' retelling. A plausible explanation may be inferred: The participants in the EG had transferred the knowledge of the GO map to the posttest story so that when preparing for the retelling, they could visualize a clearer story structure in mind. This helped guide their retelling meta-cognitively and in turn reduce the ratio of false starts and repetitions. Since they had a better organization of what to retell next, they had more control over avoiding false starts and repetitions from happening.

#### **4.2 Effects of GO Map Instruction on Fluency of Story Retelling**

The results indicating the effects of the GO map instruction on the fluency of the participants' retelling are reported and discussed in this section. First, the results of

the length of retelling time are presented. Next, the results of the original speech rate are reported. Third, the results of the pruned speech rate are delineated. Finally, the effects of the GO map instruction on the fluency of the participants' story retelling are discussed.

#### **4.2.1 Results of retelling time**

Table 5 summarizes the average time spent on retelling the story by the participants in the EG and CG in the pretest and posttest. The time is measured in seconds rather than minutes since the participants retold only for a short period of time. As Table 5 shows, the mean length of time spent by the participants in the EG and CG are 190.1 and 191.1 in the pretest and 156.9 and 154.4 in the posttest respectively. In term of the mean value, there is an average decrease of 33.2 seconds for the EG ( $190.1-156.9=33.2$ ) and of 36.7 for the CG ( $191.1-154.4=36.7$ ). The average retelling length decreased more for the CG than for the EG. Besides, the participants in the EG spent 2.5 more seconds on average than their counterparts in the posttest ( $156.9-154.4=2.5$ ).

The between-group t-test shows that there was no significant difference in the pretest story retelling performances between the EG and the CG ( $t=-0.056$ ), suggesting that the average retelling time in each group in the pretest was statistically the same. The within-group t-test indicates that the average decrease is statistically

significant for both the EG and CG (EG:  $t=2.55^*$ ,  $p< .05$ ; CG:  $t=4.007^{**}$ ,  $p< .01$ ).

To further examine if the EG has made more progress than the CG, a between-group t-test was conducted on the posttest and no significant difference was found ( $t=0.302$ ).

Hence, both groups spent significantly less time retelling the story in the posttest.

One may regard such a substantial decrease in the retelling time as a decline in the participants' retelling performances. However, this is not the case as the results of the speech rate (see 4.2.2) speak just the opposite.

**Table 5 A T-test of Mean Scores on the Length of Time**

	Pretest (in Seconds)		Posttest (in seconds)		Pre-posttest t-test
	M	SD	M	SD	t-value
<b>The EG (N=27)</b>	190.1	67.4	156.9	66.9	2.55*
<b>The CG (N=27)</b>	191.1	64.9	154.4	46.7	4.007**

Note. \* $p< .05$ , \*\* $p< .01$ , M=Mean, SD=Standard Deviation

#### **4.2.2 Results of the original speech rate**

The average original speech rate of the retelling by all the participants in the pretest and posttest is summarized in Table 6. The original speech rate here is calculated by having the original word count divided by the length of time, which is transformed into the unit of minute. As Table 6 shows, the mean original speech rate at which the participants in the EG and CG retold the stories are 46.5 and 50.0 in the pretest and 56.7 and 56.1 in the posttest respectively. There is an average increase of 10.2 words for the EG and of 6.1 words for the CG. In terms of the mean value, the participants in the EG not only outperformed their counterparts ( $56.7 > 56.1$ ), but also

made more progress than their counterparts in the posttest (10.2 > 6.1).

The between-group t-test shows that there was no significant difference in the pretest story retelling performances between the EG and the CG ( $t=0.214$ ), suggesting that the average original speech rate in each group in the pretest was statistically the same. The within-group t-test indicates that the average increase is statistically significant for both the EG and CG (EG:  $t=-2.68^*$ ,  $p < .05$ ; CG:  $t=-2.296^*$ ,  $p < .05$ ). To further examine if the EG has made more progress than the CG, a between-group t-test was conducted on the posttest and no significant difference was found ( $t=0.179$ ). Hence, it is suggested that both groups were indeed able to retell the story at a significantly higher original speech rate per minute and neither group statistically outperformed the other. That is, all the participants were able to produce significantly more story content per minute.

**Table 6 A T-test of Mean Scores on the Original Speech Rate**

	Pretest		Posttest		Pre-posttest t-test
	M	SD	M	SD	t-value
<b>The EG (N=27)</b>	46.5	27.5	56.7	27.9	-2.68*
<b>The CG (N=27)</b>	50.0	22.3	56.1	20.9	-2.296*

Note. \* $p < .05$ , \*\* $p < .01$ , M=Mean, SD=Standard Deviation

#### **4.2.3 Results of the pruned speech rate**

The average pruned speech rate of the retelling by all the participants is summarized in Table 7 to show the average pruned speech rate in the pretest and posttest. The pruned speech rate here is calculated by having the pruned word count



divided by the length of time, which is transformed into the unit of minute.

As Table 7 shows, the mean pruned speech rate at which the participants in the EG and CG retold the stories are 43.6 and 48.1 in the pretest and 55.0 and 53.1 in the posttest respectively. In terms of the mean value, there is an increase of 11.4 words for the EG and of 5.0 words for the CG. Thus, the participants in the EG not only greatly outperformed their counterparts in the posttest (55.0 > 53.1), but also made more progress than their counterparts (11.4 > 5.0) from the pretest to the posttest.

The between-group t-test shows that there was no significant difference in the pretest story retelling performances between the EG and the CG ( $t=0.155$ ), suggesting that the average pruned speech rate in each group in the pretest was statistically the same. Additionally, the value of the within-group t-test indicates that only the participants in the EG were able to retell at a significantly higher pruned speech rate in the posttest (EG:  $t=-2.95^{**}$ ,  $p < .01$ ). In other words, when false starts and repetitions were excluded from the retelling, only the participants in the EG were able to retell significantly more content per minute.

**Table 7 A T-test of Mean Scores on the Pruned Speech Rate**

	Pretest		Posttest		Pre-posttest t-test
	M	SD	M	SD	t-value
<b>The EG (N=27)</b>	43.6	25.5	55.0	27.3	-2.95**
<b>The CG (N=27)</b>	48.1	24.0	53.1	20.8	-1.839

Note. \* $p < .05$ , \*\* $p < .01$ , M=Mean, SD=Standard Deviation

#### **4.2.4 Discussion of effects of GO map instruction on fluency**

When it comes to the time spent on retelling, it has been shortened for the EG as it was for the CG in the posttest. However counterintuitive the result is, it doesn't mean that the GO map instruction (or for that matter, the traditional Q & A method) was inefficient in facilitating story retelling. The reduction of retelling time could have been resulted from the participants' getting more familiar with the task and so feeling more relaxed and being able to finish their retelling in a relatively shorter period of time in the posttest.

From the combination of word count and the length of retelling time comes speech rate. Considering the original speech rate, all the participants were able to retell the story in the posttest at a significantly higher rate. Like the results of the retelling time, practice effect may have accounted for such improvement for both groups. However, when it comes to pruned speech rate, only the participants in the EG made significant improvement. Hence, only the GO map instruction is effective in facilitating the students' production of pruned speech. In other words, the GO map instruction, by providing students a visual framework to follow, is particularly effective in eliminating counterproductive speech performance like false starts and repetitions. Since pruned speech rate is a more efficient indicator of the speaker's fluency and only the GO map instruction facilitates the participants' pruned speech

rate, it can be concluded that the GO map instruction is effective in enhancing the fluency of students' retelling.

### **4.3 Effects of GO Map Instruction on Number and Content of Story Elements**

In this section, the effects of the GO map instruction on the story element count score and content score in the students' retelling are examined. The result of the story element count score is presented first. Next, the result of the story element content score is demonstrated. Finally, the effects of the GO map instruction on story elements are discussed.

#### **4.3.1 Results of the story element count score**

Table 8 summarizes the results of the scores of the story element count in the pretest and posttest. As Table 8 shows, the mean scores on the story element count in the story retold by the participants in the EG and CG are 4.2 and 5.1 in the pretest and 5.2 and 5.3 in the posttest respectively. The results in the posttest indicate that the average story element count scores increased for both groups: In terms of the mean value, there is an average increase of 1.0 for the EG, from 4.2 in the pretest to 5.2 in the posttest, and of 0.2 for the CG, from 5.1 in the pretest to 5.3 in the posttest.

The between-group t-test shows that there was no significant difference in the pretest story retelling performances between the EG and the CG ( $t=-1.769$ ), suggesting that the average story element count score in each group in the pretest was

statistically the same. Additionally, the value of the within-group t-test indicates that only the participants in the EG included significantly more story elements in their story retelling in the posttest (EG:  $t = -3.213^{**}$ ,  $p < 0.01$ ). The results thus show that the participants in the EG had made tremendous improvement after receiving the GO map instruction. On the other hand, those in the CG, despite their better performance in the posttest, their average story element count score failed to improve significantly from the pretest to the posttest.

**Table 8 A T-test of Mean Scores on the Story Element Count**

	Pretest		Posttest		Pre-posttest t-test
	M	SD	M	SD	t-value
<b>The EG (N=27)</b>	4.2	2.1	5.2	1.8	-3.213**
<b>The CG (N=27)</b>	5.1	1.6	5.3	1.3	-1.100

Note. \* $p < .05$ , \*\* $p < .01$ , M=Mean, SD=Standard Deviation

#### 4.3.2 Results of the story element content score

Table 9 summarizes the results of the story element content score in the pretest and posttest. As it displays, the mean scores on the story element content in the story retold by the participants in the EG and CG are 5.3 and 6.2 in the pretest and 7.0 and 6.2 in the posttest respectively. In terms of the mean value, there is an increase of 1.7 points for the EG, from 5.3 in the pretest to 7.0 in the pretest, while the average score of the CG remained the same, 6.2.

The between-group t-test shows that there was no significant difference in the pretest story retelling performances between the EG and the CG ( $t = -1.276$ ),

suggesting that the average story element content score in each group in the pretest was statistically the same. Additionally, the value of the within-group t-test indicates that only the participants in the EG significantly enriched their story content in the posttest (EG:  $t = -3.545^{**}$ ;  $p < 0.05$ ). Thus, the participants in the EG not only outperformed their counterparts on the mean value but also made significantly more progress from the pretest to the posttest than those in the CG.

**Table 9 A T-test of Mean Scores on Story Element Content Score**

	Pretest		Posttest		Pre-posttest t-test
	M	SD	M	SD	t-value
<b>The EG (N=27)</b>	5.3	3.0	7.0	2.9	-3.545**
<b>The CG (N=27)</b>	6.2	2.8	6.2	2.4	-0.063

Note. \* $p < .05$ , \*\* $p < .01$ , M=Mean, SD=Standard Deviation

#### **4.3.3 Discussion of effects of GO map instruction on story elements**

Judging from the significant improvement of the mean scores on both story element count and story element content the participants in the EG made in the posttest, it is suggested that the GO map instruction is an effective method in improving students' story retelling performances regarding the quantity and quality of the story elements. That is to say, the explicit structural guidance of story elements included in the GO map instruction in the present study had helped the students to not only include more story elements but also enrich the content of each story element. This could be contributed to the use of geometric shapes in the GO map, which was designed to boost the awareness of the story elements. As the teacher-researcher

constantly reminded them to associate the shapes with the story elements, the participants were aware of the function of the shapes and bore them in mind. This finding is consistent with that in Morrow's (1986) study, in which L1 kindergarten children's handling of story elements in their story telling improved significantly due to the structural guidance concerning story elements during the treatment. As a similar effect was unable to be found in the retelling performances given by students receiving the traditional Q & A instruction, it is obvious that the GO map instruction has indeed outshined the traditional Q & A instruction in advancing students retelling performances in terms of the quantity and quality of the story elements. The related knowledge of "story grammar" combined with the visual display of the graphic organizer as exemplified in the GO map instruction proved to have helped students improve their memory of the story content, exercise their meta-cognitive ability and activate their schema of what a typical story is like (Morrow, 1986; Foley, 2000). Hence, once they internalized the instruction, they could generalize the instruction to their retelling of other stories, which in turn yielded this satisfactory result.

#### **4.4 Effects of GO Map Instruction on Holistic Story Retelling Performances**

The fourth part of the result analysis centers on the evaluation of the participants' retelling performances in a holistic fashion. The results of the holistic story retelling performances are first presented. Next, the effects of the GO map

instruction on the holistic performance are discussed.

#### **4.4.1 Results of the holistic story retelling performances**

The results of the participants' holistic retelling performances were graded based on a five-level grading system, ranging from level one, the lowest, to level five, the highest. The mean scores on the levels of the participants in the EG and CG are 2.5 and 2.9 in the pretest and 2.7 and 2.7 in the posttest respectively. In terms of the mean value, there is an average increase of 0.2 for the EG, while there is an average decrease of 0.2 for the CG.

The between-group t-test shows that there was no significant difference in the pretest story retelling performances between the EG and the CG ( $t=-1.377$ ), suggesting that the average holistic level of each group in the pretest was statistically the same. Additionally, the value of the within-group t-test indicates that only the participants in the EG made significantly progress from the pretest to the posttest (EG:  $t=-2.726^*$ ;  $p < 0.5$ ). Thus, though the participants in the EG did not outperformed their counterparts on the mean value, they significantly elevated the average level of their holistic performances.

**Table 10 A T-test of Mean Scores on the Levels of the Holistic Evaluation**

	Pretest		Posttest		Pre-posttest t-test
	M	SD	M	SD	t-value
<b>The EG (N=27)</b>	2.5	1.1	2.7	1.2	-2.726*
<b>The CG (N=27)</b>	2.9	1.0	2.7	1.0	1.688

Note. \*p< .05, \*\*p< .01, M=Mean, SD=Standard Deviation

#### **4.4.2 Discussion of effects of GO map instruction on holistic story retelling**

##### **performances**

One can be sure that the GO map instruction is an effective method in improving students' holistic retelling performances. Yet, since such a holistic performance comprises many different aspects, for insight into exactly which process of the present treatment facilitates which aspect of the retelling performances, more research with delicate design is needed. At this point, based on the observation of the evaluators, the participants in the EG, compared with those in the CG, tended to retell more fluently with comparatively less hesitation or much fewer repetitions in the posttest than in the pretest. In addition, the participants in the EG retold with better organization and their stories seemed more coherent in the posttest. Both improvements may have contributed to the EG's significantly better retelling performances in a holistic fashion.

A plausible explanation is that due to the GO map instruction, the participants would better distinguish the major story elements from the irrelevant details, which would help them spend more time focusing and planning on how to retell the story



prior to the posttest. And then when they were conducting their story retelling, they could concentrate on orally delivering their story in an organized way just as they had planned and thus bettered their overall retelling performances.

#### **4.5 Participants' Perceptions of the GO Map Instruction**

The fifth part of the result analysis focuses on the perceptions of the participants in the EG with regard to (1) the difficulty level of the GO map instruction, (2) the helpfulness of the GO map instruction to the posttest retelling and (3) the additional opinions about the GO map instruction. The results and discussion are presented as follows.

##### **4.5.1 Participants' perceptions of difficulty level of GO map instruction**

The participants in the EG were asked about their opinions concerning the overall difficulty level of the GO map instruction and the easiest and hardest story elements for them to tackle in the GO map instruction. Table 11 summarizes the participants' perceptions of the difficulty level on the GO map instruction. Among the 27 participants in the EG, 11.1% of them (N=3) found it "Very Difficult", 63 % (N=17) found it "Moderately Difficult", and 25.9 % of them (N=7) found it "Easy". That is, approximately 75% of them considered the GO map instruction difficult while only a quarter of them considered it easy to learn.

**Table 11 Summary of Perceptions of the Difficulty Level**

<b>Level</b>	<b>VD</b>	<b>MD</b>	<b>E</b>
<b>Number (N=27)</b>	3	17	7
<b>Percentage</b>	11.1%	63.0%	25.9%

Note. VD= Very Difficult; MD= Moderately Difficult; E= Easy

Table 12 captures the results concerning the story elements deemed easiest by the participants in the EG. Among the five story elements included in the GO map instruction, i.e., “Character,” “Setting,” “Problem/ Goal,” “Events” and “End,” an overwhelming 92.6 % of the participants (N=25) considered “Character” to be the easiest and 7.4 % of them (N=2) chose “End”. The rest of the story elements, including “Setting”, “Problem/ Goal” and “Events”, were selected by none of the participants.

**Table 12 Summary of Perceptions on the Easiest Story Element**

<b>Story Elements</b>	<b>Number (N=27)</b>	<b>Percentage</b>
<b>Characters</b>	25	92.6%
<b>End</b>	2	7.4%
<b>Others</b>	0	0%

The reasons given for choosing “Character” as the easiest included “ ‘Character’ was easy to identify since they were already in the story” and that “there were only few main characters.” Of those who chose “End” as the easiest story element, they expressed that the end of the stories usually left a strong impression on their mind so that it was easy to recall it.

The participants’ answers regarding the most difficult story elements are

summarized in Table 13. As it shows, 77.8 % of them (N=21) regarded “Events” as the hardest, followed by “Problem/Goal” (11.1 %),”End” (7.4%), and “Setting” (3.7%). None of them selected “Character.” Ten of the participant who found “Events” the most difficult pointed out that they had difficulty singling out all the major events from the story content as they practiced analyzing the story and writing them down on the GO map worksheet. They weren’t sure how to distinguish “Events” from “Problems/Goal” or other trivial details. Some of them also stated that there were many events in the stories that they sometimes lost patience identifying them all and that they had trouble writing down the events in correct sentences on the GO map worksheet.

**Table 13 Summary of the Hardest Story Element**

<b>Story Elements</b>	<b>Number (N=27)</b>	<b>Percentage</b>
<b>Events</b>	21	77.8%
<b>Problem/ Goal</b>	3	11.1%
<b>End</b>	2	7.4%
<b>Setting (Time+ Place)</b>	1	3.7%
<b>Others</b>	0	0%

#### **4.5.2 Participants’ perceptions of helpfulness of the GO map instruction**

Table 14 summarizes the participants’ perceptions of the helpfulness of the GO map instruction to the posttest story retelling. As it shows, 51.9 % of them (N=14) found it “of Great Help” to the posttest retelling, 48.1 % (N=13) found it “of Some Help” and none of them found it “of No Help.” That is, all of the participants

considered GO map instruction to be facilitative to the posttest retelling.

**Table 14 Summary of Helpfulness of the GO Map Instruction**

<b>Level</b>	<b>GH</b>	<b>SH</b>	<b>NH</b>
<b>Number (N=27)</b>	14	13	0
<b>Percentage</b>	51.9%	48.1%	0%

Note. GH= of Great Help; SH= of Some Help; NH= of No Help

Reasons for why they found the GO map instruction helpful were provided by some participants. Seven of them mentioned that since their ability to analyze and organize the story content had been strengthened after receiving the GO map instruction, they became better at retelling the posttest story. One student, for example, stated, “The GO map instruction helped me organize the important points in the story more clearly. This way, I retold the story better.” This student emphasized that the GO map instruction improved her ability to organize the story content better so that her story retelling improved. One student specified that the GO map enhanced her ability to visualize the story outline and to memorize the story content well so that she was able to recall all the events. This can be seen by her comment, “I remembered the story outline with the help of the GO map. Therefore, when I was retelling the story, I didn’t miss any events.” Still another student stating that the knowledge derived from the GO map instruction compensated for her weakness in memory and thereby enhanced her story retelling performances. Finally, two participants expressed that their confidence in retelling was elevated owing to the

help of the GO map instruction.

#### **4.5.3 Participants' additional opinions about GO map instruction**

The participants in the EG also expressed their overall opinions about the GO map instruction on the posttest questionnaire. Five of them mentioned that due to the GO map instruction, their English abilities were improved, including their knowledge of grammar, syntactic structure and writing ability. This indicates that some participants had also benefited from the GO map instruction in aspects not directly to the task of story retelling. Four of them expressed their willingness to get involved in activities alike in the future. This shows that some participants were motivated to participate in more English instructions to learn more. All these opinions also indicate positive attitude from the students toward the GO map instruction. Additionally, one participant suggested that after reading the story, the teacher could have had the students act out the story to help remember the story content better so that they could have retold the story even better.

#### **4.5.4 Discussion of perceptions of GO map instruction**

From the above results, it is clear that most of the participants found the GO map instruction difficult. To the teacher-researcher, this was not surprising since it took integrated abilities of reading and writing for these beginner-level students to understand and apply the GO map. Difficult as the GO map instruction might be, it

was not so overwhelming that the students couldn't learn it well. With the assistance of the teacher-researcher and their peers, the participants still gradually learned how to apply the GO map to the stories they learned. It is the teacher-researcher's belief that if the students had got involved in the GO map instruction for a longer period of time with more practice, they could have found the instruction more manageable.

With regard to their perceptions of the easiest and hardest story element, the findings basically resonate with Huang's study (2005). In her study, the top two most difficult story elements chosen by 76 Taiwanese senior high school students who received a story mapping instruction to enrich their picture writing were "Action" and "Reaction." These two elements in her study are similar to "Events" in the present study. Most of the participants in Huang's study, i.e., 39.5 % of them (N=30), also regarded "Character" as the easiest story element. Despite the differences in the grade level of the participants and the nature of the research between these two studies, Taiwanese EFL learners had rather similar perceptions concerning the difficulty level of the story elements.

When it comes to the participants' perceptions of the helpfulness of the GO map instruction to the posttest story retelling, all the students thought of it as a useful method in enhancing their retelling. Their opinions on the posttest questionnaire also revealed a positive attitude they had toward the GO map instruction. Since the

students learned how to analyze and organize the story content according to the story elements on the GO map and the geometric graphic also fortified their memory of the elements, not only their comprehension of the story structure but also their retention of the story content was strengthened, and thus their posttest story retelling performances had greatly improved in many aspects.

The participants' opinions about the GO map instruction solicited through the posttest questionnaire were equally encouraging. They regarded the GO map instruction as an opportunity to land in to more English learning. They not only found the GO map instruction provided in the present study beneficial but also were willing to embrace instructions alike in the future. Their optimistic attitude is inspiring since the teacher-researcher was originally concerned that under the academic pressure, the participants might be reluctant to receive instruction not directly toward the Basic Competence Test. Given students' positive perceptions of the GO map instruction and its effectiveness in enhancing their story retelling performances, instructions that help students acquire the knowledge of the discourse structure of a text should be integrated into the regular English curriculum to enhance students' English proficiency.

## CHAPTER FIVE CONCLUSION

This chapter concludes the present study, which investigates the effects of the GO map instruction on the story retelling performances of the EFL seventh graders in Taiwan. The answers to the research questions pursued in the present study are first summarized. Next, the pedagogical implications are discussed. Then, the limitations of the study are addressed. Finally, suggestions for future studies are provided.

### 5.1 Summary of the Study

The study aims to examine the effects of the GO map instruction on the oral story retelling performances of the EFL junior high school students in Taiwan.

Fifty-four seventh graders from a public junior high school in Taipei City participated in the study. The participants, who were from two intact classes, were randomly divided into two groups, the experimental and the control group. Each group contained twenty-seven participants. The study lasted for eight weeks, during which the first two weeks were for the simulated GEPT speaking proficiency test and the pretest. The following four weeks were for the instruction, the EG received the GO map instruction while the CG, the traditional Q & A instruction. The last two weeks were for the posttest, the posttest questionnaire and interviews. The effects of the treatments were mainly evaluated through the participants' story retelling



performances. Students' perceptions of the GO map instruction were also explored through the posttest questionnaire. The major findings are summarized in accordance with the research questions proposed in chapter one.

The first research question, "**Can the GO map instruction significantly facilitate the quantity and quality of students' oral story retelling?**" focuses on the effects of the GO map instruction on students' oral story retelling. Students' performance was examined in four aspects, i.e., (1) the story length, (2) the fluency, (3) the story elements, and (4) the holistic retelling performance. In terms of the story length, the results of the original and pruned word count failed to demonstrate any increase in the number of words. Hence, the GO map instruction was not effective in increasing the length of the students' story retelling.

With respect to the fluency, the results of the original and pruned speech rate indicate that all the participants were able to retell the story at a significantly higher original speech rate, but only the participants in the EG were able to significantly improve their pruned speech rate. This is because the GO map instruction can effectively reduce the proportion of false starts and repetitions in students' oral story retelling. Hence, it can be concluded that the GO map instruction is effective in enhancing the students' pruned speech rate. As the pruned speech rate increases, fluency of the students' story retelling increases as well.

Regarding the story elements, the results demonstrate that only the participants in the EG made significant progress on enriching the quantity, as indicated by the story element count score, and the quality, as suggested by the story element content score, of their posttest story retelling. Hence, the GO map instruction is substantially effective in improving the story elements of the students' story retelling.

As for the effects of the GO map instruction on students' holistic story retelling performances, the result shows that the overall performances of the participants' story retelling in the posttest were significantly enhanced in terms of intonation, organization or paraphrase etc. Hence, the GO map instruction can effectively facilitate the students' holistic story retelling performances.

The second research question, “**What are the students' perceptions of the GO map instruction?**” explored the students' perceptions of the GO map instruction. The majority of the participants found the GO map instruction moderately difficult and regarded “Character” as the easiest story element and “Events” the hardest. All of them found the GO map instruction of great or some help to their story retelling. For additional opinions provided by the students, most of them held positive attitude toward the GO map instruction.

## **5.2 Pedagogical Implications**

From the findings of the present study and the teacher-researcher's observations,

some pedagogical implications are drawn. First, in light of the effectiveness and efficiency of the implementation of the GO map instruction, it is suggested that the practitioners incorporate similar instruction into the regular curriculum to enhance students' ability to retell a story. The explicit instruction of the GO map in this study was implemented by gradually shifting the responsibility of learning from the instructor to the students. Such a teaching procedure provides scaffolding and encourages active participation from the students so that they can learn at a reasonable pace and fully understand how to apply the GO map to the story retelling. This procedure, hence, can serve as a good model for the practitioners to implement their mapping instruction.

Second, based on the teacher-researcher's observation as the instruction unfolded, some of the participants in the EG showed more willingness to engage in both the GO map and the posttest story retelling task. They also indicated that they would love to participate in activities alike in the future. On the other hand, the participants in the CG, who received the traditional Q & A instruction, seemed to get bored easily during the treatment and appeared to be less interested in retelling the posttest story. This change of attitude brought by these different instructional methods, while speaking for the effectiveness of the GO map instruction, should also caution the practitioners who only use traditional Q & A instruction to implement their instruction.

The fact that the GO map instruction proves to be an effective method shows that similar meta-cognitive and mapping strategies can also be utilized to enhance students' story retelling ability. In light of the positive results in the present study, the structural and visual guidance from such meta-cognitive maps or graphs can indeed help students organize what to say and render story retelling of a better quality. Hence, for students who participate in the speech contest, their story telling ability can be strengthened through the training from the GO map instruction and the retelling activities.

Finally, students should be encouraged to retell any story they learn to improve their story retelling ability. As the finding in the present study indicates, practice effect may account for the participants' improvement in terms of the original speech rate. This means that practicing retelling a story alone also benefits the students as suggested in the previous study (Gambrell, Kapinus & Koskinen, 1991). Thus, the explicit GO map instruction, when coupled by constant practice, is believed to be the best combination for EFL learners to refine their retelling content skills.

### **5.3 Limitations of the Study**

Despite its encouraging findings, the present study has some limitations. First, the design of the Q & A worksheet could have been more carefully designed by focusing more on the story elements. As not all the story elements were

incorporated into the questions and as a result, the participants in the CG could be much less aware of those elements. This may have affected the results of their performance concerning the story elements.

Second, the instructional period, which is 45 minutes a week for four consecutive weeks, and the 8-minute retelling preparation time were insufficient for lower-proficiency students in the EG. There were at least three participants having substantial difficulty understanding and utilizing the GO map instruction and preparing for the retelling in only 8 minutes. The results could have shown more improvement if the duration of the instruction and preparation time had been extended.

Third, the time chosen for conducting both the pretest and posttest was not ideal for a test of this nature. The pretest and posttest were administered during the nap time when some of the participants felt sleepy. Besides, the posttest was in the week before the final exam when students were generally more nervous and stressful. Some of the participants, therefore, were actually feeling drowsy and finding it hard to concentrate during the pretest and posttest. Their retelling performances could have been different if the time for the tests had been more carefully arranged.

Lastly, the use of the ear plugs and digital recorders seemed to affect some of the participants. Due to time constraint, in each retelling session, six participants were

seated at six different desks, separated evenly from one another in a big classroom. The participants had to retell their story they just read into the digital recorder with five other students simultaneously yet individually. The ear plugs were used for lessening interference from each other. A small number of the participants, however, expressed that they were not accustomed to the ear plugs and digital recorders used during the retelling and thereby felt somewhat distracted by these devices. The results could have been better, if the teacher-researcher had trained the participants to use these two equipments beforehand.

#### **5.4 Suggestions for Future Studies**

Based on the research findings and limitations of the present study, some suggestions for future studies are made. First, for the assessment on the retelling performances, by measuring the original speech rate alone, the subtle differences in students' speech performance are very likely to be overlooked. Hence, when measuring fluency, the pruned speech rate is recommended. Since it excludes false starts and repetitions, it is a more effective indication of speech fluency than the original speech rate.

Second, with regard to the GO map instruction, the present study has pointed out its effectiveness in improving Taiwanese EFL students' oral story retelling performances. A similar instruction as a pre-writing activity has also been proved

effective in improving Taiwanese EFL students' picture-writing skill (Huang, 2005).

Hence, more studies can be pursued to explore the effects of the GO map instruction on other speaking or writing tasks, such as the picture-based oral story telling and written story retelling.

Third, retelling in itself is worth further investigation for its effects on language learning. Since a previous study proposes that retelling can serve as an instructional tool to enhance reading comprehension (Gambrell, Pfeiffer & Wilson, 1985), future studies are suggested to explore the effects of retelling on reading comprehension of EFL students in Taiwan.

Fourth, when examining the students' retelling performances carefully, it was found that the participants' in the EG described the characters in more detail. However, this feature could not be captured by the score determined by the Retelling Analysis Grading Criteria Checklist (see Appendix N) since only mentioning the character's name was sufficient for the participants to get the full score. It is, therefore, suggested that future studies can revise the criteria on the checklist to more precisely show the difference among students' retelling performances.

Lastly, Brown and Cambourne (1989) suggest that there are a variety of text types for retelling. Hence, future studies may adopt other retelling materials, such as the readings or dialogues in the English textbooks, to examine if retelling can

facilitate students' learning of the textbook content.

The incorporation of the GO map instruction hasn't been adequately promoted in the learning contexts in Taiwan. Empirical studies that investigated the GO map instruction and retelling are, at best, scarcely seen. The researcher, therefore, hopes that the present study has shed some light on the pedagogical promises of the GO map instruction in EFL learning and has encouraged more practitioners to conduct studies on the GO map instruction to help improve students' English ability.



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# APPENDICES

## APPENDIX A Four Types of Graphic Organizers

<p>(1) <b>Hierarchical Map</b></p>	
<p>(2) <b>Conceptual Map</b></p>	
<p>(3) <b>Sequential Map</b></p>	
<p>(4) Cyclical Map</p>	

Retrieved from: <http://freeology.com/graphicorgs/index.php>

## APPENDIX B-1 Consent Form for the EG

### 參加同意書

致 貴家長:

本人為貴班的英文老師，目前就讀於國立台灣師範大學英語教學研究所在職班，本人目前致力於研究圖像研究法對英語故事重述的效益研究。圖像研究法以及故事重述，在國外都是行之有年的有效教學活動，能增進學習。

本研究中希望貴子弟參加兩次英語故事的重述活動以及圖像組織教學課程，本課程完全免費，不需另外支出任何費用。英語故事重述活動每次約十分鐘而圖像組織教學課程，一週一次，為期四週，一次約為 45 分鐘，所利用的時間主要是自習課及英文課優質教學時間。圖像組織教學的主要目的為教導學生分析故事的成分，讓學生能夠在重述所學的英語故事時，口語表達能力及組織力能夠提升。而重述活動則是為了要得知學生在此能力上的表現如何。

本研究中所收集到的資料，僅供本人做學術上的研究，所有資料將以匿名方式來保護學生的隱私，學生的表現並不會列入成績的計算當中，請您放心。貴子弟可以自由選擇是否要參加本課程，但必須先得到您的同意，才能加入。一旦選擇參加，希望貴子弟能全程參與，效果才會最好。讓貴子弟參加本課程將讓他們獲得更多有關英語學習的技能以及更能提升他們以英語重述故事的能力，希望您能同意讓您的孩子參與。

同意參加

不同意參加

學生姓名: \_\_\_\_\_

家長簽名: \_\_\_\_\_

英文老師 陳立馨  
學校電話: 28329377-27



## APPENDIX B-2 Consent Form for the CG

### 參加同意書

致 貴家長:

本人為貴班的英文老師，目前就讀於國立台灣師範大學英語教學研究所在職班，本人目前致力於英語故事重述的效益研究。

本研究中希望貴子弟參加兩次英語故事的重述活動以及英語故事教學課程，本課程完全免費，不需另外支出任何費用。英語故事重述活動每次約十分鐘而英語故事教學課程為一週一次，為期四週，一次約為 45 分鐘，所利用的時間主要是自習課及英文課優質教學時間。學生能從英語故事當中習得更多英文，而英語故事重述活動則是為了要得知學生在此能力上的表現如何，並能增加學生的英語口語練習。

本研究中所收集到的資料，僅供本人做學術上的研究，所有資料將以匿名方式來保護學生的隱私，學生的表現並不會列入成績的計算當中，請您放心。貴子弟可以自由選擇是否要參加本課程，但必須先得到您的同意，才能加入。一旦選擇參加，希望貴子弟能全程參與，效果才會最好。讓貴子弟參加本課程將讓他們獲得更多有關英語學習的技能以及更能提升他們以英語重述故事的能力，希望您能同意讓您的孩子參與。

同意參加

不同意參加

學生姓名: \_\_\_\_\_

家長簽名: \_\_\_\_\_

英文老師 陳立馨  
學校電話: 28329377-27

## APPENDIX C-1 GEPT 初級口語能力測驗

### 全民英語能力分級檢定測驗 初級口說能力測驗預試

試卷別：ES

\*請在 15 秒內完成並唸出下列自我介紹的句子，請開始：

My registration number is (准考證號碼), and my seat number is (座位號碼).

#### 朗讀句子與短文

共有五個句子及一篇短文，請先利用 1 分鐘的時間閱讀試卷上的句子與短文，然後在 1 分鐘內以正常的速度，清楚正確的朗讀一遍。

One: I don't drink coffee.

Two: How much does this book cost?

Three: Peter lives on the fifth floor of an apartment building.

Four: Thanks for carrying my mother's baggage for her.

Five: Call 2373-6844 to order this wonderful machine!

Six: When Mary woke up this morning, she looked at the clock. What a shock! It was 8:00, and she was late! She put on her clothes quickly and ran all the way to school. But when she got there, the gate was closed. Then she remembered. Today was Sunday!

#### 複誦

共 10 題。題目不印在試卷上，經由耳機播出，每題播出兩次，兩次之間約有 1~2 秒的間隔。聽完兩次後，請立即複誦一次。

#### 回答問題

共 5 題。題目不印在試卷上，經由耳機播出，每題播出兩次，兩次之間約有 1~2 秒的間隔。聽完兩次後，請立即回答，每題回答時間 15 秒，請在作答時間內儘量的表達。

\*請將下列自我介紹的句子再唸一遍，請開始：

My registration number is (准考證號碼), and my seat number is (座位號碼).

Retrieved from <http://www.gept.org.tw/download/download-1.htm>

## APPENDIX C-2 GEPT 初級口語能力測驗錄音稿

### 全民英語能力分級檢定測驗-初級

#### 口說能力測驗 試卷別：ES

\*請在 15 秒內完成並唸出下列自我介紹的句子，請開始；時間到，請停止。

#### 朗讀句子與短文

共有五個句子及一篇短文，請先利用 1 分鐘的時間閱讀試卷上的句子與短文，然後在 1 分鐘內以正常的速度，清楚正確的朗讀一遍。

請開始閱讀 (1 minute pause)

請開始朗讀 (1 minute pause)

時間到，請停止。

#### 複誦

共 10 題。題目不印在試卷上，經由耳機播出，每題播出兩次，兩次之間約有 1~2 秒的間隔。聽完兩次後，請立即複誦一次。

One Be careful!

Two Look at that.

Three Are you ready?

Four We'll miss you.

Five What's wrong?

Six It's on your left.

Seven May I help you?

Eight Sounds good to me.

Nine How far is your house?

Ten Make yourself at home.

第二部份結束

#### 回答問題

共 5 題。題目不印在試卷上，經由耳機播出，每題播出兩次，兩次之間約有 1~2 秒的間隔。聽完兩次後，請立即回答，每題回答時間 15 秒，請在作答時間內儘量的表達。

Question no 1. When is your birthday?

Question no 2. What did you do last night?

Question no 3. What are you wearing today?

Question no 4. Who is the singer you like the best? Why?

Question no 5. Do you like to play basketball? Why or why not?

第三部分結束

Retrieved from <http://www.gept.org.tw/download/download-1.htm>

## APPENDIX D 初級口說能力測驗分數說明

### 評分項目一：發音、語調和流利度 (就一二三部分整體評分)

級分	說明
5	發音語調正確自然，表達流利，無礙溝通。
4	發音語調大致正確自然，雖然有錯但不妨礙聽者的了解，表達尚稱流利，無礙溝通。
3	發音語調時有錯誤，但仍可理解。說話速度較慢，時有停頓，但仍可溝通。
2	發音語調常有錯誤，影響聽者的理解。說話速度慢，時常停頓，影響表達。
1	發音語調錯誤甚多，不當停頓甚多，聽者難以理解。
0	未答或等同未答。

### 評分項目二：文法、字彙之正確性和適切性 (就第三部分表現評分)

級分	說明
5	表達內容符合題目要求，能大致掌握基本語法及字彙。
4	表達內容大致符合題目要求，基本語法及字彙大致正確，但尚未能自在應用。
3	表達內容多不可理解，語法常有錯誤，且字彙有限，因而阻礙表達。
2	表達內容難解，語法錯誤多，語句多呈片段，不當停頓甚多，字彙不足，表達費力。
1	幾乎無句型語法可言，字彙嚴重不足，難以表達。
0	未答或等同未答。

語調、發音和流利度根據一、二、三部份整體表現評分，文法、字彙則僅根據第三部分之表現評分，兩項分別給 0~5 級分，各占 50%。

Retrieved from: <http://www.gept.org.tw/download/download-1.htm>

## APPENDIX E-1 Retelling Story for the Pretest

### Jimmy's "New Grandmother"

Jimmy is a student. He lives on First Street. He is from a poor family so he has to work. He sends newspapers to people's houses in the early morning.

It is a Saturday morning. Jimmy plays with his friends on First Street. They are bored. They throw stones at an old lady's house. Jimmy knows the old lady because he sends newspapers to her. But, Jimmy doesn't care. It is so much fun. A stone hits the window. The stone breaks the window. The old lady hears the noise. She comes outside. They are afraid so they run away.

Later in the afternoon, Jimmy feels sorry and worried. He does a bad thing. The old lady is always very nice to him. He wants to buy a new window for her. He works hard and saves some money. When he has enough money, he puts it in the old lady's mailbox. The old lady sees everything from the window.

He meets the old lady again on Monday when he sends newspapers to her. She gives him a bag of cookies. He is very happy. When he opens the bag, he finds a little piece of paper. It reads, "*I am very proud of you. You are an honest boy.*" Jimmy cries. He goes to the old lady's house and says sorry to her. She forgives him. They are like real grandmother and grandson. Jimmy now has a "new grandmother."

**(240 words; Readability: 2.4)**

## APPENDIX E-2 Checklist for the Pretest Retelling Story

<b>Story Title:</b> Jimmy's "New Grandmother"
<b>Setting:</b> on First Street/ a Saturday morning/ later in the afternoon/ on Monday
<b>Main Characters:</b> Jimmy/ the old lady
<b>Problem/ Goal:</b> Jimmy and his friends throw stones at the old lady's house and break a window.
<b>Main Events:</b> <ol style="list-style-type: none"><li>1. Jimmy sends newspapers to people every morning.</li><li>2. Jimmy and his friends throw stones at an old lady's house and it breaks the window.</li><li>3. Jimmy and his friends run away.</li><li>4. Jimmy feels sorry and worried.</li><li>5. Jimmy works hard to have the money for the broken window.</li><li>6. Jimmy puts the money for the window in the old lady's mailbox.</li><li>7. The old lady sees what Jimmy does from the window.</li><li>8. The old lady gives him a bag of cookies when they meet again.</li><li>9. The paper inside the bag says, "<i>I am proud of you. You are an honest boy.</i>"</li><li>10. Jimmy says sorry to the old lady.</li></ol>
<b>End:</b> The old lady forgives Jimmy. They are like grandmother and grandson.

APPENDIX F Worksheets for the CG in Q & A sessions 1 to 4

**Story 2 What Goes around Comes around**

**Questions & Answers**

**Number:            Name:**

**1. What does Joe do?**

---

**2. What happens to the boy in the hole?**

---

**3. How does Joe help the boy?**

---

**4. Is Joe a greedy man?**

---

**5. Does Joe have enough money to send his son to school?**

---

**6. How does the rich man thank Joe?**

---

**7. How is Joe's son? (What kind of person is he?)**

---

**8. Does Joe's son like to help others?**

---

**9. What does Joe's son become after he graduates from medical school?**

---

**10. What does Joe's son invent?**

---

**11. Does the rich man's son die in the end of the story?**

---

**12. What does "what goes around comes around" mean?**

---

**讀後感**

**How do you feel about the story?**

---

---

---

**Story 3 The Last Rose**

**Questions & Answers**

**Number:          Name:**

**1. Where do Judy and Amy live?**

---

**2. Does Amy become very sick? Why?**

---

**3. What kind of flower is there in the garden?**

---

**4. According to Amy's thoughts, what will happen when the last rose dies?**

---

**5. Does Amy take any medicine in the beginning of the story?**

---

**6. Who does Judy talk with when she is worried?**

---

**7. Why do they close the window?**

---

**8. Does Amy take the medicine after she sees the last rose?**

---

**9. Is the last rose a real one?**

---

**10. How does Amy feel when she looks closely at the rose?**

---

**11. Why doesn't the last rose die?**

---

**12. What happens to Judy after a year?**

---

**讀後感**

**How do you feel about the story?**

---

---

---

---

---



**Story 4 The Magic Touch**

**Questions & Answers**

**Number:**

**Name:**

**1. Where does the greedy king live?**

---

**2. Why does the king get the magic power?**

---

**3. What magic power does the king have?**

---

**4. Does the king like his magic power at first?**

---

**5. Why is the king scared when he gets a gold apple?**

---

**6. What happens to the queen when she helps the king?**

---

**7. Does the king want a gold queen?**

---

**8. Does the king feel sorry in the end?**

---

**9. Why does the magic power disappear (消失)?**

---

**10. Does the gold queen become normal (正常的) later?**

---

**11. Is the king still very greedy?**

---

**12. How do the king's people feel about him?**

---

**讀後感**

**How do you feel about the story?**

---

---

---

---

---

**Story 5 A Selfish Giant**

**Questions & Answers**

**Number:            Name:**

**1. What does the giant have?**

---

**2. What is there in the garden?**

---

**3. Does the giant like children?**

---

**4. What do children do in the garden?**

---

**5. Why is the giant angry when he comes back?**

---

**6. Why are the children scared?**

---

**7. Why is it still winter in the garden?**

---

**8. Why does spring finally come to the garden?**

---

**9. How does the giant feel after spring comes?**

---

**10. Does the giant let the children play in his garden later?**

---

**11. How is the giant in the end of the story?**

---

**12. Does the giant play with his children in his garden?**

---

**讀後感**

**How do you feel about the story?**

---

---

---

---

---

## APPENDIX G-1 Story 1 for the Story Introduction

### What Goes around Comes around

Joe is a farmer. He grows vegetables on the farm every day. It is a rainy winter day, but he still keeps working. Suddenly, he hears something. A boy is crying for help from a big hole. The boy breaks his legs and he can't walk. Joe pulls the boy out of the hole and sends him home.

Next day, a rich man comes to Joe's house. *"I am here to thank you. What do you need, money or a new house?"* asks the rich man. *"No, I don't want anything from you because I like to help other people,"* answers Joe. And then the rich man sees a little boy behind him. *"Is that your son? A good man like you must have an intelligent son. I can send him to the best school with my own son,"* says the rich man. Joe thinks for a long time. He never has enough money to send his son to school. *"All right. Thank you very much,"* answers Joe with tears in his eyes.

The rich man sends Joe's son to the best and most expensive school. He is very smart and hard-working. Just like his father, he likes to help others. He studies hard and then goes the best medical school. After many years, he becomes a doctor. He even invents a new kind of medicine. When the rich man's son gets very sick and almost dies, Joe's son saves his life with the new medicine.

This story tells us: what goes around comes around. If you give other people a hand, they will return your favor.

**(267 words; Readability: 2.4)**

## APPENDIX G-2 Checklist for Story 1 in the Story Introduction

<b>Story Title:</b> What Goes around Comes around
<b>Setting:</b> on the farm / at Joe's house
<b>Main Characters:</b> 1. Joe (the farmer) 2. Joe's son (the farmer's son) 3. The rich man 4. The rich man's son.
<b>Problem/ Goal:</b> The rich man wants to thank Joe for helping his son.
<b>Main Events:</b> <ol style="list-style-type: none"><li>1. When Joe is working on the farm, he hears a boy crying for help from a big hole.</li><li>2. Joe saves the boy from the big hole.</li><li>3. The boy's father wants to thank Joe.</li><li>4. Joe doesn't want anything from the rich man.</li><li>5. The rich man sees Joe's son.</li><li>6. Finally, the rich man thanks Joe by sending his son to the best school.</li><li>7. Joe's son goes to the best school with the rich man's son.</li><li>8. Joe's son studies hard and entered the best medical school.</li><li>9. Joe's son becomes a doctor and invents new medicine.</li><li>10. The rich man's son is very sick.</li></ol>
<b>End:</b> Joe's son saves the rich man's son.

## APPENDIX H-1 Story 2 for the Story Instruction

### The Last Rose

Amy and Judy, live together in a small house. It is a cold winter. Amy becomes very sick. She has to rest in bed.

There are some roses in the garden. Amy can see the roses from her window. She counts the number of them. She says, " *There are only some roses. When the last rose dies, I'll die. I don't take medicine.*" Judy answers her angrily, " *Stop saying that!*"

Judy is worried so she talks with their neighbor, Kevin. Kevin is a wise old man. " *Close the window first. I have an idea,* " says Kevin. Judy closes it when Amy is sleeping.

After three days, Judy opens the window for her so Amy sees the roses again. There is only one rose. " *Oh, the last rose! I am ready to die,*" says Amy. And then she waits and waits. The rose is still there. Amy feels happy. " *Maybe I can get better. I should take some medicine,*" she says.

After another three days, the last rose is still very beautiful. Amy gets better because of the medicine. Kevin visits her again. " *Do you want to see the last rose?*" says Kevin. When Amy sees the roses closely, she is so surprised. " *It is not a real rose! No wonder it doesn't die,*" says Amy. Judy tells Amy the truth. " *The fake flower is Kevin's idea. It works!*" says Judy. One year later, Amy gets healthy and grows many roses in the garden.

**(243 words, Readability: 2.8)**

## APPENDIX H-2 Checklist for Story 2 in the Story Instruction

<b>Story Title:</b> The Last Rose
<b>Setting:</b> a cold winter / in a small house
<b>Main Characters:</b> Amy/ Judy / Kevin (the neighbor)
<b>Problem/ Goal:</b> Amy is sick, but she doesn't want to take medicine so Judy and Kevin want to help her.
<b>Main Events:</b> <ol style="list-style-type: none"><li>1. Amy and Judy live together in a very small house.</li><li>2. Amy is very sick in a cold winter.</li><li>3. A doctor says," <i>If Amy doesn't take the medicine, she will die.</i>"</li><li>4. Amy counts the number of roses in the garden.</li><li>5. Amy thinks she will die with the last rose so she doesn't take medicine.</li><li>6. Judy asks their wise neighbor, Kevin, for help.</li><li>7. Judy closes the window so Amy can't see the roses.</li><li>8. After Amy sees the rose again, there is only one rose in the garden.</li><li>9. The last rose is there for a long time so Amy starts to take medicine and gets better.</li><li>10. Amy knows the secret of the last rose.</li></ol>
<b>End:</b> Amy gets healthy and grows lots of roses in the garden one year later.

## APPENDIX I-1 Story 3 for the Story Instruction

### The Magic Touch

In Greece, there is a greedy king. He loves gold very much. He always wants more gold. At mountain god's birthday party, the king sends him a great gift so the god gives him a magic power. When the king touches anything, it turns into gold.

The king tries his new power in the garden behind the palace. He picks up a cup from the table and then it turns into a shiny gold cup. He is very excited so he keeps touching more and more things. After ten minutes, he has a gold table, a gold chair, and even gold flowers and gold trees! He turns almost everything into gold. He only sees gold in his eyes.

Finally, the king is tired and hungry so he grabs an apple from his gold table. He is scared because he gets a gold apple. "*How do I eat? Somebody, help me!*" shouts the king. The queen hears this and comes outside. When she passes another apple to her husband, she touches his hand accidentally. And then the king cries loudly, "*My wife!*"

The mountain god sees everything. "*Do you still want more gold?*" says the mountain god. "*No, I am sorry. I am too greedy,*" says the king. The mountain god takes back the magic power. Everything goes back to the way it is. The king is not greedy anymore. He even helps poor people with his own gold. His people respect him very much now.

**(245 words; Readability: 3.3)**

## APPENDIX I-2 Checklist for Story 3 in the Story Instruction

<b>Story Title:</b> The Magic Touch
<b>Setting:</b> In Greece / at the mountain god's birthday party/ in the palace
<b>Main Characters:</b> the king / the mountain god/ the queen
<b>Problem/ Goal:</b> The king turns his wife into gold.
<b>Main Events:</b> <ol style="list-style-type: none"><li>1. A greedy king lives in his palace in Greece.</li><li>2. At the mountain god's birthday party, the king gives the god a great gift.</li><li>3. The mountain god gives him a magic power so the king can turn things into gold.</li><li>4. The king tries his power in his garden and turns many things into gold.</li><li>5. When the king is hungry, he grabs the apple but it turns into a gold one.</li><li>6. The king is scared because he can't eat anything.</li><li>7. When the queen helps him, she becomes a gold queen.</li><li>8. The mountain god sees what happens.</li><li>9. The mountain god takes back the magic power because the king feels sorry.</li><li>10. Everything goes back to the way it is</li></ol>
<b>End:</b> The king is not greedy and he helps his people so his people respect him.



## APPENDIX J-1 Story 4 for the Story Instruction

### A Selfish Giant

A giant lives in a pretty house. He has a wonderful garden. There are many beautiful plants and cute animals. In spring, the trees grow beautiful flowers. In fall there is a lot of fruit in the tree. It's a sunny day. The giant is not home so some children play in the giant's garden.

When the giant comes back, he is very angry. The children are scared. They run away quickly. They don't want to play here anymore. After about a month, spring comes. Strangely, in the giant's garden, it is still winter. Without the children, there are no green trees and beautiful flowers. "*Why? Why doesn't spring come to my garden?*" Asks the giant. Nobody tells the giant the answer.

It is a sunny morning. Things change. There are green leaves. It is getting warmer. The giant's garden is beautiful again. How fantastic! Colorful birds fly to the garden and sing there. Because the giant has a pretty garden again, he is very excited! "*Spring is finally here!*" says the giant. He doesn't know why. When the giant sees some lovely children there, he understands why right away. This time, he is not angry and instead, he lets the children play.

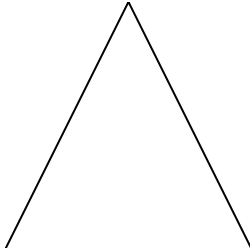
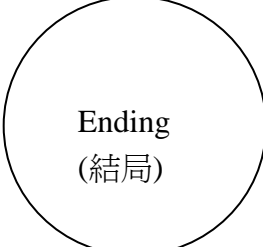
The giant is very friendly now. "*I am wrong. I am very selfish. I have to love the children,*" says the giant. From that day on, he plays with the children happily in the most beautiful garden every day.

**(242 words; Readability: 3.3)**

## APPENDIX J-2 Checklist for Story 4 in the Story Instruction

<b>Story Title:</b> A Selfish Giant
<b>Setting:</b> in a pretty garden/ a sunny day/ a sunny morning
<b>Main Characters:</b> the giant / the children
<b>Problem/ Goal:</b> Spring doesn't come to the giant's garden because the giant doesn't let the children play in his garden.
<b>Main Events:</b> <ol style="list-style-type: none"><li>1. The giant has a pretty garden.</li><li>2. Children play happily in the giant's garden on a sunny day when he is not there.</li><li>3. When the giant comes back, he is very angry.</li><li>4. The children are very scared so they run away.</li><li>5. Spring comes, but it is still winter in the garden.</li><li>6. On a sunny morning, some children play in the garden again.</li><li>7. Spring finally comes back to the giant's garden</li><li>8. The giant doesn't understand why.</li><li>9. When the giant sees the children, he understands everything.</li><li>10. The giant lets the children play in the garden this time.</li></ol>
<b>End:</b> The giant plays happily with the children in the garden.

## APPENDIX K GO Map

<p><b>Beginning(開頭)</b></p> <p style="text-align: center;"><b>Characters (角色)</b></p> <div style="text-align: center;">  </div> <p><b>Setting (時地)</b>      <b>Goal(目標)/ Problem(問題)</b></p> <p><b>Middle(中間)</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Events 事件</b> (依照發生順序，寫下你認為故事當中的重要事件，不夠的話可寫在背面。)</p> </div> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: right; margin-right: 20px;"> <p><b>End (結尾)</b></p> </div> <div style="text-align: center;">  <p><b>Ending (結局)</b></p> </div> </div>	<p><b>Story title(故事標題):</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Characters:</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Setting:</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Goa /Problem:</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Event 1 :</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Event 2 :</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Event 3 :</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Event 4:</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Event 5:</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Event 6:</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Ending:</b></p> </div>
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## APPENDIX L-1 Retelling Story for the Posttest

### Peter's "New Cell Phone"

Peter is a student. He enjoys exercising in the park before he goes to school. He usually meets his teacher, Miss Lee, in the park. She paints there in the early morning.

It is 6:30 a.m. Peter is jogging in the park. Suddenly, he sees a red cell phone on the ground. He picks it up. "*If nobody sees me, I can just take it away. I will have a new cell phone,*" Peter thinks. At the same time, Miss Lee is painting under the tree. She sees Peter, but Peter doesn't notice her. Peter puts the phone in his pocket. He runs away fast.

Later in the morning, when Peter is using the same cell phone, Miss Lee walks to him. Peter looks worried and nervous. He knows it is wrong to keep the cell phone. But, he likes the cell phone very much. "*You have a new cell phone. Can I have a look?*" Says Miss Lee. Peter looks at her surprisingly. "You are a good student. *You should be honest,*" Miss Lee says to Peter. He doesn't say anything.

Peter thinks about Miss Lee's words. After school, Peter goes to Miss Lee's office and tells her everything. Miss Lee takes Peter to the police station. He returns the cell phone. The cell phone goes back to its owner. Smile goes back to Peter's face, too. Peter doesn't have a new cell phone, but he is happy again.

**(240 words; Readability: 2.4)**

## APPENDIX L-2 Checklist for the Posttest Story

<b>Story Title:</b> Peter's "New Cell Phone"
<b>Setting:</b> in the park/ at school / at 6:30 a.m. /later in the morning
<b>Main Characters:</b> Peter/ Miss Lee
<b>Problem/ Goal:</b> Peter takes away the cell phone in the park and doesn't want to give it back.
<b>Main Events:</b> <ol style="list-style-type: none"><li>1. Peter usually meets his teacher, Miss Lee, in the park when he exercises every early morning.</li><li>2. When Peter is jogging in the park at 6:30 a.m., he sees a cell phone on the ground.</li><li>3. Peter puts the cell phone in his pocket and runs away.</li><li>4. Miss Lee sees what Peter does.</li><li>5. Peter uses the cell phone at school.</li><li>6. Peter knows it is wrong to keep the cell phone.</li><li>7. Miss Lee sees Peter use the same cell phone at school.</li><li>8. Miss Lee says to Peter, "<i>Remember, honesty is the best policy.</i>"</li><li>9. Peter tells Miss Lee everything after school.</li><li>10. Miss Lee takes Peter to the police station and Peter returns the cell phone.</li></ol>
<b>End:</b> The cell phone goes back to the owner. Peter is happy again.

## APPENDIX M Posttest Questionnaire for the EG

### 英語故事圖像組織法(GO Map)教學及故事重述問卷調查表

各位同學，你好!

感謝你參與這次的英語故事圖像組織教學及故事重述活動，本問卷的目的在於了解你對於此次教學活動的反應以及意見，每一題均無標準答案，請依照自己的感覺勾選適當的選項回答。此問卷僅供本人研究使用，並不會列入成績計算，請放心作答。

請勾選你的答案及描述你的想法

第 1 題:整體而言英語故事圖像組織法(GO map)對你來說是:

簡單 有點難 很困難

那麼，英語故事圖像組織法(GO map)各個部份中，

你認為最容易的部分是: 人物 背景 目標或問題 事件 結局 (單選)

最困難的部分是: 人物 背景 目標或問題 事件 結局 (單選)

爲什麼? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

第 2 題:你認為經過四次英語故事圖像組織法(GO map)教學對你這次故事重述有沒有幫助? 有很大的幫助 只有一些幫助 沒有幫助

爲什麼? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

第 3 題，你還有其他有關這次英語故事圖像組織教學及故事重述活動的想法嗎? 請詳述。 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

姓名:  
謝謝你的配合!

### APPENDIX N Retelling Analysis Grading Criteria Checklist

<b>Category</b>	<b>Points</b>	<b>Description (The reteller ...)</b>
<b>Story title (0-0.5)</b>	0	Failed to mention the title or got the wrong title.
	0.5	Mentioned the right title.
<b>Setting (0-1.5)</b>	0	Failed to state the time or place
	1	Stated only where or when
	1.5	Stated both where or when
<b>Character (0-1)</b>	0	Failed to name any of the characters
	0.5	Named at least a main character
	1	Named all the main characters
<b>Problem/Goal (0-1)</b>	0	Failed to state or imply the problem
	0.5	Partially stated or implied the problem
	1	Stated the problem correctly
<b>Main events (0-4)</b> ( <i>Problem/Goal</i> and <i>End</i> excluded)	0	Failed to mention any of the events
	1	Stated only two events or fewer
	2	Stated about four events
	3	Stated about six events
	4	Stated about eight events or more
<b>End (0-1)</b>	0	Failed to end the story
	0.5	Partially stated or implied the end
	1	Provided a clear end
<b>Sequence (0-1)</b>	0	Recalled with little sequence
	0.5	Recalled mostly sequential, but with some mistakes
	1	Recalled in a clear sequence
<b>Total score</b>	10	Highest score: 10; Lowest: 0

## APPENDIX O Holistic Assessment for the Retelling Performances

L	<b>Criteria for Establishing Levels</b>
5	<ul style="list-style-type: none"> <li>● The pronunciation is correct and natural without any mispronunciation and the utterance is smooth without any inappropriate pauses or repetition.</li> <li>● The organization of the content is complete with a clear beginning, body and conclusion; the utterance shows very high degree of coherence and cohesion and contains supporting details all in a sequential way.</li> <li>● The reteller demonstrates full grammatical and syntactical control and uses appropriate lexicon without any errors.</li> <li>● The reteller paraphrases the story without reciting the original story at all or any divergence from the original meaning.</li> </ul>
4	<ul style="list-style-type: none"> <li>● The pronunciation is correct with little mispronunciation and the utterance is smooth with few inappropriate pauses or little repetition.</li> <li>● The organization of the content is complete with the beginning, body and conclusion; the utterance shows considerable degree of coherence and cohesion and contains supporting details mostly in a sequential way.</li> <li>● The reteller demonstrates great grammatical and syntactical control and uses appropriate lexicon with few errors.</li> <li>● The reteller paraphrases the story in most of his or her utterances with little divergence from the original meaning.</li> </ul>
3	<ul style="list-style-type: none"> <li>● The pronunciation is mostly correct with occasional mispronunciation which does not interfere with understanding and the utterance is occasionally hesitant with some inappropriate pauses or repetition.</li> <li>● The organization of the content includes a beginning, body and conclusion to some extent; the utterance shows adequate degree of coherence and cohesion and contains supporting details somewhat in a sequential way.</li> <li>● The reteller demonstrates adequate grammatical and syntactical control and there are occasional errors in the lexical use.</li> <li>● The reteller paraphrases the story in some of his or her utterances, which show some divergence from the original meaning. The reteller recites a few sentences from the story.</li> </ul>
2	<ul style="list-style-type: none"> <li>● The pronunciation includes apparent errors and mispronunciation which sometimes leads to occasional misunderstanding and the utterance is frequently hesitant and jerky with apparent pauses or repetition.</li> <li>● The organization of the content is incomplete with unclear beginning, body and conclusion; the utterance shows low degree of coherence and cohesion and contains supporting details mostly not in a sequential way.</li> <li>● The reteller demonstrates only a little grammatical and syntactical control and there are many errors in the lexical use.</li> <li>● The reteller paraphrases the story in few of his or her utterances, which show frequent divergence from the original meaning. The reteller recites a lot of sentences from the story.</li> </ul>
1	<ul style="list-style-type: none"> <li>● The pronunciation frequently unintelligible with much mispronunciation and the utterance is slow and uneven with a lot of inappropriate pauses or repetition except for some short sentences from the story.</li> <li>● The organization of the content is incomplete, missing a clear beginning, body or conclusion; the utterance is hardly coherent and cohesive and shows nearly no sequence.</li> <li>● The reteller demonstrates almost no grammatical and syntactical control and no accurate lexical use.</li> <li>● The reteller fails to paraphrase the story and simply recites some fragmentary sentences from the story, which often results in a lot of divergence from the original meaning.</li> </ul>

Level	Pronunciation/ Intonation/ Fluency	Organization: Completeness/ Sequence/ Coherence/ Cohesion/ Supporting details	Grammatical and syntactical structure/ Lexical use	Paraphrase
5	Excellent	Excellent	Excellent	Excellent
4	Good	Good	Good	Good
3	Fair	Fair	Fair	Fair
2	Inadequate	Inadequate	Inadequate	Inadequate
1	Poor	Poor	Poor	Poor