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## **An Administrative Model for a Bilingual Education Program for Middle-Level Students in Taiwan**

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**ABSTRACT**

AN ADMINISTRATIVE MODEL FOR A  
BILINGUAL EDUCATION PROGRAM FOR MIDDLE-LEVEL STUDENTS  
.....  
IN TAIWAN

by

Po-Chun Hsieh

March, 2000

The purpose of this project was to develop an administrative model for a bilingual education program for middle-level students in Taiwan. To accomplish this purpose, a review of related literature was conducted. Additionally, selected materials were obtained adapted for use.

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## TABLE OF CONTENTS

Chapter		Page
1	BACKGROUND OF THE PROJECT.....	1
	Introduction .....	1
	Purpose of the Project .....	2
	Limitations of the Project .....	2
	Definition of Terms .....	3
2	REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES .....	6
	Introduction .....	6
	The Importance of Bilingual Education .....	7
	The Need for Learning English in Taiwan .....	10
	An Introduction to ESL and Bilingual Education and Summaries of Selected Models .....	11
	The Importance of the Principal in Bilingual Education .....	19
	The Role of Teachers, Students, and Family in Bilingual Education ..	33
	Summary .....	36
3	PROCEDURES OF THE PROJECT .....	37
	Need for the Project .....	37
	Procedures .....	39
	Planned Implementation and Assessment of the Project .....	39
4	THE PROJECT .....	41
	Title Page .....	P-1
	Table of Contents .....	P-2
	Unit 1: The Principal's Leadership Role in Bilingual Education .....	P-3
	Unit 2: Listening Skill Development .....	P-5
	Unit 3: Speaking Skill Development .....	P-10
	Unit 4: Reading Skill Development .....	P-15
	Unit 5: Writing Skill Development .....	P-20

5	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....	42
	Summary .....	42
	Conclusions .....	42
	Recommendations .....	43
<hr/>		
	REFERENCES .....	44

## CHAPTER 1

### BACKGROUND OF THE PROJECT

#### Introduction

Bilingual is big. As the world shrinks and international contact expands, it will only get bigger. So whether it's to give an educational edge or enhance cultural awareness, parents increasingly want their children to be exposed to other languages before they hit high school. ( Teaching via the universal language, Billboard; 1997 )

As mentioned in the above statement, bilingual education is essential for the present and coming generations to expand their knowledge and get worldwide information. Undeniably, language difficulty is a foe for non-English-speaking students to accumulate information simultaneously with rapid change of the world. In that English is an international language and used most commonly all over the world, having ability in English is a guarantee to advance in knowledge. In Taiwan, students and their parents are irresistibly aroused to realize the importance of English. Developing an advantageous model for a bilingual education program is imperative.

According to a statement by Silber (1997), it is definite that being proficient in two kinds of languages must intellectually benefit children. The clarity and fluency of our own national language is necessary. Language limitation, however, will confine children to a narrow-minded field of knowledge and will limit their personal and professional advancement. Accordingly, promotion and popularization of bilingual education must be put into effect on children. In Taiwan, the initiation of learning English is in middle school. As the proverb goes: "Well begun is half done." It is an undisputed fact that

establishment of an optimal model for a bilingual education program is a matter of the utmost importance in Taiwan nowadays.

### **Purpose of the Project**

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The purpose of this project was to develop an administrative model for a bilingual education program for middle-level students in Taiwan. To accomplish this purpose, a review of related literature was conducted. Additionally, selected materials were obtained adapted for use.

### **Limitations of the Project**

For purposes of this project, the following limitations were identified:

1. **Research**: The preponderance of research and literature reviewed for this project was limited to the past ten (10) years.
2. **Scope**: The administrative model for a bilingual education program was designed for implementation in a selected middle school setting (Grades 7-9) in Taiwan.
3. **Target Population**: The administrative model for a bilingual education program was designed to serve students in Grades 7-9 at a selected middle-level setting in Taiwan.

## Definition of Terms

Significant terms used in the context of this project have been defined as follows:

1. Bilingualism: Bilingualism means as equal ability to communicate in two languages.

For other, bilingualism means the ability to communicate in two languages but with the possibility of greater skills in one language.

(<http://www.kidsource.com/asha/bilingual.htm>)

2. English as a Second Language (ESL): Normally used when referring to the teaching of English, in an English-speaking country, to people whose native language is one other than English.

(<http://www.tsol.net/mele.faq.html#whatisesl>)

3. Instructional Leadership: The definition of instructional leadership emphasizes the centrality of instruction to the main business of the schools--student growth and development. Demonstrating high energy, setting standards of excellence, establishing goals, being a positive example, creating a motivating work environment, all within a context of collaboration, so that a high-performance learning community exists--these are manifest in instructional leadership above all else.

(Ubben & Hughes, 1997)

4. Language: Any means of conveying or communicating ideas; especially, human speech; the expression of ideas by the voice; sounds, expressive of thought, articulated by the organs of the throat and mouth.

([wysiwyg://37/http://www.dictionary.com](http://www.dictionary.com))



5. Limited-English-proficient (LEP): Students who are either monolingual in the home language or have some English proficiency but are still more fluent in their home language have been referred to as limited-English-proficient (LEP) students.

(Ovando & Collier, 1998)

6. Monolingual: Speaking or using only one language.

(Oxford Advanced Learner's Dictionary, 1995)

7. Prewriting: Students in small group look at the picture and write as many words and expressions that come to mind. They may be asked to think of vocabulary that will be useful in describing the person or objects in the picture, but also write down words associated with those items to form semantic networks. Groups might then be asked to share their lists with others in the class, or the teacher might make a master list on the board.

(Hadley, 1993)

8. Proficiency-Oriented Classroom: Proficiency-oriented classroom will give students, from the beginning of instruction, ample opportunities to (1) learn language in context and (2) apply their knowledge to coping with real life situations.

(Hadley, 1993)

9. School Principal: The school principal is one of the first positions that emerged in the profession of educational administration. The principal is responsible for (1) instruction and curriculum, (2) pupil personnel, (3) community and school relations, (4) staff personnel, (5) organization and structure of the school, and (6) school plant facilities.

(Kimbrough & Burkett, 1990)

10. Taiwan: The Republic of China today consists of the island of Taiwan, an island 100 miles (161 km) off the Asian mainland in the Pacific; two off-shore islands, Kinmen and Matsu; and the nearby islets of the Pescadores chain. Taiwan has an area of nearly 36,000 square kilometers and a population (2000 est.) of 22,191,087. Its language is Chinese (Mandarin) and gross national product (GNP, 1998 est.) is \$362 billion.

([wysiwyg://22/http://www.infoplease.com/ipa/A0108020.htm](http://www.infoplease.com/ipa/A0108020.htm))

## CHAPTER 2

### REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SOURCES

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#### Introduction

The review of research and literature summarized in Chapter 2 has been organized to address:

1. The Importance of Bilingual Education.
  - a. What Is Language?
  - b. What Is Bilingualism?
  - c. The Effects of Learning a Second Language.
2. The Need for Learning English in Taiwan.
3. An Introduction to ESL and Bilingual Education and Summaries of Selected Models.
  - a. ESL Pullout.
  - b. High-intensity Language Training
  - c. ESL content or Sheltered Instruction
  - d. Transitional or Early-Exit Bilingual Education
  - e. Maintenance or Late-Exit or Developmental Bilingual Education
  - f. Two-Way Bilingual Education
4. The Importance of the Principal in Bilingual Education
  - a. The Role of the Principal.
  - b. The Principal's Role in Curriculum Design.

- c. The Principal's Leadership and Support for the Bilingual Program.
5. The Role of Teachers, Students and Family in Bilingual Education.
6. Summary.

The research addressed in Chapter 2 was identified through an Educational Resources Information Center (ERIC) computer search. Additionally, Internet online and selected print resources were used to conduct research.

### **The Importance of Bilingual Education**

The American Speech-Language-Hearing Association has defined language as a complex and dynamic system of conventional symbols used in various modes for communication and thought. (American Speech-Language-Hearing Association, 1983) Specifically, language is a system of orthodox and customary spoken or written symbols used by human beings. From the point of view of this definition, language is the peculiar and exclusive possession of humans. Other animals communicate with each other or convey information to each other by means of sounds and body movements. Certainly, human beings are able to use sounds and body movements to interact but human beings employ more accurate and consummate method, namely, language, to convey information and transmit knowledge to each other. For this reason, people could record the wisdom of forefathers, condense intelligence of learned men from reams of research data and then make a great step forward in human life (Lessow-Hurley, 1996).

Different people use terms and expressions in different ways. For some people, bilingualism means they possess an equally adequate ability to communicate in two languages (<http://www.kidsource.com/asha/bilingual.htm>). Bilingualism with this definition, strictly, means that a bilingual person is able to simultaneously use two languages without effort. For other people, bilingualism means they utilize two languages for communication, but possibly they just excel in one of the two languages they use. Unlike monolingual persons, bilingual persons can interact with persons of other cultures and they also can elicit information and knowledge from other countries (Lessow-Hurley).

The ability to read and write has been tremendously influenced by the ability to understand and use language. Without a doubt, each person can speak fluently and write appropriately by using their own native language. Because of cultural exchange, however, information and knowledge are progressively passed on by means of multilingualism in this world. For monolingual persons, their ability to read and write must be confined to their native languages and their possessions of information and knowledge must be limited to a strait-jacket. On the contrary, for bilingual persons, their ability to read and write must be strengthened and they are able to enlarge and enrich their fields of information and knowledge (Stefanakis, 1991). Consequently, individuals who are able to use more than one language definitely have the capacity to communicate with more people, read more literature and acquire more knowledge. Some current studies have demonstrated that children who study a second language have better cognitive flexibility and language skills than monolingual children (Lessow-Hurley). As bilingual children possess greater cognitive flexibility, they are more able to improve

school performance and problem-solving skills. In a 1992 report, entitled "College Bound Seniors: The 1992 Profile of SAT and Achievement Test Takers", the College Entrance Examination Board reported that students who were taught foreign language for 4 years and above got higher score on the verbal section of the Scholastic Aptitude Test (SAT) than those who were taught any other subjects for 4 years and above. Besides, the average mathematics score for students who had studied a foreign language for 4 years and above was equal with that for those who had studied mathematics for 4 years and above. (<http://www.accesseric.org/resources/parent/Language.htm>). These findings demonstrated that bilingual students would improve their school performance and problem-solving skills. In addition to being more creative and better at solving complex problems, research also suggests that knowing a second language gives people a competitive advantage in workforce. (<http://www.cal.org/ericcll/faq/raising.html>)

English-speaking children who have studied a second language will enhance their English ability because they can learn more English by learning the structure of other language. Common vocabulary of a second language would assist children in learning the meaning of new words in English. Gardner and Lambert (1972) found that persons who have positive attitudes toward the home language (French) and the second language (English) would achieve high levels of language proficiency. These findings proved that learning a second language would enable the native language and the second language to be auxiliary to each other (Brisk, 1998).

Synthesizing the relevant data mentioned above, one may conclude the benefits of knowing a second language are many, including:

- Developing an ability to communicate with more people.

- Extending field of information and knowledge.
  - Enhancing academic achievement, i.e., improve school performance and problem-solving skills.
  - Heightening language proficiency, i.e., develop a mutually progressive ability in both the native language and the second language.
- 
- Enhancing one's competitiveness in the workforce.
  - Fostering the world outlook. (Brisk)

### **The Need for Learning English in Taiwan**

The system of education in Taiwan has typically required nine years of compulsory education and English language study beginning in the seventh grade and continuing through the secondary level. Because English is a required subject in junior high school, it is necessary for students to learn English in Taiwan. Moreover, some educators and parents have suggested that it would be better for children to start bilingual education in elementary school. However, since 1993, only a few elementary schools in Taiwan offered optional English instruction on condition that schools had qualified teachers and adequate facilities. (Chinese Times, 1997).

Education in Taiwan has focused on an examination-oriented system. After nine-years of compulsory education, a distinction is made between academic education and vocational education system. Based on the principle that every student has equal opportunity to learn in each system, Taiwanese students are required to take an examination to determine whether they will attend a senior high school or a vocational

school. English, definitely, is the obligatory subject in each examination. After senior high school, again, English is the required subject addressed in the Joint University Entrance Examination (JUEE). English plays a decisive role in receiving higher education in Taiwan.

In the 1998/99 IIE Open Doors survey, the total number of Taiwanese students enrolled in US colleges and universities was 31,043 and the result indicated that Taiwan was ranked as the country with the fourth largest number of students studying in the United States. (<http://www.edu.tw.81/bicer/englihs/e2002.htm>). To increase the level of internationalization of education in Taiwan, international cultural and educational exchange has been profoundly advocated in Taiwan. Furthermore, current educational reform objectives have focused on establishing a modern educational system, producing modern citizens, creating a modern nation, and increasing the country's ability to compete internationally. (<http://www.Edu.tw/statistics/multi/reform-e.htm>). These findings strongly demonstrated the importance of learning English in Taiwan.

**An Introduction to ESL and Bilingual Education**  
**and Summaries of Selected Models**

According to Ovando and Collier (1998), English as a Second Language (ESL) programs are typically found in those school districts where the language minority population is from different language backgrounds. These authorities have described ESL as follows:



- ESL is a system of instruction that enables students who are not proficient in English to acquire academic proficiency in spoken and written English.
- ESL is an essential component of all bilingual education programs in the United States for students who are English learners.
- ESL classes taught through academic content are crucial for English language learners when first-language academic instruction is not feasible.

By contrast, bilingual programs have used both English and the students' home language for instruction so that bilingual programs are typically used in those school districts where the language minority population is from the same language background. Bilingual teachers must excel in both English and the students' native language in the classrooms. Bilingual education programs should include the following characteristics:

- The continued development of the student's primary language (L1).
- Acquisition of the second language (L2), which for many language minority students is English.
- Instruction in the content areas utilizing both L1 and L2. (Ovando and Collier)

Three selected ESL program models and three selected bilingual education program models have been introduced below:

#### ESL Pullout

In ESL pullout programs generally found in elementary schools, students are "pulled out" of their regular program of studies to receive instruction in English as a second language. Although commonly used in the United States, pullout model has experienced

some problems, such as limiting student access to the full program of academic studies, reducing curriculum articulation with mainstream classroom teachers, and limiting access to primary language schooling. In addition, many ESL teachers have itinerant schedules, which require them to travel from school to school, thereby limiting time and attention given to each student. (Ovando and Collier)

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#### High-Intensity Language Training (HILT)

In this ESL program model, students are intensively immersed in English for a particular period, which may continue for a summer, a semester or even a year. Before integrating these students into school, students in HILT study only English with other language minority students. Brisk Described a HILT implemented in California that served over 500 students in Grades 4 through 12. The program was implemented in its own school building and students attended English language classes all day, taking separate courses in oral language, reading and writing. Student skills in English were improved significantly, allowing most students to be transferred to a "regular" school within one year. However, these students lacked an appropriate environment and opportunity to naturally practice the English language or meet the requirements of the language needed in school because: (1) HILT focuses only on English language rather than academic content and, (2) students in such programs practice the language without English-speaking peers. (Brisk, 1998)

#### ESL Content, or Sheltered Instruction

In the 1980s, the idea that language and academic content should be taught simultaneously was recognized as an important ESL strategy for helping students develop greater language proficiency. In such programs, also known as content-based ESL,

language minority students from different language backgrounds are assembled in classes where teachers provide academic content instruction by English used as an intermediary. Gestures and visual aids may be utilized in classes to help students understand. ([www.cal.org/ericcll/digest/rennie01.html](http://www.cal.org/ericcll/digest/rennie01.html)) Content-based ESL is an effective method for teaching English language when transmitted by a professional teacher who integrates both language and content goals in each lesson. According to the research in content-based ESL, this program model has been found to be a natural, stimulating, practical way to study English through solving problems in math, studying the liberal arts, experimenting in science, etc. (Ovando and Collier)

The terms "ESL content" or "content ESL" have been widely used to identify this program throughout the eastern half of the United States. On the West Coast, particularly California, the term "sheltered instruction" is generally used. By sheltered instruction, ESL students are taught a content subject (e.g., science, math or social studies) by a teacher who has certification in the content subject taught. Possibly, that teacher also has certification in ESL or cooperates with an ESL teacher. (Ovando and Collier)

ESL content teaching or sheltered instruction has proven more effective than ESL pullout because of the accessibility to the total school curriculum. Students have opportunity to be taught academic content while they are learning English. (Ovando and Collier)

#### Transitional or Early-Exit Bilingual Education

In transitional bilingual classes, students are given instruction in both their native language and in English in all of their subjects. In transitional bilingual education (TBE), using the native language of language minority students provides a foundation for

English reading and writing. The goal of TBE programs is designed to accommodate students with a gradual transition to all-English instruction, thereby helping students to acquire English skills needed to be successful in an English-only mainstream classroom.

(Brisk)

Transitional bilingual education, also known as "early-exit bilingual program", generally two or three years in duration, has sometimes communicated the misconception that two years is sufficient time to learn a second language for schooling purposes. Although the aim of TBE is to help students become mainstreamed in all English classrooms by the end of grades 1 or 2, the program generates pressure for students to enter mainstream studies before they are ready and offers students few opportunities to study with English speakers, and can communicate a perception that TBE is another form of segregated education. (Brisk)

#### Maintenance or Late-Exit or Developmental Bilingual Education

The aim of maintenance programs has been to develop and maintain the native language of students and make students take a positive attitude to the native culture when they study English. To achieve this goal, it is important to provide literacy and subject matter instruction in both native language and English. (Brisk) Unlike early-exit bilingual education, the maintenance model, now generally referred to as "developmental bilingual education", does not emphasize the necessity for exiting students from bilingual education program to be mainstreamed as soon as possible. On the contrary, students in maintenance bilingual classes receive content-area instruction in both languages throughout elementary school. On standardized tests in English, students in late-exit bilingual education classes were found they were on parity with native speakers. Other

studies of maintenance or late-exit or developmental bilingual education have demonstrated that students can be academically successful on tests in the second language after four to six years of bilingual schooling. (Ovando and Collier)

To achieve the goal of maintenance bilingual education, by providing content-area instruction in both the student's native language and English, schools have generally been segregated by ethnic group. In most areas of the United States, maintenance bilingual education was inadvertently sustained during the process of desegregation after the 1950's. The Rafael Hernandez School, for example, was a Spanish maintenance bilingual school with a 98% Hispanic student enrollment. As a result of a court-ordered desegregation ruling, this Boston, Massachusetts school was directed to admit Black and White students. The Rafael Hernandez school was thereby transformed into a two-way school to meet the desegregation requirements as well as adhering to the Hispanic public demand for maintaining the bilingual nature of the school. (Brisk)

#### Two-Way Bilingual Education

Language minority students from the same language background have typically been grouped with language majority (English-speaking) students in the same classroom. Ideally, the classroom maintains a 50/50 balance between language minority and language majority students. Instruction is provided in both English and the minority language helping both English-speaking students and language minority students also develop their own native language in two-way bilingual classroom, while enabling students to serve as native-speaker role models for their peers. ([www.ca.org/ericcl/digest/rennie01.html](http://www.ca.org/ericcl/digest/rennie01.html))

When native speakers of English and non-English study together in a two-way bilingual classroom, children of both English speakers and language minority speakers can be helped to gain fluency in two languages. In this setting, both groups of students can acquire respect for each other and their cultural backgrounds. (Brisk) The advantages of this program are many, such as quality language instruction in both languages, promotion of positive interdependence among peers, and high-quality instructional personnel. Two-way bilingual programs are expanding by leaps and bounds and utilized in a multiplicity of languages. This program provides a prospective enrichment model for bilingual school as well as an effective means for school reform. (Ovando and Collier)

The goal of ESL program models has been to help students attain proficiency in English as fast as possible so that they can be ultimately mainstreamed. Such models, however, are considered "subtractive" models because the development and achievement of the second language is realized at the cost of the native language. The aim of bilingual program models is to develop both the native language and the second language for students so that they can be academically successful in the mainstream because of the academic content delivered by both languages. Bilingual program models are considered "additive" models for the reason that students in bilingual classrooms can acquire proficiency in both the native language and the second language. (Brisk)

The following characteristics of effective programs for language minority students were identified by the researchers cited below:

- Rich oral and written input in both languages.

- Opportunities for consistent and intensive use of each language separately.
- Focus on academic language skills when teaching English. (Brisk, 1998)
- The focus of the program is on academic enrichment for all students. (Ovando and Collier, 1998)
- Paying attention to the affective or emotional responses of learners. (Graham, 1997)
- Providing substantively well-developed lessons in core subjects. ([www.ed.gov/pubs/ModStrat/pt2a.htm](http://www.ed.gov/pubs/ModStrat/pt2a.htm))
- Engaging students actively and productively in appropriately structured learning events. ([www.ed.gov/pubs/ModStrat/pt2a.htm](http://www.ed.gov/pubs/ModStrat/pt2a.htm))
- Emphasis on functional communication between teacher and students and among fellow students. ([www.cal.org/ericcl/digest/rennie01.html](http://www.cal.org/ericcl/digest/rennie01.html))
- Teachers have a high commitment to the educational success of all their students. ([www.cal.org/ericcl/digest/rennie01.html](http://www.cal.org/ericcl/digest/rennie01.html))
- Principals are supportive of their instructional staff and of teacher autonomy while maintaining an awareness of district policies on curriculum and academic accountability. ([www.cal.org/ericcl/digest/rennie01.html](http://www.cal.org/ericcl/digest/rennie01.html))

Successful ESL and bilingual education program models should enable students with limited English proficiency (LEP) to develop academically while learning English. The best program organization must satisfy the linguistic and academic and affective needs of students to assure their success linguistically and academically at the same time. It is important for LEP students to study and interact with native-English-speaking peers and

teachers. Additionally, wisely using the resources of the school district and community can be an important element of an effective program. ([www.ed.gov/pubs/ModStrat/pt2a.htm](http://www.ed.gov/pubs/ModStrat/pt2a.htm))

### **The Importance of the Principal in Bilingual Education**

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#### **The Principal as Instructional Leader**

The ability of the school principal to exercise his/her role as an instructional leader has a fundamental place in any successful educational program. According to Keefe & Jenkins (1991), effective principals serve as instructional leaders in four ways: they possess a substantial knowledge base, and they plan, implement, and evaluate instructional programs collaboratively. Each of these is described in more detail below:

- **Formative Knowledge**

Information has typically been considered a necessary element in making decisions. The principal is supposed to continuously seek useful and valuable information to establish the foundation of knowledge needed to make instructional programs. Not only does the principal have to absorb the information from a variety of sources, but to confirm the accuracy and completeness of the information received as well. Good decisions and leadership must be based on plentiful, adequate, and broad information. Some formative knowledge that the principal must possess has included school curriculum trends, new approaches to organizing school, utilization of established instructional media and methodology, and research on improving student achievements. The principal creates a blueprint for the learning environment by use of these substantial



knowledge, and such a deliberate doing results in not only ensuring transmission of the curriculum but also establishing the principal's position as an instructional leader. A comprehensive knowledge base is a guarantee that the principal possesses an insight into the core of the school task instruction.

- Planning

The principal who displays strong instructional leadership has an ability to collect and utilize resources to accomplish the goal of the district and the school. The principal who serves as an instructional leader actively gets involved in instructional policy by communicating with teachers and personnel. Understanding educational trends, one of those substantial knowledge an effective principal must have, provides the principal with a well-founded base for instructional planning. An effective principal originates the development of school goals and cooperates with teachers and personnel to map out goals for different areas of instruction. Teachers should be key figures to the planning process of curriculum and program development and, of course, an effective principal must help them organize instructional planning by making a reasonable assessment of student skills, learning styles, and program needs. The accomplishment of planning results from the realization of the transition from instructional goals to operational programs. To support teachers, additionally, an effective principal should provide them with appropriate and available resources for instructional programs.

- Implementation

The planning process should foster activities that heighten and strengthen teaching and learning as well as the commencement of selection and employment of suitable teachers. Besides, the planning process also results in the standards for teachers and

students, and the supervision of instruction. "Practice supervisory techniques that enhance an effective teaching/learning environment, promote a friendly organizational atmosphere, provide for comfortable and satisfying working relationships, and regulate the work tempo." (Kimbrough and Burkett, 1990) This statement clearly indicates that creating a school's climate is an essential and important task of the principal. A principal who is desirous to create a great climate of school must emphasize academics, quality student-teacher interactions, and the use of motivations to affect teachers performance and students outcomes. To achieve this task, the principal must possess significant interpersonal skills and knowledge of instruction. Accordingly, an successful principal knows how to draw on collective wisdom and absorb all useful ideas from teachers and personnel to create an optimal climate of school and make instructional programs possible.

- Evaluation

Exertion of the principal's leadership must include an evaluation process that improves students learning. It is an admitted fact that evaluation is an essential part of leadership to continuously improve the quality of life of each individual in the school, including students and teachers. The purpose of evaluation on education is to make the instructional programs more correspond with the needs of students and teacher. Evaluation is a continuous process which improves and enhances the effectiveness of reaching the school's goals and objectives. Importantly, the improvement resulting from the evaluation process cannot be accomplished unless changes are executed. These changes foster the accomplishment of the evaluation, such as the development and utilization of selected instructional skills, the rearrangement of priorities, the reordering

of purposes and resources, wisely dropping useless resources and additionally adopting useful means to reach specific goals. Reports on schools can clearly identify whether or not schools can help students learn and grow. These reports are results and evidences of schools' implementing instructional programs, such as students achievement, average daily attendance, library and media usage, percentage of the students who receive passing marks and percentage of graduates, etc. Effective principals systematically collect such evidences and comprehensively consider them the basis for program improvement. During the evaluation process, an effective principal must understand the pros and cons of the instructional program and work collaboratively with teachers to practice the evaluation process. Adopting alternative means is to improve and enhance the instructional program. Thus, the principal's professionalism must be established and the school's possession of public respect and support must be realized.

A 1993 study by the National Policy Board for Educational Administration provided a detailed "knowledge and skill base" for "Principal for Our Changing Schools." Research contained in this study described three characteristics of principals who are effective instructional leaders as followed:

- **Utilizing time effectively:** Effective principals organize their day and arrange events very well so that they can utilize their time effectively. Due to wise use of their time, effective principals must pay their time and attention to instructional rather than the routine matters.
- **Influencing student achievement positively:** Effective principals with strong leadership have a positive effective effect on student achievement because they:  
--view teachers and students with high expectations.

--improve the educational program by working with teachers.

--cope with instructional problems through identification and diagnosis.

--get thoroughly involved in school culture and climate to positively influence students.

- **Working collaboratively with teachers:** Effective principals emphasize the importance of collaborative process that consists of all of the significant members of the school community. To collect and use school resources, collaborative process should be founded o wisdom of the staff, knowledge of the learning process, and practice of a systematic plan.

According to a study conducted by the National Association of Secondary School Principals (NASSP), instructional leadership initiates and implements planned changes in a school's instructional program, through the interaction and cooperation among various proponents in the school. Instructional leadership would begin with a positive attitude and commitment to student productivity and originate values, behaviors, and functions designed to facilitate student achievement.

According to Keefe (1991), effective principals who serve as instructional leaders must be proficient in at least three specific areas: *content competence*, *methodological competence*, and *supervisory competence*.

*Content competence* refers to a knowledge of subject matter practices and trends. Principals exhibit this competence to assist teachers in organizing and presenting academic content ,skills, and instructional resources.

*Methodological competence* implies a knowledge of instructional strategies and paradigms. Principals utilize this competence to assist teachers in improving

instructional delivery, choosing among competing methodologies, and effectively using their time.

*Supervisory competence* signifies a knowledge required to possess the administrative and interpersonal skills of instructional supervision. Principals exert this competence to manage peer supervision, help teachers to effectively provide instruction, and conduct clinical supervision and/or performance assessment.

All principals do not need to achieve equal competence mentioned above. Supervisory competence must be possessed necessarily; methodological competence must be frequently updated; content competence must differ due to principal's background and interests.

#### The Principal's Role in Curriculum Design

"An understanding of curriculum, broadly conceived, is the heart and soul of school administration." (Thomson, 1990, p9-5) To understand curriculum, effective principals must possess a knowledge of appropriate, challenging, and contemporary courses of study. In addition, effective principals must have insight into the institutional, social, ethical, political, and moral contents in which teachers and students interact. Each school serves a specific community. Therefore, each school must be responsible for the design and development of its own curriculum. The role of principals in curriculum design is auxiliary to their roles as instructional leaders. Even as teachers embark on the main tasks of curriculum design, development and implementation, effective principals with strong leadership must accommodate teachers with direction, resources, and support. (Thomson, 1990)

According to Thomson (1990), to serve as effective leaders in curriculum design, development, and implementation, principals must be proficient in the knowledge and skill areas discussed below:

- Curriculum design organizational models:

Curricular designs are a means to reach the expected results. They must be functionally created to make the desired outcomes accomplished. As a result, principals must be familiar with various curricular design organizational models, such as core, integrated, fused, block, multidisciplinary, etc. Principals also have to know those that can be optimized for reaching specific curricular objectives. For example, in elementary school, ad hoc homogeneous grouping within classrooms is practiced to narrow the range of cognitive difference among students; in secondary schools, a "block" curricular design is used to provide a double period of one to three subject curriculum design organizational models to select, modify, and evaluate their function. Effective behaviors of principals include:

--being familiar with advantages and disadvantages of each of the major curricular design/organizational models.

--identifying those specific needs that require different curricular forms and establishing appropriate learning environments by linkage of those forms.

- General knowledge of major curriculum development concepts:

Most of the curricular options have been discussed nationwide for a long time. Therefore, it is essential for principals to know the main ideas and assessments of those curricular options to differentiate among trends, fads, long-term problems and issues regarding curriculum. Curriculum trends and countertrends are seldom neat

and compartmentalized due to the decentralized nature of American schools. Debates related to curriculum occasionally result in divergence in feedback because of the difference in region and year. However, some familiar issues and proposals repeat over the years. Accordingly, principals must have a thorough knowledge of not only the longitudinal developments in curriculum, but also the cyclic debates related to these developments. Effective behaviors of principals include:

- being familiar with the major concepts, forces, and issues in curricular development.

- knowing the results of major previous and present curriculum movements.

- General knowledge of major subject content trends:

In the United States, curriculum content has been criticized for being less productive than schools in other countries. Principals are asked to be responsible for improving curriculum, therefore, they need to be proficient in changes happening in major subject disciplines. The public must be acquainted with these changes and additional resources may be required for these changes. It is important for principals to understand the ideas and criticisms related to these changes and how they affect their schools curriculum. Effective behaviors of principals include:

- exemplifying major curriculum trends in at least five subject areas and explained the reason they have occurred.

- identifying patterns within trends and disciplines.

- criticizing and evaluating trends in at least five curricular areas.

- acquainting students with influence of trends.

- Differences among formal, informal, and hidden curricula:

Every school has both formal and informal curriculum. The former concerns regular schooling, such as history, mathematics, and social studies; the later consists of norms and mores that monitor and master student behavior. In spite of not being part of the official curriculum, the informal curriculum usually has more powerful effect on students than the formal one. In addition, every school has a "hidden" curriculum, which means the unwritten, unspoken rules of a school. It consists of cultural values, including viewpoints on respecting "personal space", recognizing authority, expectations for students, and adhering to schedules, etc. Principals can establish instructional programs that facilitate student performance by integrating these three curricula. Effective behaviors of principals include:

- comprehensively understanding the influence of the formal, informal, and hidden curricula.
- combining all three curricular influences.

- Mapping taught curriculum to revise written curriculum:

Some significant differences may exist between formal and taught curricula and these differences must be taken into consideration when modifying instructional programs. Mapping is the process to assess taught curriculum and then use the result for improvement. As a result, principals must know how to utilize the various forms of curriculum to map out school disciplines. Furthermore, principals must use these mapping data to develop and improve instructional programs. Effective behaviors of principals include:



--understanding each dimension of curriculum mapping (e.g., content, time, sequence) and knowing how to modify forms and procedures for collecting data for each.

--knowing how to interact and use mapping data to develop and improve curricular forms.

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- Curriculum alignment:

The aim of curriculum alignment focuses curriculum development on the content of what is being tested to ensure that test results will not be decided by socioeconomic status or other factors. It enables principals to maximize the effects of specific tests by aligning curriculum with textbooks and tests. In addition, it allows principals to eliminate unethical practices by understanding the ethical and conceptual issues involved in alignment. Effective behaviors of principals include:

- understanding the uses and issues of curriculum alignment.

- improving pupil achievement by appropriately using curriculum alignment.

- knowing how to avoid unethical test preparation of student.

- Knowledge of current needs assessment models:

To frame a curriculum is fundamentally a needs assessment. Current models contain perception, gap-based, and outcome-based. Principals must richly understand the sequence and problems related to each and use them to make curriculum plans constructed and validated. Effective behaviors of principals include:

- identifying different needs assessments and understanding the conditions of which one needed to be used.

- portraying the fundamental procedures involved in needs assessment for

curriculum development.

--understanding the sequences and techniques of each approach.

- General procedures for constructing effective curricular work plans:

Work plans are those kinds of documents that effectively improve learning. They are used to define, shape, and schedule classroom teaching which influence student learning. Therefore, principals are asked to make judgements and recommendations about work plans. The forms of work plans are many, such as guides, scope and sequence charts, pacing charts, lesson plans, checklists, teaching and learning objectives, and hierarchies of difficulty. Principals must thoroughly understand these forms and have an intimate knowledge of their pros and cons. Effective behaviors of principals include:

--constructing curriculum work plans to representative school situations and utilizing those that would be easily accepted and implemented.

--adapting a number of curricular work plans in the school.

- Knowledge of evaluation models:

The most important skill of principalship is to certify the results of change and innovation. Principals must understand the basic evaluation strategies as well as the conditions that allow some models to be more effective than others. Principals can assess the effectiveness of the written and taught curricula in their schools only by knowing a variety of evaluation models. Effective behaviors of principals include:

--selecting an appropriate evaluation model by combining situational variables to educational contexts.

--understanding the "nonexperimental" nature of most school change and innovation.

Research conducted by Ubben and Hughes (1997) identified the importance of a well-designed curriculum structure to the development of effective schools. Components of this school development curriculum structure recommended for principals included:

- providing a list of knowledge, skills, and abilities for each subject or course.
- urging specific student outcomes to be accomplished.
- designing lesson plans with instructional strategies, activities, and resources.
- making well-designed plans coincide with expected outcomes.
- establishing evaluation items created for each objective.

#### The Principal's Leadership and Support for the Bilingual Program

As stated by Brisk (1998):

"Administrators must support the bilingual program, its teachers, and its students. They must understand the conditions for quality bilingual education, foster collaboration among teachers, and gain community support and participation."

The school administrator must provide bilingual program teachers with great support because the role of the principal is important to promoting the program in school. Within the whole school and community, whether or not acceptance for bilingual education can be created would be decided by the support from the principal. Thus, principals and teachers need to cooperate with each other and know how to implement the bilingual

program. ([www.ncbe.gwu.edu/miscpubs/discover/doeresea.htm](http://www.ncbe.gwu.edu/miscpubs/discover/doeresea.htm))

To give assistance to bilingual students, principals must be well-informed of the research and practices regarding bilingual education. Effective principals serve as leaders who promote instructional practices and supervise instruction. Consequently, principals must understand which curricular and instructional practices are appropriate in order to propose particular instruction and evaluate teaching for bilingual students. (Brisk, 1998)

Principals in effective schools have found ways to help teachers carry out the instructional programs by giving them necessary support. However, there is no implication of "control" in support. Teachers must have ownership and autonomy in the educational programs and need to be allowed to practice their own educational philosophy and have support to do so. Thus, effective principals must vest teachers with autonomy in order for them to realize their educational ideas and, certainly, principals must facilitate their educational ideas. ([www.ncbe.gwu.edu/miscpubs/discover/discover/doeresea.htm](http://www.ncbe.gwu.edu/miscpubs/discover/discover/doeresea.htm)) Bilingual teachers would demonstrate commitment to the program and the students, devote extra time and energy to the program and students and actively promote program and services for bilingual students. Teachers and principals must establish mutual trust, so that teachers know that their principal is behind them to support them. (Brisk)

Research has shown frequently that parents' enthusiastic support and strong involvement have absolutely positive effects on academic achievement and school goals. Home and school should communicate with each other to understand and support mutually. School must let parents be familiar with its goals, programs as well as the students' academic progress. For language minority students, the study indicates that the

promotion of strong home-school communication enables all children to be more successful. (Ovando and Collier) The principal is in a absolute and unparalleled position to draw community support in implementing the mission of the school. School must let not only bilingual parents but all parents understand the position of the bilingual program in the framework of the school's goals. (Brisk)

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According to Brisk (1998), actions which have demonstrated a principal's supportive actions for bilingual programs included:

- Hiring bilingual staff members from students' cultures.
- Encouraging parents of language minority students to participate in the school activities.
- Encouraging staff to participate in staff development focused on language minority students.
- Participating in such staff development himself or herself.
- Including language minority program staff on meeting agendas.
- Promoting programs and services for language minority students in district and community meetings.
- Working with the district bilingual staff to design school curriculum.
- Allowing district bilingual staff to plan with school staff.

### **The Role of Teachers, Students, and Family in Bilingual Education**

Students, teachers and parents have played equally important roles in successful bilingual education programs. To learn a second language successfully, students should

be self-directed and engage in self-study. Both teachers and parents play a vital role in directing, encouraging, and monitoring student progress. (Brisk, 1998)

In bilingual classrooms, students can become actively engaged in learning a second language when they are provided active learning opportunities. When students learn a second language, collaboration and interaction with other students is crucial to learning a second language successfully. To make collaboration effective, bilingual teachers should teach students how to ask questions, how to provide constructive suggestions, and how to listen. Thus, student collaboration and interaction occurs during the time when they discuss a problem, when they read and write and when they share personal experiences (Brisk, 1998). However, some students may have difficulty with bilingual skill acquisition due to cultural differences. Students with limited language ability should be permitted to progress at their own level. Individualized teacher instruction and materials play important roles in assisting such students. A bilingual teacher should be able to teach according to student's ability so that student would not refrain from learning the second language because of frustration and mismatch. Teaching materials should be designed to coincide with each student's ability to help each student progress from less challenging, basic sections before they proceed to more difficult features of second language study. As indicated above, culture and background can be an obstacle in learning a second language. Knowing this, teachers should encourage such students to learn a second language step by step and teach them by means of the methods that they feel comfortable with before encouraging them to become more active in collaborative/participatory classroom activities. (Lessow-Hurley, 1996).

Consequently, the attitudes of a student who wants to learn a second language should be characterized by:

- \* An ability to pursue self-directed study.
  - \* An organized and orderly work ethic.
  - \* An ability to work with and learn from others as well as the teachers.
- 
- \* A desire to actively participate in learning. (Brisk, 1998)

According to Lessow-Hurley (1996), through teacher directed practice, the above habits can be established. A good bilingual teacher, like any good teacher, knows his/her subject matters and students well. Brisk (1998) contended bilingual teachers necessarily excel in English and their students' language. Without a doubt, understanding each student native language and culture can pose a difficult challenge for a bilingual teacher. However, an effective bilingual teacher should seek to establish good relationships with each student's family and community. To accomplish this task, understanding each student's language and culture becomes crucial for a bilingual teacher. Respecting students, their native languages and their cultures should be involved in bilingual education (Brisk, 1998).

Bilingual teachers need to understand individual student needs and have the ability to plan proper goals, objectives and activities to meet their needs. Evaluative data must be gathered to assess student progress in learning a second language (Lessow-Hurley, 1996). In bilingual classrooms, teachers are responsible for determining instructional practices, establishing assessment standards for students, organizing the classroom, and creating links with students' families and communities. decide instructional practices, set

assessment and standards for their students. (Brisk, 1998)

"Home and community have played important roles in students' sociocultural adjustment, bilingualism, and school performance" (Brisk, 1998, p.62). Some parental characteristics, such as language, culture and education, have influenced their children's development. In addition to playing a decisive role in developing children's native language, parents shape their children's attitudes toward native language and culture. Acquisition of the second language must be essentially founded on strong development of the native language because successful bilingual learners must be from families who value the development of both the native language and the second language (Brisk, 1998).

Parental involvement in education has been a powerful influence in the school performance of their children. Parents can encourage their children to do their homework and to participate in extracurricular activities. Children who study a second language should be encouraged at home. Brisk (1998) described one student from Vietnam recalled how his father encouraged him to study English. The student's father often asked "What does this word in Vietnamese mean in English?" If the student did not know the answer, they would check in the dictionary. "He pushed us a lot." said the student. "If we don't have parental involvement, how can students achieve?"(<http://proquest.umi.com/pqdweb?tS=...3&Sid=4&Idx=2&Deli=1&RQT=309&Dtp=1>)



## Summary

The research, literature and information summarized in Chapter 2 supported the following themes:

1. Knowing a second language benefits us profoundly, by providing the opportunity to communicate with more people, by extending the field of information and knowledge, by enhancing academic achievement, by heightening language proficiency, by enhancing one's competitiveness in the workforce, and by fostering the world outlook.
2. Educational reformers in Taiwan are advocating an increased level of internationalization to afford Taiwanese students greater opportunities for experiencing other global cultures and languages.
3. ESL program models are different from bilingual program models. The former provides instruction in English-only classrooms, while the latter uses English as well as the students' native language for instruction.
4. School administrators must support the bilingual programs, teachers and students. They must understand the conditions for quality bilingual education, foster collaboration among teachers, and gain community support and participation.
5. Students, teachers and parents are equally important in any successful bilingual education programs.

## CHAPTER 3

### Procedures of the Project

The purpose of this project was to develop an administrative model for a bilingual education program for middle-level students in Taiwan. To accomplish this purpose, a review of related literature was conducted. Additionally, selected materials were obtained adapted for use.

Chapter 3 contains background information describing:

1. Need for the Project
2. Procedures
3. Planned Implementation and assessment of the Project

### Need for the Project

The need for this project was influenced by the following considerations:

1. The writer, Po-Chun Hsieh, born and bred in Taiwan, has learned that studying English is beset with challenges and difficulties. Taiwanese students have found themselves in a woeful predicament when they study English. Because of trying experiences encountered when studying English, the writer has come to deeply understand the indispensability of developing an appropriate model for a bilingual education program.

2. Today, the world-wide explosion of knowledge and information has made communication vastly important. English, an international language, has become a linchpin of communication. Possession of English language skills has become a pressing matter of the moment.
3. Providing the best learning environment is fundamentally important for students to master English effectively and successfully. In Taiwan, nonetheless, learning environment is an inevitable weakness and this is absolutely not a surmountable defect. Consequently, the writer had a strong belief that a good model for a bilingual education program can provide a remedy for learning barrier in Taiwan.
4. Prior to admittance to graduate studies at Central Washington University in 1999, the writer had studied in the University English as a Second Language Program at CWU for two quarters. The writer made good progress in English in the UESL program and had developed definite views of the importance of a model for a bilingual education program.
5. Current research further convinced the writer that a model for a bilingual education program is essential.
6. The writer, after comprehensive research in the area of English as a Second Language Programs, both in America and Taiwan, has perceived that such a model can consummate his dream of assisting Taiwanese middle-level students in English study.
7. In Taiwan, it has been difficult to provide an ideal English-language-learning environment in a setting where Chinese language and culture predominate.

8. Undertaking the project coincided with the writer's graduate studies in educational administration at Central Washington University

### Procedures

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To obtain background information necessary for developing an administrative model for a bilingual education program for middle-level students in Taiwan, computer research using both the Internet and Educational Resources Information Center (ERIC) was conducted. Additionally, selected data and materials concerning English teaching and learning was provided by the University English as a Second Language Program at Central Washington University. The contemporary research in English teaching and learning in Taiwan was successfully acquired by means of airmail. A hand-search of many other resources related to bilingual education was also undertaken.

### Planned Implementation and Assessment of the Project

The writer's goal was to design a model resource manual to accelerate English Language development for middle-level students in Taiwan. The manual has been designed for implementation and management by the writer in a selected middle school setting in Taiwan. To assume implementation of the model program, the writer will cooperate with the school administration and teaching faculty to create and devise

assessment procedures based on students' performance in order to gather information needed to appraise language skill development of each student and to affirm the accomplishment of this program. Furthermore, standard questionnaire surveys will be conducted to collect teacher and student opinions and suggestions related to instruction and curriculum. This feedback will be valued and adopted to amend program content as needed.

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## CHAPTER 4

### THE PROJECT

The administrative model for a bilingual education program for middle-level students in Taiwan, which was the subject of this project, has been presented in six units in Chapter 4 as follows:

Unit 1: Principal's Leadership in Bilingual Education

Unit 2: Listening Skill Development

Unit 3: Speaking Skill Development

Unit 4: Reading Skill Development

Unit 5: Writing Skill Development

**AN ADMINISTRATIVE MODEL FOR A  
BILINGUAL EDUCATION PROGRAM FOR MIDDLE -LEVEL STUDNETS  
IN TAIWAN**

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**By  
Po-Chun Hsieh**

**Central Washington University**

**July, 2000**

**P-1**

# TABLE OF CONTENTS

<b>1. Unit One : The Principal's Leadership Role In Bilingual Education .....</b>	<b>P-3</b>
<b>2. Unit Two : Listening Skill Development .....</b>	<b>P-5</b>
<b>Unit Overview .....</b>	<b>P-6</b>
<b>Objectives .....</b>	<b>P-6</b>
<b>Learning Activities .....</b>	<b>P-7</b>
<b>Teaching Methods .....</b>	<b>P-8</b>
<b>3. Unit Three: Speaking Skill Development .....</b>	<b>P-10</b>
<b>Unit Overview .....</b>	<b>P-11</b>
<b>Objectives .....</b>	<b>P-11</b>
<b>Learning Activities .....</b>	<b>P-12</b>
<b>Teaching Methods .....</b>	<b>P-13</b>
<b>4. Unit Four : Reading Skill Development .....</b>	<b>P-15</b>
<b>Unit Overview .....</b>	<b>P-16</b>
<b>Objectives .....</b>	<b>P-16</b>
<b>Learning Activities .....</b>	<b>P-17</b>
<b>Teaching Methods .....</b>	<b>P-18</b>
<b>5. Unit Five : Writing Skill Development .....</b>	<b>P-20</b>
<b>Unit Overview .....</b>	<b>P-21</b>
<b>Objectives .....</b>	<b>P-21</b>
<b>Learning Activities .....</b>	<b>P-23</b>
<b>Teaching Methods .....</b>	<b>P-24</b>



## **The Principal's Leadership Role in Bilingual Education**

The administrative model for a Bilingual Education Program was designed to meet the needs of middle-level students residing in Taiwan. The goals and objectives of this project were intended to provide school administrators, teachers, parents, and students in Taiwan with effective instructional methods currently used in English education.

Due to inherent limitations in the traditional examination-oriented education system, English education in Taiwan has been characterized by lack of flexibility, inconsistencies in pedagogical practices, pressures from examinations, and an inadequacy of opportunities for students to study with English speakers. School principals who are effective leaders must be responsible for overcoming these instructional problems and establishing appropriate learning environments for teachers and students. Hopefully, this project can provide school principals with effective, guiding practices and procedures which will, in turn, prove helpful to teachers and students engaged in English teaching and learning.

To assure the success of any bilingual English program, school principals must be able to:

1. Create a school climate that places a high priority on bilingual education

2. Give all-out support to teachers who will be given leadership responsibility for implementing a bilingual program
3. Establish an optimal environment and for students to learn English in School
4. Seek ways to involve parents, families and other community members in the bilingual education program
5. Enhance communication and interaction between bilingual teachers and the greater school community of parents and local community leaders
6. Establish curriculum-design committees which include teachers, parents, and administrators
7. Allow teachers to maintain their own teaching philosophy and autonomy
8. Promote collaboration among teachers who will, in turn, interaction between teachers and students
9. Help students' families and other community members understand how a bilingual education program works through the use of videotapes, weekly newsletters, and special announcements
10. Accept opinions and feedback from parents and other communities members necessary for ongoing bilingual education program improvement

# Unit Two

## Listening Skill Development

<u>Contents</u>	<u>Page</u>
Unit Overview .....	P-6
Objectives .....	P-6
Learning Activities .....	P-7
Teaching Methods .....	P-8

# Listening Skill Development

## Unit Overview

The listening unit involves bilingual students in an English-only environment created by playing videotapes and audiocassettes related to English learning.

Instructional strategies will focus on helping bilingual students to improve listening skills in verbal communication via auditory practice in content-area language. Increasing student's understanding of the content of verbal communication and fostering student assimilation of the spoken message are the goals of this unit.

## Objectives

Students will be able to:

1. Actively participate in classroom activities and discussion
2. Create vocabulary, phrases, and idioms
3. Know how to ask questions while listening
4. Demonstrate their understanding of spoken messages
5. Learn grammar while listening
6. Recognize or discriminate aspects of message, i.e., identify words, word categories, pronunciation, message meanings
7. Identify the main idea of the spoken message

8. Improve their ability to understand the implication of what is heard
  9. Recognize the accent of a word and the sentence stress
  10. Recognize the speaker's emotion, intention, and motivation
  11. Identify the speaker's cadence and modulation of tone
- 
12. Demonstrate effective verbal communication and message delivery

### Learning Activities

To accomplish the above objectives, learning activities will include:

1. Utilizing videotapes and audiocassettes frequently in the classroom
2. Setting up cooperative learning teams for students to discuss what is heard
3. Listening for cues to meaning--identifying the key words, syntactic features, and speaker's cadence
4. Listening for the gist--expressing own opinions of the main ideas of the spoken message
5. Listening for the details--listening to the spoken message carefully and repeatedly to point out the details of the information

6. Providing students with note taking activities
  7. Providing students with pair activities, i.e., one is speaker and the other is listener
  8. Re-telling and paraphrasing the spoken message in both the native language and English
- 
9. Asking questions related to the spoken message for students to respond both individually and collaboratively
  10. Offering students reaction/analysis activities

### **Teaching Methods**

Teaching methods will include:

1. Creating an English-only climate in the classroom
2. Active communicative interaction
3. Peer and group learning styles
4. Oral presentation
5. Providing appropriate materials
6. Encouragement-oriented approaches
7. Self-study and self-improvement learning styles
8. Question-and-answer session

9. Evaluating student's outcomes

10. Creating a proficiency-oriented classroom

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## Unit Three

### Speaking Skill Development

<u>Contents</u>	<u>Page</u>
Unit Overview .....	P-11
Objectives .....	P-11
Learning Activities .....	P-12
Teaching Methods .....	P-13



# Speaking Skill Development

## Unit Overview

This speaking unit focuses on the development of oral skills via videotapes and audiocassettes related to English learning. The aim of this unit is to teach students orally and visually to increase their understanding of spoken English and enhance their confidence in abilities of speaking. With speaking skill development, students can speak English more fluently, express themselves in English more concisely, and communicate with other people in English more confidently.

## Objectives

Students will be able to:

1. Actively participate in the class activities and discussion
2. Build their vocabulary words and idioms used in daily life
3. Derive some personal satisfaction from being able to speak English
4. Pronounce their words clearly
5. Express themselves effectively in English
6. Ask and answer questions in English

7. Increase interest and confidence in English speaking
8. Deliver messages by speaking English with eye contact, gestures, and body language
9. Transfer learned dialogues or material to new situations/contexts
10. Describe in past, present, and future time correctly

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11. Skillfully handle manner of delivery, such as volume, clarity, rate, and pauses
12. Correctly utilize phrases and terms in different situations, such as introduction, phone call, meeting, etc
13. Use different expressions, such as implication, straightforwardness, and exaggeration
14. Make up short, casual conversation in class
15. Give simple instructions or reports

### **Learning Activities**

To accomplish the above objectives, learning activities will include:

1. Utilizing videotapes and audiocassettes frequently in class
2. Practicing dialogue in pairs or small groups
3. Using conversation cards to ask and answer questions
4. Providing students with opportunities for making oral presentation

5. Recording students speaking voice to modify their pronunciation
6. Designing role plays for students to express themselves by different ways
7. Creating a short story or report with visual aids
8. Arranging social interaction activities for students to express themselves in different situations
9. Encouraging students to communicate with each other by both the home language and English in daily life
10. Offering opportunities for students to talk to native speakers of English

### Teaching Methods

Teaching methods will include:

1. Creating an English-only climate in the classroom
2. Active communicative interaction
3. Peer and group learning styles (e.g., cooperative learning groups)
4. Oral presentation
5. Providing appropriate materials, such as videotapes, filmstrips, models, and hanging pictures
6. Encouragement-oriented approaches
7. Self-study and self-improvement learning styles

8. Question-and-answer session
  9. Evaluating student's outcomes
  10. Creating a proficiency-oriented classroom
-

## Unit Four

### Reading Skill Development

<u>Contents</u>	<u>Page</u>
Unit Overview .....	P-16
Objectives .....	P-16
Learning Activities .....	P-17
Teaching Methods .....	P-18

# Reading Skill Development

## Unit Overview

In this reading unit, bilingual students will be offered comprehensive reading programs from fundamental to advanced reading levels to improve reading skills step by step. This unit has been designed to provide students with academic and recreational instruction for students to read for information and pleasure. Students will derive knowledge and enjoyment from reading, improve reading comprehension, and gain possession of English reading abilities.

## Objectives

Students will be able to:

1. Understand and set reading goals
2. Read simple poetry, stories, and books
3. Read, identify, and understand key words and concepts of teacher instruction in class
4. Understand fundamental literary elements
5. Know how to guess the meaning of unknown words from the context

6. Utilize skimming and scanning to get the gist and main idea from the context
7. Order and organize the events sequentially or chronologically in context
8. Be aware of relationships (i.e., causality, comparison, and analogy) in the context
9. Make generalization, inference, and conclusion
10. Analyze and evaluate reading selections by making judgements
11. Discuss opinions and share ideas with classmates
12. Read teacher suggested and self-selected extracurricular books
13. Understand functional reading materials, such as newspapers, magazines, common forms, and charts, etc
14. Build and develop reading skill
15. Establish the habit of reading as a lifelong activity

### **Learning Activities**

To accomplish the above objectives, learning activities will include:

1. Utilizing videotapes and audiocassettes for students to practice reading
2. Using pictures, charts, or other contextual aids to gain meaning from text

3. Arranging activities or games related to reading comprehension to increase students interest in textbooks
4. Offering extracurricular reading for students to explore their range of reading under the guidance of the teacher
5. Setting up small groups to practice discussion of main ideas and problem solving
6. Sharing opinions after reading a teacher suggested or self-selected book
7. Practicing making inferences, judgements, and assessments of a written passages or easy-reading book
8. Reading newspapers, magazines, manuals, schedules, maps, common forms to understand functional reading material
9. Reading independently for a sustained period daily to develop the habit of reading as a lifelong activity
10. Practicing how to draw conclusions and organize thoughts in preparation for writing

### **Teaching Methods**

Teaching methods will include:

1. Creating an English-only climate in the classroom



2. Active communicative interaction
  3. Peer and group learning styles
  4. Oral presentation
  5. Providing appropriate extracurricular reading and functional reading materials
- 
6. Encouragement-oriented approaches
  7. Self-study and self-improvement learning styles
  8. Question-and-answer session
  9. Evaluating student's outcomes
  10. Creating a proficiency-oriented classroom

# Unit Five

## Writing Skill Development

<u>Contents</u>	<u>Page</u>
Unit Overview .....	P-21
Objectives .....	P-21
Learning Activities .....	P-23
Teaching Methods .....	P-24

# Writing Skill Development

## Unit Overview

This writing unit will provide bilingual students with basic written skills in combination with reading skills. Students will be offered appropriate materials to read and analyze, and to help students practice how to express their own opinions in words. This unit will also provide students with prewriting techniques, such as reading, brainstorming, observing, listing, and imagining, to generate ideas for writing. Through the writing process of drafting, revising, editing, and publishing, students will eventually build fundamental abilities of writing and editing composition.

## Objectives

Students will be able to:

1. Build their word banks by focusing on the spelling of words and phrases
2. Enhance their abilities in grammar, syntax, and organization
3. Understand meanings of words and phrases and correctly utilize them in the writing process
4. manipulate, recombine, and extend learned material

5. Write simple paragraphs by using memorized or familiar material
6. Create statements and questions
7. Create short messages and compositions by using a topic sentence, supporting details, or examples
8. Know how to take simple notes and do some paraphrasing

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9. Use the correct form to write personal letters
10. Use appropriate punctuation
11. Use appropriate proofreading and printed resources, such as dictionaries, thesauruses, and phrase books, to write and edit own writing
12. Use written language to enumerate, advocate, and refute points of view effectively
13. Write more formal correspondence
14. Revise other student's writing
15. Write concise compositions and demonstrate specific language functions

## Learning Activities

To accomplish the objectives, learning activities will include:

1. Utilizing videotapes and audiocassettes for students to practice dictation
2. Arranging team-work for students to practice writing
3. Creating activities or games, such as jokes and puzzles, to increase students interest in writing
4. Providing students with guided descriptions and narration to practice writing
5. Using prewriting strategies, such as reading, observing, or listing and writing process of drafting, editing, and publishing
6. Offer opportunities to students to use learned material to create their own sentences and express their own views
7. Practicing partial or full translation from the native language to English and vice versa
8. Create opportunities for students to write journals, diary, letters, or personal anecdotes
9. Practicing writing social and more formal correspondence and short research papers
10. Process-oriented composition tasks

## Teaching Methods

Teaching methods will include:

1. Creating an English-only climate in the classroom
2. Active communicative interaction

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3. Peer and group learning styles
4. Oral presentation
5. Providing appropriate material to practice writing
6. Encouragement-oriented approaches
7. Self-study and self-improvement learning styles
8. Question-and-answer session
9. Evaluating student's outcomes
10. Creating a proficiency-oriented classroom

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

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The purpose of this project was to develop an administrative model for a bilingual education program for middle-level students in Taiwan. To accomplish this purpose, a review of related literature was conducted. Additionally, selected materials were obtained and adapted for use.

#### Conclusions

Conclusions reached as a result of this project were:

1. Mastering of second language provides us opportunity to communicate with more people, by extending the field of information and knowledge, by enhancing academic achievement, by heightening language proficiency, by enhancing one's competitiveness in the workforce, and by fostering global outlook.
2. Educational reformers in Taiwan have advocated an increased level of internationalization to afford Taiwanese students greater opportunities for experiencing other global cultures and languages.

3. School principals must assume leadership responsibility for developing and implementing effective bilingual education programs.

### Recommendations

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As a result of this project, the following recommendations have been suggested:

1. To increase student knowledge, communication skills, academic achievement, language proficiency, and competitiveness in today's worldwide job market, the development of bilingual education programs for middle-level students in Taiwan is essential.
2. To afford middle-level students greater opportunities for experiencing other global cultures and languages, educational reformers in Taiwan should continue their advocacy of bilingual education programs.
3. To develop and implement effective bilingual education programs, school principals must take the initiative for assuming leadership responsibility.
4. Other educational leaders seeking to design a bilingual education program for middle-level students in Taiwan may wish to adapt the administrative model developed for this project or, undertake further research on this project to meet their unique needs.



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