# The exploration of "Glocalization" on teaching bilingual fairy stories at elementary school

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## Abstract

The motivation of this research is actuated by the researcher's recognition of the new noun "Glocalization" appearing in the keywords of academic thesis, and it`s not difficult to figure out a new academic concept and educational point, presenting in Taiwan gradually. The aim of this research is to adopt techniques of action research, in order to exalt the English teaching results, and to make a complete record through teaching process.   It will be an indivisible example about promoting "Glocalization Education" for later generations.   By doing so, we understand the content of "Glocalization" suggested by Roland Robertson, and further to refer to it's implication on indigenous curriculum research.

Whereas the mentioned aim, this research is summarized as follows:

1. This study is to evaluate the effects of school-based bilingual fairy stories.   From the evaluation, researchers can see know how children respond to the bilingual stories and country- oriented curriculum.

2. An analysis shows that children really improve their English proficiency and construct their cognition of their local community from school-based bilingual fairy stories through situated learning process.

3. A further inquiry and comment was analyzing the possibility to of applying the theory "Globalization" to English teaching at the elementary school and putting into effect.

4. This study would determine the feasibility of teaching bilingual fairy stories in order to construct their cognition of their local community through the curriculum about Glocalization.

Keywords: Roland Robertson ; Glocalization ; Situated learning; Fairy story

## 1. Introduction

*1.1. Motivation and Background*

When the new noun "Glocalization" appears in the keywords of academic thesis, it`s not difficult to figure out a new academic concept and educational point, presenting in Taiwan gradually. The internationalization makes people realize the importance of the English language and brings about the trend of learning English in Taiwan. Almost every child is sent to English cram schools at his early age, learning the English language as well as western culture (Liao, 2004). However, children do not learn anything about Taiwanese or Chinese cultures at English cram school when learning English.

Have you found that children in Taiwan knew very little about their country in the past? When being asked some questions about Taiwanese customs or festivals, most children wouldn`t be able to answer. Hence, children in Taiwan knew very little about their own country. In order to prevent this problem from getting worse, the Ministry of Education (MOE) began to advocate country-oriented education in 1997.

The MOE (2001) in Taiwan claimed that the national education in Taiwan should foster the students' identification with their homeland and a love for their hometowns, to eliminate ethnic segregation and to promote social harmony. In addition to country-oriented education, school-based curriculum development (SBCD) has also been instituted as a national curriculum policy and implemented in 2001 (Ministry of Education, 2001).

In the past, designing curriculum was the work of National Institute Compilation and Translation, which edited teaching materials. As a result, teachers are usually limited to their Google classroom simply to implement the nation-wide curriculum with strict fidelity (Lin, 1999). This centralized educational structure makes students distant from their daily life around the schools (Huang, 2001).

With school-based curriculum development, a policy whose aims is to improve education by handing over important decision-making authority from central offices to individual schools (Myers & Stonehill, 1993), each school authority is encouraged to take responsibility for designing suitable curriculum for their own schools based on school's environment, staff members, students' needs, and the community resources (Xu, 2004). This way of learning not only makes teachers have more freedom and autonomy to design their own curriculum to match their students' needs, but also arouses students' desire in learning. As the MOE in Taiwan advocates country-oriented education as well as school-based curriculum, some elementary school officials start to develop their own teaching materials based on the communities in which the schools are located.

According to Mr. Wang, education with local culture and environment which lets students have opportunities to go out of the Google classroom and come closer to their community will make them learn with their heart (Wang, 2003). Thus, the students will learn meaningfully if schools develop school-based localized curriculum. Students are in the situated-learning process, a process in which learners acquire knowledge by interacting with people and things in a "mimic" environment (Lin, 2001).

Because of the above-mentioned background, we decided to participate in a part of the project of "the enhancement of creative teaching of Chiayi County", cooperating with an elementary school English teacher in focusing on the community in Chiayi County.   There are abundant community resources such as temples and architectures but insufficient English learning resources in the community.   Consequently, we created four bilingual fairy stories and developed localized English teaching materials.   We take advantage of the abundant community resources and combine them with the English language in order to make up the disadvantage of insufficient English learning resources.

From the bilingual fairy stories, children will not only learn the English language but also understand the community more.   In this way, they will be able to use the English language to introduce and promote their community to foreigners and have some interactions with people from other countries.   Otherwise, we adopt techniques of communicative English teaching, in order to exalt the English teaching results, and to make a complete record through teaching process. It will be an indivisible example about promoting "Glocalization Education" for later generations.

## 1.2. Purposes of the Study

The objective of this study is to evaluate the effects of school-based bilingual fairy stories.   From the evaluation, we can know how children respond to the bilingual stories and country- oriented curriculum.

Moreover, the evaluation shows whether children really improve their English proficiency and construct their cognition of their local community from school-based bilingual fairy stories through situated learning process.

Finally, we will analyze the possibility to of applying the theory "Glocalization" to English teaching at the elementary school and putting into effect.

## 1.3. Research Questions

In short, the purpose of our study is to answer the research questions listed as follows:
1. How do children respond to the teaching bilingual fairy stories when we use country-oriented and localized teaching materials as the school-based curriculum?
2. Do children really improve their English ability and construct their cognition of their local community through the curriculum about Glocalization?
3. Is it a good strategy to teach bilingual fairy stories when we use the theory "Glocalization" as the school-based curriculum?

## 1.4. Significance of the study

This study would determine the feasibility of teaching bilingual fairy stories in order to construct their cognition of their local community through the curriculum about Glocalization. If this study confirms the possibility to practice school-based English curriculum, students will be provided with an alternative way to learn English by exploring issues related to their hometown and given opportunities to introduce their community and country in English and to have interactions with foreigners.

In addition, teachers will benefit from this study as well when they can design their own teaching materials whose content which are based on the environments where students live in order to interest students.   Teachers and students are not even limited to have class in the Google classroom.   This study provides opportunities of introspecting and changing teaching methods, when they know they can have a field trip; use the chances to communicate with residents and to have some promote the community in English.

To sum up, the study may not only carry out the theory "Glocalization" on teaching activities at elementary schools, but also derive English teaching materials and curriculum from these appropriately.   On the one part, it`s all new works receiving the former and continuing the later for the academic study.   On the other part, records on the action research provide clear processes about bilingual community teaching for later generations to predict the future by reviewing the past, and will be the best example avoiding making mistakes again to teachers teaching at elementary school as work fields.


## 2. Literature review

This study is conducted to investigate the results of teachers' creating localized English teaching materials based on school-based curriculum development (SBCD) and implementing situated learning and communicative language teaching (CLT) in an elementary education during the period of glocalization.   Therefore, this chapter will examine literature regarding glocalization, school-based curriculum development (SBCD), situated learning, and communicative language teaching (CLT).

This chapter is divided into four parts.   The introduction of globalization is reviewed first.   In the introduction of globalization, for what globalization stands is reviewed and then followed by the coexistence of globalization and localization and the influences of glocalization on English education.   The second part of the chapter is school-based curriculum development (SBCD).   This part includes the concept, background, and the categories of SBCD, the procedures to start SBCD, and related studies in SBCD.   The third part of the chapter is situated learning.   In this part, the concept, development, and application of situated learning are discussed.   The last section of the chapter will center on communicative language teaching, followed by the background of CLT and related studies in CLT.

*2.1. Introduction of globalization*

Globalization has been familiar to everyone recently. It is so familiar that many ideas or issues related to globalization are taken for granted, but people do not really research on it. As a result, this term has been misunderstood (Chuang, 2003). The German Sociologist Beck (1999) believed that this term has been used and misunderstood the most often. Now, going global has become the most universal phenomenon. Giddens(1990) defined globalization as "the intensification of world wide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa"(1990, p.64). When the value of globality is over emphasized, the other side of globalization-locality-is neglected instead (Chuang, 2003). Like Chuang, many scholars have also realized that locality is as important as globality. More and more scholars advance theories about the coexistence of globalization and localization.

*2.1.1. The Coexistence of Globalization and Localization*

According to Chuang (2003), globalization and localization coexist. If global culture does not have the process of localization, it will be resisted. On the contrary, local culture will have difficulty in developing if it lacks for the view of globalization (Hung, 2003). Moreover, Robertson (1992) reminded us that we should be aware globalization has brought about localization. Under the trend of globalization, localization emphasizes that countries have different history background and culture values. Every country needs to develop its local culture and individuals needs to experience and practice the local culture (Huang, 2005). In this way, individuals around the world will be able to exchange their own local culture. Due to the coexistence of globalization and localization, there is a scholar named Roland Robertson creating a neogism-glocalization. British sociologist Roland Robertson (1997) combined the English words "global" and "local" to create a new word "glocal" in order to show the coexistence of globalization and localization. Robertson (1997) believed that the global and the local always coexist and for this reason the term "glocalization" would be more accurate to describe the process. By conflating the two terms "globalization" and "localization", the neologism "glocalization" exists and captures the complexity of them (Robertson, 1997).

*2.1.2. The Influences of Glocalization on English Education*

Because of the coexistence of globalization and localization, English books serve as the communicative bridge between the global and the local in the era of globalization. Therefore, ideal English teaching materials should contain both the global and the local

(Chuang, 2002). Nevertheless, the English teaching materials in non-English speaking countries lack for locality.    In Taiwan, in order to let children learn in an all-English environment, most English teaching materials which are used are imported from English-speaking countries.    The teaching materials imported from those English-speaking countries can not reflect life in Taiwan on that foreigners do not understand local Taiwanese culture (Liau, 2004).    In this way, children will only learn American culture and thus do not understand local culture at all (Liau, 2004).    For this reason, some English teachers at elementary schools in Taiwan realize the need to develop the "localized English teaching materials."    They begin to collect local community resources, incorporating local culture in English lessons.    These localized English teaching materials reflect the local lives and may interest students in learning English.    The most important is that students are able to express local culture in English to promote their community to foreigners.    These teaching materials combine the global and the local and reflect Robertson's claim of glocalization.

One of the ideas of Grade 1-9 Curriculum is to foster students' respect and appreciation to other cultures (Ministry of Education, 1998).    In the age of globalization, children must be educated to coexist and interact without prejudice among people who have different customs and cultures.    Before achieving this goal, children must foster pride, love, and understanding of history, culture and tradition of their own country (Kubota, 2002).    Localized English teaching materials would help local children foster pride, love, and understanding of the community.    Once children love and understand their own community, they are likely to use English to promote the community, interact with people who have different cultures, and then respect other cultures.    In this way, localized English teaching materials serve as the communicative bridge between the global and the local and are the most appropriate for the children in the age of "glocalization".

### 2.2. School-based Curriculum Development (SBCD)

Since Ministry of Education (MOE) regarded SBCD as an important direction for educational reform, more and more elementary schools have begun to design a variety of curriculum for their schools based on the schools' characteristics and parents and students' expectations.    Consequently, to provide a greater understanding of SBCD, the researchers introduced the concept and background first.    Then, categories and procedures, and related studies of SBCD would be further discussed.

### 2.2.1. The Concept and Background of SBCD

The concept of SBCD can be traced back to Greek and Confucius time.    At that time, teachers had designed various curriculum according to students' needs.    To date, scholars in both Taiwan and overseas have come up with many ideas and thoughts about SBCD.    Sabar

(1985) divided SBCD into broad and narrow senses.   In a narrow sense, it is a packaged curriculum (schools choose textbooks) adopted by principals or teachers; while in a broad sense, it is a process of decision-making, including school-wide programs' planning and development, and also the curriculum's enforcement and evaluation.   Participants in this process include those who are related to schools, such as principals, teachers, students, and parents.   In addition, Ou (2000) thought that as the voice of requesting educational democracy and school autonomy has been noticed in recent years, the consciousness that schools and teachers should become the policymakers of the schools' teaching materials has also increased.   The reason to empower schools to design their own curriculum is that schools may develop appropriate courses for students by considering schools' environments and communities' features.   Besides, Huang (1999) claimed that SBCD is a school's initiative development.   Through the redistribution of responsibility between the central authorities and schools, teachers are endowed with the right to design, implement, and evaluate the curriculum.   Summarized from these scholars' views, we can understand that the right to design the curriculum has transferred partly from the central authorities to the individual schools.   Also, the curriculum designers should incorporate a school's environment and its surroundings when developing school-based curriculum.

*2.2.2. Types of SBCD*

In terms of different curriculum design, power distribution, and member composition, SBCD can be classified into different types.   For example, Brady (1987) used cross constitutions of "type of activity" and "persons involved" to create and analyze twelve possible types of SBCD in Table 2-1.

Table 2-1

Brady's types of SBCD (Brand, 1987)



In the table 2-1, the vertical line stands for "types of activities," which may involve three
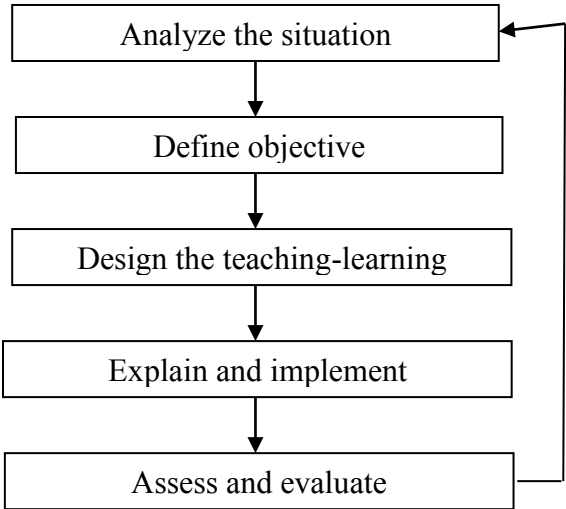
types of activities, namely curriculum creation, curriculum adaptation, and curriculum selection.    In this study, the researchers participated in curriculum creation, creating four bilingual fairy stories for an elementary school.    The horizontal line stands for "persons involved."    They can be individual teachers, teacher groups, or whole staff.    In this study, the researchers are a group of teachers who designed and created bilingual fairy stories.

*2.2.3. The Procedures to Start SBCD*

Skilbeck provided five steps for how to proceed to SBCD.    The first step is "analyzing the situation."    Schools should analyze both internal and external factors which may influence their curriculum design.    The internal factors, including students' interest, teachers' professions, present curriculum's advantages and disadvantages, and related resources' coordination, should be taken into account.    For the external factors, schools should consider the society's changes, parents' expectations, and the community's values.    After analyzing these factors, the second step is "to define objective."    This part should include the results of the faculty's performance and students' learning results.    Then, "designing the teaching-and-learning programs" will be the next step to follow.    Faculty members at schools need to describe how they design the lesson plans and create teaching aids.    The next step was "explaining and implementing."    Because curriculum reform may receive resistant feedback, curriculum design should take uncertain situations into account.    The faculty should explain through continuing reviewing the past experiences and analyzing related studies as well.    The final step was "assessing and evaluating."    After implementing the curriculum, the faculty should evaluate students' learning results and performances to adapt the curriculum.    The Skilbeck's procedures of SBCD were shown in the table 2-2.

Table 2-2

Skilbeck's procedures of SBCD (Skilbeck, 1976)



*2.2.4. Related studies of SBCD*

Due to the popularity of SBCD in recent years, there have been a couple of related researches implementing the theory of it.    The following table 2-3 presented related studies in SBCD in Taiwan.

Table 2-3

Related Studies in SBCD in Taiwan

| Name/Year | Research Topic |
|---|---|
| Chia-Yu Chang, 1998 | A Study of School Based Curriculum Development in Compulsory Education Phase |
| Chiao-Lu Tseng, 2000 | A Study of School Based Curriculum Development Tactics in Compulsory Education Phase ~ For Examples in Chiayi City and Country |
| Wen-Lin Huang, 2001 | A Case Study of the Decision-Making Process of School-Based Curriculum Development: Taking a Communitilized Elementary School as an Example |
| Jui-po Sun, 2001 | From Powerless to Empowered--Talking about the Development of School-Based Curriculum of Da Hu elementary School |
| Hung Ying, 2002 | Action Research on the Homeland Teaching of The School-Based Curriculum Development. |
| Qin-lu Liao, 2004 | A Research on the Relationship Between the Elementary School Teachers' Sense of Role and Their Practice of Role in the School-Based Curriculum Development in Yunlin County |
| Wen-Li Ke, 2004 | Study and Analyze the School-based Curriculum of Aboriginal Schools and General School for the Northern of Taiwan Elementary Schools. |

## 2.3. Situated Learning

According to Lin (2001), situated learning is a process in which learners acquire knowledge by interacting with people and having connections with matters in a simulated environment.    To have a deeper understanding of situated learning, researchers discussed the concept of situated learning in the first part.    The development and the application of situated learning would be presented respectively in the second and third part.

## 2.3.1. The Concept of Situated Learning

In recent years, how to create a meaningful learning environment for students has become an important issue for teachers to consider.    Teachers cannot teach students knowledge only from textbooks; learners cannot learn new knowledge only by rote.    By

contrasting rote and meaningful learning, Ausubel (1968) gave us an explicit theory. Rote learning is a process of remembering things by heart without correlating new knowledge with existing understanding. On the other hand, meaningful learning is a process of relating new perception to learners' cognition. That is, learners can use their ways to memorize and understand new materials, making their learning meaningful. Thus, in order to create a meaningful learning environment for students, researchers designed special "glocalization" curriculum by combining situated teaching methods and localized English materials. Researchers collected local community resources and incorporated them with local culture in English classes. With those localized teaching materials related to their life and community, students may feel more interested in learning English and have a profound concept and understanding about the community. Then, learning becomes meaningful.

*2.3.2. The Development of Situated Learning*

As Lave (1988) claimed, learning usually occurs under the function of activity, context, and culture. Scholars, Brown, Collins, and Duguid (1989), also argued that knowledge can not be extracted from social contexts because knowledge is produced when people are interacting with the environment. Moreover, Chen (1998) emphasized that learning activity should combine with social and cultural experiences. That is, learning should start from peripheral participation. To interest students, teachers can utilize stories, games or practices. The advantage is that learners can be taken into cultural contexts so as to generate meaningful learning.

To sum up, to reach the purpose of meaningful learning, learning must take place in simulated occasions. In such environments, learners can not only construct their knowledge but also get the learning results through interaction with teachers and other learners.

*2.3.3. The Application of Situated Learning*

This section will introduce how other researchers use situated learning theory to develop learning materials and their findings in Table 2-4.

Table 2-4

Related Studies in Situated Learning in Taiwan

| Name/ Year | Research Topic |
|---|---|
| May-Hung Lin, 2000 | The Design and Development of a Situated Asynchronous Courseware for English on Study Abroad. |
| Yu-Wen Su, 2003 | Development of Situated Teaching Website for Pre Service Data Processing Teacher—with Cognitive Apprenticeship |
| Wan-Chi Wei, 2003 | The Web-based Cooperative Learning Research—A Case of |

|  | Virtual Enterprise Situated Learning Environment |
|---|---|
| Tai-Fang Lee, 2001 | The Study and Application on Web Based Situated Learning of "Oxidation-Reduction Reactions" |

Lin (2000) developed a situated asynchronous courseware for English on study abroad. The main purpose of the development of the courseware was to help learners who wanted to study in the U. S. to strengthen their understanding toward American culture. Learners who tried out the courseware thought the design of the material was full of liveliness and interest, claiming that they were willing to access to the website to learn actively.

Certainly, situated teaching methods can be used in various fields of study. Su (2003) designed a situated teaching website for teachers of processing pre-service data. The website used animation to simulate real circumstances which could lead users into virtual contexts. All the users gave excellent evaluation to the website's design and thought the situated learning website was creative and clear that would help them enhance their learning motivation. Wei (2003) used a virtual enterprise situated learning environment to explore how learners feel about web-based cooperative learning materials. Her research showed that learners held a positive attitude toward the innovative atmosphere of the classes.

To sum up, since situated teaching methods have been utilized in many fields and almost all of the results of studies proved that learners could have better learning effects and approved of situated teaching materials, this study aimed to achieve the same outcome as well. As a result, in this study, researchers implemented the localized English teaching by creating situations of using community resources in the stories. The purpose of the study was to examine if situated learning helps learners improve their English proficiency and construct their understanding of their local community.

*2.4. Communicative Language Teaching*

Language is an important tool of communication. Due to this reason, the purposes of English teaching are to develop the fundamental ability of English communication and to have global perspectives in order that students can strengthen their capability of dealing with international affairs and enhancing the nation's competition in the future (MOE, 2001). Although students got high scores in grammar and vocabulary in the subject of English, they still cannot adequately communicate with other people in real life (Lee, 2013). Thus, even new iBT TOFEL was amended to include the test of non-native speakers' communicative competence (Lee, 2013). From the above, we can learn that the ultimate and important goal of language learning is for communicating. Taiwan's newly implemented Grade 1-9 Curriculum Guidelines also adopted the instruction of CLT as an outline of English course standards in order to strengthen students' communicative competence in English (MOE, 2001). In the following part, the researchers introduced the background of CLT. Related

studies in CLT were represented and reviewed later.

*2.4.1. The Background of CLT*

CLT has become a popular approach of language teaching in the world since 1980s (Shih, 2001).    Situational Language Teaching (SLT) was popular in Britain in the 1960s, while in America, it had reflected the fundamental theory of Audio Lingual Method (ALM).    They started to notice communicative competence to respond to the American linguist Chomsky's linguistic competence (Hymes, 1972).    The weakness of linguistic competence was overly emphasized in learning structures of languages and ignored their communicative functions and that of use in social occasions (Shih, 2001).    Therefore, CLT met learners' needs for communication.

As Shih's (2001) description, CLT has been popular for its ultimate goal for foreign language learners—to possess the ability to communicate with people in real life.    In other words, the goals of CLT focused on not only speaking and writing appropriate grammatical sentences, but also appropriately expressing learners themselves in social occasions (Shih, 2001).    Characteristics of CLT have been reviewed by many scholars.    Brown (2000) pointed out that some characteristics of CLT are as follows.    First, all goals of CLT emphasized on communicative competence rather than grammatical or linguistic ability. Second, language teaching techniques must attract learners in learning target languages meaningfully.    Third, fluency is as important as accuracy; however, sometimes fluency is more important than accuracy for keeping learners meaningfully engaged in language use. Fourth, in the Google classroom, learners must be able to express themselves by using the target language at any moment (Hsu, 2004).    In brief, CLT tried to reach the goal that learners have the ability to communicate appropriately.

As to principles of CLT, Celce-Murcia (1991) generalized eight points.    In the first place, the purpose of language teaching is to develop learners' communicative competence in target languages.    Next, teaching contents should contain semantic notions, social functions, and linguistic structures.    Third, learners usually receive or share information they or other people do not know.    Fourth, learners practice the target language through role-playing in different social contexts.    In addition, it is possible to use authentic teaching materials and tasks.    Moreover, listening, reading, speaking, and should be integrated holistically, not separately.    Furthermore, teachers play an important part in facilitating communication; on the contrary, correcting errors is secondary.    Last but not least, students can fluently and appropriately use the target languages.

*2.4.2. Related Studies in Communicative Language Teaching*

CLT helps learners in a comfortable learning environment to study the target language;

for instance, learners can learn languages by playing games (e.g., role-playing games) to try different roles in certain contexts.    Additionally, CLT focuses on learners; teachers only assist them in communicating in target languages in proper timing.    All the principles and characteristics of CLT are for communication.    What is more, the issue of CLT has been reviewed and discussed by a number of scholars in Taiwan.    Here are some related studies applied in CLT in Table 2-5.

Table 2-5

Related Studies in Communicative Language Learning

| Researcher/Year | Research Topic |
| --- | --- |
| Yi-hue Kuo, 2002 | The Effect of Communicative Language Teaching on English Oral Communicative competence of the Elementary School Students |
| Hwey-rong Lin, 2002 | Effects of Communicative Language Teaching on English Learning and Cultural Learning for Children |
| Shu-wan Yeh, 2002 | A Study of Teaching Grammar Communicatively in the EFL Vocational High School Google classroom |
| Che-hao Hsu, 2003 | Impacts of English Teachers Perceptions of Communicative Language Teaching on Google classroom Practices in Senior High Schools in Taiwan |
| Yen-ku Liu, 2004 | Effect of Instruction with Creative Thinking Strategies on Elementary School Students" English Learning Attitude. |
| Yi-yi Lu, 2005 (unpublished) | Grammar Teaching for 6th Grade EFL Students: The Use of Communicative Games |
| Xiao-Qi Wu, 2005 (unpublished) | Communicative and Traditional Teaching in Taiwan: Students' Views and Factors Influencing Them |

According to Hsu's study (2003), the purpose is to examine the impacts of English teachers' perceptions of CLT on Google classroom practices in a senior high school; there are 26 teachers from National Kaohsiung Normal University.    This study found that most English teachers hold positive and favorable perceptions toward CLT after applying it in English teaching.    What is more, a disparity did exist between these teachers' perceptions and English teaching in EFL settings.    Further, the problems in implementing CLT emerged from students (e.g., low English proficiency), the teachers (e.g., little time to assess students' communicative competence), and the educational and administrative system (e.g., pressure of curriculum schedules).

Some researchers have found that CLT can improve and help language learners to communicate.    In Kuo's study (2002), the researcher investigated how CLT functioned on English oral communicative competence of the 5th grade students.    In this study, Students in the experimental group score significantly higher than those in the control group in grammar item, fluency item, and facial expression item.    Moreover, the way of teaching had more

influences on students than the teaching materials did.   Most students liked CLT activities and remarked that they learned English without pressure.   They thought that this kind of oral evaluation was effective and CLT did help them learn English.

CLT can also help learners' grammar effectively.   In Yeh's study (2002), it aimed to implement a communicative approach in grammar instruction in an EFL high school Google classroom in order to discover how students react to such an approach.   The results of the study showed that students thought that grammar can be interesting if it is designed well, and that teaching communicatively can also improve their writing and communicative competence, even if they did not get high scores in grammar tests.   Thus, communicative language teaching can help learners learn the target language more efficiently.   In addition, Lu's study (2005) discovered that communicative games could also help students upgrade their grammar competence than repeated drills in sentence practices.

Most English teachers tended to implement the instruction of CLT in teaching due to the reason that it can not only assist learners in enhancing communicative competence in the target language but also influence their interest in learning different cultures.   As Lin's study (2002), CLT had significant effects on the children's conceptions of Chinese and American festivals as well as children's listening, speaking, and reading achievements and somewhat significant effects on learning motivation and Google classroom climate in English and cultural learning.   In addition, students in this research noted that CLT was a better instruction than traditional instruction of teacher-centered teaching.

From these researches, we can discover that CLT did help learners achieve the goal of possessing the abilities to communicate.   It could improve students' listening, speaking, reading, and writing in English.   Students could benefit from this kind of teaching method because it can lift their motivation for learning English in a pressure-free environment via game activities and fit them for real environment in communicating.   As a result, motivation is important.   If learners lack of motivation, they would not favor any kind of English teaching methods anymore (Wu, 2005).   Therefore, in this research, researchers implemented CLT, assisting students in learning English.

## 3. Methodology

The purpose of the study aims to investigate how students respond to bilingual fairy stories.   Therefore, to achieve the purpose, the researchers adopted the method of action research, which can be divided into five steps: design, implementation, observation, reflection, and revision.   The researchers carried out the design and practice of bilingual fairy stories in order to collect data.   Besides in this chapter, four main sections will be included: school background (for design of action research), background of the researchers (for implementation of action research), data collection (for observation of action research), and

data analysis (for reflection, and revision of action research).

*3.1. Action Research*

Zuber-Skerritt (1992) defined action research as a learning progress in which a group of responsible and independent people collect data, pose questions, address issues, and make decisions. In that practitioner-supporting environment, they plan, act, observe, reflect, and re-plan from learning-by-doing and mistake-making methods.

To provide a profounder understanding of the study, the background of action research will be presented in the first part. The second part introduces illustrations of studies based on action research in Taiwan. And to continue, related studies based on action research in the field of English teaching in Taiwan will be represented.

*3.1.1 . Background and Development of Action Research*

The seeds of action research can be found in the late nineteen century in the Science` in Education movement and varied social reform emerges (McKernan, 1996). The important coinage of action research came from Kurt Lewin, both educator and psychologist, created the term in his paper "Action Research and Minority Problems" in 1946, describing action research as "a comparative research on the conditions and effects of various forms of social action and research leading to social action", developing a process of "a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action" (pp. 34-46).

*3.1.2. Action Research Applied in English Teaching in Taiwan*

To have a deeper knowing of action research applying in English teaching, in Table 3-1, we review related studies from Electronic Theses and Dissertations System (ETDS) in Taiwan.

Table 3-1

Action Research Applied in English Teaching in Taiwan

| Researcher /Year | Title |
|---|---|
| Jen-Jun Chen, 2004 | Intelligences Theory in the Junior High School English Class |
| Chieh-Lin Wu, 2002 | An Action Research of the School-Based Curriculum English Teaching Teacher Training |
| Hui-E Pan, 2002 | Motivating Beginning EFL Learners To Speak English in Class: An Action Research in an English Speaking Class at a Junior High |

| | |
|---|---|
| | School |
| Chien-Han Chen, 2004 | An Action Learning of ELT in Junior High School—A Global Education Project |
| Szu-Wen Wang, 2003 | A "Self-Quest" of the Psyche and Buddha Nature in William Wordsworth's The Prelude and Its Application to English Teaching |
| Gan-Jung Chen, 2013 | Action Research on the Implementation of Web-based English Tutorial for Primary School |
| Pei-Chi, 2013 | An Action Research on Information Technology Integrated into English Teaching by E-picture books |
| Hui-Ling Lin, 2005 | Teaching English Nursery Rhymes to Second Graders: An Action Research |
| Hao-Hua Hsieh, 2003 | A Cooperative Action Research on Applying Active Learning Instructional Strategies in English Teaching of Junior High School |

In Chen's (2004) research, the project aimed at English instruction with the integration of both the theory of multiple intelligences and practice of action research applied in junior high school, carrying out instructing reform, to establish the two following points: self-improving instruction to lift up teachers' profession and the possibility to apply MI-based theory in English teaching.   The researcher found the fact that multiple intelligences can satisfy students' individual differences and greatly improve several aspects of learning motivation, learning for understanding, learning memory, English-learning strategies, creating an authentic environment, bettering abilities, and understanding different cultures.   Though a small number of students appropriately utilize those strategies for English learning due to varied, the MI-based English instruction not only provided teachers with helpful structures to assist them in teaching practice but also supplied them with systematic framework to organize their pedagogy.

In Wu's (2002) research, the purpose of it was to explore the feasibility of a school-based English teacher professional development and seek how the model can assist present elementary school teachers to teach English with competence.   With action research, the researcher participated in observation and evaluation of students and also collaborated with other teachers through reflective conversations.   In addition, multiple approaches were used to collect and analyze data, including teachers' anonymous questionnaire, self-evaluation of their own teaching, and the researcher's interview with experts in teaching English.   The findings were shown that English teachers trained in the project were well capable of teaching English on account of designing teaching activities, paying attention to correcting students' pronunciation and language usage, and creating active and authentic environment for students to practice English, plus students' later positive attitudes toward learning English.   Moreover, the study proved that the school-based English teacher development model was practicable.

*3.2. Introduction of the School Context*

Located in Chiayi County and founded in 1928, the school crossed two different centuries; therefore, until now, the school still contains both old and modern buildings. Hence, the school has not only a long history but also excellent achievements. However, recently, due to the outflow of the population, the number of students has been decreasing. Now, it has only about two hundred students. Nevertheless, based on the notion of teaching without discrimination, all of the school's teaching principles emphasize students' physical and mental development.

The school has set up sufficient places for students, including a children's library, audiovisual Google classrooms, aquatic plants pool, botanical garden and Google classrooms for other specialized fields. Therefore, it is an ideal school for pursuing education. However, because of the absence of information learning environment, culture stimulation and information education, students in the school acquire less information, including English education, than those who studies in cities. Therefore, their intelligence, English proficiency and performance on study show that they are only on average level compared with the counterparts in the city.

*3.3. Background of the Researchers*

In this study, five researchers and an elementary school teacher are involved. The teacher, graduated from Taichung Teachers' College, is enthusiastic in teaching. He has been an elementary school teacher for four years. Dedicated to developing creative teaching, he has designed many lesson plans which arrest students' interest in learning. One of his creative teaching methods is to encourage students to introduce their school and the community both in Chinese and English. This is the reason why we cooperated with him to proceed to do this study.

As for researchers' experiences, all of the researchers have taken some courses related to English teaching. While taking those courses, researchers practiced how to make lesson plans and how to teach children English by applying the teaching methods. Two of researchers even went to cram schools and kindergartens to observe how English teachers there taught children English and they learned a lot from there. In addition, most of researchers have taken linguistics from which they learned much about English language. Why do we create bilingual stories for elementary school children? The researchers think that the fairy stories can not only help students learn more about their own community but also interest them in learning English, since the stories are much more interesting and attractive than other learning materials. What is more, it is easier to learn English through the fairy stories because those stories are close to learners' daily lives.

*3.4. Data Collection*

To achieve the purpose of the study, the researchers collected abundant data which would help the study more completed.   The instruments and data collection procedures will be discussed in the following sections:

*3.4.1. Instruments*

The following five instruments were utilized to collect data:

1. Regular group meetings

Regularly face-to-face group meetings are held every other Sunday afternoons for about two hours.   The content of discussions among six participants and a professor are audio-taped for the purpose of reflection afterward.

2. Bilingual fairy stories

Based on the community of the elementary school, the researchers created four bilingual fairy stories with the assistance of an elementary school teacher.   He provided the researchers with some ancient myths which have been handed down for a long time in that community.

3. Lesson plans

At first, the researchers discussed with professors and took other lesson plans for references.   Next, we designed four lesson plans for two stories and amended them several times.   Finally, we rehearsed again and again before teaching.

4. Google classroom observation

In order to review the students' learning circumstances and to evaluate teachers' performances, we used digital cameras and video cameras to record the whole teaching process.   There are eight classes, each of which was 20 minutes.

5. Questionnaire

The researchers designed a questionnaire with ten questions plus a column which was for students to write down their opinions.   On the questionnaire, three simple icons (agree, neutral, and disagree) were used for students to present their preference degree for each question.

Table 3-2 presents the instruments the researchers utilized and their purposes.

Table 3-2

Instruments and Purposes

| Instruments | Purposes |
|---|---|
| Regular group meetings | ● Help do senior project on schedule<br>● Submit and discuss problems |
| Bilingual fairy stories | ● Enhance students understanding of their community as |

| | well as English |
|---|---|
| Lesson plans | ● Help teach smoothly |
| Google classroom observation Video-recording Photographing | ● Observe how children respond to the bilingual fairy stories and how researchers cooperate with each other ● Help the researchers reflect on the teaching |
| Questionnaire | ● Analyze students responses toward bilingual fairy stories and teachers' teaching methods |

*3.4.2. Procedures*

The study's procedures can be divided into three phases:

I. The first phase was to create and design the bilingual stories which were related to a community in Chia-yi.    In this phase, teachers and researchers discussed how to create the bilingual stories.    After creating the stories, the researchers started to design lesson plans and teaching aids.

II. The second phase was to practice two bilingual fairy stories on November 18th on the school's 80th anniversary.    On that day, the researchers gave students number cards and told them to come to the class on time.    There are four classes in total.    From 10:10 a.m. to 11:50 a.m. were two classes with one story.    From 13:00 p.m. to 14:50 p.m. were the other two classes with the other story.    Each class was composed of two parts, and each of which cost 20 minutes.    The teaching schedule was shown in the table 3-3.
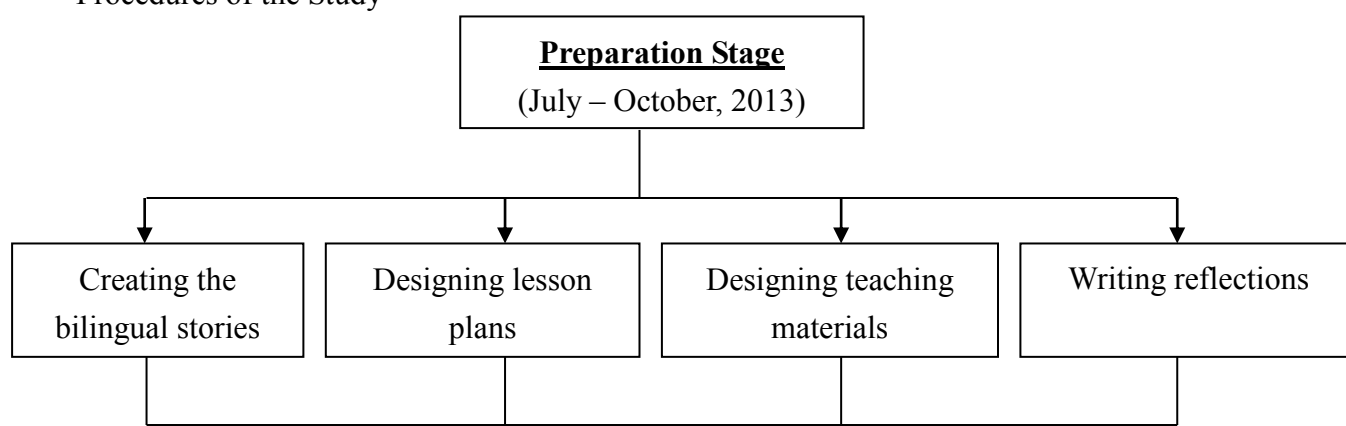
Table 3-3

Teaching Schedule

| Stories | Schedule | |
|---|---|---|
| Tsz-yun Temple | Part one    10:10-10:30 | Part two    10:30-10:50 |
| | Part one    11:10-11:30 | Part two    11:30-11:50 |
| Du-biao Village | Part one    13:00-13:20 | Part two    13:20-13:40 |
| | Part one    14:00-14:20 | Part two    14:30-14:50 |

III.  The third phase was to review the video, pictures and surveys collected from the students. Through those material, the researchers' discussed how they felt and what they thought while they were teaching.    Following that, the researchers wrote down their reflection and generated the result. The study procedures are shown in Table 3-4.

Table 3-4

Procedures of the Study

**Preparation Stage**
(July – October, 2013)

| Creating the bilingual stories | Designing lesson plans | Designing teaching materials | Writing reflections |

*3.5. Data Analysis*

In this study, the data were collected from questionnaires.    We analyzed the data both quantitatively and qualitatively.

*Quantitative Data*

The researchers collected questionnaires and categorized the questions into three groups: "Skill, Lesson designs, and Learning effects."    After that, the researchers calculated the numbers of each group on each question to analyze students' satisfaction degree toward bilingual fairy stories and our teaching performance.

*Qualitative Data*

As Patton (2002) described, content analysis is to understand central meanings from a volume of qualitative material.    To qualitatively analyze participants' responses, the researchers follow the four steps of content analysis: coding, categorization, description and interpretation.    First, the researchers eliminated redundant data from student participants' responses.    Second, we put the same opinions into categories.    Third, we described

participants' reflections to support the categories.    Fourth, we further interpreted participants' reflections toward the bilingual fairy stories and the teaching methods.    Through these steps, researches could answer the research questions which had been mentioned in chapter one and the result will be discussed it the next chapter.

## 4. Results

*4.1. Introduction*

This chapter is going to present the results of the study on the basis of the following questions, such as "What are the school-based bilingual fairy stories?" 、 "How are bilingual fairy stories implemented in English teaching at elementary schools?" and "How do children respond to the bilingual fairy stories and localized English curriculum?"

With the steps of action research, there are two stages when implementing the stories: preparation stage and presentation.    We will state them in the following sections.

*4.2. Preparation stage*

This part is going to talk about how we created the four stories.    These stories were created in accordance with the features of the school-based curriculum design.    Therefore, the backgrounds of the stories were set in a community of an elementary school.    Before creating the stories, we had no idea what to write because we did not know much about that community.    However, after a teacher in that elementary school told us some traditional folktales happened in that community, we came up with some ideas and began to weave the stories on the basis of the stories the teacher told us.

When we decided to create the bilingual fairy stories, we discussed the educability、 creativity and imagination existing in the stories, which can inspire students to learn English. The educability is about how the bilingual fairy stories affect students and teach them not to do something evil, in order to have positive influences on them.    The creativity is about what thoughts the bilingual fairy stories can create, and leading to different intellect and paradigm shift through stories rewriting and rethinking.    The imagination provides students the possibility of the situated learning, and creates a new environment of unrestrained and vigorous style that brims with talent.    The discussions are listed as follows:

*"Mr. Chu, My students will contact with you concerning the project. Here is the email address for you to contact with their group too. We will still have the meeting next Friday and see if you can make it. Best regards."*（Yeh950601-1）

*"You have to use the new materials that we adopt villagers` account of fairy stories from students` parents to create the stories. Hope you can make good use of the community*

*folktales in order to enhance the bilingual fairy stories consisting of all kinds of subjects and unlimited forms via your creative writing. For the purpose of imagination, you even can fake the roles and clues to make it seemingly false and real at the same time."* (Chu950701-1)

*"We have to ask some questions about implied meanings and moral messages. Should we show the educability in the outline?"* (Emily950702-1)

*"I have some suggestions for you. You can keep different viewpoints or unite major roles and all the action, because you have different achieved percentage of scheduled progress. You can refer to my thoughts or keep your original decisions."* (Chu950703-1)

While designing these stories, there are three considerations.    First, because the stories were designed for children, they must be as interesting as possible; therefore, we tried to make the stories like fairy tales.    For example, in the story "Tsz-yun Temple," we created a python that had a cock's body and weirdly, he likes eating sticky rice cakes"    By shaping the characters into those who have special features, we tried to motivate their imagination and creation through these stories.    Second, we hoped these stories could give students some moral lessons, so the story "Tsz-yun Temple" was designed to tell people to be honest.    This also became the reason why we chose this story to be presented.    Finally, in order to achieve the main goal of school-based curriculum development, we mentioned many places of that community in the stories, hoping to help students be more familiar with their community and local culture.    For instance, in the story "Martyrs' Shrine," we intentionally mentioned Shu-de temple, Chung-fu temple, and Chen's ancestral temple.    The purpose was to let students know what places there are in their community.    Meanwhile, they could know there community's local customs.

*4.3. Presentation*

To implement bilingual fairy stories in English teaching, the researchers created four stories based on a community of an elementary school.    The four stories were "Du-biao Village," "Tsz-yun Temple," "Zhu Mu Gui Legend," and "Martyrs' Shrine."    From these four stories, we discussed which two stories are the most suitable ones to be our teaching materials.  At last, "Du-biao Village" and "Tsz-yun Temple" were selected.    The reasons why we chose these two stories are listed as follows:

*"Because I used a lot of localized vocabulary such as merciful Buddha and dynasty in the story of Du-biao Village, and I think children are not familiar with these words, I choose this story to be presented."* (Annie 951001-1)

*"I chose "Du-biao Village" because the story had more localized words than other three stories."* (Ann 951001-1)

As for the reason of choosing "Tsz-yun temple," it was partly due to the story's main character, Kula.    We thought he was very cute and children might like him.    The other reason was that this story has moral implication.

*"Kula is a special character that I think he is just like the beast in the story Beauty and the Beast, so I think children might like the story.   In addition, this story can not only teach students local culture but also inspire them to be honest."* (Emily 951001-1)

In this part, the researchers will focus on how we designed the lesson plans and how we carried out the implementation.   We divided the two stories (Tsz-yun Temple and Du-biao Village) into part I and Part II, so we prepared four lesson plans, and each of which was twenty minutes.   We limited time within 20 minutes because we thought if the classes were too long, children might be impatient and got distracted.   In addition, to make all lesson plans consistent, we referred to others' lesson plans and set a united format including four parts: warm-up, presentation, activity, and wrap-up.   Discussions of the lesson plans are shown below.

*4.3.1. Tsz-yun Temple Part I*

Table 4-1
Lesson Plan—Tsz-yun Temple (Part I)

| Title of the Literary Text | The story of Tsz-yun temple (Part I) |
|---|---|
| **Material Sources** | Bilingual stories in the community of Dabang |
| **Course Level** | Basic level |
| **Numbers of Students** | Around 10 students |
| **Total Times** | 40 minutes |
| **Designer** | Emily and Sally |

| Procedure | Description | Teaching Aids | Time |
|---|---|---|---|
| **Warm up** | Warm-up<br>1.  Teachers will have a small talk about the story with each other.<br>**Small talk:**<br>Teacher A: 今天天氣真好。<br>Teacher B: 對阿，我們去Kuba(庫巴)附近走走吧！<br>Teacher A: 對了，說到Kuba(庫巴)，你知道它的過去吧？<br>Teacher B: 不知道耶，小朋友你們知道嗎？<br>Teacher A: 既然如此，那我就來介紹一下這段傳說吧。<br>2.  Teachers    take    turns    to    introduce    the | Characters' pictures | 5 mins |

| | | | |
|---|---|---|---|
| | characters of the story by using pictures. (Kula and Lele) | | |
| **Presentation** | Presentation<br>1. **Story time:** Telling the story by moving the characters' pictures.<br>2. After the story, teachers will teach students how to speak some vocabulary and the extended words by telling them a short sentence which contains all of the words. | Dabang's story, characters' pictures | 5mins |
| **Wrap up** | Wrap-up<br>Review the above vocabulary. Teachers speak the words and students should repeat them again. | Flash cards | 2 mins |
| **Activity** | Activity<br>Let students pass a ball one by one and teachers will play the music at the same time. When the music stops, who catch the ball should answer teachers' questions. The questions can be divided into two parts: (1) Teachers will say a word in Chinese and students should answer in English. (2) Teachers will read a sentence in Chinese and then ask students to pick up the correct flash cards. E.g. Teacher says "小明喜歡吃奶油蛋糕。", then students should pick up "cream" and "cake." If they answer correctly, they can get a small gift; if not, teachers will give them hints and let them answer again. Also, they can get a small gift. | Flash cards, music—"It's a Small World" | 8 min |

　　In the beginning of the class, the teachers tried to use a small talk to catch students' attention.　The idea of the small talk is from Chinese comic dialogue.　Through vivid conversation, students could be lead to a situation of the story.　Therefore, we think the small talk is a good opening.　Next, we used a poster and paper puppets to let students have something to see, so that they can concentrate on what teachers say and get into the story's plot.　Following the warm-up, teachers continue to use paper puppets to create a virtual situation.　By moving the paper puppets, teachers can make the story sound livelier.　This teaching method can not only enrich our presentation but also create a cheerful atmosphere.　As for the vocabulary we taught in the class, why we choose these words is because they are

related to the local culture and our daily life.　For example, a roasted boar meat(山豬肉) is a common food in Taiwan, but most of people do not know how to speak it in English.　That is because what Taiwanese students learn are mostly western cultures.　So, a roasted boar meatis a localized word for Taiwanese students to introduce it to foreigners.　Also, a roasted boar meatis comprised of three separate words: sticky, rice, and cake. They are also frequently used words in our daily life.　In addition, from these words, we extended three other words. We put all of the words together in a short sentence, and teach in this way which can help students remember vocabulary easily.

After the presentation, we came up with the activity of passing a ball from other's lesson plan, but we changed some rules.　By playing the game, students can not only learn English in a happy environment, but also enhance their speaking ability.　In this way, students will not be afraid of learning English.

*4.3.2. Tsz-yun Temple Part II*

Table 4-2

Lesson Plan—Tsz-yun Temple (Part II)

| **Title of the Literary Text** | Tsz-yun Temple Part II |
|---|---|
| **Material Sources** | Bilingual Stories in the community of Dabang |
| **Course Level** | Basic level |
| **Numbers of Students** | Around 10 students |
| **Total Times** | 20 minutes |
| **Designer** | Phoenix and Ann |

| **Procedure** | **Description** | **Teaching Aids** | **Time** |
|---|---|---|---|
| **Warm up** | **Greeting the class and reviewing the vocabulary:** Teachers will review the vocabulary which was taught in the course of Tsz-yun Temple Part I. | None | 2 mins |
| **Presentation** | 1. **Story Time**: Teachers will complete the whole story background by telling the story of Tsz-yun Temple Part II. | Pictures | 4 mins |
| | 2. **Vocabulary Time**: Teachers will teach students some practical words with flash cards. Teachers will repeat the words three times both in English and Chinese. | Flash cards | 5 mins |

| | **Game Time**: Teachers divide the class into groups of three or four.<br>■ Give a set of lotto boards to each group.<br>■ The game is for students to cover the pictures on their lotto boards with a paper coin.<br>■ One group takes a flash card and spells out the vocabulary on it.<br>■ The group should put a paper coin on the picture on their lotto board if they get the flash card which matches the picture on their lotto board.<br>■ The first group who has one line (each line has three pictures) on the lotto board is the winner.<br>Ps. The winner will get the candy. | Flash cards, lotto boards, paper coins | 6 mins |
|---|---|---|---|
| **Wrap up** | 1. After the game playing, teachers will have a small test for students to know what they learn in this class. For instance, teachers will show each student one or two cards, and students might try to say the words both English and Chinese.<br>Activity: | Flash cards, candy | 2 mins |
| | 2. Pass out the questionnaire sheets to every student to write down their opinions about this class | Questionnaire sheets | 1 min |

To begin the class, the teachers firstly reviewed the vocabulary that was taught in Tsz-yun Temple part I in order to recall their memory in the first class.   After the students got ready for class, we took turns to tell the story.   Like the way of story-telling in the class of Tsz-yun Temple part I, we used the same poster and paper puppets to continue the story. After telling the story, we taught some practical words such as chicken, snake, and community because these words are common used in our daily conversation.

As for designing the game, we arranged the students into groups to proceed this activity. This activity was designed to conform to the objectives of CLT.   Learning in groups, students could discuss problems with each other and help each other find the correct answer. In addition, this activity changed the class's main role from teachers to students so that students could have chances to speak English in a natural way.

*4.3.3. Du-biao Village Part I*

Table 4-3

Lesson Plan— Du-biao Village (Part I)

| Title of the Literary Text | Du-Biao Village Part I | | |
|---|---|---|---|
| **Material Sources** | Bilingual Stories in the community of Dabang | | |
| **Course Level** | Basic level | | |
| **Numbers of Students** | Around 10 students | | |
| **Total Times** | 20 minutes | | |
| **Designer** | Phoenix and Annie | | |
| **Procedure** | **Description** | **Teaching Aids** | **Time** |
| **Warm up** | **Greeting the class**<br>T: 大家好，歡迎你們來！ 在講故事以前，我們先來唱首歌，活動一下筋骨，come on! Move your body。<br>Ok, very good! 大家很棒喔！你們知道剛才在歌詞裡面提到了那個地方? 嗯，大家都不知道對不對? 沒錯，我們今天要跟大家講的故事就是督標村。 | None | 1.5 mins |
| **Presentation** | 1. **Story time:** Teachers tell the story in Chinese by showing the poster of the story's background.<br>Start telling students the story. | Postcard | 4 mins |
| | 2. **Vocabulary time:** teachers teach students some vocabularies with flash cards. These words are chosen because some are practical and some are related to local culture. | Flash cards | 3 mins |
| | **Game time:**<br>■ Teachers face down the flash cards on the floor.<br>■ Then, teachers ask students to sit in a circle.<br>■ Later, teacher (or student) randomly selects one of flash cards with number and clockwise calls the student | Flash cards<br>Word cards<br>Number cards | 9 mins |

| | according to the number selected. <br><br>■ After that, teacher (or student) takes the flash card on the top and asks the student selected have to speak out the word both in English and Chinese. (Because we consider that students might not know how to spell the words, we also give them some word cards with English, they can use them to guess the words) <br><br>■ If student is right to the meaning, they will get a coin. <br><br>■ If they are wrong, it's time for another turn. <br><br>p.s. the number flash cards are not only have number on it, but also have the words "roll again", "pause"(it means that the same student should take turn again), and "assign a person". | | |
|---|---|---|---|
| **Wrap up** | Test: <br>After the game, teachers will test students the words which just taught before. Teachers will also show students flash cards and ask them how to say in English. Students can raise their hands to answer if they know the answer.  Those who are able to answer will get candy or chocolate. | Flash cards <br>Candies <br>Chocolate | 2 mins |

In the beginning of the class, the teachers lead the students to sing a song, "Du-biao Village," which was composed by ourselves, with the melody of "Jingle Bell".  The purpose of this activity was to bring a cheerful atmosphere in to the class and predict the topic of the story to the students.  After this activity, we used puppets to tell the story.  Using this way of teaching could make the story sound more vivid and interesting.  Also, it would be easier for students to understand the plot by seeing the moving puppets.  Following the story was the vocabulary time.  During this class, we taught many local and unfamiliar words for students such as carriage and dynasty in order to cultivate students' cognition toward local culture.  After teaching the vocabulary, we played a game to test students' understanding about these words.

*4.3.4. Du-biao Village Part II*

Table 4-4

Lesson Plan— Du-biao Village (Part II)

| Title of the Literary Text | Du-Biao Village (Part II) | | |
|---|---|---|---|
| **Material Sources** | Bilingual Stories in the community of Dabang | | |
| **Course Level** | Basic level | | |
| **Numbers of Students** | Around 10 students | | |
| **Total Times** | 20 minutes | | |
| **Designer** | Ann and Emily | | |
| **Procedure** | **Description** | **Teaching Aids** | **Time** |
| **Warm up** | Warm-up<br><br>Ask students to guess what will happen in the following story. | | 1 minutes |
| **Presentation** | Presentation<br><br>1. **Story time:** Teachers tell the story by role-playing. One of the teachers acts the old monk (Role A) and the other acts the villager (Role B).<br>End of the story<br><br>2. After telling the story, teachers will teach students how to read some vocabulary of the story. By using flash cards and pictures, teachers read the words and ask them to repeat them again. Vocabulary includes Merciful Buddha, Feng-Shui, un/lucky, offspring | Costumes of the monk and the villager, pictures<br><br>Flash cards, pictures | 7 minutes |
| **Wrap up** | Wrap-up<br><br>1. Teachers design actions that are relevant to the vocabulary and introduce them to students. After that, teachers will do the actions and students should guess the words in English. E.g.<br><br>2. Following that, teachers will turn to speak the English words and students | Dabang's story, flash cards | 5 minutes |

| | should do the actions. E.g. | | |
|---|---|---|---|
| **Activity** | Activity<br><br>**Match:**<br>Teachers put the flash cards of English vocabulary on the board, and give students pictures to match the vocabulary. (See appendix B) | Flash cards, pictures | 4 minutes |
| **Evaluation** | Teachers give students questionnaires and assist them in evaluating the whole lesson. | Questionnaires | 3 minutes |

To start the class, the teachers asked students what will happen next.   Because this is the second part of Du-Biao Village lesson, we used this method to break the ice and at the same time arouse students' imagination.   Following that, we wore the costumes of a monk and a villager to present the story.   By role-playing, teachers created a situated learning environment for students.

With regard to the game, we designed some actions that were relevant to the vocabulary and introduced them to students.   After students were familiar with these actions, we did the actions and students had to answer what the action stood for in English.   The purpose of this activity was to train students' memory and association ability.   If once they saw the action and they could answer the word in English correctly and instantly, this meant our activity was quite successful.

*4.4. Findings*

Before the implementation of bilingual fairy stories, we designed a questionnaire with ten questions.   These questions were categorized into three groups: "skill", "lesson designs", and "learning effects".   Question number four and seven belong to "skill": question number one, two, three, nine, and ten belong to "lesson designs"; question number five, six, and eight belong to "learning effects".   Questionnaires were handed to the students to write down their opinions after each class.   The purpose of this step was to understand their learning effect and analyze their reaction toward bilingual fairy stories.   Questions of the questionnaire and students' feedbacks are listed below.

Table 4-5
Questions of the Questionnaire and Students' Feedbacks

| Questions | 😊 | 😐 | 😟 | Total |
|---|---|---|---|---|
| 1. Do you like this story? | 49 | 6 | 0 | 55 |
| **% of total** | **89** | **11** | **0** | **100** |

| | | | | |
|---|---|---|---|---|
| 2. Do you like the game? | 44 | 11 | 0 | 55 |
| **% of total** | **80** | **20** | **0** | **100** |
| 3. Do you like this kind of ways of learning? | 46 | 9 | 0 | 55 |
| **% of total** | **84** | **16** | **0** | **100** |
| 4. Do you understand vocabulary that teachers have taught? | 19 | 33 | 3 | 55 |
| **% of total** | **35** | **60** | **5** | **100** |
| 5. Do you understand what teachers have taught? | 29 | 23 | 3 | 55 |
| **% of total** | **53** | **42** | **5** | **100** |
| 6. Do you understand more about your community after listening to the story? | 31 | 19 | 5 | 55 |
| **% of total** | **56** | **35** | **9** | **100** |
| 7. Will you introduce your community to others after this class? | 12 | 34 | 9 | 55 |
| **% of total** | **22** | **62** | **16** | **100** |
| 8. Do you learn in the class seriously? | 26 | 28 | 1 | 55 |
| **% of total** | **47** | **51** | **2** | **100** |
| 9. How do you think about teachers' teaching? | 50 | 5 | 0 | 55 |
| **% of total** | **91** | **9** | **0** | **100** |
| 10. Does this kind of teaching method arrest your interest in learning English? | 31 | 21 | 3 | 55 |
| **% of total** | **56** | **38** | **5** | **99** |

= Agree;  = Neutral;  = Disagree

1. Skill

For the question four, 35% of the students understood the vocabulary we taught, while most of them thought ok.　In fact, most of the words were unfamiliar for them such as general and offspring because these words are rarely used in daily life.　From this point, we found that they have no chance to learn such words through general English teaching.　As for the question seven, most of children thought they still could not introduce their community to others after the classes.　Only 20% of students know how to introduce their community.　We thought the reason is that what we taught in the classes was vocabulary. There were too many unfamiliar sentences and words that they did not know.　Therefore, for this question, most of the students chose Neutral.

2. Lesson Designs

The statistics found from question one, two, three, nine and ten showed that more than half of the students were satisfied with the lessons we designed.　For question one and two, almost all of the students thought the stories and games were fun and interesting, so we thought the stories and the games were successful.　Referring to question three, 84% of the

students preferred these ways of learning compared with formal teaching.    This shows that situated and communicative teaching method would arouse students' learning motivation and lead them into a lively and satisfied learning environment.    Under such a learning situation, students would be willing to learn actively.

3. Learning Effects

From question five, six, and eight, we found that approximately half of the students thought they learned much in the classes.    56% of the students said that they understood more about their community after listening to the stories.

## 5. Discussion and Conclusion

This study aimed to examine the effects of implementing bilingual fairy stories in English teaching.    In this chapter, researchers firstly discuss the study.    The result of the study will be further discussed based on students' responses toward the bilingual fairy stories, situated learning and communicative language teaching (CLT).    Finally, the findings and the contributions of this study to English teaching and "Glocalization" for further study will be presented as well.

*5.1. Discussion*

*5.1.1. The contributions of bilingual fairy stories to English teaching and "Glocalization"*

Question one was to investigate whether students like the fairy stories.    According to the questionnaire, almost every student had positive responses.    Question five was to examine whether students could understand the content of the fairy stories.    About half of the students think the stories are not difficult to understand.    Questions six was to probe into if student understand their community.    The survey showed that most students understood more about your community after listening to the story.    Question seven was to explore if students have the ability to introduce their community after class.    The researchers found that almost two-thirds of the students were still not sure they were able to introduce their community.

Students can learn localized English through bilingual fairy stories.    In addition to localized English, students have a profound understanding of their community.    Furthermore, they can learn English much more efficiently since bilingual fairy stories are closely related to their life.    Hereafter, students can put the community background knowledge they have learned into practice and utilize English to introduce and promote their community.

As Robertson stated, the inseparable, close ties between globalization and localization, contribute to "glocalization" which we may well refer to as globalized localities and localized

globe(Robertson,2001).   We shouldn`t take the two ideas as two extreme concepts of culture. That is, don`t take global culture as general and homogeneous or local culture as heterogeneous and exclusive.   The interaction between the two culture is a dual process-the distinction of generalization and the generalization of distinction(Robertson,1991`1992）. The notion conveys to us that globalization is macroscopic and being unchanged, and localization is microscopic and being distinguished.   Some scholars think global culture is not static and cannot be realized as simple capital logic, with unified surface, by the economic principles. They think it can only be realized through the process of verification of every different case in the accordance with a globalization model in which the contradictory elements of the culture unify and contribute to the understanding and decoding of itself(Sun, trans.1999).   Mr. Yen(2001), another scholar, thought localization was necessary to the globalization of human civilization in realistic history, and that both of globalization and localization were interactive and relative(Sun, trans.1999).   The views of the two sides are seemingly contradictory and controversial; however, we get a turning point for curriculum renovation on the cooperative level of globalization and localization.

*5.1.2. The implementation of bilingual fairy stories in English teaching*

The researchers adopted CLT while teaching students the bilingual fairy stories in class. Meanwhile, students learned English via situated learning.   Question three aimed to investigate whether students like this way of learning.   Nearly everyone thought it was fun and interesting.   Question ten aimed to explore whether the kind of teaching method raised students' interest in learning English.   Over half of the students gave positive feedback.

To achieve the goal about "Glocalization", teachers create fairy stories to establish a link between English and students' living environment so as to raise their motivation of learning English.   In class, the teachers provide students with situated learning environment in order that English classes will become much more vivid and joyful.   Besides, the teachers adopt communicative language teaching.   As a result, students can communicate and interact with their teachers and classmates in English.   This allows students to have the opportunities to practice introducing their community to other people in English.

We make an evaluation out of the research that both school-based curriculum and bilingual fairy stories help students a lot with English learning.   Also, we feel the good feedback from students for the curriculum.   That is because we have to make use of such historical view, and go back to examine Chinese educational knowledge and curriculum with a more elaborate method of criticism.   We also have to apprehend the uniqueness of the culture of Chinese society and the impact and change on the culture of Taiwanese society. By reviewing the old time and discovering new, it inspires in us some concepts which are not found in the west, and the ideas of constructing localized curriculum(Zhen,2004:262).

*5.1.3. The exploration of glocalization in the bilingual fairy stories*

     Globalization and localization-if we look at the two issues on the level of the invention and execution of the bilingual fairy stories-are seemingly closely related but untouchable to us. Robertson began the exploration, with the concept of "glocalization", of cultural problems between globalization and localization.　He held the view that glocalization would transcend another view that regarded the tense relation between globalization and localization as an inevitable occurrence(Robertson,1995).

     However, with the serious impact, is localization worthless?　Throughout the invention of bilingual fairy stories, we understand the geographic environment and the alternation of history, and then we try hard to promote community culture.　Besides, we see the uniqueness of Feng-Shui in the story of Du-Biao Village, the circulation of fairy tales and the conservation of historic relics in the story of Tsz-yun Temple, and some scarce folk tales, such as the legend of Zhu Mu Gui and the story of the Martyrs` Shrine.　Robertson concluded that enriching global culture lay in the stress of localized multi-culture(Chen, 2004).

     Pieterse J. N. held that globalization is a process of hybridization resulting in a global mixture(1995).　Barker also thought that all culture is mixed by hybridization which occurs when two or more different culture meet, they become mixed, penetrated, and integrated(2000).　Through the cross-culture interaction, every culture absorbs the elements of other culture, and is not absolutely pure and intrinsic as ever(Li,2003).　When we teach children in countryside bilingual fairy stories, we wonder how much the materials mean to them.　Unlike those children in big cities full of western culture, children in countryside may usually have soybean milk and rice porridge for breakfast.　The lack of cultural stimuli is a disadvantage to them.　When students in Taipei are exposed to the English sign on MRT, the students in countryside can only learn English in the Google classroom. We also wonder to what degree we can spark their interest in English.　Facing the English double-peak phenomenon in Taiwan nowadays, how can we effectively help students who fall behind in learning English?　Apparently, it's a serious concern for education researchers to overcome such disadvantages which causes competitive weakness in English.

     However, in terms of the relation between language and local identity, it doesn't come to the result that Taiwan will become more internationalized or globalized, even if the people here speak fluent English.　That is, language has not just instrumental function but the values of cultural identity and existence(Wang,2003).　Robertson depicted the relation between globalization and localization: globalization(the compression of the world in a broadest definition) had continuously increased the invention and fulfillment of localization, the process of which would also compress the world into the whole(Robertson,1995:26).　In other words, when localization and globalization are in harmony, localization, mother of the land, makes a "globalized" community more competitive and makes "localized global" internalized in students, by supporting the habitants, with a view of global village, to grow

firmly in homeland, to develop further in the world, and to enrich the innovation and reform of curriculum.　Country culture can also be part of globalization, because when we present the beauty of local culture to the world, the localized globalization is processing.　As a result, localization can construct the culture subjectivity and the value of culture identity, and become part of multiple cultures or the source of cultural innovation(Hong,2003:226; Zhuang,2001).

*5.2. Conclusion*

It is necessary for us to expand the methods of curriculum study and to invent a new language for curriculum study, said Short E. C. in The Method of Curriculum Study(1991). Looking at the two abstract nouns, we consider globalization as an instrument and take new measures to renovate curriculum by inventing and teaching localized bilingual materials. Bilingual fairy stories aimed to assist children in understanding their community.　The primary purpose of situated learning is to create a "mimic" and meaningful learning environment for students to have more interests in learning English.　Otherwise, the objective of CLT is to develop students' English oral competence.

As Burbules N. C. and Torrres A. C. stated in 2002, globalization has made such an impact on education policy and execution that we have to make a thought of and to identify some concepts in a global context. These concepts includes: Neo-libertarianism, country, reconstruction, identity, civil rights, community, multi-culturalism, neo-social movement, public culture, localization(contrast and relative to globalization), and so on.　Reflection to the concepts are changes not merely in minds but in the relation, reality, and the arrangement of convention.　Judging from the invention of fairy stories, we know every community resident is managing to develop localization: the scheme for community building rising in recent years, the implementation of country curriculum in school education, and even the nine-year integrated curriculum, all of which are localized reforms merged with local features. According to the research by Miss Mao and Mr. Chung(2004), curriculum reforms become a neutral language, projecting the needs of politics and the hopes of economic society.　And school-based curriculum is just the reaction to such curriculum reforms.

On our interview with the elders in community, which was ordinarily the recoding and invention of stories, we sensed veiled globalization with our approach of field study. Millions use the word "globalization," but no one can consistently make a clear, obscure, and specific definition of it (Scholte, 2000).　Likely, if there's no united academic format and research method, it's difficult to make complete presentation of localized materials.　In other words, living in an era of hyper-communication of academic knowledge, we are affected in every aspect, including our lifestyle and academic views.

In this study, researchers practiced teaching for bilingual stories.　And the whole teaching process was video-recorded so that researchers can acquire information by watching

the videos.   In addition, researchers designed questionnaires to explore elementary school students' feedback toward the bilingual fairy stories, situated learning and communicative language teaching.   The results of the study would focus on students' responses toward bilingual fairy stories, situated learning and CLT.

According to Robertson, many discussions about globalization tend to suppose it as a process prior to localization(Robertson,1995).   Hence, he stressed that we need a view of "globalization."   Localization functions as a process that eliminates, transfers, clarifies, and undertakes the misplaced knowledge on learning.   Basically, localization is worthwhile and practicable by continuously adopting western culture.   That is, without the dialectic of "curriculum as the research hypothesis," we cannot record local materials by using action research.   As a result, as soon as we begin the writing of a thesis according to APA, we are modeled and orientated by "globalization."

As post-modernism is to the mainstream of 1980', so globalization is to the mainstream of 1990'(Xu, 2000).   Consequently, It's easy for us to imagine how we will be gradually trapped in to globalization during these activities—audio and video record in field study, drafting with the method of the invention of children's literature, and the research of innovative curriculum integrated with bilingual materials.   We are so surprised at the great cultural influence which leads the world to the unity.

After the practice of bilingual fairy story teaching, we can find that English learners as well as teachers greatly benefit from bilingual fairy stories.   Learners not only learn practical localized English but also have deeper conception of their community.   Additionally, learners can further consider how to preserve and promote local community culture.   On the other hand, teachers can obtain knowledge and information regarding the community while creating stories.   At the same time, teachers will improve their teaching methods and lift their profession.

In the meanwhile we examine the global context on a macroscopic level, we find the value of localization on a microscopic level.   On the contrary, the value and meaning of localization is never transcended by globalization.   For example, we may listen to western music on a commercial, but we won't feel touched by it as country music does; we may admire Greek and Roman mythology, but we only awe the local gods and conventions from the bottom of our heart; we discover life from numerous children's illustration books, but we're enchanted with the recall of tales of the homeland.

Due to the tremendous contributions of bilingual fairy stories on English teaching, English teachers and curriculum designers need to put fairy stories into English classes, for learners to understand their community through fairy stories.   As Taiwanese citizens, it is also essential to have a further understanding of Taiwanese culture and customs.   Therefore, local culture and customs need to become one part of English curriculum, too.

Thus, we aim to present students localized materials and get them interested in learning English by applying the theory of contextual learning to communicative teaching method.

We prove the effect from our research.  Robertson combined "globe" and "local" into one word, which accounted for the mutual relation: With localized multi-culture, globalization grows deeper and wider; without it, there's no global culture. And accompanied by the impact of global culture, localization must be open to the outward to revive.  As a result, neither globalization nor localization is exclusive(Zhuang,2001).  We teach community issues most familiar with them by doing role-play and game-playing.  In this way, they are exposed to the environment consistent to the daily life. They don't feel strange to English words irrelative to their life, and don't be influenced by the disadvantage of being lack of cultural stimuli. Finally, they may develop basic English ability.  Furthermore, they are likely to think in a different and worldwide way through the learning of a second foreign language.

The research, of course, shows whether students can improve their English and build their local cognition of community through a situated learning method and activities merged with bilingual fairy stories.  As Rustins points, humans feel more and more the need of a certain relation with the past, and a specific domain subordinated to cultural and social community.  Humans are eager for the feeling of being at home in such a global space without old directions(Morley&Robins,1995:87).  Consequently, the feeling of being at home drives students to look for the nexus of community cognition and English learning in the brand new global village.

We prove that it is a helpful teaching strategy by using localized materials as school-based curriculum and executing the project of bilingual fairy stories.  Giddens supposed that globalization, one of the outcomes of modernization, destroys other cultures by the expansion of western culture to whole world: It`s an unbalanced process-alienated but integrated-introducing a new form of inter-responsible world.  In the new form, there`s no "others"(1990:175).  Finally, we build an integrated model and apply "glocalization" to English teaching.  Through the action research, the new form is confirmed to be inter-responsible, practical, and possible.

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