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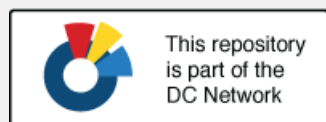
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## THESES DIGITIZATION PROJECT

### Socially situated English-as-a-foreign-language instruction to achieve emergent biliteracy in Taiwan



[Tzu-Chen Su](#)

#### Date of Award

2005

#### Document Type

Project

#### Degree Name

Master of Arts in Education

#### Department

Education

#### First Advisor

Díaz-Rico, Lynne

#### Second Advisor

Piller, Bonnie

#### Abstract

Integrates several learning approaches for teaching English to Taiwanese children at the elementary level (grades K-6). Develops children's biliteracy in the English-as-a-foreign-language (EFL) context through various learning approaches that include, child-centered learning, mediated learning, socially situated learning, and task-based learning.

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a foreign language enables the young child to enter a wider cultural world. By learning to speak, think and understand a different language, the child develops greater cross-cultural awareness. This critical ability enables the child to make friends with, identify with and empathize with others who speak the additional language. Instruction in a foreign language must begin by training the pupil to articulate the foreign sounds correctly and without difficulty or hesitation. The teacher's ability to pronounce these sounds does not involve ability to tell others how they are pronounced. This information must be given in terms of movement of the articulatory organs. The instruction must begin, therefore, with the elements of phonetics as applied to the pupil's native language and, by contrast, to the foreign one. Description alone is, of course, of no avail: the pupils must be brought to practise the foreign ar