

# The Implementation of Multi-Grade Instruction in the Remedial Teaching Chinese: Action Research in A Rural Elementary School

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This study aims to implement multi-grade instruction (MGI) in the Chinese remedial program through an action research. It was implemented in an afterschool remedial program with 3rd and 4th grade students in a rural elementary school in northern Taiwan. Four stages were characterized from the action of the study to confirm the feasibility of the MGI in the Chinese remedial program: pre-working stage, the first action stage which is characterized to balance between plan and practice, the second action stage which is to stabilize steps of implementing the lesson plan, and the third action stage which is to harvest from the previous efforts. Four conclusions from the action research were made:

1. The key factors to implement MGI in Chinese remedial program are found: assessment, reading strategies, differentiated adaption, swinging among different curriculum models, and facilities to support MGI delivery.
2. The problems emerging during process indicated the goal to achieve at the specific stage. The problems initiated the researcher's reflection and adaption.
3. Most students in the MGI Chinese remedial program showed progress not only in standardized tests and teacher-made assessment, but also the motivation and confidence.
4. The components of differentiated instruction to adapt should be varied with implementing stages of the action research.

Keywords: differentiated instruction, rural education, elementary school, multi-grade instruction, reading strategy