CHAPTER FOUR

FINDINGS AND CASE ANALYSIS

The purpose of the study was to investigate two in-service junior high school English teachers' pedagogical beliefs on reading instruction and the way students influenced their beliefs and classroom reading instruction. The analysis of Angela's and Bernice's pedagogical beliefs and practices and students' involvement in the two teachers' beliefs and practices is presented as follows.

4.1 Angela

This section discusses Angela's pedagogical beliefs about reading instruction and how she carried out her reading instruction in class. The impact of students on Angela's reading instructional beliefs and actions will be explained in the next section.

4.1.1 Teachers' pedagogical beliefs and practices on reading instruction

Preparation of reading instruction

Angela emphasized the necessities of lesson planning since she believed that a good plan allowed teachers to present more systematically the content from the textbook and efficiently saved more instructional time. She explained the significance of the preparation of lessons before teaching:

If the teacher prepares before the class, she will save much time in class. For example, she doesn't need to write everything down but to think of the procedure or design some handouts in advance. [Thus,] she doesn't need to write everything on the blackboard. She can organize how to present the material (post-observation interview 031309).

Because of this belief, Angela tended to prepare every lesson before teaching though she has been teaching English in junior high school for more than five years. It seems

that some experienced teachers, according to her observation, rarely spent time preparing lessons before teaching.

Her preparation of lessons includes the preparation of instructional contents and arrangement of instruction procedures. The instructional content planning focused particularly on the new words or grammar focuses in the textbook and some outside reading materials. This involved checking up the meaning of topical vocabulary, grammatical usages, and teaching activities. Angela would write down in the teacher's book idioms, usages or grammatical patterns related to the new words or sentences of the dialogues or passages after checking their accuracy on the internet or other related books. For example, she highlighted the adjectives in the sentences of the dialogues in Lesson One to remind herself that she needed to help students review the grammatical patterns of linking verbs because she thought the repetition of grammatical patterns from the textbook is useful for junior high school English learners. For Lesson Two, she decided to offer some idioms related to appearances since the idiom *beauty is only skin deep* appears. She would also select some reading articles provided by the textbook publisher to go with the lesson; the topics of these articles are about the current events, hot topics or lyrics of some pop songs. She expected that these topics from outside reading materials could help connect English learning with the students' daily life. She expects students to learn more from the additional information she provides, especially for those high achievers.

She then spends some brief moments to develop her instruction procedure. The reason she does not spend a lot of time to sketch a set of procedure is that she believes the current learning context must be taken into consideration. She proposed that "I will not enter the classroom without something in mind. I probably know what I will teach first, but the rest of teaching procedures depends on the impromptu responses in class" (post-observation interview 031309). In other words, Angela only had a broad

plan of instructional schedule; there were no specific steps since she was perplexed about the extent to which she arranged her instruction plans:

> Of course, if you prepare [the lesson] in advance, you will feel more relaxed. Although some teachers having several years of teaching experience do not prepare the lesson anymore, I am still willing to prepare in advance. … I have been to the road, knowing where the road goes. I believe I will present the content more smoothly. However, sometimes I thought I prepared so well but because of students' responses or tiring expressions on their faces, the result [of instruction] did not turn out as well as I had expected. (post-observation interview 033109)

Angela claimed that sometimes her students' responses or the teacher-student interaction did not work out as well as she had imagined during the preparation. She believes the result of instruction partially relies on students' reactions in class. Thus, her instruction was easily affected by the interactions she has with the students. She would make immediate decisions to change her plans or skip some supplementary materials if students showed puzzling or boring faces in class. On the contrary, if students were enthusiastic and active, she would teach more than she had prepared even though she might be exhausted on that day. However, this may deviate from her original lesson plan for that additional instructional hour or postpone her teaching progress.

Angela is often perplexed about how much preparation she should do before class. She thinks sufficient lesson planning in advance is a teacher's responsibility. However, for her, students' in-class performances are more important than her prior plans.

Reading instruction in class

Though Angela kept reminding the researcher that she did not have consistent instruction procedures for every unit of the textbook, her instructional beliefs about reading had been realized in some of her in-class practices. In Angela's view, the purposes of reading instruction are to help students comprehend the meaning of texts interactively, express their viewpoints about the topics of the reading texts and enlarge their English learning horizon. Angela's reading instructional activities in class can be categorized and discussed based on these three articulated beliefs.

<u>Both Meanings and forms of a text are important for reading comprehension</u>

In interviews, Angela said that she believes the meaning of texts is as significant as the vocabulary and grammatical patterns within. She emphasized that reading a text is "like watching a movie. Only after one watches the whole movie and understand the plot of the movie, can he discuss with others the details of the movie. For example, this movie is a tragedy or it narrates the story from the end" (post-observation interview 031309). That is, she always anticipates students to comprehend what the reading is about before she engages in any detailed exploration of the vocabulary or grammatical patterns of the text.

For example, in Lesson One, Angela set up her goal for reading instruction as students' understanding of Alan's, the protagonist, being ill. In order to help students understand the plot better, Angela randomly selected students to talk about in Chinese or English the meaning of the dialogues or passages. She stated, "[Students] must understand the dialogues or passages to the extent that they can talk about the meanings in their own words" (post-observation interview 031309).The Excerpt 1 is an example of how the students worked with Angela to piece together the meaning of Dialogue One in Lesson One:

A: 我們要進入對話囉!對話這段呢，給同學們一分鐘把這個對話看過一次，

跟老師說這個對話內容在講甚麼。

(Now we are moving into the Dialogue section! Give yourself one minute to

read the dialogue and later tell me what the dialogue is about.)

(Angela gives students one minute and prepares for the CD of the dialogue.)

A: 好，它在講什麼呢?有沒有自願發言的?怎麼在看英文講義呢?不要看英文

講義。Sandra!

(OK. What is the dialogue talking about? Any volunteer? (Draw from the lots

container.) Why are you reading the reference book? Do not read the reference

book. Okay, Sandra[5]!)

Sandra: Connie 看 Alan 臉色很不好，Alan 說因為昨天天氣很冷，他忘了帶外

套，然後現在感冒了，Betty 說他發燒了，問他有沒有去看醫生，Alan 說

他怕醫生。

(Connie found Alan's face turn pale. Alan says it was cold yesterday, but he

forgot to bring a coat. Then, he got a cold. Betty says he has a fever and asked if

he has gone to a doctor. Alan says he is afraid of doctors.)

A: OK，講的還不錯。你們有沒有注意聽啊?

(Ok, that is good. [To class]Did you pay attention [to what she said]?)

Ss: (Nod.)

A: 那我現在抽同學用英文講喔。有沒有問題?講一句就好。

(If so, I am going to draw lots to select one student to tell the story again in

English. Any question? Just one sentence will do. [Draw lots.])

(…)

Kevin: Alan is sick.

A: John?

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[5] To protect the privacy of students, pseudonyms are used to refer to all students in the present study.

John: Fever…

A: Alan has a fever, right? Jenny!

Jenny: Are you OK?

A: Alan is sick. Alan has a fever. Who said, "Are you OK"? Connie?

Jenny: Connie said, "Are you OK?" to Alan.

(…)

A: Iris，剛有沒有注意聽?能不能繼續接下去?就是把我們剛才的對話內容講

完。講一句話就好，可以嗎?

(Iris, are you paying attention? Can you continue? Finish the dialogue just now.

Say only one sentence, ok?)

Iris: (Nod.)

A: 好，那你試試看。

(OK. Try it!)

Iris: Alan didn't bring the jacket yesterday.

A: Alan didn't bring the jacket yesterday. Very good!

(…)

A: 我們把剛剛的複習一次。Alan was sick. Alan got sick. Alan didn't feel good

because he didn't bring his jacket yesterday. Then, how do we end the story?

(Let's review what we just practiced.)　　(022309 Class B observation)

According to Excerpt 1, under Angela's guidance, the students made up their own

sentences to show their understanding of the dialogue. Depending on the individual's

proficiency level, Angela asked students to collaboratively reconstruct the dialogue by

speaking out several words to complete sentences. She was satisfied as long as they

tried their best. This example clearly indicates how she provided opportunities for

students to comprehend the text through interaction.

Apart from the explanation of meaning orally or the interaction above, Angela

sometimes asked students to role play the dialogues with their peers or the teacher. For instance, in Lesson One, her students were appointed to play roles from Dialogue Two with each other after Angela's explanation of its meaning. Several students were selected to present the dialogue in front of the class (Class B observation 030209). Angela thought role-play is more meaningful for students since "they may find out which word is hard for them to pronounce when they have to speak out sentences on their own" (post-observation interview 031309). Students not only reviewed the plot of the text, but authentically interacted with classmates or the teacher as well.

Despite her emphasis on helping students understand a text interactively, in Lesson Two, when the instructional time before examination became limited, Angela chose only a couple of students to answer some comprehension questions about the dialogues or passages. She admitted that limited instructional time for Lesson two made her speed up the pace of instruction, unable to check immediately students' command of the dialogues or passages through any kind of interactive activities.

In addition to the text comprehension, her emphasis also includes vocabulary and grammatical teaching. Angela made use of bottom-up orientation, teaching of vocabulary and grammatical patterns, to help students' comprehension of the text. In the two observed lessons, she devised different activities to present vocabulary. In Lesson One, she divided the whole vocabulary word lists into three parts according to the two dialogues and one reading passage within. She purposefully selected one student with average proficiency level to read aloud the new words from a dialogue while the rest of class repeated after him. Angela expected students would confront problems with some words' pronunciation or meanings, which enabled her to understand most students' prior knowledge about these new words (post-observation interview 031309). Later, she would explain in detail the usages of the vocabulary, particularly for those words unfamiliar to students in the previous recitation. However,

in Lesson Two, she designed a vocabulary handout within Chinese translation, sample

sentences and phonetic symbols. Students were able to fold the paper, hide the

Chinese meaning or the phonetic symbols to check their memorization of those new

words in class. Soon after several runs of repetition in class, Angela gave students a

quiz immediately to test students' comprehension and memory of the vocabulary. She

expected to challenge students, help them memorize and offer them a learning

strategy that they could use on their own. Angela knew that her students would feel

safer to take the quiz after she had thoroughly explained all vocabulary, but "if they,

especially those low achievers, surprisingly perform better on the quiz than what they

expects, this may increase their self-confidence to learn English" (post-observation

interview 033109). Angela understood the difficulties of memorizing vocabulary for

some low achievers; thus she devised various instructional methods to teach

vocabulary. Students with different learning styles might have extraordinary

performance beyond expectation and thus increase their participation in class.

The instruction of grammatical patterns in reading, for Angela, is another

emphasis on reading instruction due to the focus of tests in the school context. She

accepted the importance of grammatical patterns for junior high school learners as

beginners, but she said she would not explain in great detail if the focus of

examination was not on detailed grammatical elements. She stated:

There would be grammar choices in tests, asking students to choose from *do*,

does, *was* or *were*. If I do not explain this clearly, they still have no ideas about

those [grammatical] details even though they can make up English questions to

ask others or talk about the plot of reading in English. Thus, I think explanation

[of grammar] is still important. (post-observation interview 031309)

Angela proposed a teacher's least responsibility is to help students pass the upcoming

examinations. Since she believes comprehensive grammatical knowledge is the key

emphasis of the monthly achievement tests, she spends much time explaining the structure of the patterns and practicing the patterns with students.

In Lesson One, she assisted students to find out the rules of linking and causative verbs by themselves inductively according to various examples in the textbook. The Excerpt 2 is an example:

A: 接下來我們翻到十四頁。老師說請你們利用下課時間看這個句型，同學有沒有看出什麼東西?

(Now, turn to page14. I asked you to read the pattern during the break. Did you find out anything?)

S1: '連綴動詞'.

(*Lian Zhui Dong Ci* is 'linking verbs' in Chinese.)

A: 好，哪個「連」?哪個「綴」?想不想知道英文說法? 有沒有人知道? Linking 就是連接的意思，Linking verbs 和中文有相通，都有連接的意思。你看十四頁上面那些是連綴動詞嗎? 唸出來。

(OK. Which word is for *Lian*? Which word is for *Zhui*? (Write *Lian Zhui* on the board.) Do you want to know the English words for *Lian Zhui Dong Ci*? Does anyone know? (Write *linking verbs* on the board.) The word *linking* has the meaning of connection. *Linking verbs* are similar in meaning to the Chinese term *Lian Zhui Dong Ci*. Do you know which verbs [on page 14 of the textbook] are *Lian Zhui Dong Ci*? Read them out.)

S1: Feels, looks, became, turned, got, and is.

A: 全班一起唸。同學先不要管時態，這些字的意思是什麼? Feel?

(The whole class read together. (Write those verbs on the board.) Students, don't worry about the tense now. Just tell me what are the meanings of these words?)

S2: 感覺…

('Gan Jue'…)

A: 感覺起來。把中文意思寫上去。．

('Gan Jue Qi Lai'. Write down the Chinese meaning [on the page])

(…)

A: 那 "got"呢?

(Then, how about 'got'?)

S3: 得到。

('De Dao'.)

A: 那有沒有別的意思?

(Does it have other meanings?)

S4: 成為。

('Cheng Wei'.)

A: 接近，[這個字]跟上面的那些字類似，也是變得…。所以這三個字意思
是相近的。我們還是在講課本的東西，你們只要把筆記抄在課本上就好。
連綴動詞就是一群特殊的動詞，才會叫連綴動詞，那它怎麼用?同學有沒
有發現一個規則?接什麼?

(This is closer. [The word] is similar with the words above, which means
'becoming'. So, these three words [became, turned, got] have similar
meanings. We are still on the textbook, so you just write down notes on the
book. Linking verbs must be a group of special verbs, so they are called
linking verbs. How do we use linking verbs? Did you find out a rule? What
kind of word connects after the linking verb?)

S6: 形容詞。

(Adjectives.)

A: 形容詞，有哪些形容詞唸出來。．

(Adjectives. Then read out those adjectives [from the textbook])

S6: Sick, weak, nervous, cold, and hot.

A: 那依序是什麼意思?

　(What are the meanings of these words?)

Ss & A: Sick is 生病。Weak is 虛弱。

　　(Sick is *Sheng Bing*. Weak is *Xu Ruo*.)

(…)

Ss & A: Nervous is 緊張。Cold is 冷。Hot is 熱。

　　(Nervous is *Jin Zhang*. Cold is *Leng*. Hot is *Re*.)

A: 那我抽同學隨意造句!連綴動詞就是後面接形容詞。Ben!

　(Then I am going to select one of you to make sentences. Linking verbs should

　be followed by adjectives. (Draw lots.) Ben!)

Ben: Alan feels nervous.

A: Alan feels nervous. 很好!同學用過的句子不要再講。Tim!

　(Good! Don't give me a sentence that others have already given me. (Draw

　lots.) Tim!)

(…) (022409 Class A observation)

Angela inductively presented the grammatical patterns of linking verbs by means of students' voluntary responses in class rather than explained the construction rules deductively. This not only reached the goal of addressing grammatical patterns, but encouraged natural teacher-student interaction in class as well.

Nevertheless, the approach of monthly achievement test and the difficulty of patterns made Angela reorganize her instruction in Lesson Two. Angela decided to teach grammar before any explanation of vocabulary or reading texts in Lesson Two. She used Bernice's, the other teacher participant in the present study, grammar handouts to explain deductively each element in the construction of comparative sentences in Lesson Two. Thus, students had little time to reflect on the construction

rules in class, nor the time to interact with Angela. This differed sharply with how Angela presented grammatical knowledge in Lesson One. She explained that this method saved more time as the test was quickly approaching (post-observation interview 033109). She confessed that she spent more time on grammar even when she was teaching the reading passages in Lesson Two because "I am afraid that I had to teach Lesson Two in such a hurry that I would not be able to explain the grammatical points clearly" (post-observation interview 033109).

In short, classroom observation showed that, consistent with her beliefs on interaction, Angela indeed utilized a number of activities to emphasize the importance of general meanings and to help students comprehend texts interactively. Particularly in Lesson One, she encouraged students to explain general meaning of the text collaboratively, in addition to helping them understand the vocabulary and grammatical patterns at the same time. However, with the coming of monthly achievement tests, the instruction for Lesson Two shifted to more deductive method with more focus on the teacher's direct explanation of the grammar rules, which in turn decreased the chances for teacher-student interactions.

Students' opinions about texts should be incorporated in reading instruction

Incorporating students' opinions is also an emphasis that Angela has for her instruction. After students' preliminary comprehension of the reading text is demonstrated, Angela expected students to express their ideas. She assumed that only when students were able to elaborate on their viewpoints about the text could they understand the text completely (post-observation interview 031309). Thus, she wished to share the instructional sessions with the students, having students cooperate and collaborate with her to conduct the instruction. Ideally, in Angela' beliefs, students would form heterogeneous groups, discuss the meaning of an article, guess the meaning of unknown words and display their comprehension to the whole class.

Students would not only grasp the information provided by the reading text, but build up their own productive skills by sharing their viewpoints with each other (pre-observation interview 021009). Angela understood the difficulty of achieving this ideal scenario, but she still devised many reading activities for students to demonstrate their understanding of texts and creativity. As an example, she was observed to ask students to come up with five questions about the dialogue in Lesson One and write a diary.

After selecting students to explain the meaning of dialogues in Chinese and English in Lesson One, Angela assigned students to think of five comprehension questions about the dialogues as homework. On the next day, she randomly selected students to ask other class members the questions they had made up. The following Excerpt 3 is the interaction between Angela and students:

A: 老師叫你們準備五個問題,對不對? 好,那你現在先問隔壁的同學,他如果覺得你的問題不 ok,那就要改一下。先用你的五個問題去問隔壁的同學,確認你的問題是沒有問題,就像跟旁邊同學練習對話一樣。

(I told you to prepare five questions, right? Now, ask the class member next to you. If he does not understand your questions, you need to revise. Use your five questions to ask the one next to you to check if your questions have any problems, just like practicing the dialogue with your adjacent members.)

(Students ask questions to each other for about one and half minutes.)

A: (Draw lots.) Tim, what's your question? 一個就好。

(Give me one question only.)

Tim: What did Alan get?

A: What did Alan get? Good!

Then, I will select one person to answer this question. (Draw lots.) Michael!

(那我抽一個來回答。)

Miachel: He get a cold. (sic.)

A: He GOT a cold. 你知道為什麼要用 got 嗎?

(Do you know why I use "got"?)

Miachel: 過去啊!

(In the past.)

(...)

A: (Draw lots.) Willy!

Willy: Did Betty angry…(sic.)

A: Did Betty angry at David? (sic.)

這個問題要改一下。Sunny, 幫老師修正這個問題。

(This questions needs revision. Sunny, help me revise the question.)

Sunny: …(No response).

A: 文法改一下就好。IS Betty angry at David? Angry 這個字是形容詞,所以前面要有 be 動詞。Willy,你課本上也要改喔!這個問題不錯,加一分!

(It only needs to revise the grammar. IS Betty angry at David? The word 'angry' is an adjective, so there should be a be-verb in the front. Willy, you should revise this in your textbook. This question is good. Get one extra credit. (Draw lots again.) Wilber!)

Wilber: Yes, she is.

(Teacher continued drawing another lots and select some students to ask and answer the questions.)

A: 我比較不喜歡同學直接從對話裡找句子來問,例如 My mom will make me go later,你就造一個句子說 Who will make Alan go to see a doctor,那剛剛同學就是取整篇對話的意思自己想一個問題,我覺得這樣就是比較好的問題,跟文法錯誤沒有關係,懂嗎?

(I do not want you to think of questions directly from the sentences in the

textbook. For example, [in the textbook, it says] *my mom will make me go later*. Then, you make a question, saying "Who will make Alan go to see a doctor later?" Some classmates made up a question based on the whole meaning of the dialogue. These are better questions. It has nothing to do with the grammatical mistake. OK?) (030509 Class A observation)

In the Excerpt 3, Angela randomly selected students to perform in class without worrying too much about students' individual proficiency. Students had chances to take charge of their own learning while Angela served as a facilitator to assist students on the side. Though the slow learner like Willy was unable to make a grammatically correct sentence, she still encouraged his creativity of making questions. It is students' participation that Angela cares about during this reading activity.

Angela also asked students to duplicate the format of diary in the textbook to write their own diaries. The reading passage in Lesson One is the protagonist's diary about his serious cold. After instruction of the meaning, vocabulary and grammatical patterns, Angela asked each student to write their own diaries as homework. In the next class, she read out loud several students' diaries, sharing students' daily life with other class members. The Excerpt 4 is one student's diary read by Angela in class:

A: 請同學把老師叫你們回家寫的日記拿出來放在桌上，我來唸唸看。我先唸 Sharon 的，等一下我會問你們她寫了什麼，要注意聽!

(Students, please take out the diary I asked you to write at home and put it on the desk. First, I will read Sharon's. Later, I will ask you what she wrote. Pay attention!)

Dear Diary, my grandma and cousin came my home yesterday. Today, we rode bicycles in the morning, so we are hungry. In the restaurant, we ate much ice cream because the weather is so hot. We took a rest, play something after lunch. What did you play? *Now, my grandma and cousin came back*

Kaohsiung, (sic.).

好，重點是什麼?有沒有聽到什麼重點?

(Ok, what is the key point? Did you hear any key points?)

S1: 重點是在餐廳吃冰淇淋，然後天氣很熱。

(The key point is "eat ice cream in the restaurant and the weather was hot".)

(030909 Class B observation)

Sharon's diary above surely had some grammatical mistakes, but the other students seemed quite attentive on listening to her story perhaps because they were interested in their peers' lives. Through a discussion of authentic experiences happening to one of their peers, students seemed naturally engaged in the activities. Moreover, Angela explained that "Alan is a fabricated character and students will consider that he only appears in the textbook" (post-observation interview 031309). Thus, Angela used the diary writing activity to connect the topic of text and students' daily lives and to allow students to give their voices and make sense of their own learning.

According to the Excerpt 3 and 4 above, Angela planned several activities during or after reading instruction for students to make sense of the texts themselves. Though her students, regardless of high or low achievers, were required to perform as long as they were selected, yet Angela always encouraged everyone right after their performance. This may encourage students to work harder in later learning process and develop the belief that their efforts are worthwhile.

Students should expand their English learning horizon

Though Angela proposed repetition of key phrases or grammatical patterns from the textbook might be useful for beginners like junior high school students, she expected to provide more English learning materials other than textbooks. Thus, she synthesized some useful phrases related to those in the textbook, and at the same time

made use of reading articles provided by textbook publishers to widen students'

English learning scope.

For the additional words or phrases in the textbook, she preferred not to copy

what was in students' reference books, but to synthesize what she finds on the internet

or other English-learning related books. For example, she supplemented some

compound adjectives, such as *world-famous* or *duty-free* when the compound *skin*

deep appeared in the dialogue of the textbook. These words although may not appear

in monthly achievement tests, she acknowledged that they attended to the needs of

students with intermediate-high level who "may feel that [what is in the textbook] is

boring and has been learned….[With the additional materials] they could learn

something different or more difficult" (post-observation interview 033109).

Moreover, those reading articles are expected to connect students' English

learning with their daily life. Some students, according to her observation, only

focused on what was in the textbook and spent so much time memorizing vocabulary,

grammatical patterns or sentences in the textbook. However, she was expecting to

"increase students' reading load and not to restrict English learning in the textbook

only…. Textbook will not catch up with what happens every day. The textbook has

been printed already but the news is happening every day. If I can select some current

events for the students, this may stimulate them…" (post-observation interview

031309). She believes English reading ability is not just about becoming familiar with

detailed grammar knowledge, but to use it as a tool to understand other texts. Angela

would therefore select short passages related to the hottest topic at the time of this

study, such as the movie, Cape No.7 or the poisoned dumplings in Japan. Students

were to look up new words from the articles, trying to figure out their meanings. Also,

some pop English songs would be selected if the lyrics are related to the grammar

focus of the unit. Students might fill in the blanks of the lyrics or write down the

general meaning of songs in their own words. Angela understood these additional reading materials might not help students perform better in examinations, but she believes at least students would see authentic purposes to reading in English and enlarge their visions of learning English.

Table 4.1 is a summary of Angela's articulated pedagogical beliefs and observed instruction. As reported, Angela expected her students to develop reading skills from both top-down and bottom-up orientations and integrate what they learned to articulate own viewpoints in class. Finally, those reading skills acquired in class could support her students to read fluently in the future learning of English. However, students' in-class responses toward those reading instruction activities can be unpredictable. How students engage in Angela's reading instructional beliefs and in-class practices demands further investigation.

Table 4.1 Summary of Angela's pedagogical beliefs on reading and actions in class

Articulated beliefs	Observed reading instruction approaches
Prior preparation	
・ The significance of lesson planning ⟶	Prepare every lesson before teaching
・ Content preparation:	
(1) Focus on vocabulary (vocab.) and grammar (Gr.) ⟶	Look up related information from internet
(2) Expand Ss' English learning horizon (3) Focus on high achievers' needs ⟶	Select outside reading articles
・ Procedure preparation: Impromptu responses in class are more important. ⟶	Devise a broad teaching schedule Make immediate adjustment on the amount of content presented
In-class reading instruction	
・ Both Meanings and forms of a text are important for reading comprehension. (1) Focus on meanings of texts first (2) Forms (vocab. & Gr.) are the test focuses ⟶	Variety of meaning- and form-oriented activities (Lesson 1: Ask Ss to explain meanings of passages orally and find out Gr. patterns inductively Lesson 2: Ask reading comprehension questions and explain Gr. deductively)
・ Students' opinions about texts should be incorporated in reading instruction. (1) Share power with students ⟶	Select Ss to ask and answer five comprehension questions they made about the dialogue
(2) Connect textbook to students' daily life ⟶	Design homework related to students' life (e.g, diary-writing)
・ Students should expand their English learning horizon (1) Connect textbook to students' daily life ⟶	Topics of outside reading are recent events
(2) Target at advanced learners ⟶	Synthesize useful idioms, topical words or usages on the internet

4.1.2 Students' impacts on teachers' pedagogical beliefs and practices on reading instruction

How students play a role in Angela's reading instructional beliefs is presented in the following section. Each of Angela's classes had a lots container which had sticks with every student's English names and seat numbers. During the instructional sessions, students were always randomly selected by means of Angela's drawing lots. Any students being selected were required to respond to her questions or present their results from discussion no matter the answers are right or wrong. Thus, students do play a influential role in her reading instruction, which can be explained in terms of students' participation in class, digestion of reading texts, diverse English proficiency and future examination pressure.

Student's participation in class

Angela emphasized the influence of students' participation on her reading instruction. She claimed that students and the teacher should share the power during the teaching and learning process. She highlighted students' participation and responses in class:

> [It is] because this [participation] is more important than grades. … I know they [students] emphasize academic performances because their parents care about that. I do not need to emphasize it anymore. However, parents cannot see students' attitudes in class. That's why I put emphasis on that. (pre-observation interview 021009)

Angela often makes up a variety of activities to trigger students' interests to participate. For example, after briefly explaining the meaning of passages in Lesson One, Angela randomly divided students into groups, asking them to collaboratively translate a passage into Chinese within five minutes. She gave students general rules to follow, such as the gap between Chinese and English writing styles. During the

group discussion, she served as a resource person to help out with students' inquiries. In the next instructional session, Angela would read the best translation aloud and give extra credits to the group (030609 Class A observation). Angela explained the use of translation in the interview:

> Students can find out better or more Chinese-like translation during the process of discussion. They may get a sense of achievement and of participation. When I was explaining the reading passage, I would use their translation to explain as well. They would feel honored when the teacher used their group's translation, saying that is great. (post-observation interview 031309)

For Angela, the group translation task was not to train or even test students' translation ability but to arouse students' interests to participate in the group discussion and share their opinions with other class members. They had to work together to decide which word is more appropriate, to monitor their translation progress and even to evaluate their final work.

According to later interviews with her students, most of them enjoyed the group translation task a lot. Students from both observed classes, Class A and B, were impressed by the discussion presented by their peers for their ability to share opinions. High achievers in a group tended to take over most work while low achievers stood aside to offer suggestions. Every student had a role to play in this activity. Annie, a student in Class B, even explained that "every group's translation was good, which can serve as my own reference as well" (student interview 032709). Students also grabbed chances to learn from others. In other words, Students in groups did not just listen to the teacher passively; they must propose their own viewpoints to accomplish the task actively. This in turn enabled them to concentrate on the task and really engage in thinking.

Moreover, Angela proposed that students' responses in class would in turn

reshape the teacher's instruction. She confessed that teachers could sometimes become bored with the content of the textbook since they may get too familiar with those grammatical patterns. It is the students' responses in class that enabled her to think of other information to share with students (post-observation interview 031309). For example, in the teaching of linking verbs in the dialogue of Lesson One, Angela offered additional usages of linking verbs in Class A while she only taught basic usages of linking verbs in Class B. She explained the pattern that linking verbs are followed by adjectives in both Class A and B, but she encouraged Class A to think of additional uses of linking verbs, such as those verbs followed by the preposition *like* and then a noun (022409 Class A & 022509 Class B observation). Angela explained the reason why she taught more in Class A in the later interviews:

> Even the fast learners in Class B are more introverted [than students in Class A], so you don't know whether they understand or not. Their previous performances show me that they are of better proficiency levels, but their performances in class are reserved. Those slow learners [in Class B] are comparatively more obvious than the fast learners. Their performance in class will in turn influence teachers' instruction, urging the teacher to explain in more detail or more slowly…. On the contrary, students in Class A will nod or give some expressions of understanding. I feel that they have understood, and I can move on (post-observation interview 031309).

Angela said that she would not plan in advance what would or would not be taught in one particular class, but students' performances on the spot like their facial expressions served as hints for her to make immediate decisions in class. She seemed to modify her reading instruction according to different students' conditions in the teaching context.

Angela's design of various activities, such as the group translation task or the

explanation of dialogues in the textbook reflected her emphasis to share power with students, and students indeed enjoyed the cooperative atmosphere in the classroom context. However, her students were forced to join those activities and work with class members to accomplish the tasks. That is, the students had no power to decide their own learning. This seems to contradict with her claimed belief in half teacher-centeredness and half student-centeredness.

Students' comprehension of instruction

Angela believes the broad meaning of the text and detailed words or grammatical elements are both significant for students to comprehend the text completely. In Lesson One, to ensure students' comprehension of the dialogues, she designed top-down oriented activities like explanation of meanings orally in English and Chinese or students' creation of five comprehension questions. Besides, she also encouraged students to find out the patterns of linking and causative verbs inductively and helped students learn the vocabulary with different teaching strategies. Angela herself devised different instructional activities and built up a supportive environment to encourage students' participation in those activities.

However, due to students' coming monthly achievement test, Angela reorganized her reading instruction design. That is, she used her colleague's grammar handout to directly explain the grammatical points at the very beginning of Lesson Two. The teacher-student interaction in class was reduced to a minimum because of limited instructional time before the examination. She only employed one and a half instructional sessions (around 70 minutes) on the discussion of two dialogues in Lesson Two, while she used around three instructional sessions in Lesson One. Certainly, Angela still tried to check for students' understanding of the dialogues in Lesson Two. She quickly asked several comprehension questions to assure students' understanding of the text. On the contrary, she spent five to six hours explaining the

construction of comparative sentences in Lesson Two. Compared with the time spent on grammar explanation, the teaching of meanings is relatively little for Lesson Two. She claimed that under the pressure of examination, this traditional or test-oriented instruction saved much time and had "immediate results" on the test grades (post-observation interview 033109).

This change of emphasis on her reading instruction in Lesson Two also gave students' different impression on the focus of reading instruction. Among the eight students interviewed, most of them assumed Angela's instructional focus of dialogues or passages to be highlighting the new words and grammatical patterns within. Linda, one of high achievers in Class A said, "[the teacher] specifically mentions the grammatical elements or specific prepositions from the textbook" (student interview 032709). As for those comprehension questions, two students in Class B only considered those to be "reinforcing the impression" of the text that had been taught (student interview 032609). In short, Angela restructured reading instructional design in Lesson Two, and compromised her reading instructional beliefs, in-class practices and t students' comprehension in class. Students' responses in interviews reveals that students perceived her interactive activities as different forms of the same emphasis – grammar and texts, and there obviously is inconsistency between what she believes and how she conducts the class.

Students' diverse English proficiency

Students with diverse English proficiency are common in every junior high school though every student has been learning English since the second or third grade in elementary school. This phenomenon exists in Angela's classes as well. Some of her students were able to read English novels on their own while others could barely memorize the vocabulary in the textbook. Angela admitted it was impossible for teachers to meet every student's needs. Thus, she claimed to prepare instructional

materials mainly for the students with intermediate or intermediate-high English proficiency while trying to make some adjustments in class or offering remedial tests for slow learners at the same time.

In order to deal with the sharp differences among students of various English proficiency levels, Angela prepared reading instruction materials based on the needs of those students with intermediate or intermediate-high proficiency. She believes those who often get very low grades on tests would resist learning anything. It would thus make little sense "to waste too much time on them". However, she "does not want those fast learners to learn nothing in class just as those slow learners" (pre-observation interview 021009). The group translation task mentioned previously is an example of how Angela dealt with students of diverse English proficiency levels. In addition, to help students comprehend outside reading articles, Angela attempted to incorporate the benefits of individual and group work. First, each student was required to look up new words and figure out the meanings on his own as an assignment. In the next session, students formed heterogeneous groups to check and revise answers. After discussion, one group member would be selected to present their results. The Excerpt 5 below is students' work during one of such tasks:

A: 那六組是誰分別要站起來講?那六個人先站起來我看是誰。我再給你們兩分鐘,我要完整一點的東西,不要上來害羞或是講一些我聽不懂的。

(Who will represent your group to present? May I ask the six representatives to stand up first, please? I will give you another two minutes [to prepare for your report]. I want the report to be more complete. Don't be shy on the stage and say something which I cannot understand.)

(Students discussed with group members for two minutes.)

A: 等一下依序第一、二、三、四、五、六組上台。好,現在我們請第一組的同學來講台講。

(Later, please follow the order of group members to get on the stage. Now,

let's welcome the reporter from the first group.)

(Group One is presenting.)

A: Now, let's turn to the next group.

(好，現在換第二組。)

S1: 八月 22 日是台北電影節的十周年紀念，它們的開幕片—海角七號，是

由一個台灣本土的導演魏德聖所製作的，這部片設定在屏東縣的恆春，要

告訴觀眾兩個故事，第一個故事是關於那個男孩阿嘉，他返回台北市當郵

差，發現了七個神祕的情書….

(Student translation of this text: The Taipei Film Festival celebrated its 10th

anniversary on August 22. The film, Cape No. 7, produced by a local

filmmaker, Wei Te-sheng, was used for the opening. Cape No.7 is set in

Hengchun, Pingtung County and tells two stories at the same time. One story

is about a boy, A-chia. He returns from Taipei City, to work as a mailman. He

finds seven mysterious love letters…)

A: 第二組相較於第一組翻得比較口語，口語也沒什麼不好。他不是整個文

章照唸，而是看幾個重點，一定會比較口語，可是也不錯。有幾個地方翻

錯了，下面幾組不要再犯，他不是返回台北而是從台北返回家鄉，他的家

鄉在屏東…

(Compared with the first group, the second group's translation is more

colloquial. There's nothing wrong with colloquialism. He [S1] did not read the

whole article but focuses on several keywords. It sounds good, too. There is

something wrong with his translation. I wish other groups will avoid the same

mistakes. [For example,] he did not return to Taipei but to return to his

hometown from Taipei. His hometown is in Ping-tong…) (021609 Class B

observation)

Each student had to work hard by himself to comprehend the text. However, this may cause great difficulty for low achievers, so Angela offered group discussion time for students to evaluate each other's work and revised their own work before the final presentation. According to Angela, the student in the Excerpt 5 generally performed well in English, but his group members may not be as good as him. Because of heterogeneous groups, slow learners were more willing to participate in class and at the same time, the additional materials like these outside reading articles made fast learners expand the horizon of English learning at school.

Besides the design of heterogeneous grouping, Angela made immediate decisions in class to deal with students' comprehension problems on the spot. Though her content and pace of instruction basically rarely changed from class to class according to Angela, she did adjust her instruction according to proficiency differences. For example, once when Angela drew a name to check up students' memorization of the dialogue, a low achiever happened to be selected. Knowing his proficiency level, Angela required him to recite only several sentences instead of the whole text (Class A observation 031009). Though she had announced that everyone should be able to recite the dialogue before, she kept each student's current proficiency level in mind and she said she "would not require him [the low achiever] to reach the same goal as others. Instead, the student would know his hard work is acknowledged" (post-observation interview 033109). Jenny from Class B, one low achiever who got nervous easily when being selected, also said in the interview that the teacher could accept any responses, even the wrong answer, as long as the student spoke some words (student interview 032609). It could be concluded that Angela did adjust her instruction on the scene, trying to match her requirements with students' different proficiency levels though she herself did not mention that in interviews.

However, some of Angela's activities, such as the make-up quizzes for slow

learners did not work out as well as her expectation. She believes vocabulary is the most basic element of English learning. A teacher should at least help students memorize vocabulary. Hence, she set up individual criteria of the make-up quizzes for individual learners. Moreover, she asked students who failed to satisfy the criteria to copy new words for several times as homework. However, in later interviews with students, Jenny, one of such slow learners, admitted that most of the time she had no ideas about the vocabulary, and she just mechanically copied the words as she was told to do so. Thus, based on data from observation and interviews, Angela did try to deal with students who either lagged behind or went beyond in class, but not all of her activities were successful and it could be questionable whether students really benefitted from the adjustments she makes.

Students' examination pressure

As the researcher mentioned before, Angela considered that one of a teacher's important responsibilities is to help students learn what will be tested. Thus, the students' pressure of examinations, including the monthly achievement tests and the high school entrance examination, could play a key role in her teaching. Different focuses of the monthly achievement tests and entrance examination would have different effects on her reading instruction in class.

According to Angela, the monthly achievement tests mainly focused on the detailed rules and elements in each of grammatical patterns. Angela uttered:

> We have to meet the trend of tests. Or I should say what will be tested will be taught. The tests focus on many details, such as prepositions. It will not test the meaning of sentences, but it will test whether you [students] remember the preposition or you should choose *be-verb* or *auxiliary*. If you [the teacher] do not explain everything clearly, students will miss these points. Then they cannot get better grades on the examination (pre-observation interview 021009).

According to Angela, there would be multiple choice questions for grammatical knowledge and sentence-combining sections in almost every monthly achievement test. These sections required students' detailed knowledge of sentence patterns in order for them to choose the correct answer or write down grammatically correct sentences. Though there were reading comprehension sections in the tests, Angela tended to use more time explaining the grammatical questions, checking students' performance on these questions. Moreover, limited and pressed instructional hours before the monthly achievement tests even made Angela reduce interactions with the students in order to meet the test requirements even more. She called off a range of meaningful and useful practices in class in Lesson Two such as role-playing or group discussion, leaving much time to grammatical elements. She acknowledged that "what I missed were those students who need the teacher to interact with or to get their attention… and they might face difficulty or want to give up" (post-observation interview 033109). Angela believes this is "the best and the most economic compromise" she could make at that time.

Students received similar messages as well. During interviews, students in both classes proposed the significance of grammatical patterns and vocabulary learning in reading instruction. Eva in Class A, stressed that Angela would explain the construction of each sentence while writing the answers on the board, and she would require students to raise questions if they answered incorrectly on grammar questions (student interview 032709). Jenny in Class B explained that Angela expected them to bring up questions about sentence-making sections (student interview 032609). Also, as mentioned earlier, students were required to copy the correct answers several times if they made mistakes on the vocabulary and sentence-making sections (032009 observation). The emphasis on the tests clearly convinced the students that grammar and vocabulary rather than meanings of the text are more important.

However, according to Angela, the high school entrance examination was actually different from the focus of the monthly achievement tests in that the former aimed to assess students' ability to get the meaning of passages and some word usages. Angela proposed that she preferred more reading articles and "explained grammatical patterns only when they appear in the articles instead of dedicating several instructional hours to explain only a few grammar points" (033109 post-observation interview).It is clear that the focus of examination affected Angela's reading instruction.

4.1.3 Summary

Table 4.2 explains how the students involved in Angela's reading instructional beliefs and actions in class. Angela did try to implement her pedagogical beliefs on reading instruction in class, but students' performance in the classroom and their monthly examination pressure led to the discrepancy between beliefs and practices. Angela expected to incorporate students' participation during reading instruction and set up a variety of activities in class to share power with students. Students' impression on those activities revealed the belief has been realized. However, Angela's beliefs on the reading instruction focus seemed to be inconsistent with her in-class teaching after comparisons of the data from interviews with students. She believes that the general meanings and detailed elements in the text are equally important, but her belief that a teachers should take care of students' examination pressure made her change her reading instruction. This gave her students a different perception that only vocabulary and grammatical patterns are the learning focuses. Nevertheless, Angela did keep students' diverse English proficiency in mind though her prior preparation targets at high-achievers' needs. She selected outside reading articles to expand their learning horizon, but she also designed group discussions so

that slow learners could join the task as well. Moreover, she would lower the difficulty of some tasks and encourage everyone's performance, which gave students more confidence to learn. In conclusion, Angela expected to put her pedagogical beliefs in the reading instruction; however, student issues made her modify her instruction to adapt to the real classroom context.

Table 4.2 Summary of students' involvement in Angela's articulated beliefs and practices on reading

Issues	Articulated beliefs	Observed reading instruction approaches	Students' performances/ reactions
Ss' participation in class	· Students' opinions about texts should be incorporated in reading instruction.		
	(1) Share power with students	→ Select students to perform their work randomly.	→ Every student has to join these activities.
		→ Students work collaboratively with Angela or cooperatively with other members.	→ Students are impressed by the discussion with peers.
	(2) Connect textbook to students' daily life	→ Design homework related to students' life (e.g, diary-writing)	→ Students mention little on these activities.
	(3) Encourage every student's participation	→ Lower the difficulty of tasks → Serve as a resource person and facilitator	→ Low achievers are willing to try their answers.
Ss' comprehension of instruction	· Both Meanings and forms of a text are important for reading comprehension.		
	(1) Focus on meanings of texts first	→ Variety of top-down and bottom-up activities (L1: Ask Ss to explain meanings of passages orally and find out Gr. patterns inductively	→ Meaning-oriented activities are the reinforcement of impression on the texts. → Emphasize learning of Gr. & vocab.

		Lesson 2: Ask reading comprehension questions and explain Gr. deductively)	
	(2) Forms (vocab. & Gr.) are the test focuses	→ Emphasize Gr. sections in quizzes and tests	→ Emphasize learning of Gr. & vocab
		→ Vocab. make-up quizzes for slow learners	→ Little help for slow learners' English learning
Ss' diverse English proficiency	· Prior preparation target at high achievers.		
	(1) Focus on high achievers' needs	→ Look up information from internet	→ High achievers expand English learning
		→ Select outside reading articles	horizon.
	(2) Make adjustment for slow learners in class	→ Heterogeneous groups	→ Low achievers are impressed by the
		→ Lower the difficulty of tasks	discussion with peers.
		→ Vocab. make-up quizzes for slow learners	→ Little help for slow learners' English learning
		→ Serve as a resource person and facilitator	→ Every student has to join the learning
Ss' examination pressure	· Helping students learn what will be tested is a teacher's responsibility.		
	(1) Forms (vocab. & Gr.) are the focuses of monthly tests.	→ Emphasize Gr. sections in quizzes and tests	→ Emphasize learning of Gr. & vocab.
		Reduce in-class interaction with Ss	
	(2) Reading comprehension ability is the focus of entrance examination	→ Change reading instruction approaches in Ss' third year	→ Unable to investigate in the present study

4.2 Bernice

This part focuses on the other teacher, Bernice's, pedagogical beliefs on reading instruction and how these beliefs are manifested in the classroom context. How the students play a role in her beliefs and actions in class will be explained in the later section.

4.2.1 Teachers' pedagogical beliefs and practices on reading instruction

Preparation of reading instruction

Bernice believes in the significance of lesson planning, and she always prepared the contents and procedures of lessons before teaching. Her procedure of presenting the instructional contents generally followed the bottom-up reading process, which went from the introduction of new words, grammatical patterns to the explanation of the whole reading texts from the textbook. The content preparation, according to Bernice, was "quite traditional" since she focused on the supplementary information of vocabulary or grammatical usages of reading texts from the textbook (pre-observation interview 021109).

Bernice's preparation of instructional contents includes additional information of new words and the design of grammar handouts in each lesson of the textbook. She would look up additional idioms, collocations, or synonyms related to the vocabulary from the textbook in various versions of reference books. For example, as the word *joke* was a new word in Lesson Two, she offered the phrase *tell jokes* for students. She also presented many adjectives related to appearances and characters as the topic of Lesson Two was the comparison of two student presidents. Sometimes, the additional information came from her previous teaching experiences as she once explained that "[the idioms,] *money isn't everything* or *money talks*, are from the teachers' book…but the words like *say*, *speak*, or *tell* are quite confusing to students according to my experience" (post-observation interview 033109). Thus, the information of vocabulary

usage was taken from reference books, teachers' book and Bernice's own English teaching and learning experience.

The design of grammar handouts is another significant preparation task for Bernice. According to the grammar focus of each lesson, she took notes, reorganized, and synthesized the usages of these patterns from a variety of reference books. She designed and typed her own grammar handouts. She explained her handout construction in an interview:

> [I tried to organize the grammar points] from simple to difficult. Then, there are more exercises after the explanation. I also expect that the handouts can connect with students' life more so I insert some pictures in the handouts. This way, students may have more responses. If one [the teacher] uses the reference book directly, its order of difficulty is out of his control and the content is more boring (post-observation interview 031609).

Bernice took students' interests and English proficiency levels into consideration when designing her grammar handout. For example, she used some famous entertainers' photos as examples for students to practice comparative sentences. Junior high school students' interest in those photos of singers or actresses may arouse their participation in the activity. In short, Bernice's content preparation in reading put emphasis on components in a reading text, including additional information about the new words and grammar points. It is Bernice's expectation that her students could grasp the meanings and usages of these new words and grammar through these reading texts from the textbook.

Similarly with the focus of instructional content preparation, Bernice followed the bottom-up reading process to present those instructional contents and thought of the procedure in advance. Her reading instruction usually went from the explanation of vocabulary, grammatical patterns to the presentation of dialogues and reading texts.

For example, in Lesson One, she taught all the vocabulary and detailed grammatical elements of linking and causative verbs before moving on to meanings of dialogues and passages. Moreover, she rarely changed her instructional plans on the spot of teaching. As she said in interviews, even "the decision of deleting any materials is made before the class begins" (post-observation interview 033109). However, this did not suggest she would keep in mind a step-by-step plan from the first instructional hour to the end of a lesson. She clarified that she only prepared for the next-day instruction after today's teaching since "there are always some gaps [between the plan and actual practice]" (post-observation interview 033109). She understood a teacher's teaching did not always work out as well as she expects. However, in my observed sessions, Bernice seemed to follow her beliefs in the reading instruction procedure.

Bernice's preparation of reading instructional materials concentrates on additional information of vocabulary and grammatical patterns from the textbook. The instructional procedure, though it is said to change depending on daily practices in class, generally corresponds to Bernice's prior plans.

Reading instruction in class

Though Bernice emphasized the inconsistency between her beliefs and actions on reading instruction in her first interview, her reading instructional beliefs had been manifested in the classroom context to a certain extent. Ideally, she wished to provide students with appropriate reading strategy training to develop their reading abilities; that is, she expected to teach students important strategies one by one. However, she claimed this did not sound practical in her teaching context. Thus, Bernice in turn expected that the goals of her reading instructions are to assist students to comprehend reading texts from the learning of vocabulary and grammar points and provide students with some reading strategies at the same time. Her reading instruction activities are then classified according to her claimed beliefs.

<u>Vocabulary and grammar are significant for reading comprehension.</u>

Bernice believes that the understanding of vocabulary and grammatical points is basic elements to grasp the meaning of a text. She described the way she taught reading as the "traditional grammar-translation method", which emphasized the explanation of grammatical patterns, vocabulary and translation of each sentence in the texts (pre-observation interview 021109). She believes that this method enabled her to present her instruction more "quickly" and "efficiently," and it is easier to catch up with the pressed teaching progress (ibid.). Bernice suggested that "since those [vocabulary and grammar] are explained before, I could teach the meaning of reading texts quickly and I do not regard it [the meaning of texts] as an important teaching focus" (post-observation interview 033109). She believes that students are able to comprehend the dialogues or reading passages in the textbook as long as they have acquired new words and grammatical patterns within. This could explain why Bernice defined the reading instruction goals in Lesson One and Two as the teaching of vocabulary and grammar.

As for the teaching of vocabulary, Bernice provided additional information, such as collocation or synonyms related to the new words in each lesson. She divided the whole vocabulary of one lesson into halves and explained the usages of each word on the board accordingly. Students were to copy and memorize the new words and additional information for later quizzes in the next session. The quizzes enabled Bernice to assure students' understanding of these new words. The Excerpt 6 is an example of how Bernice explained meanings and usages of the word *make* in Lesson One:

B: 我們翻到 111 頁講單字，這是禮拜一要考的 25 個。

(Let's turn to page 111. Let's talk about the vocabulary. These are the 25 new words that will be tested on Monday.)

S1: Do we have another quiz for these 25 words on Monday?

(禮拜一還要考 25 個?)

B: Yes. Take out your textbook. Okay, repeat after me the first word. Make!

Make!

(對。把課本拿出來了。好,第一個字我們一起唸。)

Ss: Make! Make!

B: Make 的過去式是…?

(The past tense of *make* is…?)

(Write down the word *make* on the board.)

B & S2: Made.

B: M-A-D-E.

(Write down the word *made* on the board.)

B: [課本]上面的中文是「使…」,所以它是使役動詞,這課我們上次學的是連綴動詞對不對?那現在學的是使役動詞,後面接原形,那我們以前學的 make 是 *make a cake*, *make a car*。

(The Chinese meaning [in the textbook] is *Shi*, so it is a causative verb. Last time, we have learned linking verbs, right? Now we are learning causative verbs, which are followed by the original form of verbs. We learned about the word *make* [in the phrases] before, such as *make a cake* or *make a car*.)

S3: 製作。

(*Zhi Zuo*.)

B: 對,製作。把以前學的意思寫上去。

(Right, *Zhi Zuo*. Write down this meaning that we learned before [in the textbook].)

(…)

B: 那有些名詞一定要用 make 當動詞,比如說「犯錯」叫什麼?

(Then, there are some nouns using the verb *make*. For example, how to say

Fan Cuo? Make…?)

S4: Faults.

B: *Make faults* or *make mistakes*. 把這個寫上去，這裡是複數，也可用單數。

(Write down this. This is a plural form, and you can also use a singular form,

such as *make a mistake*.)

S5: Wrong?

B: Wrong 是形容詞，make 是動詞後面接受詞，那受詞都是名詞，那什麼時

候動詞後面可以接形容詞?上次講過。

(The word *wrong* is an adjective. The word *make* is a verb, which is followed

by an object. All objects are nouns. Then what kind of verbs is followed by

adjectives? We talked about this last time.)

S6: 連綴動詞。

(Linking verbs.)

B: 連綴動詞。當這裡是連綴動詞，後面可以接形容詞。

(Linking verbs. Linking verbs are followed by adjectives.)

(Class C observation 022009)

In the Excerpt 6 above, Bernice expected students to memorize additional meanings

and usages of the vocabulary word *make* from the textbook. She even used students'

responses to review the grammatical patterns taught before. Students were required to

copy from the information written on the board by Bernice and memorize these notes

for a quiz next Monday.

After explanation of the vocabulary, Bernice moved on the teaching of grammar

focus in each lesson. She explained the importance of grammar instruction for

students' reading abilities:

[It is] because I believe the most important part in every lesson is grammar. More

practices are helpful for them [students]. The reading texts all extend from the grammar focus. If they [students] know the basic grammar, they would feel that those grammatical patterns [in the textbook] are easy (post-observation interview 033109).

Bernice regarded learning of grammatical patterns as the prerequisite to comprehending the texts. There were mainly two grammatical patterns in every lesson of the textbook; she thus habitually designed her own grammar handouts including the detailed information of the two patterns in Chinese. She would ask students to underline key words in the handouts, then explained grammatical points one by one and practice the patterns with students in class. In Lesson One, she typed each grammatical point in Chinese and explained deductively the construction of linking verbs and causative verbs. Then, Bernice and students together practiced the related translation exercises or answer the sentence-making questions. However, in one of my observed session, almost one-third of the students in Class D were either bending over the desk or dozing off while Bernice was trying hard to explain the rules and write down correct answers to those exercises on the board (Class D observation 021909). In Lesson Two, Bernice seemed to be aware of this serious condition and inserted some pictures of entertainers or animals in the handout. This seemed to increase students' willingness to join the activity. Students had fun talking about those pictures with each other. The Excerpt 7 shows how she led the discussion about the grammar handout:

B: 看一下下面的圖片，誰跟誰相比?

　　(Look at the pictures below. Who is to be compared with whom?)

Ss: 林志玲跟許純美…

　　(Chiling and Xu chun-mei.)

B: 不是許純美啦。因為印出來比較不清楚，是林志玲跟蔡依林，兩個都是

女生而且都在娛樂圈，所以同類相比，把句型畫起來，比較級後面加 than，把 than 後面的中文畫起來是「比」的意思。Than 是「比」，那 then 是甚麼意思?

(It is not Xu chun-mei. The pictures are not that clear. They are Chiling and Jolin. Both girls are from the entertainment business, so they correspond to the rule—two things belonging to the same category can be compared. [Next,] underline the following pattern. There is a word *than* after the comparative forms. Underline the Chinese meaning of the word *than* as well, suggesting *Bi*. The word *than* is *Bi*, and how about another word *then*?)

S1: 那麼。(*So*.)

B: 那麼、那時、然後，不要搞混了。

(*So*, *at that time* and *after that*. Do not be confused.)

B: 那我們看第一題，第一題比的是 age。

(Then, let's look at the first item. The first one compares ages.)

(Students started to discuss about the two women in the picture with class members enthusiastically.)

B: 好，看第一題，用「old」，看一下誰比較老?

(OK, look at the first one. Use the word *old*. Who is older?)

S2: Chiling.

B: 好，第一題林志玲比較老，所以主詞要放 Chiling。寫上去。單數是 is，「比較老」剛教過了，old 直接加什麼?

(Chiling is older. The first one is that Chiling is older, so the subject should put *Chiling*. Write it down. The singular be-verb should be *is*. We have just talked about the comparative form, so what should be added to the adjective *old*?)

S3: *R*.

B: 「R」而已嗎?它沒有「e」要加「er」。比誰老? 比蔡依林老，這樣就可

以了。

(Just *r*? It does not have an *e*, so we should add *er*. Older than whom? Older

than Jolin.)

(Bernice writes down the sentence on the board. Students write down the

sentence *Chiling is older than Jolin* on the handout. After that, they keep

talking about the ages of Chiling and Jolin.)

B: 這樣只有差三歲嗎?

(Is Chiling only three years older than Jolin?)

Ss: (Laugh.)

B: 你數學有問題嗎?

(Do you have problems in math?)

S4: Ha ha! I have problems in math. I do not mean this one, but I mean another.

(哈哈!我數學有問題,我不是說這個,我是說另外一個。)

B: Who are you talking about?

(在講誰?)

S4: Some other one. Ha ha!

(另有其人。哈哈!) (Class D observation 031009)

Unlike the boring faces shown up during the grammar instruction in Lesson One,

students tended to display more interests when doing the grammar exercises in Lesson

Two. Those pictures became a topic for discussion, which in turn created a relaxing

classroom atmosphere. Bernice believes that "students would respond more and come

up with other sentences according to these pictures" (post-observation interview

033109). That is, Bernice, taking into account students' lack of interest to participate

in Lesson One, tried to modify her grammar handouts and adjust her teaching of

grammar. However, looking deeply into the Excerpt 7, one can see that Bernice

herself still took a dominant role in the activity while students only passively replied

with the answers to the exercises. Moreover, the topic that the students enjoyed discussing with other class members was more like chatting and had little to do with Bernice's grammar teaching focus.

Also, a quick quiz on the grammar knowledge was often followed by the grammar instruction. Bernice would test her students' comprehension of the grammar knowledge she had taught before (e.g., Linking verbs should be followed by _____), which required the students to fill in key phrases in Chinese (e.g., adjectives) for her to assure students' current command of those grammar points.

After detailed elucidation of vocabulary and grammar, Bernice moved to the explanation and translation of each sentence in the dialogues and passages from the textbook. After listening to CDs of the dialogue, she would explain the sentences one by one and ask students to underline keywords in the reading texts to review the grammar focus. She believes comprehension of the texts from the textbook are easier for her students since they are quite familiar with the vocabulary and grammar within. What she needed to do is go over those texts quickly, which seemed to correspond to her expectation for the "efficiency" of reading instruction. At the same time, she would translate orally every sentence into Chinese to help students comprehend those reading texts because she believes "students would translate those sentences [in the dialogues or passages] in mind immediately after she reads out loud the sentences" (post-observation interview 031609). Thus, the purpose of Bernice's translation is for students to check the accuracy of their own translation.

During the period of classroom observation, Bernice seemed to take the central role to present her reading instruction from the small element to the larger texts. She first explained vocabulary and grammar focus of dialogues and passages from the textbook comprehensively. Then, she went on to the translation and explanation of those texts. Meanwhile, students were supposed to take detailed notes and sometimes

answer her questions. It seems that her pedagogical belief on the teaching of reading according to the bottom-up reading process was always actualized.

<u>Providing students with some reading strategies help their reading comprehension.</u>

Bernice believes in the significance of reading strategies for readers' comprehension of the text, all because of a reading strategy course that she took in college. The course introduced several commonly used reading strategies, such as scanning, skimming, concept-mapping or background knowledge. Bernice assumed these strategies to be useful for junior high school students' reading ability development. She proposed that "reading is a process of understanding the meaning of the text and one would constantly revise his original viewpoints [about the topic of the text] until he finally understands what the text is about" (post-observation interview 033109). Bernice regarded the reading process as matching between one's background knowledge and the topic of the text. Thus, she wished to teach students skimming and scanning strategies or to use background knowledge to develop their reading comprehension abilities. However, it was impractical to introduce each reading strategy one by one to the students in the junior high school learning context since the instruction of contents from the textbook had taken over most of her instruction time. Thus, she designed pre-reading and post-reading questions about the dialogues or passages from the textbook regarding the ideas of those strategies. She expected students to understand the meaning of the texts from the textbook with the answers to those questions and to utilize those reading strategies to cope with other reading texts.

Bernice thinks of pre-reading and post-reading questions for almost every dialogue and reading passage in the textbook. Most of the pre-reading questions were about the pictures or illustrations beside the reading texts from the textbook. The purposes of these questions were to attract students' attention toward the text and

provide general direction of its topic. The Excerpt 8 shows how Bernice asked

pre-reading questions in Lesson One and to arouse students' interests about the

dialogue:

B: Please turn to page 26. Please look at the picture first. (Say the same thing

again in Chinese.) What do you think this lesson is probably about? (Say it

again in Chinese.) Choose the leader? Choose the student…?

Ss: President.

B: 右下角有兩個人，一個是一號，另一個是二號。

(There are two people on the right corner [of the picture]. One is number one

and the other is number two.)

S1: Heather and Linda.

B: Heather and Linda.那根據課文裡面找幾個關鍵字，你覺得哪一個是

Heather?

([If so,] find several key words from the dialogue and tell me which one

Heather is.)

S2: *Beautiful*.

B: Beautiful 對不對? 第幾行?

(*Beautiful*, right? Which line?)

S2: 第四行。

(Line four.)

B: 所以左邊和右邊你覺得哪個是 Heather?

(So which one do you think is Heather, the one on the left or on the right?)

Ss: 左邊。

(On the left side.)

B: 所以右邊是 Linda。

(Thus the right one is Linda.)

Heather and Linda are candidates for the student president. (Say it again in

Chinese.) What are the other three people [in the picture] talking about? (Say

it again in Chinese.)

S3: Poll.

B: Poll. 她們再討論要選誰，對不對? Where are they?

(They are discussing who to elect, right?)

Ss: …(No response.)

B: Outside the …

Ss: Classroom.

B: 在教室外面。What are their names?

(Outside the classroom.)

Ss & B: David, Connie, and Mary.

B: 中間那位是誰?

(Who is in the middle?)

Ss: Connie.

B: 最左邊是?

(Who is on the left?)

Ss: Mary.

B: 然後最右邊是?

(And who is on the right?)

Ss: David.

B: OK. Let's listen to CD of the dialogue. (Class C observation 031609)

Bernice employed several questions to develop students' background knowledge

about the setting of the dialogue and provided students with a direction about the

content. It was easier for students to imagine the context of dialogues and arouse prior

knowledge to make sense of the reading topic. Moreover, considering students'

diverse English proficiency levels, Bernice translated every question again into Chinese soon after she spoke out in English. It was expected that every student was able to join the activity in class.

On the other hand, the post-reading questions were expected to help the students to quickly skim and scan the text and in turn to connect the reading text with students' daily life. Bernice believes that this connection enables students to understand the text more easily (post-observation interview 031609). Bernice usually asked post-reading questions after the students had listened to the CD of the text once. The Excerpt 9 is the discussion between Bernice and the students about the plot of the dialogue in Lesson One:

> B: What did David tell Alan? 他到底說了什麼，所以她們生氣了?要不要去看醫生?
>
> (What does he say, so others are angry? Did he [David] suggest Alan go to a doctor?)
>
> Ss: 不要。
>
> (No.)
>
> B: 那要去哪裡?
>
> (Then, where to go?)
>
> Ss: 去藥局買藥。
>
> (Go to the drugstore to buy some medicine.)
>
> B: 那為什麼這樣會生氣?
>
> (Why are they [Connie and Betty] so angry?)
>
> Ss: Because this will kill you.
>
> B: 這樣會生病!買錯藥是 medicine without doctors' prescription，沒有醫生的指示的話，It is dangerous. 是很危險的，就像很多社會新聞，有人在電台或是電視購物買了什麼藥，結果吃了之後發生了甚麼病，像我姑丈工作都

會肌肉痠痛,他就吃中藥的藥丸,就感覺沒那麼痠痛,結果吃了一段時間之後腎臟就不好,現在都在洗腎,所以來路不明或沒有醫生處方的藥就不要亂吃。她們會這麼生氣就是這個原因,好,那我們看第一句。

(One may get sick. The wrong medicine is the medicine without doctors' prescription. If [the medicine] is not prescribed by doctors, it is very dangerous. Just as some previous news once reported, some people get sick after taking the medicine recommended by the commercials on radio or TV. My uncle once had aching muscles, so he took some Chinese medicine. He felt better soon. However, he had serious problems with kidneys after taking that medicine for a while. Now he is having dialysis. Thus, do not take medicine from unknown origins or without doctors' prescription. That's why they [Connie and Betty] are so angry. OK. Let's look at the first sentence.) (030409 Class C observation)

Bernice asked several post-reading questions to assure students' comprehension of the dialogue and at the same time to develop students' ability to scan the dialogue quickly. Also, Bernice made use of her previous experiences to extend the protagonist's sickness in the textbook, which was intended to make the content of the textbook more meaningful and arouse students' interests to join the discussion with Bernice. However, she in fact left no time for students to discuss but immediately moved to the explanation of each sentence in the dialogue.

According to Excerpt 8 and 9 above, Bernice did provide students with some pre-reading and post-reading questions to develop their reading strategies. She enabled students to pay attention to the background settings or the general ideas of the dialogues through natural interactions. However, it was Bernice herself that did most of the talking while her students just replied with short answers when she asked them. Also, compared with the allocation of instructional time, Bernice only spent around

three minutes on those questions while the rest of instructional time were taken to explain and practice grammatical patterns.

Table 4.3 summarizes Bernice's articulated beliefs and observed reading instruction. Bernice proposed to develop students' reading abilities from the bottom-up orientation; thus she started her instruction from the comprehensive explanation of the vocabulary and grammatical patterns. As for the reading texts from the textbook, in addition to the knowledge of vocabulary and grammar, Bernice expected to offer some reading strategies for students' reference. According to the excerpts above, it can be concluded that Bernice herself preferred to take the dominant role during the instruction. However, as she said in interviews, there would always be some gaps between a teacher's plan and her in-class practice. The next section focuses on how the students were involved in Bernice's beliefs and actions in reading instruction.

Table 4.3 Summary of Bernice's pedagogical beliefs on reading and actions in class

Articulated beliefs	Observed reading instruction approaches
Prior preparation	
・ The significance of lesson planning	→ Prepare every lesson before teaching
・ Content preparation: Focus on vocabulary (vocab.) & grammar (Gr.)	→ Check information from reference books → Design her own Gr. handouts for students
・ Procedure preparation: (1) Always plan the procedure in advance (2) Teach according to prior plans	→ Teach according to prior plans
In-class reading instruction	
・ Vocabulary and grammar are significant for reading comprehension. (1) Vocab. and Gr. are keys to comprehend texts (2) Translation is able to check students' comprehension. (3) Students' participation should be taken into account.	→ Explain vocab. and Gr. in detail → Quizzes on vocab. and Gr. knowledge → Translate every sentence in the textbook. → Insert some pictures in her Gr. handouts
・ Providing students with some reading strategies help their reading comprehension. (1) Introducing every strategy is impractical in junior high school context. (2) Teacher-dominant participation can control Ss' discipline at the same time. (3) Encourage low achievers' participation	→ Ask pre-reading questions to build Ss' background knowledge → Ask post-reading questions to develop skimming, scanning abilities → Share the teacher's related experience → Encourage students to respond voluntarily → Translate each questions into Chinese

4.2.2 Students' impacts on teachers' pedagogical beliefs and practices on reading instruction

Bernice emphasized the impacts of students' issues on her teaching since the first interview. In Bernice's classes, students were hardly selected to present their opinions, nor were they appointed to answer questions. Instead, she expected students to give their answers or opinions voluntarily. However, students in both observed classes had different responses toward Bernice's questions. While most students in Class C voluntarily expressed their answers in front of the whole class, students in Class D were reluctant to participate in Bernice's instructional activities. Sometimes, Bernice had to wake up some sleepy students in Class D, and this may interfere her teaching. Thus, it can be expected that students' different reactions must play a significant role in the manifestation of Bernice's reading instructional beliefs. Students' involvement can be presented in terms of students' participation in class, students' comprehension of the text, students' diverse English proficiency and their examination pressure.

Students' participation in class

Bernice stressed students' participation in classroom activities. She expected that the teacher took charge of the whole instruction process while students responded to the teacher at an appropriate time, such as replying to teachers' questions. She expressed her expectation for ideal teacher-student interaction by saying that "the course should be teacher-dominant with students' appropriate responses, such as answering the teacher's questions" (pre-observation interview 021109). That is, Bernice believes teacher-centered interaction is more appropriate in her teaching context. She explained the reason as her consideration about students' discipline in class:

If a teacher asks students to discuss something, she is unable to assure whether they are discussing or chatting. They may talk loudly. Or if some students discuss

something from the textbook privately, it is hard to judge whether they are in discussion or not. If they are really discussing [about the textbook content], the teacher may misunderstand them. However, sometimes they are actually chatting (pre-observation interview 021109).

It is not easy for a single teacher to take care of 35 students' in-class behaviors and do the teaching at the same time, but Bernice believes that controlling students' discipline in class is also one of a teacher's responsibilities. However, she still expected students "to practice with peers and to reply when she ask questions" (post-observation interview 031609). Thus, the pre-reading and post-reading questions, in addition to developing students' reading strategies, aimed to encourage students' voluntary responses in class. For example, in Lesson Two, Bernice understood that it might be hard for her students to imagine the election of student presidents, the topic in Lesson Two, since there was no such election in this junior high school. Therefore she shared Taiwan's previous election experience with students in the Excerpt 10:

B: 這場合在台灣選舉有沒有類似的場合?

(Is this context similar with that of Taiwan's election?)

S1: 辯論吧。

(Debate.)

B: 還有其他的嗎?比如說會在公共場合某個人去造勢、搭舞台,下面就會有一堆造勢者,喊「某某某,加油!」。好,那我們看一下[課本上]這個圖。

(Debate, and anything else? For example, someone would make a stage and present in public. Some supporters would cry out, "Go! Go! XXX." Ok, let's look at this graph [in the textbook].)

How many students will vote for Heather? How many?

Ss: …(No response.)

B: One hundred and twenty. 你怎麼知道?多少加多少?

(How do you know that? Which number is plus which number?)

Ss: …(No response.)

B: 七十加五十，對不對? How many students will vote for Linda?

(Seventy plus fifty, right?)

Ss: 一百五十。

(One hundred and fifty.)

B: 所以她們目前差幾票?

(So how many votes do they differ from each other so far?)

Ss: 三十。(Thirty.)

B: 那還有多少人沒辦法決定? They cannot make decisions.

(Then how many students are there unable to decide [who to vote for]?)

Ss: 一百八十。(One hundred and eighty.)

B: 所以選舉的結果，Can you know who will win?根據這個表格有沒有辦法知道誰會贏?

(So, about the result of election, can you know who will win? According to the poll, can you know who will win?)

Ss: 沒有。(No.)

B: 為什麼? (Why not?)

S2: 老師，最後知道誰會贏嗎?

(Ma'am, will we know who will win in the end?)

B: 不會。因為還有很多學生還沒有決定，只差 30 票，可是有 180 個學生沒有決定，所以很難猜測最後誰會贏，要到投開票日那天才會知道，所以她們還可以做很多競選活動。

(No. There are many students undecided. There are only 30 votes different, but 180 students have not decided yet. It is hard to guess who will win finally until the Election Day. Thus, they can do many election activities right now.) (Class

     D observation 031909)

Bernice used Taiwan's election as an opener to arouse students' interest on the reading passage, and then moved to the meaning of the passage. This was to make it easier for them to imagine the context. Though the students in Class D were reluctant to join the discussion at the beginning, after several turn-taking, some students started to answer Bernice's questions. This seemed to correspond to Bernice's expectation for students' participation. However, according to my observation, the students who volunteered to answer restricted to certain students while most of the class stayed quiet.

     Later interviews with the students from Class D get similar reactions toward this activity. Students in Class D had little impression of those pre-reading or post-reading questions. Jenny in Class D confessed that "many low achievers [in my class] did not even focus on what Bernice talked about while the high achievers considered answering questions to be strange" (student interview 033009). That is, most of the students in Class D stayed quiet during the instruction time. Bernice was aware of the lower participation in Class D and eager to solve this problem. She once discussed this problem in class with the students in Class D and even explained advantages of participation, including getting more impressions of the textbook contents, but the result did not turn out as well as she had expected. Finally, Bernice herself seemed to get used to Class D's lower participation in class as well.

     The same activity, however, got different students' reactions in Class C. Later interviews with students in Class C displayed their enjoyment with the authentic experience that Bernice shared with them. Lydia, a student in Class C, proposed that "the teacher asks questions because she expects us to discover something small and connect with our life" (student interview 032609). Most of the students in Class C enjoyed the discussion of those reading comprehension questions with Bernice, and believed that these interesting questions made English learning much fun. They were

willing to try out the answers to the questions or even actively raised questions.

Moreover, Bernice believes the higher participation in Class C reshapes her reading instruction. She admitted that students' responses or questions in class would enable her "to think of additional information or to explain the instructional content more thoroughly" (pre-observation interview 021109). For instance, Bernice provided names of body organs such as *lips* or *eyebrows* besides those printed in the textbook in Lesson one. At the same time, she offered additional information like *lipstick* for students' reference in both classes, but because of students' questions in Class C, she provided more information such as *lip cream* and its functions. She explained this difference in the two classes:

> In Class D, they rarely answer my questions. They probably think it is boring to accept [what I said] passively all the time. [Thus,] they lose concentration more easily. However, in Class C, they [the students] may start to discuss happily when I ask them some questions. Sometimes it is even hard to control them because they are involved in the discussion so much (post-observation interview 031609).

Students in Class C were more interested in the topics that Bernice presented, which encouraged Bernice to share more information with them. In Bernice's words, what she prepared in advance what would be taught in both classes, but the higher participation in Class C enabled her to explain more in class.

Bernice asked questions at times to trigger students' participation in class, assuming that this could control students' in-class discipline at the same time. She preferred not to assign certain students to answer questions and expected to create a relaxed classroom atmosphere for students to join the activities. Students may have more power to decide their learning process in class. This was achieved in Class C where students joined her instructional activities voluntarily. They learned to reflect

what they have learned, evaluated their learning progress and took responsibilities for their own learning. However, the habitual low participation in Class D seemed to suggest that these students may thus reduce many opportunities for learning. Bernice, though she believes their lack of interests in the learning process impacts their learning performance, was unable to figure out effective solutions.

Students' comprehension of instruction

Bernice believes novice learners as junior high school students should emphasize the learning of grammar and vocabulary in reading instruction. She thought "only when they memorize more [vocabulary] and have clear ideas of grammatical concepts, can they comprehend the reading passages on the tests in the future" (post-observation interview 031609). That is, she regarded acquisition of vocabulary and grammatical patterns as the foremost requirement for reading instruction. She supplemented additional idioms or phrases, explained the construction of each grammatical pattern in much detail and selected some grammar exercises from reference books to practice with students in class. She would explain the confusing parts again particularly on the multiple choice and sentence-making sections. Bernice proposed that this activity enabled her students to practice the grammatical patterns immediately after instruction and found out their own problems about the patterns.

Bernice's students in both observed classes also got her emphasis on the teaching of vocabulary and grammar. David, one high-achiever in Class C, proposed that "vocabulary is the most basic element because one can know the general ideas of the sentence as long as he knows the words [within the sentences]" (student interview 032609). Landy and Jonathon in Class D also emphasized that learning of vocabulary and grammar assisted them to read texts more fluently (student interview 033009). It can be concluded that Bernice's pedagogical beliefs about the significance of vocabulary and grammar in reading instruction were realized in her daily in-class

practices.

On the contrary, the emphasis of reading strategies seems to have little impression on students. Bernice expected to develop students' reading ability to scan, skim or find out background information about the text. She thus prepared pre-reading or post-reading questions for students to reply in class. However, among students being interviewed in two classes, few mentioned the functions of those questions. Some students in Class C proposed in interviews that they were willing to answer those questions, but they believed the purpose of this activity is only to avoid boring atmosphere in class (student interview 032609). What is more, some high achievers even developed their own test-taking strategies to deal with difficult reading passages on tests. For example, they would read the questions below the text first and then went back to the text to see if there were any similar descriptions between the questions and text. They proposed that this was a time-saving method to find out correct answers though sometimes they may be deceived (student interview 032609 & 033009). Thus, Bernice's students may not be aware of reading strategies underlying those questions. Her pedagogical belief on the training of reading strategies failed to achieve its goal in both observed classes. In other words, though some students in Bernice's class may be interested in the questions or background information related to the text she provided, they were unable to see the strategies Bernice expected them to learn.

Bernice's pedagogical beliefs on the bottom-up oriented reading instruction did put into effect in both classes. Her students agreed the significance of vocabulary and grammar in reading comprehension as well. Nevertheless, her beliefs on the benefits of reading strategies were unable to present to students by means of those reading comprehension questions. This led to certain incongruence between her beliefs and actions.

Students' diverse English proficiency

Students with different levels of English proficiency appeared in both of Bernice's classes as well. Bernice confessed that it was hard to take care of each student's individual proficiency level; therefore she proposed to prepare for her lesson mainly for those with intermediate level and at the same time she offered make-up quizzes for those slow learners other than instructional time.

Bernice rarely changed her original lesson plans since she believes what she prepares in advance must be important for students. She would rather think of "whether all the important information related to the text is included" than "whether the information is too difficult or not" (post-observation interview 033109). For example, in Lesson Two, she offered additional grammatical patterns, such as *the more…, the more…* or *sooner or later* on the grammar handout since these phrases were related to the grammar focus. Sheena, one high achiever in Class C, admired Bernice's additional information in the handouts since the contents in the textbook were easy for her and had been learned before (student interview 032609). Bernice' reading instruction did help high achievers learn more in class. As for low achievers, however, she seemed to have little time to check their comprehension but required them to copy the notes on the board in their own handouts.

Also, the make-up quizzes designed for low achievers did not work out as well as Bernice's expectation. She believes slow learners should at least memorize the vocabulary and the basic grammatical knowledge from her reading instruction, so she devised make-up quizzes for them. She used almost every lunch break to do the make-up quizzes for those who were unable to achieve her criteria. These students did perform better on make-up quizzes since they were forced to memorize those new words and grammatical knowledge again. However, as Bernice said, "they [students] would not review [the dialogue] at home even though they knew it would be a

make-up quiz if they do not reach the criteria" (post-observation interview 031609). This made Bernice even believe that these students' low achievement on tests is because of their own laziness. However, the make-up quizzes just served as a means for Bernice to force students to work harder in front of her since students in both classes admitted they only reviewed the vocabulary and passages right before the quiz. Jonathon in Class D proposed that "I always review during the ten-minute break before the class begins" (student interview 033009). Students did not learn how to take responsibility for their learning. Hence, it was easy for them to forget those patterns or new words soon after the make-up quizzes. In conclusion, Bernice sacrificed her lunch break trying to help those slow learners by means of make-up quizzes, but the higher grade that students got did not encourage students to study harder nor increased their participation in the learning process.

Bernice took students' diverse English proficiency into account when teaching reading and used other time to help slow learners catch up with others. While high achievers learned more from her supplementary information, the repetition of quizzes and tests only forced slow learners to work hard in front of Bernice. It was of little help to trigger their voluntary participation in the learning process.

Students' examination pressure

Junior high school students' examination pressure came either from the monthly achievement tests or the senior high school entrance examination. Bernice believes that helping students perform better on those examinations is also one of a teacher's responsibilities. However, different focuses of the monthly tests and entrance examination did not have a lot of impacts on her reading instruction though she believes there are indeed some differences between these two examinations.

For the monthly achievement tests, Bernice emphasized that students must familiarize with vocabulary and grammar first. It was because "the proportion of those

parts [vocabulary and grammar] is large while there are only one to two short articles in the reading comprehension section" (post-observation interview 033109). Under this circumstance, Bernice ordered two versions of review tests from the publisher and emphasized the sections of multiple choices for grammar and sentence-making very much. Among them, the so-called "sentence combination" was Bernice's most emphasis of teaching, which required students to make up a new sentence based on the two sentences with some hints provided. The following is an example from the textbook:

Ted's room is big.

My room is bigger. (Use 'bigger' to combine) (English Focus IV, p.32)

After tests, Bernice would review the construction of the patterns again and write down the correct answers to the questions on the board. She assumed that students would be able to perform better on the monthly achievement tests if they had enough practice of grammar points.

Students in both classes accepted Bernice's emphasis of grammar on their review tests as they also saw the high proportion of grammar and vocabulary in the monthly achievement tests. Diana in Class D explained that "actually she [Bernice] emphasizes grammar no matter it appears in the multiple choices or sentence-making sections" (student interview 033009). Lydia in Class C even followed Bernice's practice, saying that "I review the lesson according to her grammar handouts and the vocabulary from the textbook" (student interview 032609). That is, Bernice and her students have shared similar beliefs about the significant role of vocabulary and grammar in the monthly achievement tests.

Bernice, on the other hand, declared that the high school entrance examination focused on students' reading skills. She understood that the reading comprehension questions in the entrance examination mostly required students to grasp the main idea

or find out the key information from a text. This was different from the test trend in the school-based monthly achievement tests. However, she did not expect to change her reading instruction. Instead, Bernice selected many reading comprehension exercises for students as assignment recently. Those exercises included a variety of genres, such as short articles, tables or graphs similar to the test types in the entrance examination. Students could raise questions in class as long as they had problems with those texts. However, she admitted that only a few of them really did the exercise themselves while most of them just guessed blindly or copied other classmates' answers (post-observation interview 033109). The limited instruction time and pressed teaching progress made her unable to utilize any effective procedure to check students' performance on the assignments. Bernice tried to develop students' reading abilities in addition to the reading texts from the textbook, but it tended to be ineffective by means of assigning many reading exercises only.

4.2.3 Summary

Table 4.4 is a summary of students' involvement in Bernice's reading instructional beliefs and practices. First, Bernice's expectation to encourage students' voluntary responses was only achieved in Class C while most students in Class D were reluctant to answer questions or give responses to her. Though she herself was aware of this sharp difference between classes, she was unable to find out better solutions but decided to fulfill her teaching responsibility only. The high participation in Class C even made her share more information with them. Second, Bernice's emphasis on teaching of vocabulary and grammatical patterns in reading instruction corresponded to students' impression for her instruction. This belief, at the same time, was consistent with the focus of students' monthly achievement tests, which even strengthened Bernice's aspiration to include instruction of vocabulary and grammar

points in the teaching of reading. On the contrary, those pre- and post-reading questions, according to Bernice, were able to train students' reading strategies and increased students' participation at the same time, but only students in Class C did participate in the discussion. However, they all thought of those questions as the ways to make English learning interesting. Third, the slow learners' low achievement on tests did not improve by means of make-up quizzes though some high achievers did learn more in her teaching. Last, Bernice also saw the different test focuses between students' monthly tests and high school entrance examination Nevertheless, her teaching still focused on the focus of monthly tests while she only assigned some reading comprehension exercises as homework for students. In conclusion, various student issues like students' different proficiency levels or the examination focuses had been recognized by Bernice, but she seemed to get used to these conditions and would insist on her instructional approaches.

Table 4.4 Summary of students' involvement in Bernice's articulated beliefs and practices on reading

Issues	Articulated beliefs	Observed reading instruction approaches	Students' performances/ reactions
Ss' participation in class	· Teacher-dominant participation can control Ss' discipline at the same time. (1) The teacher takes over the power. → Ask Ss to answer the T's questions (2) Encourage everyone's participation	→ Ask Ss to announce their answers openly → Translate each questions into Chinese → Insert interesting pictures in handouts →	→ Class C: volunteer to answer questions → Class D: reluctant to answer questions → Students only talk about the pictures
	(3) Connect textbook to Ss' daily life → Share the teacher's related experience		→ Class C: make English learning much fun → Class D: have little impressions
Ss' comprehension of instruction	· Vocabulary and grammar are significant for reading comprehension. (1) Vocab. and Gr. are keys to comprehend texts	→ Explain vocab. and Gr. in detail → Select grammar exercise from reference books	→ Ss in both classes emphasize learning of vocab. and Gr.
	(2) Translation is able to check	→ Translate every sentence in the	→ Ss mentioned little in this activity.

	students' comprehension.	textbook.	
	· Providing students with some reading strategies help their reading comprehension.		
	(1) Introducing every strategy is impractical in junior high school context.	→ Ask pre-reading questions to build Ss' background knowledge → Ask post-reading questions to develop skimming, scanning abilities	→ Ss don't see the purposes of these questions. → High achievers develop test-taking strategies.
Ss' diverse English proficiency	· Preparation target at advanced learners		
	(1) Focus on high achievers' needs	→ Offer additional information about new words	→ High achievers like additional information of new words.
	(2) Make adjustments for slow learners	→ Make-up quizzes (vocab.) for slow learners	→ Little help for slow learners' English learning
Ss' examination pressure	· Helping students learn what will be tested is teachers' responsibility.		
	(1) Forms (vocab. & Gr.) are the focuses of monthly tests.	→ Quizzes on vocab. and Gr. knowledge Emphasize Gr. sections in tests and quizzes	→ Emphasize learning of vocab. and Gr.
	(2) Reading comprehension ability is the focus of entrance examination	→ Instructional approaches stay the same. → Assign reading comprehension exercises to Ss as homework	→ Unable to check students' practices on the homework