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台中地區小學學生及其英文教師對於有效英語教學信念之比較

A Study on Elementary School Students' and Teachers' Perceptions of

Effective English Teaching

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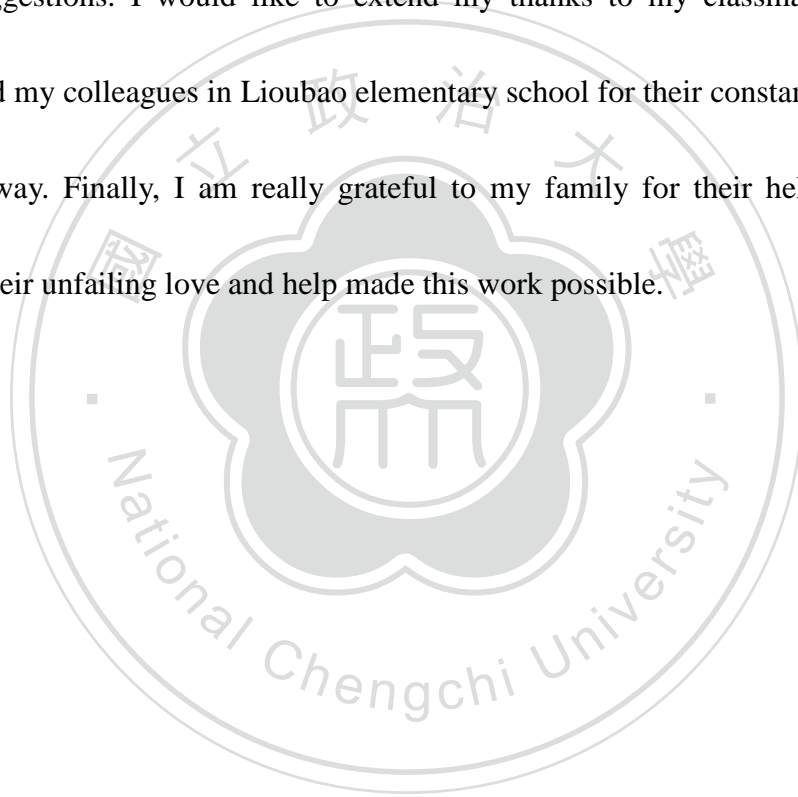
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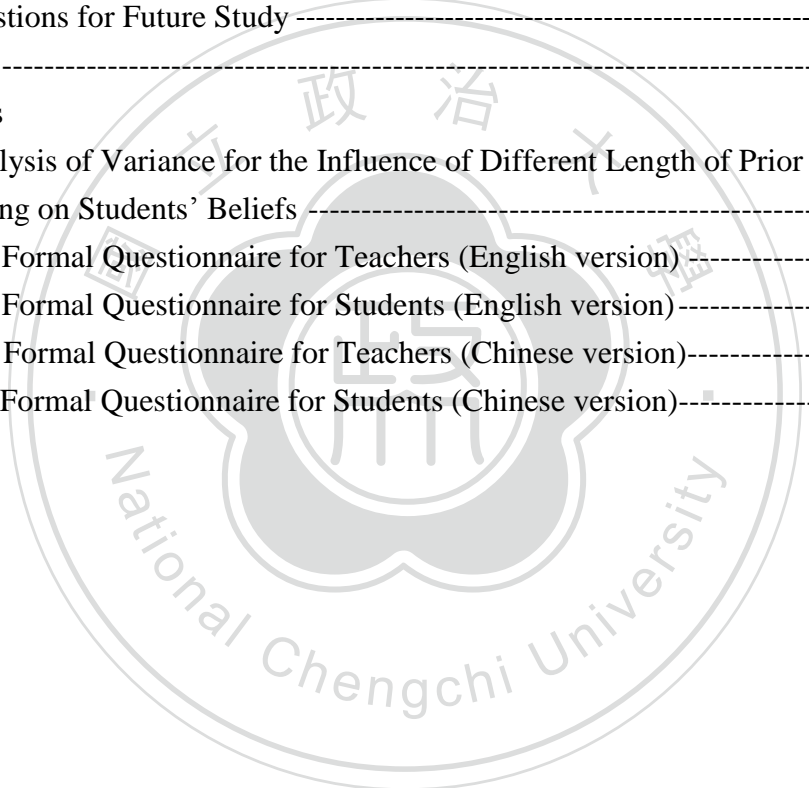
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碩士論文題要

論文名稱: 台中地區小學學生及其英文教師對於有效外語教學信念之比較

指導教授: 余明忠博士

研究生:楊祐華

論文提要內容:

　　本研究旨在探究並比較小學學生及其英語教師對於有效外語教學之信念。在英語教室中，學生其及老師對於教學的看法有許多相同與相異之處，這些信念會直接或間接影響到教學的有效性。

　　本研究以問卷調查法進行，對象為台中市 34 名公立小學英語教師及其 811 位高年級學生，問卷內容改編自 Brown(2009)自編問卷及教育部九年一貫課程綱要(2007)。問卷回收後資料以統計軟體 SPSS 18.0 進行敘述性統計、獨立樣本 t 考驗、單因子變異數分析及薛費事後法分析，獲得結果簡述如下：

1. 國小學生及其英語教師對於各項教學法抱持正向的態度。

2. 在性別、課外學習經驗、學習英文時間早晚等因素影響下，會影響小學學生對於有效英語教學習的信念。

3. 在文法教學上，學生及其教師均持正向態度，教師尤其偏愛歸納式教學。

4. 在錯誤糾正上，學生認為教師須立即處理錯誤，但教師們允許適當的忽略。

5. 在溝通式教學法上，學生及其教師均持正向態度，但學生對於小組互動的上課方式持較保留的態度。

6. 在多元評量方面，學生及其教師均持正向態度，但學生們對於傳統紙筆測驗的看法高於教師們。

　　根據問卷調查結果，本研究最後提供教學上相關建議以供參考。

Abstract

The major purpose of the study is to identify elementary school students' beliefs toward effective teaching and make a comparison to those of their teachers'. In language classrooms, the students and their English teachers may have very similar or disparate notions of effective teaching, and the intersection of the two sets of beliefs shows direct or indirect impacts on teaching effectiveness.

A questionnaire was used to collect quantitative data from 34 English teachers and 811 students in public elementary schools in Taichung Area. The items in the questionnaire were mainly adapted from the model by Brown (2009) and the Instruction Guidelines issued by the Ministry of Education (MOE, 2007). In this study, statistic computerization, including descriptive statistics, the independent sample t-test, and ANOVA with the post- hoc Scheffe test were used to analyze the collected data.

The major findings are summarized as follows:

1. Elementary school students and teachers generally hold a positive attitude toward these teaching pedagogies.

2. The demographic variables of gender, extracurricular English learning experience and different length of prior English learning yield an effect on different students' beliefs.

3. Elementary school students and teachers generally hold a positive attitude concerning Grammar Instruction; moreover, the teachers have more preference for inductive teaching.

4. Elementary school students and teachers generally hold a positive attitude concerning Error Correction; moreover, the students expect teachers to deal with their errors immediately, but their teachers tend to neglect error correction at times.

5. Elementary school students and teachers generally hold a positive attitude concerning

Communicative Language Teaching; however, the students seem more hesitant to participate in group interactions in class.

6. Elementary school students and teachers generally hold a positive attitude concerning Multiple Assessments. Furthermore, the students appear to find more value in traditional paper- and- pencil tests than their teachers do.

Finally, based on the findings in this study, several suggestions and implications were presented in the conclusion of the paper.

CHAPTER 1

INTRODUCTION

During the past fifteen years, internationalization has become an important concept for people who live in this global village. Since then, English learning has become a necessity in order to communicate with the people around the world. In Taiwan, the subject of English started to gain prominence after the Nine-year Integrated Curriculum Guidelines for Junior high and Elementary School Education was implemented by the Ministry of Education (MOE). Since then, English has been one of the required courses in elementary schools. In 2001, English education was first implemented to fifth and sixth graders of public elementary schools. Three years after, in 2004, the government further extended English education to the third graders. The policy issued by MOE indicated that there is an increasing importance of English learning in Taiwan.

A good English ability comes from the efforts of two sides—language teachers and their students. Therefore, how to teach and how to learn English effectively have been believed to be an important issue for English education. As far as language teaching is concerned, pedagogical theories of second language acquisition are believed to constitute effective teaching. Gabillon (2007) also suggested that the inclusion of language acquisition theories is crucial in order to have clearer pedagogical standpoints when interpreting teachers' behaviors in class. With the development of various teaching methods, a recent trend of second language pedagogy has become more and more communicative, democratic, and learner-centered in classrooms (Brown, 2009). The change of the main teaching trends has aroused interests in investigating teachers' and students' beliefs about these pedagogies as well as the impacts on teaching effectiveness.

Beliefs have been believed to play an important role in both learning and teaching. As Williams and Burden (1997) claimed, learners' perceptions and interpretations of

learning had a great influence on their final accomplishments. Richardson (1996) also conducted a study on investigating what affected teachers' teaching practice in class, pointing out that the teaching belief was a key role. However, there might be some discrepancies between language teachers' and their students' beliefs in terms of effective teaching. The differences between students' and teachers' expectations could have a negative effect on teaching effectiveness and lead to students' failure in learning a new language (Schulz, 1996). What is more, Horwitz (1988) also confirmed that understanding a students' learning belief might provide educators with access to students' expectations and therefore helped to promote successful learning in language classrooms.

Many studies have shown that teaching beliefs could be affected by pedagogical teacher training (Richardson, 1996). Students' beliefs in effective teaching were relatively unclear. Hence, it is necessary to examine the perspectives that learners hold toward effective teaching.

One of the pioneers exploring the language learning belief system was Horwitz (1981), who developed a questionnaire entitled 'Beliefs about Language Learning Inventory' to investigate students' perspectives. He also studied factors that might affect English learning beliefs and pinpointed that second language learners often held different beliefs ~~for~~ in language learning due to their previous learning experiences (Horwitz, 1987). Years after, Horwitz (1999) further probed into what might account for learners' different beliefs, concluding that other individual differences, such as age, and different length of prior learning, might be possible reasons.

What contributes to the fact that learners' beliefs differ from one another have been investigated, and gender is one of the most widely discussed issue. Oxford (1989) observed that female students tended to be more motivated to learn a second language than males. Consequently, female students held more positive beliefs toward language learning. Chen (2008) also claimed in his study that female students were better language

strategy users than males. In brief, there are differences between these two genders' perspectives on language learning and it needs further investigation.

Besides gender differences, learners' previous English experience, including their extracurricular English learning experience, and different length of prior English learning have been believed to contribute to different beliefs as well. Huang (1993) proposed that students with extracurricular English learning experience would have a more positive attitude toward English learning; Chen (2008), Tsai (2003), and Yu (2004) confirmed that the cram schools that mushroomed all over Taiwan have affected more and more students. Students with extracurricular experience would have different perspectives on language learning compared to those without certain experience.

Students' different length of prior English learning would be regarded as another variable in the present study. Taylor (1990) deemed that learners began their study in the early years so that they could master a language to native-like proficiency, assuming the length of English learning time affected students' English learning. Likewise, Wu (2007) concluded in his study that students with different lengths of English learning held different English learning beliefs. Shen (2006) applied Beliefs about Language Learning Inventory (BALLI) to junior high school students, finding that those who studied English earlier and spent longer time on English had a higher mean score in the BALLI. That is, learners' length of prior language learning experience strongly influenced their beliefs in English learning.

Although there have been a number of studies on investigating students' and teachers' perceptions through various aspects of language teaching and learning (Bell, 2005; Brosh, 1996; Howitz, 1998 ; Levine, 2003); relatively few studies have specifically compared and contrasted individual teacher's beliefs of effective teaching behavior with those of their students (Kern, 2005). Borsh (1996) asked L2 teachers and their students to choose the three most important characteristics of being an effective teacher from a list of

20 items. Although their first and second choices of characteristics were identical, students' third priority, "the importance of treating them fairly and equally," was found statistically different from their teachers'. Moreover, in Schulz's (1996) study, the attitude towards error correction and formal grammar instruction was inconsistent between learners and teachers. Students expected more explicit and immediate correction as well as instruction in their learning process, while most of their teachers tended to leave errors uncorrected if these errors were not serious. In Bell's (2005) survey, she released an 80-item questionnaire about the behaviors of effective language teaching, making a comparison between teachers' and students' belief systems. The contradiction between teachers' and learner's beliefs demonstrated that there was a need for further studies in order to have a clearer understanding of what the discrepancies are and how they are caused.

The above-mentioned studies only gave us a partial understanding of what perspectives teachers and students held on L2 learning and teaching. As stated earlier, some studies only focused on their general language learning beliefs (Horwitz, 1985; Kern, 1995), whereas some focused only on specific teaching strategies (Brosh, 1996; Levine, 2003; Schulz, 1996, 2001). Some recent studies worked on recent trends of L2 pedagogy in universities and made a comparison between teachers' and students' beliefs (Brown, 2009), pointing out that there were contradictions between both sides and proposing several suggestions to deal with the differences. However, few studies, if any, focused on younger learners, like primary school students and their teachers. Younger learners went through different cognitive processes from adult learners (Brown, 2007), and what teaching pedagogies were suitable for them were different as well. Moreover, human beliefs could change over time due to various factors, such as environment, age, etc. Therefore, there is still a need for further investigation.

In brief, the main purposes of this paper were a) to explore elementary school

students' beliefs of effective teaching in class, b) to further pinpoint the effects of three demographic variables, gender, extracurricular English learning experience, and different length of prior English learning on students' beliefs in effective English teaching, and c) to make detailed comparison between students' opinions and their teachers' to find out what teaching behaviors lead to belief discrepancies. This study would reach the groups of English education in elementary schools and the collected data might provide mutual understandings between students and their teachers. It is hoped that the results of the present study would offer some pedagogical implications for teachers and shed some light on a new direction for researchers in this area to a more effective English education.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the literature review of the study. The recent trends of teaching pedagogies and related studies are described in the first section. An overview to learners' and teachers' beliefs, as well as the studies related to their perspectives on teaching pedagogies are discussed in the second section. The third part portrays a review of the literature on the comparison between students' and teachers' beliefs in language teaching pedagogies. Finally, the research questions are presented in the last part of this chapter.

Recent Trend of Pedagogical Methods for Foreign Language teaching

The dynamic nature of language learning theories and methods makes it hard to narrow down which method depicts effective teaching in all contexts. However, these methods and theories have interchangeably affected teachers' teaching behaviors in language classrooms. As Gabillon (2007) suggested, the inclusion of language acquisition theories was crucial in order to have clearer pedagogical standpoints when interpreting teachers' behaviors and beliefs. That is, the understanding of teaching pedagogies and methods would definitely provide effective elements in foreign language teaching.

The current study aimed at comparing teachers' and students 'views on different teaching methods in second language acquisitions. The following teaching pedagogies and methods based on Brown's (2009) research were examined, for further belief investigation on teachers and students in elementary schools, including Grammar Instruction, Error Correction, Target Language (TL) Use, Culture Teaching, Computer-Assisted Language Learning (CALL), Communicative Language Teaching (CLT), and Multiple Assessments. These teaching elements would be reviewed to know

more about their basic concepts respectively. The related studies in terms of teaching effectiveness would also be discussed to realize how or why these teaching pedagogies affect teaching practice in class.

Grammar Instruction

The necessity of grammar teaching has been accepted widely (Ellis, 2001). However, the way to have grammar instruction with respect to teaching effectiveness in the classroom remains controversial. Doughty (as cited in Brown, 2009) proposed that a teacher's instruction has a powerful effect on students' second language acquisition. She then classified two ways of grammar instruction, the explicit and implicit instruction in her paper. Explicit instruction means that teachers teach grammar rules or strategies to learners before practicing these grammatical points. On the contrary, implicit instruction refers to demonstrating a lot of examples to learners before the students conclude grammar rules by themselves. Experts in this field have discussed about advantages and disadvantages of both methods mentioned above. The researchers for implicit method stated that generalizing rules by learners could have learners internalize these rules more parallel to the theory of natural language acquisition (Brown, 2001; Ellis, 2002). The authors with the opposite standpoints argued that explicit instruction guided learners to focus on linguistic features; thus, learners were able to learn grammatical points more effectively (Wang, 2000).

With the focus on grammar instruction, there was a trend against the overemphasis on grammar accuracy rather than real communication for learning a new language. By this idea, Long and Robinson (1998) proposed three terminologies to examine different language teachers' grammar instructions in class: focus-on-form, focus-on-formS and focus-on-meaning instruction. Focus-on-form instruction means directing language learners' attention to the forms of linguistic features in a communicative and interactive

context. With focus-on-formS instruction, much attention is solely paid to specific language features, such as sentences structures, grammar rules, and words. On the contrary, focus-on-meaning instruction refers to having students work only on the meaning conveyance rather than the linguistic features. The main concept of this method was that the sufficient comprehensive inputs would incidentally promote learners' second language acquisition.

Schultz (1996, 2001, as cited in Chuang, 2010) has studied the argument between the explicitness and implicitness of grammar instruction. Schultz (1996) conducted the study testing foreign language teachers' attitude toward the application of explicit grammar instruction in class. Over half of the participants agreed with the statements that grammar mastery is crucial to the mastery of the target language. In 2001, a further study was performed on 122 FL teachers in Columbia. The outcome was similar to the previous one that language teachers stressed the need of explicit grammar instruction in their teaching practice.

Furthermore, Burgess and Etherington (2002) conducted a questionnaire survey on 48 British teachers to investigate the teachers' view on grammar instruction. The results indicated that more than 60% of the teachers believed that grammar had provided learners a framework of a new language; what is more, 90% of teachers believed that their students favored explicit instruction which guided them more to learn a new language. The results above have implied the importance of grammar instruction and the special preference for explicit instruction from teachers' viewpoints.

On the other hand, Lightbown and Spada (1990) investigated language activities of four ESL classes, aiming to find out how much second language learners would benefit from form-focused instruction. The qualitative data from the researchers' classroom observation were collected for five months. The analyzed data revealed that the classroom activities generally reflected the spirit and creeds of the communicative approach; that is;

teachers adapted Focused on Meaning instruction more often than on Focus on Form instruction. Besides that, a grammar test was conducted on the students of these classes after the researchers' observation for five months. The findings suggested that the class and the teacher spent the least amount of time on grammar explanation would result in students' poor performance on all of the grammatical features. The results confirmed that the involvement of form-focused activities in class might help students to gain more language awareness and assist them in performing better with respect to language accuracy.

Error Correction

When it comes to grammar instruction, error correction is also a closely related topic to discuss. Brown (2001) mentioned that grammar mistakes might be one of the most common problems students met with during their learning process. Teachers in class have to deal with large amount of errors that might occur all the time. Hence, giving feedbacks or corrections would be an imperative issue to discuss for both teachers and researchers. The present study suggested a few parts worth further discussion regarding error correction in class, such as the degree of directness and the timing of giving correction.

The issue on whether to correct students' errors or not stemmed from the nature of second language acquisition. According to Krashen (1982), second language acquisition is the result of an unconscious process by receiving enough amounts of comprehensible inputs. Scholars for this standpoint deemed explicit error correction or instructions in class contributing little to target language acquisition. However, certain viewpoint has soon been challenged by the belief that students' perception of distinguishing the incorrect linguistic forms from the correct ones is the first step to learn another language (Gass, 1991; Schmidt, 1990). Corrective feedbacks from the teacher provide learners opportunities to perceive discrepancies immediately and thus help learners with language

reconstruction.

In Carroll and Swain's (1993) study, 100 ESL learners were divided into five groups, including one control group without any feedbacks and the other four experimental groups receiving different kinds of feedbacks. The four different types of feedbacks were listed as follows:

Group A—immediately explicit explanation after error occurred,

Group B—simply told learners that they were wrong without any explanation,

Group C—learners were asked to reformulate whenever error occurred,

Group D—learners were asked to double check their performance whenever error

occurred without further explanation.

The results suggested that the students in group A had the most magnificent performance on the recall test, whereas the students in the control group without any operation performed the worst. Carroll and Swain (1993) assumed that giving explicit correction would have immediate effects on students' performance; also, either explicit or implicit correction technique was more beneficial for students rather than not giving any responses after they made errors in class.

Further concern moved on to which kind of error correction would benefit students more in class. According to Ellis (2002), error correction could be adopted either implicitly or explicitly. Implicit technique is repeating correct forms without directly pointing out errors in the class which could help promote learners' communication fluency. But the disadvantages of implicit technique were the inadequate metalinguistic explanation and insufficient form-focused correction for language learners. Explicit technique refers to pointing out the learners' errors immediately and directly. It helps to concentrate students' focus on correct linguistic forms and structures. However, the interruption during the conversations may cause teachers and students to lose the point of meaning conveyance during the communication (Ellis, 2002). Each technique, either

explicit correction or implicit correction, has its pros and cons. Therefore, teachers' choices of error correction techniques rely much on their beliefs to decide how to meet the learners' needs.

Researchers had tried to find out the effects of error correction on learners' error awareness and their language production. In Lyster and Ranta's (1997) study, the researchers observed elementary school students' language performance after they received six different feedbacks about the language errors from their teachers. The following were the correction techniques analyzed from the 4 classes, including:

1) Explicit correction,

2) Recasts—teachers reformulate students' speech correctly,

3) Clarification requests—teachers ask students to revise their speech,

4) Meta-linguistic feedback – teachers give comments or questions without explicit explanation,

5) Elicitation—teachers uses various skills to help students produce correct speech

6) Repetition—teachers repeat correct forms to attract students' attention.

The result indicated that the most common technique used by teachers in class was recast (55 %), but this technique achieved only 31% of uptake on students. Also, it was suggested that the most successful technique was elicitation, which helped to achieve 33% of student-initiated repair and 100% uptake on the students.

No matter what attitudes teachers hold, or what effects might be on the students' performance, error correction seems to be a topic that needs further study. In the questionnaire of the present study, one shall focus on finding the right timing to make the correction the most effective and also focus on both students' and teachers' perspectives on the explicit and implicit error correction.

Target Language Use (TL)

The issue about target language use was affected by the concepts of "monitor model" and "comprehensible input" brought by Krashen (1982). He believed that students could acquire target language subconsciously with a sufficient amount of comprehensible inputs, which are a little beyond learners' comprehension (i +1). Also, He argued that teachers should allow students to produce target language when they were ready. Before that, students might use their native language in order to reduce anxiety in the process of learning a new language. The supporters of target language use agreed with the need of TL in the classroom in order to give enough input to language learners. Cook (2001) suggested that teachers should aim to minimize the use of their native language (NL) and she even predicted that anti-NL would be the mainstream of teaching methodology in the twentieth century.

However, this idea has been challenged recently because native language is also crucial in the classroom. After all, students were supposed to have a basic understanding of target language with the help of their native language in advance to organize "comprehensible" inputs. Anton and DiCamilla (1998) conducted a study on adult Spanish learners' use of native language (NL) in their collaborative tasks. From the analysis of the participants' discourse, researchers found that the students shared their ideas by NL, and they used NL as a tool to direct their thinking when they met with cognitive difficulties. In this study, the researcher highly approved of the need of NL use in language classes. Similarly, Swain and Lapkin (2000) proposed that NL served as a facilitator, an efficiency provider, and an attention attractor that were helpful for students in processing a new language system. When the students were having collaborative tasks, NL also stimulated students' interactions between group members. Kern (1994) also mentioned that native language could reduce learners' memory burden to spare more

room for processing a new language.

Some researchers had their study on investigating students' use of TL and NL in classrooms. Duff and Polio (1990) observed a foreign language classroom to analyze what were the possible factors affecting NL and TL use. They identified several variables, such as the contents of a lesson, different teaching goals and teachers' previous experiences during their training programs, were closely related to the teachers' language choice in giving lectures. Based on the former study, Duff and Polio (1994) collected qualitative data to explore and explain more on the participants' language choices in class. After analyzing the six teachers' transcripts in their classes, the researchers proposed several purposes when the teachers used the native language rather than target language, including demonstrating new vocabulary and grammar, doing classroom management, showing empathy or solidarity to their students, and interacting with students. In brief, though the inclusion of NL was widely accepted by most of researchers and teachers, the proportion of NL and TL applied respectively in class would remain an issue for further investigation in both teachers' and students' beliefs.

Culture

In the field of language teaching, culture instruction is essential due to its influence on language itself. Tylor (1871) defined the word 'culture' as a mixture of life in a group or society including knowledge, belief, art, morals, law, customs, and many other capabilities and habits acquired by its members. According to Whorfian Hypothesis (Sapir, 1949, as cited in Brown, 2006), language and culture were mutually affected, which conforms to Sapir's (1949) claim that language exerted its influence on those who spoke it, and the community of the same language also formed and affected the culture. Moreover, Yang (2004) also mentioned that learning cultural knowledge behind the target language was crucial to a complete understanding of the language and the real

communicative competence when the learners were speaking in the target language. That is, if the learners were totally excluded from the cultural knowledge of certain language, they never obtained the holistic idea of the target language.

The importance and necessity of culture instruction in English curriculum have been mentioned and accepted, but some problems still existed, preventing language teachers from involving cultural programs in their classrooms. The first problem was the inadequate teacher training. According to Crawford-Lange and Lange's (1984) study, it was pointed out that the difficulty of implementing culture instruction was resulted from the problems of insufficient target culture inputs and formal teacher training. Yo (2007) and Yang (2004) also stated that the teachers in their study met with difficulties when implementing culture instruction because there was not enough cultural knowledge for teachers, such as the clear definition of "culture" or accessible in-service teacher training. In Arries (1994), Bragaw (1991), and Hadley's (1993) study, they also pointed out that some teachers held positive attitudes toward culture instruction, but actually preferred traditional ways of teaching where there was little culture curriculum involved. These participating teachers perceived difficulties in adopting culture instruction due to inadequate teacher training program and insufficient financial support from schools. In Taiwan, Yang (2004) and Kao (2009) mentioned that the limited teacher training program in culture instruction may lead teachers to neglect culture instruction in their classrooms

The second problem is lacking in teaching resources. Yang (2004) suggested that one of the difficulties for teachers to teach culture in class might be the lack of financial support from schools. Lai (2006) suggested that English teachers should have their own classrooms and require other support from school administrations or textbook publishers in order to have proper culture instruction. Cheng (2006) also mentioned that the majority of the resources of cultural instruction for teachers were merely from textbooks. This was insufficient for teachers to provide a complete understanding of cultural concepts in class.

He called for more researchers to dedicate themselves in a cultural instruction study and to develop more accessible teaching materials for instructors.

The other problem is limited by instructional hours. Hadley (1993) claimed that teachers and students were overloaded when they were required to spend extra time on culture learning and teaching aside from daily curriculum. This might lead both teachers and students to give up teaching and learning cultural knowledge within the regulated and limited English curriculum (Cheng, 2006; Kao, 2009; Yang, 2004). Despite the problems mentioned above, the need for culture instruction is urgent, but the room for improvement still exists (Chen, 2010). The related items in the questionnaire used in the present study would focus on three points: The amount of culture instruction involved in class as compared to the teaching of linguistic skills, the teachers' professional requirement for cultural knowledge, and the choice of materials for culture teaching that were considered to be effective.

Computer-Assisted Language Teaching (CALL)

With the prevalence of computer technology nowadays, its implementation in language classrooms has received more concern from teachers, researchers, students and parents. The application of CALL in language classrooms could produce a lot of advantages (Tsai, 2002). First, it served as a window for learners to connect with authentic language input through texts, video, movies and any websites or pages on line. Moreover, the development of soft programs has enabled learners to engage in extensive practice with grammar or any linguistic features outside the classroom. Furthermore, the use of computer technology in language classes could provide more opportunities for learners to communicate freely with those who had diverse cultural background all over the world. Through the computer monitors, it promoted interactions between language learners who were too shy to talk to others face to face. Finally, CALL allowed immediate

feedbacks from those who were communicating with each other, and it was also the most appealing part for students to be motivated in learning a language (Kitao, 1995; Rivers, 1987). Students could have more opportunities to be involved in individual work and motivated by highly self-controlled tasks.

There were plenty of studies that proving that CALL has benefited learners in language learning. Kern (1995) conducted his study on the students from two French classes who were asked to discuss the same topic in class. One class had their discussion face-to-face, and the other class used computer-mediated communication (CMC) to discuss assigned topics. The result indicated that the CMC class had two to three more turns in conversations than the class with face-to-face discussion. Sun and Dong (as cited in Huang, 2003) launched their study on comparing Chinese children's learning of English vocabulary between the traditional instruction and the computer-assisted instruction. The results indicated that multimedia animation-based context was more efficient for the young beginners than in traditional instructional settings. In Shin's (1995) study, CALL was applied to facilitate the learners' listening comprehension. As a result, students in the experimental group (with visual and audio form by CALL) outperformed those in the control group (with audio by CD players) in listening comprehension tests.

However, there were still some studies that had opposite attitudes toward CALL. Kleinmann (1987) indicated that there was no significant difference when CALL-based instruction was applied to teach reading with successful language learning skills, such as skinning and scanning. Another study conducted by Wang (2003) attempted to teach grammar by CALL; however, it made no significant difference between students of experimental and control groups after the post tests were conducted. Teachers in this study held a favorable attitude toward traditional ways of instruction, which were believed to benefit students more from abstract grammatical points. Huang (2003) even disclosed that the group with 100% computer instruction actually lagged behind in

extension tests, and made the least progress between pre and post tests of vocabulary acquisition in elementary schools. On the contrary, she suggested the mixture of CALL and traditional instruction that "5/7 teacher instruction plus 2/7 CALL application" would be the best way to motivate learners and assure students' academic performance at the same time. She believed CALL still could not dominate the role of teachers in language instruction.

Despite the results from plenty of empirical studies, computer technology is inevitable to be a part of our lives and it does affect our daily lives, as well as our teaching pedagogies. Related items about CALL in the questionnaire were to explore teachers' and students' attitudes toward the implementation of CALL in and after school. Moreover, the role of computers, as an assistant or a dominator, was also a topic to discuss in the present study.

Communicative Language Teaching (CLT)

Recent trends of language teaching have focused much on the practical use and actual functions of a language. One of the most important functions of a language is for people to communicate with each other. Bachman (1990) defined communicative language ability as "consisting of both knowledge, or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use" (p. 84).

Many scholars have provided their own interpretations of CLT instruction, such as developing learners' communicative capability in the target language, prompting interactions between students, and providing learners with authentic and meaningful learning (Brown, 2001; Larsen-Freeman, 2000; Richards 2005). Some emphasized the goal of CLT is to develop learners' communicative competence through communication-focused, learner-centered, and authenticity-based activities

(Larsen-Freeman, 2000; Nunan, 1991). To achieve communicative goals in class, task-based language teaching (TBLT) aimed to engage students in authentic communication in class. Characteristics of TBLT could be described as a large amount of L2 inputs, and opportunities of authentic interaction (Gabillon, 2007). Moreover, due to the focus of meaning conveyance during communication, fluency was prior to accuracy when the students were asked to do language practices (Brown, 2001; Richard & Rodgers, 2001).

The spirit and creeds of CLT was integrated into the Nine-Year Integrated Curriculum by the Ministry of Education (MOE, 2007) in Taiwan. According to the the teaching guidelines issued by MOE, the suggestions about CLT application in English curriculum were: (1) to promote learners' basic communicative competence, (2) to help students obtain strategies and be interested in English learning and (3) to develop the knowledge of foreign cultures and customs (MOE, 2007). Previous studies in Taiwan have shown the teachers' and researchers' dedication to for implementing CLT in many aspects of English instruction, such as speaking, grammar, culture or promoting learners' motivation (Guo, 2006; Huang, 2003; Jiang, 2006; Tsai, 2007). Guo (2006) applied task-based activities in class to train senior high school students' speaking ability. The results indicated that students in the experimental group gained their speaking strategies, increased times of turn-taking, and enriched the content of conversations after receiving task-based training for four months. In Taiwan, Huang (2003) observed junior high school students' grammar learning and recorded whether they benefited from CLT activities or traditional lectures in class. The results confirmed CLT has improved the participants' attitude toward or interests in English learning, although their progress on tests might not be statistically different. Another study conducted in the elementary school was Jiang's (2006) in which she employed task-based instruction on fifth grade students. After several weeks, Jiang (2006) asserted that the participants' learning motivation has significantly

been promoted due to task-based instruction. Tsai (2007) further examined students'
vocabulary acquisition with the operation of a series of communicative tasks. The results
of the study revealed that students in the experimental group were promoted regarding
both their learning motivation and their performance on post tests rather than those in the
control group. In short, researchers affirmed the assumption that with the application of
CLT, students could make progress in gaining their communicative competence and
motivation in learning a new language.

Although the effectiveness of CLT involvement in EFL classrooms has been
confirmed by previous studies, there were still some researchers that claimed the
difficulties for its practical implementation. The teachers' and the students' attitude could
be an important factor. Shamin (1996) and Li (1998) found that teachers in their studies
did not report frequent use of CLT activities in classrooms due to the learners' resistance
to joining in the communicative activities. Sato and Kleinsasser (1999) also investigated
on LOTE (Languages Other Than English) teachers' beliefs in CLT implementation,
finding that they were inclined to go back to traditional instructions. They preferred a
traditional way of teaching because they believed students would be reluctant to interact
with others in class. Moreover, several researchers concluded that there would be
frustration in attempting to create a communicative atmosphere for students in class
within an exam-oriented educational environment (Chang, 2001; Nakanishi, 2007; Qu,
2005). In Taiwan, Wang (2002) pointed out that the approach of grammar translation was
still dominant in many classrooms so students were less interested in learning English
well. In Qu's (2005) study, she also suggested that traditional instruction of
teacher-centered and grammar-based ways were still widely accepted in most high
schools classrooms. Having plenty of exams was believed to be efficient for students to
make progress with a limited time and overloaded curriculum.

CLT aims at improving students' language ability with the assumption that

meaningful and authentic communication help learners to achieve L2 proficiency. Although there were some barriers in the implementation proposed by previous studies, it was still worthy of investigating teachers' and their students' perspectives to see whether this teaching method was considered to be appropriate and effective in the elementary schools ~~of~~ in Taiwan. Items under this teaching method in the questionnaire included several concrete pedagogical methods: group work, task-based instruction, meaning negotiation, authenticity, and student-centered classrooms.

Multiple Assessments

When it comes to teaching effectiveness, assessment has played a crucial role because of its impact on what is taught and learned in classrooms (Anderson, 1998). Unlike traditional assessment, multiple assessments referred to examining students' learning process as well as production through various meaningful assessments qualitatively or quantitatively (Armstrong, 2000; Gardner, 1983). With multiple assessments, it might allow students to have a wider range of participation in classrooms, and to sense individual differences in one's learning process. Teachers would also have more different standpoints to evaluate students' responses to certain curriculum rather than deciding one's grades based upon one-shot tests. Five recommended assessments by MOE (2004) were adapted in the questionnaire of the present study: paper-and pencil tests, homework, performance assessments, oral tests, and portfolio assessments.

Paper-and-pencil assessment, which was more like traditional assessment, was favored and commonly applied due to the advantages below (Hsu, 2007): first, the scores could be easily calculated for ranking, especially when there were many examinees. Second, the standardized answers made paper-and-pencil assessments easier to achieve the objectivity and fairness; which were relatively hard for other formats of assessment, like oral tests. Third, the well-designed tests could be suitable for low-level and high-level

learners simultaneously. For example, matching or true-false items were more appropriate for lower level students, and well-designed multiple choice could be used to measure higher-level learners' abilities. Thus, Zheng (2007) even concluded in her study that the paper-and pencil method was one of the most common techniques of assessments in the classrooms of Taiwan.

Homework referred to the work for students to practice outside the classroom (Cooper, 1994). Assessments involving students' homework may help teachers to take into account students' inner growth and some non-academic characteristics. For example, such learners' personalities as decision-making skills, attempts for the subject, sense of responsibilities, and independence could be observed if students made a lot of efforts with their homework (Connors, 1991; Cooper, 1994). However, some suggested that evaluating learners with homework might have minimum contribution to their academic performance (Wallinger, 2000). That is, students who worked hard on homework could not guarantee their future success in the curriculum. For the solution of this dispute, homework as one of the assessments would be added in the questionnaire design in the present study.

Performance assessment was the evaluation on learners' performance during or after completing assigned tasks (Silver, Strong, & Perini, 2000), and it was usually accomplished in meaningful and near-authentic contexts (Payne, 2003). Tasks for learners were well-designed to stimulate possible situations in the real world, and could be designed for examinees to accomplish with assigned skills for meeting the learning objectives (Gredler, 1999). Payne (2003) also approved of the advantage of performance assessments which aimed at combining learners' language skills to act out in a nearly authentic environment. That is, performance assessments enabled learners to demonstrate their knowledge to complete tasks rather than operating mechanical drills in isolated and meaningless contexts. However, possible concerns of the performance assessment, such

as arbitrary scoring criteria and difficulties in task selection, would be the points for both teachers and students to reconsider its implementation in language classrooms (Payne, 2003).

Oral tests served as the complement to integrating the assessments of four skills in language learning-- listening, speaking, reading and writing. Speaking ability was often neglected by traditional paper-and-pencil tests (Lowe & Liskin-Gasparro, 1982). Since the ultimate goal of language learning was to help students communicate fluently in a target language, speaking ability was one of crucial parts in assessments. However, teachers often disliked oral tests due to the lack of systematic grading criteria; also, it is hard to evaluate several examinees at the same time, and it could raise the doubt of fairness (Allison, 1999; Fulcher, 1997, as cited in Hsu, 2007). Assessments involving oral tests still remained up in the air for discussion on teachers' and students' beliefs due to its necessity and limitations.

As Vavrus (1990) defined, portfolio was "a systematic and organized collection of evidence used by the teacher and student to monitor growth of the student's knowledge, skills and attitudes" (p. 48). A portfolio is not merely the collection of the students' work; it should also present students' reflection in their learning process and provide evidence of progress they made in the curriculum. The things contained in the portfolio could be various, including work samples, letters, diaries, drafts, drawings, projects, checklists, quizzes, even computer discs or videos (Chen, 2004). The reason for its popularity is it revealed students' learning process more clearly over time in a folder so that teachers could easily observe how a learner refined his learning. More importantly, portfolio assessment made it possible for learners to determine what to be examined in the process of language learning. That is, learners were able to take active roles in assessments by deciding what to put in their collections (Rogers & Chow, 2000). Despite the fact that portfolios enable teachers to assess more aspects of a learner's language ability, it was

criticized for its time-consuming (Short, 1993) and unclear scoring criteria (Rogers & Chow, 2000).The disadvantages stated above made it challenging for those who attempted to adopt a portfolio assessment in class.

Several studies have tried to investigate the relationship between multiple assessments and their effects on learners' language achievement. In Taiwan, Cheng (2007) reported in her study that the application of multiple assessments facilitated student's development of multiple intelligences and helped them to notice individual differences in their learning process. On the other hand, Lee (2010) launched her study on junior high school students and found that multiple assessments did not promote their academic achievement; instead, it only helped students to obtain a more positive attitude toward language learning. However, there were also some studies that raised the doubt about the effectiveness of multiple assessments regarding promoting students' abilities and identifying learners' problems (Hsieh, 2000). Some questioned its contribution to language ability development (Chang, 2002; Lee, 2011), and some even expressed the participants preferred traditional paper-and-pencil tests due to limited instructional hours (Hsieh, 2000; Wei, 2006) With the advantages and disadvantages of multiple assessments mentioned above, related items about its actual application in language classrooms would be part of the discussion in the present study.

An Overview of Beliefs

Beliefs play an important role in learning due to their impact on a learner's behavior. It is confirmed that what learners bore in their minds would have direct impacts on their actions, depending on how much effort they would make toward the curriculum (Horwitz, 1988; Zeldin & Pajares, 2000). Similarly, teachers' beliefs prominently influenced their teaching practice in class (Gabillon, 2007). Therefore, to promote teaching effectiveness,

it is reasonable to suggest that there is a strong relationship between learners' beliefs and teachers' beliefs. The following sections contained an introduction of learners' beliefs, teachers' beliefs, and variables that affecting learners' beliefs.

Beliefs about Language Learning

To define beliefs about language learning, the researchers have proposed a variety of ideas in this area. From psychological perspectives, several important terms were provided to explain the content of one' beliefs, such as metacognitive knowledge, self-belief, control belief, and attribution.

Metacognitive knowledge, which refers to one's knowledge that leads to his/her cognitive activities, was defined by Flavell (Flavell, cited in Yang, 1999) to describe the learners' beliefs in his study. Metacognitive knowledge might affect how much a learner was willing to dedicate himself to his learning. Bandura (Bandura, as cited in Yang, 1999) proposed that self-beliefs, which came from a self-system interacting with the outside world, were the main factors to decide ones' acts. Control belief is another idea believed to affect personal behaviors in one's learning process. Ajzen (2002) defined belief as the factor contributing to one's judgment that might promote or hinder one's performance in language learning. For example, if certain language activity was believed to be easy for a learner to deal with, he/ she would like to try harder and thus learned more. Finally, the concept "attribution" is self-interpretation to the cause and effect of particular events (Weiner, 1986, cited in Ajzen, 2002). For example, an underachiever might self-interpret that he/ she did not work hard enough to learn a new language.

In brief, regardless of various theoretical perspectives on one's learning belief, most researchers have commonly accepted that learners' beliefs were in accordance with the description of "views about the world and believed to be true" (Ajzen, 2002; Williams & Burden, 1997; Yang, 1999) Moreover, it could be correct or incorrect (Horwitz, 1988;

Zeldin & Pajares, 2000) and consequently worth our understanding of its impacts on one's learning.

Beliefs about Language Teaching

Previous studies on one's belief are abundant and thriving. When one's belief was described with respect to language teaching, Sharp and Green (as cited in Pajares, 1992) defined them as a connected set of ideas about what were thought to be essential features of teaching. Many researchers in this field tried hard to conclude the source of teachers' beliefs. It was widely accepted that the formation of teaching beliefs was related to their prior language learning experience, teacher training and classroom practice (Borg, 2003; Hall, 2005; Williams & Burden, 1997). Calderhead (1995) brought out the term *teachers' beliefs* to refer to teachers' pedagogical beliefs, or those thoughts relating to one's teaching behaviors. Gabillon (2007) also suggested that to have clearer standpoints to interpret teachers' beliefs, it is necessary to include language acquisition theories. In general, teachers' beliefs help and affect teachers to make decisions while confronting with multiple choices for schooling students. Thus, it is vital to understand teachers' beliefs before making an effort to promote teaching effectiveness.

Learner Variables and Language Learners' Beliefs

Learner variables have great impact on learners' beliefs, in fact; they are interrelated at all times. To have a more detailed examination of learners' beliefs, it is important to take these factors into consideration. Three variables were selected to review in terms of (a) gender and language learners' beliefs, (b) extracurricular English learning experiences and language learners' beliefs, and (c) different length of prior language learning and language learners' beliefs.

Gender and Learners' Beliefs

Gender-difference has been studied and discussed in various areas for several years. In language learning, gender has a great impact on language learners' beliefs. Most studies examined gender difference in terms of motivation and learning strategies in the field of language learning. ~~As~~ In Bacon and Finnemann's (1992) survey on 938 students of Spanish, they found gender differences in the participants' self-reported beliefs about foreign language learning. Conclusion from the study suggested that female students reported a higher level of motivation, a greater use of language learning strategies, and a higher level of social interaction in the target language (Spanish) than male students. Likewise, Oxford (1989) confirmed female students have a higher motivation in language learning from his observation. In Lo's (2006) study, he found that female students were capable of using language learning strategies more frequently than males. In Taiwan, Shen (2006) and Wu (2007) investigated Taiwanese junior high school students' beliefs in language learning with BALLI, and the results indicated that female students held more positive attitudes toward language learning than males. Weng (2008) adapted BALLI and launched the study on 213 sixth graders, and she proved that the difference existed between two genders with respect to language learning beliefs. Female students were generally scored higher than male students in language learning motivation and strategy use. In brief, gender difference indicated belief disparity in language learning. Thus, there was a need to call for further study on more issues about language learning in the local context of Taiwan.

Extracurricular English Learning Experience and Learners' Beliefs

Learners' learning experience, whether positive or negative, would be another factor to influence one's learning beliefs. Horwitz (1999) confirmed the concept by stating that

learners with positive language learning beliefs were more likely to perform better in class. Cram school is the place providing extracurricular learning and practice for students in special needs. With the growing number of cram schools due to the parents' expectation that children could benefit from extracurricular programs (Guo, 2006; Ho, 2007; Tsai, 2003), there are more and more students joining in cram school. Yu (2004) conducted her study on higher graders in elementary schools, investigating their beliefs with respect to extracurricular English learning experience. The results indicated that students obtained more confidence in language learning after participating in extracurricular programs. Further, they held positive attitudes, claiming the necessity of going to cram schools. Tasi (2003) had conducted her study on 1105 elementary school students, searching for the relationship among students' experiences in English cram schools, English learning strategies and attitude. The analytical data revealed that extracurricular learning experience served as a good indicator for predicting students' learning strategies and attitudes. Chen (2008) also found there was a significant difference between students with and without any extracurricular learning experiences in their English learning strategies, stating that students who went to cram schools scored higher.

Related studies have concluded the impact of extracurricular learning experience on students' learning beliefs and attitude; thus, certain variable would be included in the present study to examine its effect on elementary school students.

Different Length of Prior Language learning and Learners' Beliefs

The length of time students spent on language learning would be a variable to influence one's learning beliefs. Shrum and Glisan (2000), who were experts in the area of bilingualism and cognition, claimed that children who began second language learning in early years would benefit in their cognitive development and language learning attitude.

They agreed an early start of English acquisition and the length of English learning time both affected learners' beliefs and academic achievement. Similarly, in Shen's (2006) study, the results from the investigation of 250 junior high school students indicated that participants with longer time spent on learning English had a higher mean in the BALLI. Wu (2007) also studied 782 junior high school students, finding that students with different lengths of prior English learning held significantly different beliefs in English learning. The results revealed that those who had seven to eight years or more than nine years of English learning experience held more positive beliefs and attitudes toward English learning. Related studies indicated that there was a strong relationship between learners' different length of prior language learning experiences and their beliefs in or attitude toward English learning. Thus, the participants' prior length of language learning would be included for further exploration of its impact on learners' beliefs.

Match and Mismatch of Students' and Teachers' Beliefs in Effective Teaching

As Nunan (1995) pointed out, there was a gap between teachers' and students' beliefs about language teaching and learning. The mismatch made both teachers and students fail to meet their expectations of what should happen in a classroom from each side. Studies have revealed the contradiction between students' and teachers' beliefs and its possible pitfalls (Horwitz, 1988; 1999), and such discrepancies were pointed out in either general teaching pedagogies or certain teaching techniques (Levine, 2003; Schulz, 1996; 2001). To promote teaching effectiveness, there is a need to find out the match and mismatch of teachers' and students' expectations of a language classroom.

Since Horwitz (1981) designed a questionnaire, entitled *Beliefs about Language Learning Inventory* (BALLI), several studies have been done to investigate either learners' beliefs or to make a comparison of teachers' and students' beliefs. Kern (1995) was the first one to make comparison between 288 university students' and their teachers'

language learning beliefs with BALLI. Those teachers and students reached agreements on most of the items in the questionnaire. However, when the data ~~was~~ were compared by individual student's responses to his/her own teacher, the correlation varied from .00 to .80. The disparity between two sides came from items about the importance of culture knowledge in language learning, the effect of target language, and the time needed to achieve target language fluency. Different beliefs between two sides have aroused other researchers' interest in further investigation.

Peacock (1999) conducted another study on 202 students and 45 university ESL teachers and then made a comparison between the beliefs of both sides. The study concluded that most students simplified the process of language learning. For example, most students regarded learning a foreign language as merely learning a lot of new vocabulary; while most teachers did not hold the similar beliefs. With the efforts to resolve the existing gap between two sides, the researcher suggested that language teachers should try to explain to their students the need for applying certain teaching methods in class occasionally.

Some researchers worked on more specific topics to compare teachers' and students' beliefs. In Brosh's (1996) study, a questionnaire about the characteristics of an effective language teacher was done on 200 teachers and 406 ninth-graders. The participants were asked to choose and rank three most important items from the twenty options. The first two items were identical based on the teachers' and the students' responses, including items about teacher's professional knowledge and the item about teachers' ability to convey knowledge while motivating students simultaneously. These two items have revealed the participants' concern about instructors' proficiency. However, the third items were different in teachers' and students' perspectives. Students confirmed the essential need of being treated equitably and fairly; while teachers chose the item depicting the ability to provide students with successful experience. Although students and teachers had

generally reached their agreement on the first two items, this study also proved that the discrepancy ~~of~~ in beliefs between students and teachers did exist.

Schulz (1996; 2001) further narrowed down the topics that compared students' and teachers' attitudes toward grammar teaching and error correction. In 1996, 213 FL instructors and 824 students in the University of Arizona were invited to fill in the questionnaire. The results suggested that students' attitudes toward formal grammar instruction were more positive than their teachers' due to the students' strong belief that "study of grammar helps in learning a FL" (p. 346). Another divergence was that 90 % of students agreed with being corrected immediately whenever errors occurred, but only 34% teachers confirmed this statement. Schulz (1996) proposed three possible reasons to account for students' overall tendency toward grammar teaching and error correction, including: students' myths of regarding grammar as a priority in learning a new language, and the influence by grammar-based curricula and discrete-point testing practices.

Despite the interests in grammar instruction, Levine (2003) turned to another topic to investigate both teachers' and students' beliefs in target language (TL) use. The questionnaire design was mainly about the importance of TL use, the amount of TL use in class, and students' anxiety due to TL use. After collecting 600 students' and 163 teachers' responses, the researcher found that both students and teachers believed that students' TL use in class was less than the teachers' expectation. Also, TL was perceived to be used more during theme-based language activities than other interactions in class. However, the disparity resulted from the belief ~~toward~~ in language anxiety. Only 40% of students reported that using the foreign language resulted in anxiety, and even 63% of students stated that using the TL in class was worthwhile. It was teachers who tended to predict higher levels of anxiety than students themselves.

Brown (2009) used a self-designed questionnaire upon 49 teachers and 1400 students to explore their perspectives on the characteristics of effective foreign language

teaching. He also proposed his findings of the contradiction between teachers' and students' beliefs. Unlike BALLI with abstract language learning concepts only, he put several current issues of language teaching practice into the instrument, including grammar instruction, error correction, computer assisted language learning (CALL), target language use, communicative language teaching, culture and assessment, which were added in the present study. The difference between teachers' and students' beliefs lay in items of grammar instruction, indicating students' preference for grammar-based instruction than ~~that of~~ their teachers'.

The studies mentioned above revealed that belief incongruence did exist between teachers and student. As Horwitz (1988) proposed, teachers' neglect of students' beliefs might cause negative effects on students' achievements of language learning. Schulz (1996) further explained that beliefs might not completely reflect the actual cognitive processes of language acquisition, though the students' perceptions of language learning did influence depending on the efforts learners would make in their learning process. Consequently, it was worth the researchers' efforts to explore the learners' and their teachers' beliefs in language learning and teaching respectively and to find out the match and mismatch between their perceptions.

Studies with BALLI (Horwitz, 1981; 1985; Kern, 1995; Peacock, 1999) focused on more abstract principles of language learning; other researchers (Levine, 2003; Schulz, 1996; 2001) mentioned above focused on specific points of language learning, like grammar instruction and target language use in class. Relatively rare studies (Brown, 2009) were designed to compare teachers and students' perspectives on practical teaching methods in foreign language classroom. Moreover, these studies haven't reached the group of younger learners, like primary school students and their teachers, who might have diverse beliefs due to different learning context. This study aimed at providing better understanding of students' and L2 teachers' beliefs in effective language teaching, and

exploring possible effects of students' demographic variables.

Research Questions

Little attention has been paid to the comparison between elementary school students' and teachers' beliefs in effective English teaching; thus, this study aims to explore the following three questions:

1. What beliefs do students hold toward effective English teaching?

2. What are the effects of demographic variables on students' beliefs toward effective English teaching?

3. What are students' beliefs toward effective English teaching compared to their teachers' beliefs?
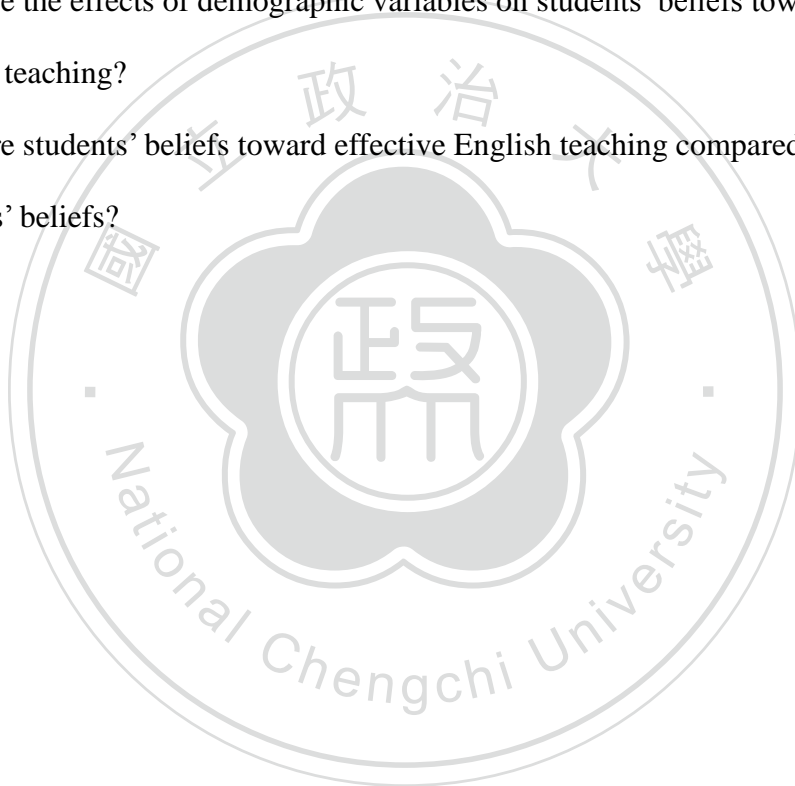
CHAPTER 3

METHODOLOGY

The present study has a primary aim to explore and compare the perspectives between two distinct, but closely related groups of foreign language teaching— foreign language teachers and their students. The questionnaires for students and teachers were designed to collect necessary data for further analysis. This chapter has been divided into the following sections: participants, instruments, pilot study, procedure of study, and data analysis.

Participants

Teacher population

The teacher population in the present study consisted of 34 English teachers. They all taught English for higher graders in public elementary schools of Taichung area. There were 5 (14.7 %) males and 29 (85.3%) females in which 11(32.4%) of them were below 30 years old, 14 (41.2%) of them were between 30 to 40 years old, and 9 (26.5%) of them were over 40 years old. All the sampling teachers had taken TESOL- related course, which indicates all of them have a basic theoretical understanding of English teaching.

Student population

Because the objective of the current study was to make comparisons between students and their teachers' beliefs, only the students whose teachers participated in the study would be included. The chosen students were all higher graders of public elementary schools in Taichung area between the ages of 11 to 13. These students were selected in the present study due to Piaget's (1958) theory about cognitive development, which claimed that children between 11 and 12 years old have already developed the complete cognition of making correct judgments and interpretations of their own thoughts;

that is, the children between 11 and 12 years old were able to go through an abstract thinking process (Guo & Wu, 1993). The other reason of choosing higher graders was that they all have studied English for at least three years due to the policy from The Ministry of Education (MOE, 2007). Namely, the higher graders would have more experience in terms of learning English than younger students. The total number of student population in the present study was 811.

Among the 811 subjects, 410 (51.8 %) were females and 391(48.2 %) were males; in terms of different length of prior English learning, 108 (13.3%) of them have learned English for less than 4 years, 76 (9.4%) of them have learned English for 4 years, and 627 (77.3 %) of them have learned English for 5 years or more. As for their extracurricular learning experience, 516 (63.6%) of them have attended cram schools, while 294 (36.3%) have no experience of extracurricular English learning.

Sampling

In the formal project, the target population was English teachers and their higher-grade students of public elementary schools in Taichung area. Private elementary schools were excluded in the sampling for their dedication to promoting characteristics of curriculum in their schools; as a result, their plan for English curriculum might vary from public elementary schools. According to the statistical information provided by the Ministry of Education online, there were a total of 223 public elementary schools in Taichung area. The Department of Education in Taichung has classified the sizes of each school into three categories: Schools with more than 25 classes (category A), 13-24 classes (category B) and less than 12 classes (category C). Among these three categories, there were 118 schools in category A, 43 schools in category B, and 62 schools in category C. To achieve the representativeness of the whole English teacher and student population, two-phased samplings, stratified and random sampling were carried out in

this study. Stratified sampling was the first step to choose sampling schools proportionally from different layers of schools. After the schools were chosen, one of the higher-grade classes as well as their English teacher would be randomly selected as the participants in this study. After making an inquiry by phone in advance, questionnaires were sent to the sampling schools. Table 3-1 demonstrated the school numbers in each category of different school sizes, sampling numbers of teachers and students in the formal project.

As Sudman (1976) claimed, there should be at least 500 people in the regional research (as cited in Wu, 2009). Gay (1992) also pointed out that there should be quantitative data from at least 30 responses to go through a statistical analysis (Wu, 2007). Based on these suggestions, there were 34 English teachers along with their 990 higher-grade students joining in this project. (See Table 3-1)

Table 3-1 Numbers of school size and sampling

	School size			
	> 25 classes	13-24 classes	<12 classes	total
Number of schools	118	43	62	223
Percentage	53％	19％	28％	100％
Number of sampling schools	19	6	9	34
Number of sampling teachers	19	6	9	34
Number of sampling students	540	180	270	990

Instruments

In order to make the direct comparison between the opinions of students and their English teachers, two different versions of questionnaires were formed for students and their English teachers; "Effective Foreign Language Teaching Pedagogy Questionnaire" on which the students would get questions that are easier to understand based on the students' abilities of understanding the items. The design of questionnaire format was a four-point Likert-type scale in order to reflect the participants' responses from strongly agree, agree, disagree, to strongly disagree and represented respectively by points from 4 to 1. The selection of 4-point scale rather than the 5-point scale was to avoid the neutral answer, allowing the participants to reflect their real thoughts on each item with more consideration. Barcelos (2003) also suggested the benefits of the Likert-type questions, especially in the context of belief studies regarding L2 acquisition. Due to the objectives of making comparison directly between teachers' and students' beliefs on a large scale, a 4-point Likert-type format was therefore used to collect quantitative data, and to observe the strength of the participants' agreement regarding each item.

The design of the questionnaire content was mainly adapted from Brown's (2009) study and the 1-9th Grade Curriculum Guidelines published by the Ministry of Education in Taiwan (2007). In Brown's study, the questionnaires were applied on university teachers and students. To fit the learning and teaching context of elementary schools, modification on wording and description was made by consulting the 1-9th Grade Curriculum Guidelines (2007). Moreover, items about abstract SLA theoretical concepts without practical teaching methods in class would be eliminated. To make direct comparison between the opinions of students and their teachers on each item, both versions of "Effective Foreign Language Teaching Pedagogy Questionnaire" were closely related and similar. The only difference was that there would be a simplified description

or more examples as a complement for students' comprehension. Considerations of the adaption for students 'questionnaire should follow these constraints: first, the elimination of technical jargon and an offer of additional examples to improve comprehension; second, an appropriate amount of items that can be completed in less than 20 minutes within younger learners' limited attention span.

The content of the questionnaire mainly contained two parts: The first part pertained to the participants' personal information, including gender, age, educational background, and seniority in the teachers' version; gender, extracurricular English learning experience and different length of prior English learning in students' version. The second part of the questionnaire was related to the beliefs regarding seven teaching methods, including Grammar Instruction, Error Correction, Target Language Use, Culture Teaching, Computer Assisted Language Learning, Communicative Language Teaching and Multiple Assessments shown on Table 3-2 with the stem "I think an effective English teacher should…."at the beginning. The 29 items would not be arranged by seven pedagogical categories mentioned above for fear that the participants would attempt to judge the importance of each category from the amount of its items or to evoke prejudices by the name of each category. The names of seven pedagogical categories would not appear in the questionnaire and all the items were rearranged at random.

Table 3-2 Item Distribution across Pedagogical Categories

Category	Item Number
Grammar Instruction	2,4,6,8,26
Error Correction	7,10,12,14
Target Language Use	16,18,20,22,23
Culture Teaching	19,28
Computer-Assisted Language Learning	1,9,29
Communicative Language Teaching Strategies	3,15,27,28
Multiple Assessments	5,11,13,17,21,24

Pilot study

In order to enhance the reliability and validity of this questionnaire, a pilot study was launched before the formal project. Wordings and descriptions of items in the questionnaire would be checked to achieve expert validity first. Three professors and four experienced elementary school teachers were invited to offer suggestions for clearer wording. After the questionnaire for pilot study was ready, 63 sixth graders, who were part of the target population but would be excluded in the formal study, were invited to participate in the pilot study. The researcher and the homeroom teachers, who had been contacted beforehand, would help to distribute the questionnaires. The pilot study aimed at figuring out how much time it would take for students to finish the questionnaire. Also, these students were welcomed to ask questions to point out if there were any items with ambiguous description. After the questionnaires were retrieved, factor analysis was run on the collected data with Statistical Package for the Social Science 18.0 (SPSS 18.0) to delete any low quality questions. Finally, 29 items were kept for the formal study, and Cronbach α coefficient was then calculated to check the consistency of the instrument. The coefficient of the questionnaire was 0.858, which was in the acceptable range of

reliability.

Procedure

Before the beginning of the academic year of 2011, the researcher began to identify the target population and adapt the questionnaire in the present study. After the adaption, three professors with a TESOL background and four elementary school teachers with more than 10 years of seniority were invited to offer suggestions on the first draft to construct expert validity. After revisions from them were made, the researcher conducted the pilot study on 63 students and made modifications according to their opinions about the questionnaire. The collected data from the pilot study was then run on factor analysis with SPSS 18.0 to check its validity and reliability. After the researcher deleted low quality questions and rearranged the retained items, formal questionnaires were ready to apply on the formal subjects.

During the 4th ~6th weeks of the second semester in the academic year of 2011, the researcher asked for prior permission and then distributed questionnaires to 34 teachers and their 990 students. A month later, 34 teachers' and 811 students' questionnaires were retrieved, yielding a return rate of 100% and 81.9% respectively.

To sum up, the framework of the procedures have been briefly illustrated in the Figure 3-1.

Figure 3-1 A Flowchart of the Research Procedures


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┌─────────────────────────────────────────────────┐
│         Target population identification          │
└─────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────┐
│          Adaption of the questionnaires           │
└─────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────┐
│         Construction of expert validity           │
└─────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────┐
│                   Pilot study                     │
└─────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────┐
│  Factor analysis/ Modification of the questionnaires │
└─────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────┐
│                 Advisor's review                  │
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                         ↓
┌─────────────────────────────────────────────────┐
│                   Formal study                    │
└─────────────────────────────────────────────────┘
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┌─────────────────────────────────────────────────┐
│            Data collection and analysis           │
└─────────────────────────────────────────────────┘
                         ↓
┌─────────────────────────────────────────────────┐
│     Reports of the results and the discussion     │
└─────────────────────────────────────────────────┘
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Data Analysis

The scoring system was adopted from Karavas-Doukas (1996), who pointed out a high score on the scale would imply a favorable attitude from the participants. Therefore, items with positive statements would score 4,3,2,1 to the answer of "strongly agree," "agree," "disagree," and "strongly disagree" respectively, and items with negative statements would be calculated in reverse. After the researcher eliminated incomplete or blank questionnaires, the quantitative data would be analyzed by SPSS 18.0. Descriptive as well as inferential analysis would be adopted to explain and answer the research questions.

To answer research question 1, descriptive analysis was performed to compute the mean scores and the standard deviation of the data in order to assess students' intentions toward effective English teaching behaviors in class.

To answer research question 2, the three demographic variables, gender, extracurricular English learning experience and different length of prior English learning, as independent variables, were calculated by independent sample t-test or ANOVA on 29 items to investigate if the students in different groups responded differently. In this study, a t-test was performed to compare two means from two groups separated by demographic variables, like gender and extracurricular English learning experience. The other method of comparing means was ANOVA when more than two groups were compared. Thus, ANOVA was used when the participants were divided by demographic variable of different length of prior English learning. When the significant value met the standard (p <.05), the post hoc test, Scheffe, was performed to take a further examination on the difference between groups.

To answer research question 3, a two sample, independent group t-test as well as descriptive analysis would be used to describe averaged difference between teachers' and their students' mean scores. The results could serve as a base to provide the discussion on the gap between students' and teacher's perspectives of different language teaching pedagogies.

CHAPTER 4

RESULTS

In this chapter, the results of data collected from both versions of the questionnaires are reported to answer the research questions in this study. Three statistical analyses, including descriptive statistics, the independent sample T-test, and an ANOVA, along with Scheffe as a post hoc test when necessary, were applied to examine quantitative data in this study.

Research Question 1. What beliefs do students hold toward effective English teaching?

To answer this research question, the descriptive statistics for each category respectively were presented. A 4-point Likert scale was used, indicating participants' attitudes from strongly disagree (1 point) to strongly agree (4 points).

In general, the participants held a positive attitude toward item 8 (mean = 3.15), item 6 (mean = 3.15), item 2 (mean = 2.99), and item 4 (mean = 2.73) in the category of Grammar Instruction (see Table 4-1-1). It is clear to see that the mean scores of item 8 and item 6 were greater than the average points on a 4-point Likert scale i.e., 2.5 points, revealing that participants tend to agree on the importance of grammar teaching whether it is taught inductively and deductively. On the other hand; however, the only item that participants showed a negative response was on item 26 (mean = 2.37). It indicated that participants disagree with the statement that putting stress on meaning conveyance is more important than grammar accuracy during the conversation. In brief, the results indicated that the participants highly valued the importance of grammar instruction in English teaching, but they do not think grammar accuracy should be emphasized over meaning conveyance during oral practice.

Table 4-1-1 *Descriptive Statistics of Students' Beliefs toward Effective English Teaching (Grammar Instruction)*

Category:	Grammar Instruction			
No.	Item	Mean	SD	Rank
	An effective English teacher should…			
2	make us practice grammar and sentence patterns with dialogue or making sentences.	2.99	0.91	15
4	have students recite texts to know grammatical structures.	2.73	0.95	22
6	teach grammar by giving examples of grammatical structures before explaining the grammar rules.	3.15	0.86	6
8	teach grammar by explaining grammar rules before having us do the practice.	3.15	0.87	5
26	have us practice conversations with a clear meaning conveyance prior to grammatical accuracy.	2.37	0.92	26

Table 4-1-2 is a list of reports on students' attitudes toward Error Correction. Of the four items, students held a positive attitude toward the three statements: item 14 (mean = 3.23), item 12 (mean = 3.06), and item 7 (mean = 3.06). As for item 10, a negative response was observed since the mean score is only 2.0. One thing worthy of noticing is that the item with the highest point, i.e. item 14 and the item with the lowest point, i.e. item10 both appeared in the category of Error Correction. As the following table lists, item 14 ranked the first while item 10 ranked the twenty-ninth. From the results mentioned above, it could be concluded that students still seem to identify teachers as the authority in class, because teachers were deemed responsible for correcting errors and providing feedbacks immediately from students' perspectives.

Table 4-1-2 *Descriptive Statistics of Students' Beliefs toward Effective English Teaching (Error Correction)*

Category:	Error Correction			
No.	Item	Mean	SD	Rank
	An effective English teacher should…			
7	carefully give an explanation and have discussion on our errors after each exam until these errors are clearly understood.	3.06	0.92	11
10	not correct us immediately when we make oral mistakes without the concern of meaning interruption.	2.00	0.97	29
12	only correct us indirectly when we produce oral errors. (E.g. Teachers should repeat correct answers to us rather than saying, "You are wrong!" in class.)	3.06	0.92	10
14	address errors by immediately providing explanations to why the students' responses are incorrect.	3.23	0.91	1

In the category of Target Language (TL) Use, the participants held a negative attitude toward three items (see Table 4-1-3), item 20 (mean = 2.09), item 18 (mean = 2.14), and item 22 (mean = 2.47). The results suggested that the participants in the present study disagreed with only using the target language in class, or being forced to speak in the TL at the first day of class. On the other hand, there were two items representing positive attitudes from the students: item 16 (mean = 2.71) and item 23 (mean = 3.17), which is ranked third in the whole questionnaire. This demonstrates that the participants highly agreed with the notion that effective English teachers would alter languages (target language or native language) for different classroom activities. Also, the participants did not consider it necessary to require their teachers' native-like accents and pronunciation.

Table 4-1-3 *Descriptive Statistics of Students' Beliefs toward Effective English Teaching (Target Language Use)*

No.	Item	Mean	SD	Rank
Category:	Target Language Use			
	An effective English teacher should…			
16	not simplify or alter how teachers speak so that we can understand every word being said.	2.71	0.96	23
18	require us to not speak Chinese in the classroom.	2.14	1.04	27
20	require us to speak English from the first day of class.	2.09	0.94	28
22	speak English with native-like accent and pronunciation.	2.47	0.91	25
23	change the languages (English or Chinese) for different classroom activities.	3.17	0.91	3

In the category of Culture Teaching, the participants held a positive attitude in general for the mean scores of both items were more than 2.5 (see Table 4-1-4). The higher-scored item was item 19 (mean= 3.14). It seems that the participants highly affirmed that an effective English teacher should be equipped with enough cultural knowledge. The other was item 28 (mean = 2.86), indicating a relatively moderate degree of agreement from the students with respect to the amount of culture teaching in the whole language curriculum.

Table 4-1-4 *Descriptive Statistics of Students' Beliefs toward Effective English Teaching (Culture Teaching)*

No.	Item	Mean	SD	Rank
Category:	Culture Teaching			
	An effective English teacher should…			
19	be as knowledgeable about the foreign culture (e.g., Christmas and its related content) as language itself.	3.14	0.92	7
28	devote as much time to teach culture (e.g., Christmas and its related content) as to teach language in class.	2.86	0.91	19

In the category of Computer Assisted Language Learning (CALL), the participants held a positive attitude in general for the mean of all items were greater than 2.5 (see Table 4-1-5) including item 1(mean = 3.13), item 29 (mean = 2.83) and item 9 (mean = 2.69). It appears that the participants agreed that teachers should make frequent use of computers in class. Even so, these students' attitude became relatively more conservative when the students were asked to practice English with computers after school as the mean score of item 9 was low compared with other items in this category.

Table 4-5 *Descriptive Statistics of Students' Beliefs toward Effective English Teaching (Computer Assisted Language Learning)*

Category: Computer Assisted Language Learning				
No.	Item	Mean	SD	Rank
	An effective English teacher should…			
1	frequently use computer-based technologies (e.g., Internet, projector, interactive whiteboard) in teaching English.	3.13	0.96	9
9	ask us to use computers to practice English or do assignments (e.g. search information on line) after school.	2.69	0.99	24
29	have classroom activities with computers and have English lessons in computer classrooms.	2.83	1.03	21

In the category of Communicative Language Teaching (CLT), the participants

showed their affirmation in general for the means of the items were greater than 3 points

(See Table 4-1-6). The items with positive response were listed as follows: item 25 (mean

= 3.19), item 15 (mean = 3.17), item 27 (mean = 3.01) and item 3 (mean = 3.00). The

results indicate that the participants agreed with the idea that adapting various classroom

activities and using real-life materials in class are both effective in English teaching. But

the application of group activities and leading a student-centered classroom does not seem

as attractive as the other concepts of CLT, for the scores of item 3 and item 27 were

relatively lower.

Table 4-1-6 *Descriptive Statistics of Students' Beliefs toward Effective English Teaching*
(Communicative Language Teaching)

Category:	Communicative Language Teaching			
No.	Item	Mean	SD	Rank
	An effective English teacher should…			
3	lead a student-centered class with a majority of group activities.	3.00	0.94	14
15	change the classroom activities often, and preferably include listening, speaking, reading and writing. e.g., listen to English songs for listening practice, have students simulate dialogues of different situations, read English picture books and write simple English sentences.	3.17	0.93	4
25	use predominately real-life materials (e.g., music, picture, news) in class.	3.19	0.92	2
27	teach and practice grammar through group interaction (e.g., act out the conversation in a restaurant with group members) rather than through paper-and-pencil practice.	3.01	0.94	12

According to the Table 4-1-7, the students' responses to Multiple Assessments were generally positive for mean scores of each item ranked from 2.85 to 3.14. Among all the positive responses, the only item higher than the average point on a 4-point Likert scale i.e., 2.5 points was item 5 (mean = 3.14). Therefore, the rest of the items were item 24 (mean = 2.96), item 17 (mean = 2.92), item 13 (mean = 2.90) and item 11 (mean = 2.85), indicating that only a relatively moderate degree of agreement was shown by the participants. The only item that the participants showed negative attitude toward was item 21(mean =2.32). That is, the participants disagreed with being assessed only by paper-and-pencil tests. To sum up, these results suggest that the participants in the present study agreed that the application of multiple assessments was necessary in effective English teaching. In addition, the participants disapproved of being graded only by the scores on the test papers

Table 4-1-7 *Descriptive Statistics of Students' Beliefs toward Effective English Teaching (Multiple Assessments)*

Category:	Multiple Assessments			
No.	Item	Mean	SD	Rank
	An effective English teacher should…			
5	have oral tests with the consideration of not only grammatical accuracy but also meaning conveyance.	3.14	0.86	8
11	help us collect data during learning process (e.g., learning sheets, test papers, etc.) to make portfolios.	2.85	0.90	20
13	decide our final grades with the consideration of our performance on daily assignments.	2.90	0.97	18
17	decide our grades with the consideration of "group participation in class." (e.g., give extra credits to those who have devoted more in group discussion.)	2.92	1.01	17
21	decide our final grades only by grades on our test papers.	2.32	0.99	27
24	design different ways of testing. e.g., have a conversation with classmates in English.	2.96	0.97	16

Research Question 2. What are the effects of demographic variables on students'

beliefs toward effective English teaching?

Gender

As shown in Table 4-2-1, one of the demographic variables--gender has a

significant effect on students' beliefs with respect to Grammar Instruction, CALL and

CLT. To elaborate this in more detail, the following listed the items that female students

showed more positive attitudes than male students: item 2 (girls' mean =3.08; boys'

mean =2.88) and item 4 (girls' mean =2.84; boys' mean =2.61) in the category of

Grammar Instruction; item 15 (girls' mean =3.29; boys' mean =3.05) and item 27 (girls'

mean =3.09; boys' mean =2.94) in the category of CLT. On the other hand, there was the

only item which male students held more positive attitudes than female students: item 1

(girls' mean =3.02; boys' mean =3.20) in the category of Computer Assisted Language

Learning (CALL).

In general, the results indicate that gender shows a significant difference on

students' beliefs of effective English teaching with respect to Grammar Instruction,

CALL and CLT. That is to say, female students tend to hold more positive attitudes

toward Grammar Instruction and CLT, while male students held more positive attitudes

toward CALL.

Table 4-2-1 *The Independent Sample T-test Results for the Influence of Gender on Students' Beliefs toward Effective English Teaching*

No.	Item	sex	N	Mean	SD	P value
	An Effective English Teacher should…					
Category: Grammar Instruction						
2	have students practice grammar and sentence patterns with dialogue or making sentences.	boy	420	2.88	.98	**.002
		girl	391	3.08	.82	
4	have students recite texts to know grammatical structures.	boy	420	2.61	1.01	**.000
		girl	391	2.84	.87	
Category: Computer Assisted Language Learning						
1	frequently use computer-based technologies (e.g., Internet, projector, interactive whiteboard) in teaching English.	boy	420	3.20	.97	**.006
		girl	391	3.02	.93	
Category: Communicative Language Teaching						
15	change the classroom activities often, and preferably include listening, speaking, reading and writing. e.g., listen to English songs for listening practice, have students simulate dialogues of different situations, read English picture books and write simple English sentences.	boy	420	3.05	1.00	**.000
		girl	391	3.29	.85	
27	teach and practice grammar through group interaction (e.g., act out the conversation in a restaurant with group members.) rather than through paper-and-pencil practice.	boy	420	2.94	.99	*.023
		girl	391	3.09	.89	

* $p < .05$　** $p < .01$

Extracurricular English Learning Experience

As for the influence of extracurricular English learning experience on students' beliefs toward effective English teaching, table 4-2-2 lists 15 items indicating significant differences. All the categories revealed significantly different opinions from both groups of students. In general, students with extracurricular English learning experience held more positive attitudes than those without extracurricular learning experience. Items revealing this tendency included: item 2, item6 and item 8 with respect to Grammar Instruction; item 7 and item 14 with respect to Error Correction; item 23 with respect to Target Language Use; item 19 with respect to Culture Teaching; item 1 with respect to CALL; item 15, item 25 and item 27 with respect to CLT; item 5, item 11, item 13 and item 24 with respect to Multiple Assessments.

In brief, extracurricular English learning experience had great influenced on students' beliefs toward effective English teaching because all items with p value was lower than 0.1. It indicates that extracurricular English learning experience had a relatively more significant difference than other variables. Actually, the students with and without the experience of joining in English extracurricular programs both had a positive attitude toward these teaching pedagogies listed in Table 4-2-2. However, the significant difference was resulted from the students with extracurricular English learning experience, who suggested much more agreement with these teaching pedagogies mentioned in the questionnaire. With considerable items causing statistically different opinions, it is suggested that students with extracurricular English learning experiences have more positive and consistent beliefs with theoretical teaching pedagogies in terms of effective English teaching.

Table 4-2-2 *The Independence Sample T-test Results for the Influence of Extracurricular Experiences on Students' Beliefs toward Effective English Teaching*

No.	Item	extra-curricular learning	N	Mean	SD	*p*
	An Effective English Teacher should…					
Category: Grammar Instruction						
2	make us practice grammar and sentence patterns with dialogue or making sentences.	y n	516 294	3.12 2.75	0.89 0.92	**.000
6	teach grammar by giving examples of grammatical structures before explaining the grammar rules.	y n	516 294	3.28 2.92	0.80 0.91	**.000
8	teach grammar by explaining grammar rules before having us do the practice.	y n	516 294	3.26 2.95	0.82 0.94	**.000
Category: Error Correction						
7	carefully give an explanation and have discussion on our errors after each exam until these errors are clearly understood.	y n	516 294	3.20 2.82	0.86 0.97	**.000
14	address errors by immediately providing explanations to why the students' responses are incorrect.	y n	516 294	3.36 3.01	0.83 1.03	**.000
Category: Target Language Use						
23	change the language for different classroom activities.	y n	516 294	3.29 2.96	0.84 1.00	**.000
Category: Culture Teaching						
19	be as knowledgeable about the foreign culture as the language itself.	y n	516 294	3.23 2.96	0.86 0.99	**.000
Category: Computer Assisted Language Learning						
1	frequently use computer-based technologies (e.g., Internet, projector, interactive whiteboard) in teaching English.	y n	516 294	3.21 2.96	0.89 1.05	**.001
Category: Communicative Language Learning						
15	often change the classroom activities, and preferably include listening, speaking, reading and writing.	y n	516 294	3.30 2.96	0.88 1.00	**.000

No.	Item	extra-curricular learning	N	Mean	SD	*p*
	An Effective English Teacher should…					
25	use predominately real-life materials (e.g., music, picture, news) in class.	y	516	3.28	0.88	**.000
		n	294	3.03	0.97	
27	teach and practice grammar through group interaction (e.g., act out the conversation in a restaurant with group members.) rather than through paper-and-pencil practice.	y	516	3.10	0.93	**.000
		n	294	2.85	0.96	
Category: Multiple Assessment						
5	have oral tests with the consideration to not only grammatical accuracy but also meaning conveyance.	y	516	3.29	0.78	**.000
		n	294	2.87	0.94	
11	help us collect data during the learning process (e.g., learning sheets, test papers, etc.) to make portfolios.	y	516	2.93	0.88	**.003
		n	294	2.72	0.95	
13	decide the students' final grades with the consideration of our performance on daily assignments.	y	516	2.98	0.93	**.003
		n	294	2.76	1.03	
24	design different ways of testing. e.g., have conversation with classmates in English.	y	516	3.08	0.93	**.000
		n	294	2.74	1.00	

* p < .05,   ** p < .01

Different Length of Prior English Learning

The results of ANOVA are summarized in Appendix A, describing the influence of different length of prior English learning on students' beliefs toward effective English teaching. A significant difference (p =.020) was found on item 26 in the category of Grammar Instruction. That is, students with different length of prior English learning held varied beliefs toward the emphasis of meaning conveyance over grammar accuracy during conversations. Thus, it can be concluded that different length of prior English learning appeared to have only a marginal influence on the other teaching behaviors listed in the questionnaire.

To refine the table for the results of the post hoc test, only item 26 is displayed with its influence within groups (Table 4-2-3). The results of the post-hoc Scheffe test indicated that students with different length of prior English learning would result in belief contradiction between groups. Furthermore, such contradiction could be especially seen between the participants with three or less than three years of prior English learning and those with four years of prior English learning. Simply speaking, English learning beginners valued the importance of meaning conveyance more than grammatical accuracy during conversations when compared to more advanced learners; that is, those with 4 years of prior English learning.

Table 4-2-3 *The Post Hoc Test Results for the Influence of Different Length of Prior English Learning on Students' Beliefs toward Effective English Teaching*

No.	Item	(I) Learning Experience	(J) Learning Experience	Mean Difference (I-J)	Std.Error	Sig.
26	have students practice conversations with a clear meaning conveyance prior to grammatical accuracy.	3y or less	4y	.38060	.13809	*.023
			5y or more	.19958	.09609	.116
		4y	3y or less	-.38060	.13809	*.023
			5y or more	-.18102	.11202	.272
		5y or more	3y or less	-.19958	.09609	.116
			4y	.18102	.11202	.272

Research Question 3. What are students' beliefs toward effective English teaching compared to their teachers' beliefs?

Table 4-3-1 is the summary of the comparison on students' and teachers' beliefs toward effective English teaching in the category of Grammar Instruction. The teachers showed a more favorable attitude toward three items more than their students: These items were as follows: item 2 (students' mean =2.99; teachers' mean = 3.15), item 4 (students' mean =2.73; teachers' mean = 2.79) and item 26 (students' mean =2.37; teachers' mean = 2.68). On the contrary, teachers showed more disagreement with these two: item 6 (students' mean =3.15; teachers' mean = 3.03) and item 8 (students' mean =3.15; teachers' mean = 2.85). Although there were mean difference between the students' responses and the teachers', the items mentioned above indicated similar agreement or disagreement from both sides. One thing worthy of mentioning is the discrepancy between students' and teachers' beliefs toward item 26, where teachers suggested a moderate degree of agreement (mean = 2.68), but their students did the opposite (mean = 2.37).

From the findings mentioned above, it can be summarized that students expect their teachers to instruct grammar rules whether inductively or deductively. However, the teachers pay more attention to classroom practice, either by having students make sentences or by reciting texts. Moreover, English teachers tend to put more emphasis on meaning conveyance than grammatical accuracy. On the other hand; however, students seem to value grammar accuracy more than meaning conveyance

Table 4-3-1 *Descriptive Statistics of Comparison on Students' and Teachers' Beliefs toward Effective English Teaching (Grammar Instruction)*

No.	Item	ID	Mean	SD	Rank
Category: Grammar Instruction					
An Effective English teacher should…					
2	have students practice grammar and sentence patterns with dialogue or making sentences.	students	2.99	0.91	15
		teachers	3.15	0.74	2
4	have students recite texts to know grammatical structures.	students	2.73	0.95	22
		teachers	2.79	0.59	19
6	teach grammar by giving examples of grammatical structures before explaining the grammar rules.	students	3.15	0.86	5
		teachers	3.03	0.87	8
8	teach grammar by explaining grammar rules before having students do the practice.	students	3.15	0.87	6
		teachers	2.85	0.66	15
26	have students practice conversations with a clear meaning conveyance prior to grammatical accuracy.	students	2.37	0.92	26
		teachers	2.68	0.94	22

Table 4-3-2 is the summary of the comparison on students' and teachers' beliefs toward effective English teaching in the category of Error Correction. In terms of error correction, the teachers had more positive attitudes toward each item except item 14, on the statement that the students expect their teachers to provide feedback as soon as they made mistakes (mean = 3.23). But their teachers only responded with a moderate degree of agreement to this statement (mean = 2.82). It is also worth noticing that teachers responded with a moderate degree of agreement (mean = 2.76) on item 10, but their students showed negative response on the same item (mean = 2.0). The results above demonstrate that students rely heavily on teachers' immediate feedback and regard teachers as the main indicators of error correction.

Table 4-3-2 *Descriptive Statistics of Comparison on Students' and Teachers' Beliefs toward Effective English Teaching (Error Correction)*

No.	Item	ID	Mean	SD	Rank
Category: Error Correction					
An Effective English Teacher Should…					
7	carefully give an explanation and have discussion on our errors after each exam until these errors are clearly understood.	students	3.06	0.92	11
		teachers	3.09	0.79	6
10	not correct us immediately when we make oral mistakes without the concern of meaning interruption.	students	2.00	0.97	29
		teachers	2.76	0.74	20
12	only correct us indirectly when we produce oral errors. (e.g. Teachers should repeat correct answers to us rather than saying, "You are wrong!" in class.)	students	3.06	0.92	10
		teachers	3.15	0.78	3
14	address errors by immediately providing explanations to why the students' responses are incorrect.	students	3.23	0.91	1
		teachers	2.82	0.76	16

Table 4-3-3 shows the comparison between students' and teachers' beliefs toward effective English teaching in the category of Target Language Use. Both groups of participants held positive attitudes toward item 23 (students' mean =3.17; teachers' mean = 3.0). The results indicated that both students and teachers agree that not only the target language but also the native language should be used for different classroom activities. Similarly, both parties disagreed with item 18 (students' mean =2.14; teachers' mean = 2.18) and item 20 (students' mean =2.09; teachers' mean = 2.24). The results reveal that there is no need for teachers to ask students to speak only in the target language during class or to require students to respond in the target language from the first day of class. Even both teachers and students shared the same perspective toward item 18, 20 and 23. However, discrepancy existed in their responses toward the need of simplifying language used in teachers' talk and the requirement of obtaining native-like accent in speaking. In

teachers' point of view, they thought it was necessary to simplify their use of target language use so that what they spoke could be easily understood by the students. Contradictory to teachers' beliefs, the students seemed to be more confident in understanding teachers' talk even without simplifying the language as the mean score on item 22 showed (teachers' mean=2.41, students' mean=2.71). Similarly, different points of view were shown on item 22. As the mean on item 22 indicated, the students do not expect so much that an effective English teacher should speak with native-like accent as their teachers do.

Table 4-3-3 *Descriptive Statistics of Comparison on Students' and Teachers' Beliefs toward Effective English Teaching (Target Language Use)*

No.	Item	ID	Mean	SD	Rank
Category:	Target Language Use				
An effective English teacher should…					
16	not simplify or alter how teachers speak so that we can understand every word being said.	students	2.71	0.96	23
		teachers	2.41	0.66	26
18	require us to not speak Chinese in the classroom.	students	2.14	1.04	28
		teachers	2.18	0.80	28
20	require us to speak English from the first day of class.	students	2.09	0.94	29
		teachers	2.24	0.82	27
22	speak English with native-like control of accent and pronunciation.	students	2.47	0.91	25
		teachers	2.53	0.71	23
23	change the language (English or Chinese) for different classroom activities.	students	3.17	0.91	3
		teachers	3.00	0.65	9

Table 4-3-4 shows the comparison between the students' and teachers' beliefs toward effective English teaching in the category of Culture Teaching. Generally speaking, the opinions from both sides were positive (mean > 2.5), and the students' expectation for culture instruction was higher than their teachers' for the students' mean score on item 19 and 28 were higher than their teachers'. As item 19 and 28 indicate, both agree that understanding culture is as essential as teaching language to be an effective English teacher; moreover, they both believe that effective English teachers should spend as much time on teaching culture as on teaching language. In brief, it could be concluded that both students and teachers valued the importance of culture instruction in English teaching.

Table 4-3-4 *Descriptive Statistics of Comparison on Students' and Teachers' Beliefs toward Effective English Teaching (Culture Teaching)*

No.	Item	ID	Mean	SD	Rank
Category:	Culture Teaching				
An effective English teacher should…					
19	be as knowledgeable about the foreign culture (e.g., Christmas and its related content) as the language itself.	students	3.14	0.92	7
		teachers	2.97	0.63	12
28	devote as much time to teach culture (e.g., Christmas and its related content) as to teach language in class.	students	2.86	0.91	19
		teachers	2.71	0.84	21

Table 4-3-5 summarizes the results of the comparison between students' and teachers' beliefs toward effective English teaching in the category of Computer Assisted Language Learning (CALL). In general, the students held a more positive attitude than the teachers for students' mean scores on every item were higher than teachers'. As Table 4-3-5 indicates, both teachers and student agreed that computers are helpful in language learning because the mean scores of both parties were higher than 2.5 points. However, with respect to the actual application of computer technology, teachers' attitude became more conservative than that of their students'. As item 9 and 29 represented, teachers' mean socre on these two items barely reached the average score—2.5 points.

Table 4-3-5 *Descriptive Statistics of Comparison on Students' and Teachers' Beliefs toward Effective English Teaching (Computer Assisted Language Learning)*

No.	Item	ID	Mean	SD	Rank
Category: Computer Assisted Language Learning					
An effective English teacher should…					
1	frequently use computer-based technologies (e.g., Internet, projector, interactive whiteboard) in teaching English.	students	3.13	0.96	9
		teachers	2.82	0.83	17
9	ask students to use computers to practice English or do assignments after school.	students	2.69	0.99	24
		teachers	2.44	0.61	25
29	have classroom activities with computers and have English lessons in computer classrooms.	students	2.83	1.03	21
		teachers	2.50	0.83	24

Table 4-3-6 shows the comparison between the students' and teachers' beliefs toward effective English teaching in the category of Communicative Language Teaching (CLT). Both teachers and students demonstrated positive attitudes toward CLT. On item 3, both teachers and students got the same mean score (mean = 3.00), which indicates that both agreed that group activities were vital in the need of creating a student-centered classroom. Besides, the teachers showed higher agreement than their students on item 15 (students' mean =3.17; teachers' mean = 3.32), suggesting the teachers' favorable attitude toward various classroom activities. As for item 25, the teachers and students got similar mean scores (teachers' mean=.3.15; students' mean=3.19), indicating similar opinions from two sides. That is, both teachers and students stressed the need of using real-life teaching materials in class. However, as far as group interaction was concerned in item 27, students' agreement was not much as their teachers' response due to the mean difference (students' mean =3.01; teachers' mean = 3.15).

To sum up, these results indicate that both teachers and students regarded CLT as an effective teaching method. Furthermore, they both show their preference for real-life teaching materials used in class; as for teachers, they showed more favorable attitudes toward various classroom activities and group interaction in class than their students did.

Table 4-3-6 *Descriptive Statistics of Comparison on Students' and Teachers' Beliefs toward Effective English Teaching (Communicative language Teaching)*

No.	Item	ID	Mean	SD	Rank
Category: Communicative Language Teaching					
An effective English teacher should…					
3	lead a student-centered class with a majority of group activities.	students	3.00	0.94	14
		teachers	3.00	0.74	10
15	often change the classroom activities, and preferably include listening, speaking, reading and writing.	students	3.17	0.93	4
		teachers	3.32	0.94	1
25	use predominately real-life materials (e.g., music, picture, news) in class.	students	3.19	0.92	2
		teachers	3.15	0.82	5
27	teach and practice grammar through group interaction (e.g., act out the conversation in a restaurant with group members.) rather than paper-and-pencil practice.	students	3.01	0.94	12
		teachers	3.15	0.74	4

Table 4-3-7 shows the results of the comparison between students' and teachers' beliefs toward effective English teaching in the category of Multiple Assessments. Both teachers and students had positive attitudes toward most of the items in this category, including item 5, 11, 13, 17 and 24. On the other hand; however, both showed negative response on item 21, which is about deciding students' grades only by paper-and-pencil tests. For this item, the teachers expressed their greater disagreement (mean = 1.82) than their students (mean = 2.32). Overall, the teachers' responses were more positive than their students except item 5 (students' mean = 3.14; teachers' mean = 3.03); that is, the students emphasized on meaning conveyance as well as grammatical accuracy in oral tests more than their teachers. The results indicate that both teachers and students believe that the application of multiple assessments is effective in teaching English; moreover, they both disagree students' final grades were decided only by paper-and pencil tests.

Table 4-3-7 *Descriptive Statistics of Comparison on Students' and Teachers' Beliefs toward Effective English Teaching (Multiple Assessments)*

No.	Item	ID	Mean	SD	Rank
Category:	Multiple Assessments				
5	have oral tests with the consideration of not only grammatical accuracy but also meaning conveyance	students	3.14	0.86	8
		teachers	3.03	0.76	7
11	help to collect data during the learning process to make portfolios.	students	2.85	0.90	20
		teachers	2.97	0.72	13
13	decide the students' final grades with the consideration of performance on daily assignments.	students	2.90	0.97	18
		teachers	2.97	0.80	14
17	decide the students' grades with the consideration of " group participation in class." (e.g., give extra credits to those who have devoted more in group discussion.)	students	2.92	1.01	17
		teachers	3.00	0.74	12
24	design different ways of testing. e.g., having conversation with classmates in English.	students	2.96	0.97	16
		teachers	3.00	0.74	11
21	decide students' final grades only by grades on our test papers.	students	2.32	0.99	27
		teachers	1.82	0.87	29

Table 4-3-8 reports the results of the independent sample t-test for the comparison between teachers' and students' beliefs toward effective English teaching. Only the items resulted in significant differences between teachers' and students' beliefs were shown in the table, including 5 items from 4 categories as Table 4-3-8 shows. That is to say, no items from the category of Culture Teaching, Target Language Use and Grammar Instruction were shown here because no statistical difference was found in these three categories.

On the other hand, the items led to significantly difference of the teachers' and students' beliefs in effective English teaching were as follows. For the items with a greater amount of teachers' agreement than students, there were item 10 (students' mean = 1.99; teachers' mean = 2.76) in the category of Error Correction, and item 27 (students' mean = 3.01; teachers' mean = 3.35) in the category of CLT, indicating teachers' preference for the implementation of delayed error correction and group interaction in

class. For the items with a greater amount of students' agreement than their teachers, there were item 14 (students' mean = 3.23; teachers' mean = 2.82) in the category of Error Correction, item 9 (students' mean = 2.69; teachers' mean = 2.44) in the category of CALL, and item 21 (students' mean = 2.32; teachers' mean = 1.82) in the category of Multiple Assessments, suggesting students' strong expectation for immediate feedback and CALL adoption; moreover, the students seemed more acceptable to be graded only by paper-and-pencil tests. Item 10 and 9 not only indicated numerical difference in statistic computation, but also represented the opposite opinions between the teachers and students. The students disagreed with item 10 but their teachers agreed; the students agreed with item 9, but their teachers' mean score revealed their disagreement. That is, the students' and teachers' attitude toward immediate error correction and CALL were in opposition. As for item 14, 27, and 21, the statistical difference was due to extreme opinions from one side. In fact, their mean scores represented similar standpoints from both students and teachers. For example, both the teachers and students agreed with item 14 which is about providing immediate feedback in the category of Error Correction (students' mean = 3.23; teachers' mean = 2.82), but the significant difference occurred due to the students' much more agreement than their teachers'. The results suggest that there is an expectation gap even between similar opinions of the same teaching strategy.

Table 4-3-8 *The Independent Sample T-test Results for the Comparison between Teachers'*
and Students' Beliefs toward Effective English Teaching

No	Item	ID	N	Mean	SD	SD Error	*p*
An effective English teacher should…							
Category: Error Correction							
10	not correct students immediately after they make mistakes in speaking without the concern of meaning interruption.	Students	811	1.99	0.97	0.03	**.000
		Teachers	34	2.76	0.74	0.13	
14	address errors by immediately providing explanations to why students' responses are incorrect.	Students	811	3.23	0.92	0.03	**.010
		Teachers	34	2.82	0.76	0.13	
Category: Computer Assisted Language Learning							
9	ask to use computers to practice English or do assignments (e.g. search information on line) after school.	Students	811	2.69	0.99	0.03	*.033
		Teachers	34	2.44	0.61	0.11	
Category: Communicative Language Teaching							
27	teach and practice grammar through group interaction (e.g., act out the conversation in a restaurant with group members.) rather than through paper-and-pencil practice.	Students	811	3.01	0.94	0.03	*.040
		Teachers	34	3.35	0.95	0.16	
Category: Multiple Assessments							
21	decide students' final grades only by grades on our test papers.	Students	811	2.32	0.99	0.04	**.005
		Teachers	34	1.82	0.87	0.15	

p < .05   ** *p* < .01

CHAPTER 5

DISCUSSION

The previous chapter addresses the answers to the three research questions of the present study; this chapter provides further discussion on these results. The discussion derived from the collected data mainly contains two parts: students' beliefs toward effective English teaching and the comparison of these beliefs between the students' and their teachers'.

Students' Beliefs toward Effective English Teaching

As Williams and Burden (1997) claimed, learners' perceptions and interpretations of learning would exert the greatest influence on their final accomplishment. The following is a report on the discussion over students' beliefs with respect to several teaching pedagogies adopted in the questionnaire of the present study. Moreover, the examination into students' beliefs with the effect of demographic variables such as gender, extracurricular English learning experience, and different length of prior English learning will be mentioned as well.

As for grammar instruction in class, most students responded positively, indicating that students valued the importance of grammar instruction in English curriculums. The result was in accordance with the phenomenon Wang (2000) has claimed that recent research in Taiwan indicated grammar instruction plays a key role in language classrooms. Unlike Burgess and Etherington's (2002) report that 90% of teachers believed that their students favored explicit grammar instruction, or Li 's (2005) conclusion that students preferred teachers to generalize grammar rules for them, the present finding suggested students scored highly for both teaching techniques, indicating their preference not only

for inductive but also for deductive grammar instruction. Moreover, the students also preferred to get themselves familiar with grammatical usages by reciting texts or sentences in their textbooks. This could be affected by their previous learning experience, for reciting texts has been regarded as one of the commonly used teaching techniques in Chen's (2010) study.

Students in the present study also held a positive attitude toward receiving error corrections from teachers in class; moreover, students disagreed that teachers should neglect error correction when a student's meaning conveyance was not interrupted. The finding was in accordance with Li's (2005) study that students highly valued the need of error correction, and that students expected teachers to correct them whenever errors occurred, although teachers tended to judge the types of the mistakes before taking actions. This was also similar to Brown's (2009) finding which claimed students' preference for explicit error correction. Also, students mentioned they appreciated indirect correction by "recast," which was pointed out to be the most common technique of error correction for language teachers (Lyster & Ranta, 1997). The conclusion might be that students expect to be corrected immediately while saving their face in front of other classmates at the same time; thus, recast was highly approved by the students in the present study.

Still, when it comes to real target language use in the classroom, students tend to be passive and conservative. Most of the participants did not expect their teacher's requirement of "no Chinese" in class, or teachers' ask for students to "speak English from the first day of class." The results were consistent with Li's (2009) study, stating that most students did not anticipate their teachers to speak only in English in class. They suggested that it would help them to pay more attention in class with the instruction of half English and half their native language. In addition, the participants in the present study responded highly positively toward the statement about switching languages for different classroom

activities. Chang (2009), Dai (2009) and Duff and Polio (1990, 1994) have proposed similarly that students regarded native language as an assistance in learning a foreign language. They thought different languages could be applied in different teaching situations for different teaching goals. Also, the students in the present study regarded it unnecessary for teachers to speak with a modified target language, although the teachers in Deng's (2010) study considered that teachers should slow down their speaking rate, clear their articulation, and repeat themselves more in the target language to improve learners' comprehension. These results provide evidence that students think effective teachers should use English and Chinese interchangeably. When speaking English, teachers should keep it genuine without any modification.

The addition of cultural elements in most foreign language curriculum has been accepted and implemented for a long time (Chen 2010; Lai, 2006; Lange, 1999; Kramsch, 1993). The findings in the present study are in substantial agreement with those mentioned above. Students highly approved of the requirement of teachers' professional training with respect to culture. They thought that an effective English teacher should be equipped with as much cultural knowledge as language skills. Moreover, students also agreed that effective teachers should devote as much time to teaching culture as to teaching language itself. However, it was exactly these points that were the difficulties of culture instruction proposed by the recent studies. Many teachers and researchers pointed out the obstacles they encountered when implementing culture teaching were the limited hours for instruction, inadequate teacher training, and insufficient teaching resources (Cheng, 2006; Kao, 2009; Yang, 2004; Yo, 2007). These findings lead us to believe that there is still room for a better culture instruction in the English curriculum.

The students' responses were positive and consistent with the advocation of implementing CALL in language teaching by previous studies (Brett, 1997; Chapelle, 2004; Tsai, 2002), especially the statement about the frequent use of computers. However,

students showed that they were hesitant to have English instruction through computers all the time. Possible reasons could be what Huang (2003) disclosed about the group with 100% computer instruction; she found that they lagged behind in the post test compared to another control group in her study. She suggested that the group with 70% of teacher instruction and 30% of CALL application performed the best in achievement tests. The results imply that students still regard computers as a tool that helps in language teaching, but not as the replacement for real teachers. This phenomenon could also attribute to parents and teachers who have prevented children from overusing computers, which might result in the students' addiction to the internet (Tsai, 2005). In brief, these factors mentioned above have affected students' and teachers' judgments on the role of computer technologies in the language classrooms; that is, students' preference and teachers' concern both account for different opinions of CALL between two sides.

The students in the present study also highly approved communicative language teaching (CLT) as a good method to develop learners' communicative competence, as advocated by several researchers (Littlewood, 1981; Nunan, 1991; Long & Crookes, 1992; Larsen-Freeman, 2000; Richards, 2005). The students' responses suggested that they valued being taught with authentic materials and four skills—reading, writing, listening, and speaking in class, which is also one of the educational policies promoted by Ministry of Education (MOE, 2007).

Although learners' responses were positive to CLT, they gave relatively lower scores to the other two items representing student-centered classroom and group interaction in class respectively. Two possible reasons may account for this phenomenon: first, Asian students are too shy to interact actively with classmates or teachers in class. Just as Sato and Kleinsasser (1999) claimed in their study, students were reluctant and shy to join in communicative activities; thus, the teacher failed to have a CLT classroom. Second, possibly affected by their previous learning experiences, Taiwanese students still

regarded teachers as the authority in the classroom. Thus, the students favored teacher-centered instruction and expected traditional grammar-based curriculum, as suggested in several previous studies (Chung & Huang, 2006; Wang, 2002). In brief, students only partially consented to the creed of CLT method, including the concept of communication-focused and authenticity-based learning environment. Students' attitudes are likely to be more conservative with respect to teachers' implementation of student-centered context and group interaction in class.

At last, students regarded multiple assessments as an effective technique and a helpful tool for learning English (Cheng, 2007; Hsieh, 2000; Shohamy, 1998). In the present study, they only disagreed with one statement about determining final grades by paper-and-pencil tests. The participants demonstrated a mixed attitude for multiple assessments and traditional paper-and pencil tests. That is, they agreed that they would benefit from multiple assessments; however, they were reluctant to completely give up traditional paper-and-pencil tests. Possible reasons could be attributed to students' previous learning experiences: as Hsieh (2000) pointed out, the teacher participated in her study was frustrated with adopting multiple assessments in a sixth-grade class because of the limited instruction hours. Also, some researchers even claimed that the participants preferred to go back to traditional paper-and-pencil tests because of its convenience for both teachers and students to prepare for (Chang, 2010; Wei, 2006). The dispute mentioned above illustrated that the concepts of multiple assessments are widely accepted, but its practical application in classrooms, with many possible difficulties, may still be doubtful.

Demographic Variables Affecting Students' Beliefs toward Effective English Teaching

In the current investigation, three demographic variables—gender, extracurricular English learning experience and different length of prior English learning– were

manipulated to investigate whether students with different attributes would respond in a significantly different manners.

When gender was manipulated, significant differences were observed in terms of Grammar Instruction, CALL and CLT. Not surprisingly, female students responded more positively than male students in general, except for the item with respect to CALL. There have been various reports indicating females' dominant role not only in the manipulation of strategies (Bacon & Finnemann, 1992; Lo, 2006) but also in the motivation to learn a new language (Oxford, 1989; Wu, 2007; Chen, 2008); moreover, Chen (2008) further proposed that female students tended to focus on vocabulary and grammatical rule learning through repetitious practices. The results of the present study confirmed that female students' appetence for language also have positive effects on their language learning beliefs. The studies mentioned above help to explain why female learners were more willing to accept various classroom activities and practices than male students in class. Females' aptitude in language learning is generally better than males; On the other hand, computer technology is believed to be more appealing to male students (Tsai, 2005). Due to the perception difference, the item with respect to CALL would result in male students' more positive attitudes and lead to significant difference.

Extracurricular English learning experience was often considered an important variable that influenced students' beliefs (Huang, 1993). Compared to the students without extracurricular learning experience, those with extracurricular learning experience reported a significantly more positive attitude toward 15 items concerning all categories of the questionnaire. In fact, with a closer examination of the statistical data, the responses on the scale were in the same side between the students with and without extracurricular English learning experience; that is, they all responded positively to the items of each category. However, students with extracurricular learning experience chose more extreme answers to reveal their thoughts, and thus the significant difference existed.

In other words, students that received extracurricular English learning programs expressed their opinions more clearly by choosing 'strongly agree' or 'strongly disagree' instead of neutral options. As the conclusion from previous studies, students with extracurricular English learning experiences or longer length of previous English learning held more positive attitudes toward English learning. Those students would show their satisfaction and praise for English cram schools, especially when considering their English learning achievements (Chen, 2008; Tsai, 2003; Yu, 2004). The findings from the present study suggested that students joining extracurricular English learning programs responded with much more agreement and clearer standpoints than those without extracurricular English learning experience. In addition, their beliefs regarding effective English teaching were more parallel to SLA pedagogical theories; that is, their perceptions of effective English teaching were generally more consistent with the teaching pedagogies mentioned in the present study.

Participants' different length of prior English learning served as another independent variable and it turned out to significantly influence students' perspectives on only one item in the category of Grammar Instruction: "Meaning conveyance is prior to grammatical accuracy during conversation in class." The present study suggested the group with 3 years or less of English learning responded more positively than that with 4 years of learning experience. It was anticipated that experiences of learning English earlier, or a longer length of time in learning English, would exert a positive influence on students' English achievement, motivation, or their application of learning strategies (Shen, 2006; Shrum & Glisan, 2000; Wu, 2007). However, the results in the current study seem inconsistent with our hypothesis because only one item reflected the effect of different lengths of time on prior English learning experiences on students' beliefs. Groups with the learning experience over 5 years did not report any statistically different opinions from other groups. Learners with 3 years or less of language learning

experiences expressed their stronger agreement to the value of meaning conveyance during conversation than those with 4 years of learning experience. This is suggested that beginning learners with less years of prior English learning experience may have a limited grammatical knowledge which makes them value meaning conveyance at first. As beginners without enough English ability, they might expect teachers to allow them to use content words or phrases rather than a complete sentence to express themselves in class. It is easier and more relaxing for beginning-level students to respond with words or phrases rather than with a whole sentence in the target language (Li, 2005). At this stage, beginners might be asked for meaning conveyance prior to grammatical accuracy in English use. Nevertheless, learners with more learning experience start to have more understanding of a target language and gain more ability to have better grammatical accuracy.

The Comparison between Teachers' and Students' Beliefs toward Effective English Teaching

As what Horwitz (1988) proposed, the belief incongruence did occur between students and teachers in foreign language teaching. The present findings have pointed out the match and mismatch on teachers' and students' beliefs toward effective English teaching.

Related studies previously conducted in Taiwan indicated the dominant role of grammar instruction in English classrooms (Chuang, 2009; Lai, 2004; Li, 2005; Wang, 2008). The present findings confirmed this by demonstrating both students and teachers believed that the grammar instruction was important in an English classroom. As for the debate over inductive or deductive of grammar instruction, although several researchers had fought for both methods (Brown, 2001; Burgess & Etherington, 2002; Ellis, 2002; Lightbown & Spada, 1990; Schultz, 1996; Terrell, 1983; Wang, 2000), the students'

responses, which both reached the averaged points of 3.15, revealed that students favored both inductive and deductive teaching methods, and that they agreed that effective English teachers should use both methods to instruct grammatical points. As for teachers, participants in the present study scored 3.03 and 2.85 to inductive and deductive methods respectively, indicating that both methods were favored, but the inductive method was superior to the other. The reason for the teachers' more preference for teaching grammar inductively may have to with Ellis' (2002) viewpoints that inductive teaching assisted learners to find rules on their own, which might motivate and impress learners more than the deductive method. On the other hand, teachers also valued the deductive technique in teaching grammar due to its efficiency to focus learners' attention on specific linguistic features (Schultz, 1996; Wang, 2000). In brief, students and teachers both value the importance of grammar instruction. The teachers prefer both inductive and deductive techniques, especially the inductive method, which might help motivate students more, whereas the students value both methods and simultaneously scored them high.

When it comes to error correction, the results indicated both teachers' and students' strong preference for explicit correction, which corresponds to Li's (2005) and Chuang's (2009) findings, indicating that both teachers and students favored explicit correction. In addition, teachers agreed that implicit error correction is acceptable in class if meaning conveyance is not disturbed, while students thought they should be corrected and notified by their teachers explicitly and immediately. This finding was in accordance with Brown's (2009) study, where it further pinpointed that such mismatch with respect to error correction between students' and teachers' beliefs might result from students' unrealistic assumption that L2 acquisition was strictly about obtaining grammatical knowledge of a language. It is likely for students to overemphasize error correction and grammar instruction in the test-dominated settings of Taiwan, where various paper-and-pencil tests also make students put more focus on 'accuracy' of a language.

The disparity reminds teachers to examine if their teaching practice still remains form-focused and test-dominated, which may hinder students from acquiring a holistic idea of learning a language, and affect students negatively on judging an effective teacher.

When mentioning Computer Assisted Language Learning (CALL), both students and their teachers agreed that there should be computers implemented in class, just as the advocation by several related studies (Brett, 1997; Chapelle, 2004). Although the teachers' attitudes toward this teaching method were all positive, their responses were still more conservative than their students', indicating the students' stronger expectation for computer assisted language learning. Possible reasons for teachers' cautious attitude toward CALL might be the concern for time and equipment, which has been stated in Chien's (2002) study. For instructors, applying computer technology in class might need extra time for teacher training; they also doubted the necessity and the effectiveness of conducting a new way to teach, regardless of the fact that CALL did promote students' motivation in language learning (Liu 2004; Yu 2007; Chiang 2008). Moreover, teachers seemed reluctant to ask students to practice English with computers after school, and the opinions from the teachers and their students were statistically different. Kern (1995) has proposed that one of the advantages of computer technology provided for learners was to have extensive practice outside the classroom. However, the results indicated that the teachers concerned more about the issue of Internet overuse, which is still on a rise among students. Consequently, the teachers were opposed to ask their students to adopt CALL after school (Tsai, 2005).

With the promotion of government, CLT has included in the teaching guidelines issued by The Ministry of Education in Taiwan (2003). The results of the comparison between the teachers' and students' beliefs unsurprisingly revealed that both teachers and students gave positive responses toward all items regarding CLT.

However, the findings demonstrated that teachers overall gave higher scores than

their students did. This was similar to what Brown (2009) found in his study, indicating that teachers favored communicative approach more than their students. There was even one item concerning teaching grammar by group interaction in class rather than paper-and-pencil practice resulting in statistically different opinions due to teachers' much more agreement than their students. Regardless of the affirmative responses from both sides, teachers scored statistically higher than their students (teacher mean = 3.15; student mean = 3.01). The finding suggests that teachers consider group interaction to be more effective when teaching English than their students do. Possible reasons could be that Asian students were generally introverted and shy to interact with others in class. Such a strong standpoint was confirmed by previous studies, pointing out that students preferred a more traditional way of instruction because they were reluctant to interact with each other in class (Chang, 2001; Chung & Huang, 2006; Nakanishi, 2007). To sum it up, both teachers and students gave positive responses toward items of CLT. However, when mentioning the application of group interaction in class, students were more hesitant and led to belief differences between both sides.

With respect to multiple assessments, both teachers and students' beliefs were positive in the present study. The result was consistent with numerous studies advocating advantages of multiple assessments (Hsu, 2007; Shohamy, 1998). Also, both teachers and students disagreed with deciding students' final grades only by paper-and-pencil tests. Moreover, the teachers responded with even stronger disagreement than their students did, so the mean scores from both sides were statistically different. Students' disagreement to this item was not as much as their teachers'. The phenomenon may come from some students' conservative attitudes toward multiple assessments. Their reaction was in accordance with previous studies where the participants claimed their preference for going back to traditional paper-and-pencil tests (Wei, 2006; Chang, 2010). It is the exam-oriented environment in Taiwan that has affected students' perspectives of effective

teaching. They may consider traditional assessments to provide more opportunities and practice in order to cope with numerous paper-and-pencil tests. Moreover, the test-dominated context may lead the students to think that it's unnecessary and useless to develop other linguistic competences that could be judged by multiple assessments.

In conclusion, both teachers and students showed their belief match and mismatch in many aspects: For grammar instruction, both teachers and students agreed that teaching grammar was necessary. Students accepted inductive and deductive instruction, but teachers preferred deductive technique more. For error correction, explicit error correction was dominant in all. Also, teachers agreed that error correction could be delayed or ignored if there was no interruption in the students' meaning conveyance, but students thought effective teachers should correct them immediately after errors occurred.

For target language use, neither teachers nor students felt the necessity to exclude native language in class. For culture teaching and CALL, students' and teachers' attitudes were generally similar and positive. For CLT, their attitude was positive. But the mismatch appeared where teachers favored group interaction in class more than their students. Finally, despite the fact that some students still favored the traditional paper-and pencil tests, both teachers and students seemed to approve of the creeds and concepts of multiple assessments.

CHAPTER 6

CONCLUSION

Summary of the Study

The present study aimed to investigate elementary school students' beliefs regarding effective English teaching and examine the effects of three demographic variables, gender, extracurricular English learning experience, and different length of prior English learning on students' beliefs. Also, the comparison between students' and teachers' beliefs concerning effective English teaching was made to give further pedagogical discussion. All the data was collected from the questionnaires, which were adapted mainly from Brown's (2009) study and the Grade 1-9 Curriculum Guidelines (MOE, 2007). Two phases of samplings, stratified and random sampling were conducted to choose 34 teachers and their 811 students from 34 public elementary schools in Taichung area. The quantitative data was then computed by three common statistical methods, including descriptive statistics, independent sample t-test, and ANOVA along with Scheffe post hoc test, when needed. The findings of the study are briefly listed as follows:

1. Elementary school students held a positive attitude toward seven pedagogies mentioned in the questionnaire. The participants agreed with the following: (1) Grammar instruction is important, whether it is conducted in an inductive or deductive way; (2) Immediate error correction is necessary in class, (3) Effective English teachers should change their languages, target language (TL) or native language (NL) for different classroom activities; (4) Cultural elements, Communicative Language Teaching (CLT)-based activities and multiple assessments should be involved in the English curriculum; (5) Effective English teachers should make use of computer technologies in English teaching. On the other hand, the

participants disagreed with the following: (1) Stress on meaning conveyance rather than grammar accuracy during students' oral practice; (2) Neglect students' errors when there is no meaning interruption during conversations; (3) Exclude students' native language in English classrooms; (4) Base only on grades from paper-and-pencil tests to decide students' final grades.

2. When it comes to demographic variables, the participants with different attributes held varied attitudes. Gender had a significant effect on students' beliefs with respect to Grammar Instruction, Computer-Assisted Language Learning (CALL) and CLT. Female students had more positive attitudes than males with the exception of CALL. Extracurricular English learning experience influenced students' beliefs concerning all subcategories of the questionnaire. Students with extracurricular English learning experiences generally responded with more agreement with all teaching pedagogies. Different length of prior English learning revealed a significant difference among the students' reactions to Grammar Instruction. Students with 3 years of English learning experience valued meaning conveyance more than those with 4 years of learning experience.

3. Finally, the mismatch between teachers' and students' beliefs did exist with respect to Error Correction, CALL, CLT and Multiple Assessments. For error correction, teachers believed that error correction could be delayed or ignored occasionally, but students thought effective teachers should give immediate feedbacks all the time. For CALL, teachers seemed more hesitant to ask students to practice English with computers after school. For CLT, the mismatch was found where teachers favored group interaction in class more than their students did. Finally, with respect to multiple assessments, the students' dislikes for using paper-and pencil tests were not as much as their teachers'.

Pedagogical Implication

There is a growing body of evidence indicating that language learning beliefs play a key role in affecting learners' learning experiences and future achievements (Horwitz, 1999; Brown, 2009). Teachers' beliefs and their implementations are closely related (Hsu, 2007). The present findings confirmed that there was a gap between students' and teachers' beliefs of effective English teaching. In the hope of bridging the gap between these two sides, several suggestions are provided:

To begin with, the study brought out some faulty assumptions that teachers should not follow any longer: teachers may not always make the "right" decision when choosing classroom activities that are suitable for every student. Each learner's belief could be affected by different variables and there will be various preferences for different teaching strategies. Moreover, students might not understand teachers' pedagogical decisions in the classroom, but that does not mean students have no expectations or standpoints for the coming language curriculum. For teaching practices in the classrooms, three suggestions are offered to amend the inconsistency from teachers' and students' beliefs.

First, the present study suggested that teachers preferred communicative approach more than their students; moreover, the teachers appeared to find more value in group work more than their students did. To deal with the discrepancy, teachers should pay more attention to those students who are shy or less confident in coping with interpersonal relationships. Teachers should offer more encouragement and patience towards them before implementing such language activities in class. Teachers should also be more careful while grouping students together, and have students practice more in advance to reduce their anxiety during CLT activities. Finally, it is suggested that teachers should selectively mention the importance of meaning negotiation to learners,

and students could have their concerns addressed as well. Teachers will not have time to provide a complete theoretical justification for every language activity used in class, nor do students have enough comprehension for a series of L2 acquisition theories. However, students' perceptions of what constitutes effective teaching might be altered if teachers provided a short rationale for selected activities.

Second, to deal with students' extraordinary expectation for explicit error correction, teachers may approach students' dislike, implicit error correction, in a more interesting and appealing way. For example, a language game or a peer discussion might help students find their potential to seek out and correct language errors by themselves. Students will also benefit from being active roles in language learning and gaining responsibility to refine their own language performance. On the other hand, teachers should try to apply a variety of classroom activities rather than overemphasizing declarative knowledge of the language. In that case, students will eventually understand the value of language learning is not only focusing on the accuracy of grammatical knowledge, but also on the functional speaking in daily lives, in which the error correction might not be an immediate necessity.

Third, due to the learners' strong preference for the adoption of computer technologies in class, teachers should take it as stimulation to motivate learners. Since male students' motivation for language learning is averagely lower than female students', and studies show that computers are especially attractive to male students, it is suggested that involving computers occasionally in English teaching would help to raise the students' motivation. Moreover, due to students' tendency toward repetitious practice on grammatical rules or vocabulary, computer technology offers opportunities for extensive practice in and after class, which can be another direction for teachers to work on.

To sum up, present findings about students' beliefs, and the match or mismatch between teachers' and students' perspectives on effective teaching help to promote

mutual understanding between both sides. Not only teachers but also students would benefit from the increasing awareness of each other's expectations. Also, the educational directors, administrators, and teacher trainers might be provided with more information as the reference to a more effective teaching. When the discontent among teachers and students increases, it may be helpful to look at each group's expectations and perceptions on what should happen in a language classroom.

Limitations of the Study

Several limitations of the study should be noted before the whole findings are generalized to the whole population. First of all, although the researcher conducted stratified sampling along with random sampling to choose participants carefully, these were the samples collected only from Taichung area. When the findings are generalized to the whole population of Taiwan, the validity is likely to be threatened. According to Chien's (2004) investigation, there is a difference in English teaching practices between urban and rural areas. For the diversity of different areas in Taiwan, the findings of the present study should be explained more carefully.

Another limitation is the concern of the implementation of the questionnaire as quantitative data. For the sake of practicality in the research design and data computation, both teachers' and students' beliefs were considered as interval data to go through mathematical analyses. Moreover, no standard criteria was provided and established as a reference to describe the strength of one's preference. The participants gave responses merely on their subjective perceptions which could be easily affected by many factors such as one's emotions at that point. At last, the participants may consider several more effective teaching strategies or behaviors that did not appear on the closed-response questionnaires. Thus, there should be more qualitative data such as the description from open-ended questions or classroom observation as an ancillary explanation to measure

one's beliefs toward effective English teaching.

Suggestions for Future Study

Several suggestions are proposed for future research. The first suggestion is to increase the number of participants to indicate the actual situation in classrooms. If the budget and time are allowed, inviting more students and their English teachers from different geographical areas to take part in the study will definitely help to provide more representational information about their beliefs toward effective English teaching.

Second, besides the questionnaires, interviews or classroom observation can be included as research methodologies to know both teachers' and students' beliefs in detail. The authenticity and directness of data from interviews or classroom observation is what quantitative data from questionnaires have a lack of.

Third, more demographic variables, such as students' English achievement, students' parental socioeconomic status or students' class size, and school size, can be examined to compare their effects on students' beliefs with respect to effective English teaching.

Finally, a multi-method approach can be adopted to investigate the comparison on teachers' and students' beliefs. For example, the future study is suggested to examine what characteristics a teacher is equipped with to have more similar beliefs to his/her students; or if students' final achievement would be better when their beliefs toward effective English teaching are parallel to their teachers'.

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Appendix A

Analysis of Variance Results for the Influence of Basic Learning experience on Students' Beliefs toward Effective English Teaching

	Item		Sum of Squares	df	Mean Square	F	*p*
2	pactice grammar and sentence patterns with dialogue or making sentences.	Between Groups	.801	2	.400	.475	.622
		Within Groups	681.02	808	.843		
		Total	681.82	810			
4	have students to recite texts to know grammatical structures.	Between Groups	1.08	2	.543	.598	.550
		Within Groups	734.59	808	.909		
		Total	735.68	810			
6	teach grammar by giving examples of grammatical structures before explaining the grammar rules.	Between Groups	1.28	2	.643	.866	.421
		Within Groups	599.75	808	.742		
		Total	601.04	810			
8	teach grammar by explaining grammar rules before having students do the practice.	Between Groups	.24	2	.121	.158	.854
		Within Groups	620.58	808	.768		
		Total	620.83	810			
26	meaning conveyance is prior to grammatical accuracy during conversation in class.	Between Groups	6.71	2	3.359	3.948	*.020
		Within Groups	687.32	808	.851		
		Total	694.04	810			
7	carefully give explanation and discussion on students' errors after each exam until they are clearly understood.	Between Groups	.715	2	.357	.419	.658
		Within Groups	689.95	808	.854		
		Total	690.66	810			
10	not correct students immediately after they make mistakes in speaking without meaning interruption.	Between Groups	.54	2	.273	.288	.750
		Within Groups	764.39	808	.946		
		Total	764.94	810			
12	only correct students indirectly when they produce oral errors instead of directly.	Between Groups	.00	2	.003	.003	.997
		Within Groups	688.27	808	.852		
		Total	688.27	810			
14	address errors by immediately providing explanations as to why students' responses are incorrect.	Between Groups	.19	2	.100	.117	.889
		Within Groups	685.28	808	.848		
		Total	685.48	810			

	Item	Sum of Squares	df	Mean Square	F	*p*	
16	not simplify or alter how teachers speak so that students can understand every word being said.	Between Groups	1.94	2	.971	1.047	.352
		Within Groups	749.79	808	.928		
		Total	751.74	810			
18	require students not to speak Chinese in the classroom.	Between Groups	6.36	2	3.184	2.942	.053
		Within Groups	874.32	808	1.082		
		Total	880.69	810			
20	require students to speak English in the first day of class.	Between Groups	2.46	2	1.232	1.379	.253
		Within Groups	721.83	808	.893		
		Total	724.29	810			
22	speak English with native-like control of accent and pronunciation.	Between Groups	.44	2	.221	.265	.767
		Within Groups	673.73	808	.834		
		Total	674.18	810			
23	change the language (English or Chinese) for different classroom activities.	Between Groups	.13	2	.067	.079	.924
		Within Groups	679.72	808	.841		
		Total	679.85	810			
D3. 19	be as knowledgeable about the foreign culture as language itself.	Between Groups	1.20	2	.603	.711	.492
		Within Groups	685.87	808	.849		
		Total	687.08	810			
28	devote as much time to the teaching of culture as to the teaching of language in class.	Between Groups	.71	2	.356	.423	.655
		Within Groups	678.69	808	.840		
		Total	679.40	810			
1	frequently use computer-based technologies in teaching English.	Between Groups	.56	2	.281	.303	.739
		Within Groups	748.83	808	.927		
		Total	749.39	810			
9	ask students use computers to practice English or do assignment after school.	Between Groups	1.79	2	.896	.910	.403
		Within Groups	795.03	808	.984		
		Total	796.82	810			
29	have classroom activities through computers and have English lessons in computer classrooms.	Between Groups	.47	2	.238	.219	.803
		Within Groups	875.38	808	1.083		
		Total	875.85	810			

	Item	Sum of Squares	df	Mean Square	F	p	
		Within Groups	725.30	808	.898		
		Total	725.99	810			
15	often change the classroom activities, and preferably include listening, speaking, reading and writing.	Between Groups	.07	2	.035	.040	.961
		Within Groups	714.41	808	.884		
		Total	714.48	810			
25	use predominately real-life materials (e.g., music, picture, news) in class.	Between Groups	.80	2	.402	.474	.623
		Within Groups	686.41	808	.850		
		Total	687.21	810			
27	teach grammar through group interaction and practice according to different grammatical topics rather than paper-and-pencil practice.	Between Groups	2.84	2	1.420	1.581	.207
		Within Groups	726.01	808	.899		
		Total	728.85	810			
5	have oral tests with the consideration of not only grammatical accuracy but also meaning conveyance.	Between Groups	.08	2	.040	.053	.948
		Within Groups	608.61	808	.753		
		Total	608.69	810			
11	help students to collect data during learning process to make portfolios.	Between Groups	.32	2	.162	.196	.822
		Within Groups	668.50	808	.827		
		Total	668.83	810			
13	involve daily assignment completion in terminal grades.	Between Groups	2.73	2	1.369	1.436	.239
		Within Groups	770.56	808	.954		
		Total	773.30	810			
17	involve "group participation in class" in grade calculation.	Between Groups	1.66	2	.830	.803	.448
		Within Groups	834.75	808	1.033		
		Total	836.41	810			
21	base on grades on test papers to decide terminal grades.	Between Groups	4.40	2	2.201	2.237	.107
		Within Groups	794.95	808	.984		
		Total	799.35	810			
24	design different ways of testing. e.g., having conversation with classmates in English.	Between Groups	3.53	2	1.767	1.881	.153
		Within Groups	759.04	808	.939		
		Total	762.57	810			

$* p < .05$ $** p < .01$

Appendix B

The Formal Questionnaire for Teachers (English Version)

A：Personal Background Information

1. Gender
   _____male _____female
2. Age
   _____ under 30   _____30-40   _____ over 40
3. Educational background
   _____ University _____ Master's degree _____PhD
4. Major
   ____ English Teaching
   ____ English
   ____Other
5. Seniority
   _____1-2 years _____2- 5 years_____5-10 years _____over 10 years
6. Class size
   _____25 students or below _____25-30 students_____ over 30 students

B：Teachers' beliefs toward Effective English teaching:

	An Effective English teacher should…	**4**	**3**	**2**	**1**
1	frequently use computer-based technologies (e.g., Internet, projector, interactive whiteboard) in teaching English.	☐	☐	☐	☐
2	practice grammar and sentence patterns with dialogue or making sentences.	☐	☐	☐	☐
3	lead a student-centered class with a majority of group activities.	☐	☐	☐	☐

4	have students recite texts to know grammatical structures.	☐	☐	☐	☐
5	have oral tests with the consideration of not only grammatical accuracy but also meaning conveyance.	☐	☐	☐	☐
6	teach grammar by giving examples of grammatical structures before explaining the grammar rules.	☐	☐	☐	☐
7	carefully give an explanation and have discussion on students' errors after each exam until these errors are clearly understood.	☐	☐	☐	☐
8	teach grammar by explaining grammar rules before having students do the practice.	☐	☐	☐	☐
9	ask students to use computers to practice English or do assignments (e.g. search information on line) after school.	☐	☐	☐	☐
10	not correct students immediately when they make oral mistakes without the concern of meaning interruption.	☐	☐	☐	☐
11	help students collect data during learning process (e.g., learning sheets, test papers, etc.) to make portfolios.	☐	☐	☐	☐
12	only correct students indirectly when they produce oral errors. (e.g. Teachers should repeat correct answers to students rather than saying, "You are wrong!" in class.)	☐	☐	☐	☐
13	decide the students' final grades with the consideration of their performance on daily assignments.	☐	☐	☐	☐
14	address errors by immediately providing explanations to why students' responses are incorrect.	☐	☐	☐	☐
15	change the classroom activities often, and preferably include listening, speaking, reading and writing. e.g., listen to English songs for listening practice, have students simulate dialogues of	☐	☐	☐	☐

	different situations, read English picture books and write simple English sentences.	
16	not simplify or alter how teachers speak so that students can understand every word being said.	☐ ☐ ☐ ☐
17	decide students' grades with the consideration of " group participation in class." (e.g., give extra credits to those who have devoted more in group discussion.)	☐ ☐ ☐ ☐
18	require students to not speak Chinese in the classroom.	☐ ☐ ☐ ☐
19	be as knowledgeable about the foreign culture (e.g., Christmas and its related content) as language itself.	☐ ☐ ☐ ☐
20	require students to speak English from the first day of class.	☐ ☐ ☐ ☐
21	decide students' final grades only by grades on their test papers.	☐ ☐ ☐ ☐
22	speak English with native-like accent and pronunciation.	☐ ☐ ☐ ☐
23	change the languages (English or Chinese) for different classroom activities.	☐ ☐ ☐ ☐
24	design different ways of testing. e.g., have conversation with classmates in English.	☐ ☐ ☐ ☐
25	use predominately real-life materials (e.g., music, picture, news) in class.	☐ ☐ ☐ ☐
26	have students practice conversations with a clear meaning conveyance prior to grammatical accuracy.	☐ ☐ ☐ ☐
27	teach and practice grammar through group interaction (e.g., act out the conversation in a restaurant with group members.) rather	☐ ☐ ☐ ☐

	than paper-and-pencil practice.				
28	devote as much time to teach culture (e.g., Christmas and its related content) as to teach language in class.	☐	☐	☐	☐
29	have classroom activities with computers and have English lessons in computer classrooms.	☐	☐	☐	☐

4= Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree

The Formal Questionnaire for Students (English Version)

A：Personal Background Information

1. Gender _____male   _____female
2. School Information: _____Area   _____ School
3. Grade   _____6th   _____5th
4. How long have you learned English?
   For   _____3 years   _____4 years   _____ over 4 years
5. Extracurricular Learning Experience _____Yes   _____ No

B：Students' beliefs toward Effective English teaching:

	An Effective English teacher should…	4	3	2	1
1	frequently use computer-based technologies (e.g., Internet, projector, interactive whiteboard) in teaching English.	☐	☐	☐	☐
2	make us practice grammar and sentence patterns with dialogue or making sentences.	☐	☐	☐	☐
3	lead a student-centered class with a majority of group activities.	☐	☐	☐	☐
4	have students recite texts to know grammatical structures.	☐	☐	☐	☐
5	have oral tests with the consideration of not only grammatical accuracy but also meaning conveyance.	☐	☐	☐	☐
6	teach grammar by giving examples of grammatical structures before explaining the grammar rules.	☐	☐	☐	☐

7	carefully give an explanation and have discussion on our errors after each exam until these errors are clearly understood.	☐ ☐ ☐ ☐
8	teach grammar by explaining grammar rules before having us do the practice.	☐ ☐ ☐ ☐
9	ask us to use computers to practice English or do assignments (e.g. search information on line) after school.	☐ ☐ ☐ ☐
10	not correct us immediately when we make oral mistakes without the concern of meaning interruption.	☐ ☐ ☐ ☐
11	help us collect data during learning process (e.g., learning sheets, test papers, etc.) to make portfolios.	☐ ☐ ☐ ☐
12	only correct us indirectly when we produce oral errors. (e.g. Teachers should repeat correct answers to us rather than saying, "You are wrong!" in class.)	☐ ☐ ☐ ☐
13	decide the students' final grades with the consideration of our performance on daily assignments.	☐ ☐ ☐ ☐
14	address errors by immediately providing explanations to why the students' responses are incorrect.	☐ ☐ ☐ ☐
15	change the classroom activities often, and preferably include listening, speaking, reading and writing. e.g., listen to English songs for listening practice, have students simulate dialogues of different situations, read English picture books and write simple English sentences.	☐ ☐ ☐ ☐
16	not simplify or alter how teachers speak so that we can understand every word being said.	☐ ☐ ☐ ☐
17	decide the students' grades with the consideration of " group	☐ ☐ ☐ ☐

	participation in class." (e.g., give extra credits to those who have devoted more in group discussion.)	
18	require us to not speak Chinese in the classroom.	☐ ☐ ☐ ☐
19	be as knowledgeable about the foreign culture (e.g., Christmas and its related content) as language itself.	☐ ☐ ☐ ☐
20	require us to speak English from the first day of class.	☐ ☐ ☐ ☐
21	decide sudents' final grades only by grades on our test papers.	☐ ☐ ☐ ☐
22	speak English with native-like accent and pronunciation.	☐ ☐ ☐ ☐
23	change the languages (English or Chinese) for different classroom activities.	☐ ☐ ☐ ☐
24	design different ways of testing. e.g., have conversation with classmates in English.	☐ ☐ ☐ ☐
25	use predominately real-life materials (e.g., music, picture, news) in class.	☐ ☐ ☐ ☐
26	have us practice conversations with a clear meaning conveyance prior to grammatical accuracy.	☐ ☐ ☐ ☐
27	teach and practice grammar through group interaction (e.g., act out the conversation in a restaurant with group members.) rather than paper-and-pencil practice.	☐ ☐ ☐ ☐
28	devote as much time to teach culture (e.g., Christmas and its related content) as to teach language in class.	☐ ☐ ☐ ☐
29	have classroom activities with computers and have English lessons in computer classrooms.	☐ ☐ ☐ ☐

4= Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree

Appendix D

台中市國民小學有效之英語教學法問卷(教師用卷)

親愛的老師,您好!

感謝您撥冗填寫這份問卷。這份問卷想了解您目前對於有效之英語教學的想法,並且和您學生的想法做比較,其研究結果可幫助教學改進。

本問卷包含七個方面,共 29 題,資料僅供研究分析使用,絕不做公開展示或其他用途。請您按照自己的想法作答,並且依序填答,不要遺漏。您的配合對本研究有很大的幫助,非常感謝您。

國立政治大學 英語教學研究所在職專班

指導教授: 余明忠 博士

研究生: 楊祐華 敬啟

中華民國 101 年 2 月

第一部分:下列題項請勾選(v)您的基本資料,第二題請填寫您所在地區及國小名稱

1. 您的性別_____男 _____女
2. 您的年齡 _____ 30 歲以下_____ 30-40 歲 _____40 歲以上
3. 大學畢業科系
   _____ 英語教學相關系所
   _____ 英語相關系所(包含外國語言學系,英國語文學系等)
   _____ 教育相關系所
   _____ 其他
4. 教學年資 _____2 年以下_____ 2-5 年 _____ 5-10 年 _____10 年以上

第二部分:下列題項主要探討小學學生對各項教學法的看法。填答時,請依照最符合您想法的選項打 v

	我認為一個能運用有效教學法的老師應該….	非常同意	同意	不同意	非常不同意
1	多在課堂上使用電腦等科技產品來進行教學活動。(例如:網路, 電子白板等)	☐	☐	☐	☐
2	讓學生以對話或造句的方式練習文法句型。	☐	☐	☐	☐
3	在上課時以學生為主角,多進行學生小組活動,老師只做輔助與引導的角色。	☐	☐	☐	☐
4	讓學生背誦課文句子來熟悉文法句型。	☐	☐	☐	☐

5	對學生口試時,不會只注重文法正確性,也會考慮意思的表達。	☐ ☐ ☐ ☐
6	應該在課堂上多舉實際例子,學生自行歸納文法句型規則。	☐ ☐ ☐ ☐
7	老師應該在每次考試後細心檢討考卷,直到學生都清楚明白為止。	☐ ☐ ☐ ☐
8	應該先把文法規則講出來,再讓學生做練習。	☐ ☐ ☐ ☐
9	要求學生回家後利用電腦練習英文或完成作業。(例:上網查找資料)	☐ ☐ ☐ ☐
10	學生講錯英文了,只要不影響意思溝通,就不需要馬上糾正。	☐ ☐ ☐ ☐
11	幫助學生們蒐集平時學習資料(例如: 學習單、考卷等)做成學習檔案來打分數。	☐ ☐ ☐ ☐
12	學生講錯英文時,不要直接糾正,而採用間接的方式 。 (例如:在旁邊重複幾次正確的答案,而不是直接說:「你錯了!」)	☐ ☐ ☐ ☐
13	老師平時所出的作業也應該打分數並列入學期成績。	☐ ☐ ☐ ☐
14	在學生回答不正確時,應立刻糾正學生並解釋錯在哪裡。	☐ ☐ ☐ ☐
15	常常變化課堂活動,最好能包含聽、說、讀、寫。例如: 聽英文歌練習聽力、和同學模擬情境對話、讀英文繪本及寫簡單英文句子。	☐ ☐ ☐ ☐
16	老師對學生說英語時不需要故意放慢速度,或使用簡化的句子。	☐ ☐ ☐ ☐
17	將上課時「小組活動參與情形」納入學期成績。 (例: 認真參與小組討論加一分,教導不會的同學加一分。)	☐ ☐ ☐ ☐
18	規定在英語教室內不能使用中文。	☐ ☐ ☐ ☐
19	老師要對外國文化(例如:「聖誕節」由來)有相當的了解,以融入課程內容。	☐ ☐ ☐ ☐
20	要求學生第一天上課時就要開口說英文。	☐ ☐ ☐ ☐
21	打學期成績時只要依照考卷上的分數即可。	☐ ☐ ☐ ☐
22	老師說英文時要具備外國人的發音與音調。	☐ ☐ ☐ ☐
23	老師會依照不同的課堂活動,改變語言(中文或英文)來上課。	☐ ☐ ☐ ☐
24	應該設計不同的考試方式,例如「讓學生用英語對話」。	☐ ☐ ☐ ☐
25	多透過課本以外的實際教材(例如:音樂,圖片,影片 …等)來教外國文化。	☐ ☐ ☐ ☐
26	上課說英文時,以傳達意思為優先,文法和句型的正確性可以不用太在意。	☐ ☐ ☐ ☐
27	教文法時應根據主題,要求學生透過小組互動方式學習及練習(例如:和小組成員合作用英文演出餐廳內的對話),而非只	☐ ☐ ☐ ☐

	是做紙筆練習。		
28	介紹外國文化的部分(例如:教「聖誕節」相關內容) 應該視為正式課程內容,而不只是當作補充。	□ □ □	□
29	應該到電腦教室上英文課,直接以電腦上課、線上練習英文。	□ □ □	□

---------------問卷到此結束,感謝您的配--------------------

台中市國民小學有效之英語教學法問卷(學生用卷)

親愛的小朋友,您好!

　　感謝您填寫這份問卷。這份問卷想了解您目前對於有效之英語教學的想法,並且和老師的想法做比較,其研究結果可幫助教學改進。

　　本問卷包含七個方面,共 29 題,資料僅供研究分析使用,絕不做公開展示或其他用途。請您按照自己的想法作答,並且依序填答,不要遺漏。您的配合對本研究有很大的幫助,非常感謝您。

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國立政治大學 英語教學研究所在職專班

指導教授：　余明忠　　博士

研究生：　　楊祐華　　敬啟

中華民國 101 年 2 月

</div>

第一部分：下列題項請勾選(v)您的基本資料，第二題請填寫您所在地區及國小名稱

1.　您的性別_____男　_____女
2.　就讀學校 台中市_____ 區_____ 國小 _____年級
3.　學英文多久_____3 年_____4 年 _____4 年以上
4.　有參加英文校外補習嗎? _____有_____沒有

第二部分：下列題項主要探討小學學生對各項教學法的看法。填答時，請依照最符合您想法的選項打 v

	我認為一個能運用有效教學法的老師應該….	非常同意	同意	不同意	非常不同意
1	多在課堂上使用電腦等科技產品來進行教學活動。(例如:網路, 電子白板等)	☐	☐	☐	☐
2	讓我用對話或造句的方式練習文法句型。	☐	☐	☐	☐
3	在上課時以學生為主角，多進行學生小組活動，老師只做輔助與引導的角色。	☐	☐	☐	☐
4	讓我背誦課文句子來熟悉文法句型。	☐	☐	☐	☐
5	測驗學生口語能力時,不會只注重文法正確性,也會考慮意思的表達。	☐	☐	☐	☐
6	應該在課堂上多舉實際例子，讓我自己發現文法句型規則。	☐	☐	☐	☐
7	老師應該在每次考試後細心檢討考卷，直到我都清楚明白為止。	☐	☐	☐	☐
8	應該先把文法規則講出來,再讓我做練習。	☐	☐	☐	☐

9	要求我回家後利用電腦練習英文或完成作業。(例:上網查找資料)	☐ ☐ ☐ ☐
10	我講錯英文了,只要不影響意思溝通,就不需要馬上糾正。	☐ ☐ ☐ ☐
11	幫助我們蒐集平時學習資料(例如: 學習單、考卷等)做成學習檔案來打分數。	☐ ☐ ☐ ☐
12	我講錯英文時,不要直接糾正,而採用<u>間接</u>的方式 。 (例如:在旁邊重複幾次正確的答案,而不是直接說:「你錯了!」)	☐ ☐ ☐ ☐
13	老師平時所出的作業也應該打分數並列入學期成績。	☐ ☐ ☐ ☐
14	在我回答不正確時,應立刻告訴我並解釋錯在哪裡。	☐ ☐ ☐ ☐
15	常常變化課堂活動,最好能包含聽、說、讀、寫。例如: 聽英文歌練習聽力、和同學模擬情境對話、讀英文繪本及寫簡單英文句子。	☐ ☐ ☐ ☐
16	老師對我說英語時不需要故意放慢速度,或使用簡化的句子。	☐ ☐ ☐ ☐
17	將上課時「小組活動參與情形」納入學期成績。 (例: 認真參與小組討論加一分,教導不會的同學加一分。)	☐ ☐ ☐ ☐
18	規定在英語教室內不能使用中文。	☐ ☐ ☐ ☐
19	老師要對外國文化(例如:「聖誕節」由來)有相當的了解,以融入課程內容。	☐ ☐ ☐ ☐
20	要求我第一天上課時就要開口說英文。	☐ ☐ ☐ ☐
21	打學期成績時只要依照考卷上的分數即可。	☐ ☐ ☐ ☐
22	老師說英文時要有像外國人的發音與音調。	☐ ☐ ☐ ☐
23	老師會依照不同的課堂活動,改變語言(中文或英文)來講解。	☐ ☐ ☐ ☐
24	應該設計不同的考試方式,例如「和同學用英語對話」。	☐ ☐ ☐ ☐
25	多透過課本以外的實際教材(例如:音樂,圖片,影片…等)來教外國文化。	☐ ☐ ☐ ☐
26	上課說英文時,以傳達意思為優先,文法和句型的正確性可以不用太在意。	☐ ☐ ☐ ☐
27	教文法時應根據主題,要求我們透過小組互動方式學習及練習(例如:和小組成員合作用英文演出餐廳內的對話),而非只是做紙筆練習。	☐ ☐ ☐ ☐
28	介紹外國文化的部分(例如:教「聖誕節」相關內容) 應該視為正式課程內容,而不只是當作補充。	☐ ☐ ☐ ☐
29	應該到電腦教室上英文課,直接以電腦上課、線上練習英文。	☐ ☐ ☐ ☐

---------------問卷到此結束,感謝您的配合-------------------